

UNIVERSITY OF CAPE COAST

EVALUATION OF THE PERFORMANCE APPRAISAL SYSTEM OF  
PERSONNEL OF THE HEADQUARTERS OF THE GHANA  
EDUCATION SERVICE (GES) ACCRA

BY

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DEVELOPMENT

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**2010**

## **DECLARATION**

### **Candidate's Declaration**

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

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

Name: Judith Esther Ofeibea Donkor

### **Supervisor's Declaration**

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

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

Name: Dr. E.K. Ekumah

## **ABSTRACT**

The study was to examine the basis for conducting performance appraisal at the GES Headquarters in Accra, what is appraised by the Directors in terms of knowledge of job, quality of work, dependability, etc. vis-à-vis the employees perception on the appraisal system. One hundred and sixteen (116) respondents drawn from the ten (10) divisions were interviewed and made to answer a questionnaire which were mostly close-ended and open-ended comprising mostly dichotomous and multiple choices.

The study established that performance appraisal does not really evaluate the performance of the employees as they are appraised only when they are due for promotional interview. It also established that most of the directors have not undergone any training in the administration of Performance Appraisal.

For effective appraisal therefore, the GES Headquarters need to set a target to be measured and accountable for by all personnel. It must also be mandatory for all staff to be appraised annually whether due for promotion or not. Since the development of a country is tied to what the individual does, it is important that Performance Appraisal Report (PAR) is submitted annually by Divisional Directors for administrative and development purposes. To achieve these, job specification processes must be set up for all categories of personnel so that they would know what target to achieve at the end of a given period.

It was recommended that performance of appraisal report must be submitted on all employees whether due for promotion or not.

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## **DEDICATION**

To my late beloved daddy, Mr. Welman Ofei Donkor, who took care of my education. My dear mum, Mrs. Grace Amadi Donkor, who nursed my infant head and all personnel of Ghana Education Service, Ghana.

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## ACRONYMS

ACRS	-	Annual Confidential Reporting System
BARS	-	Behavioural Anchored Rating Scales
BED	-	Basic Education Division
CIA	-	Critical-Incident Appraisal
CRDD	-	Curriculum Research & Development Division
EA	-	Essay Approach
GES	-	Ghana Education Service
HR	-	Human Resource
HRMD	-	Human Resource Management Division
MOE	-	Ministry of Education
PA	-	Performance Appraisal
PAR	-	Performance Appraisal Report
PSA	-	Productive Standard Approach
SED	-	Secondary Education Division
SPED	-	Special Education Division
S & L	-	Supplies and Logistics
TED	-	Teacher Education Division
TVED	-	Technical and Vocational Education Division

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

Every Institution functions in line with some basic guiding principles. The Ghana Education Service is one area of human endeavor that requires clear-cut tenants to ensure its smooth and successful running. How to develop, utilize and evaluate the skills and abilities of employees for the achievement of organisational goals and individual satisfaction are challenges faced by most institutions.

According to Bateman and Snell (1996), performance appraisal is the assessment of an employee's job performance with two basic Human Resource Management (HRM) purposes. These two purposes are:-

- It serves as administrative purpose, that is, it provides information for future reference.
- It serves developmental purpose, that is, the information can be used to diagnose training needs and career planning for employees.

The basic purpose of performance appraisal, therefore, is to facilitate orderly determination of an employee's worth to the organisation. However, the fair determination of an employee's worth, according to Dawra (2001) can only be done by appraising the numerous factors that contribute to the worth of the employee. Some of these factors are attendance, performance on the job, relationship with other employees, ability to work without supervision etc.

The Ghana Education Service (GES) headquarters in Accra was the study area. It is situated at the Ministries area of Accra and within the same yard with the Department of Social Welfare Division of the Ministry of Youth and Employment, Ministry of Interior and the Ministry of Education Science and Sports.

The Ghana Education Service (GES) was established as part of the Public Service of Ghana Act 247 by the NRCDC 247. It was subsequently amended by NRCDC 252, 357, and SMCD 63. The GES, which falls under the Ministry of Education, Science and Sports, automatically belongs to the Civil Service. This is because it comprises of not only teachers but also civil servants in such positions as the administrative class. The GES Headquarters has a workforce of seven hundred and twenty three as at June 2007, for both teaching and non-teaching personnel.

Prior to 1999, the GES used the confidential report to appraise its employees. This was found to be unfair, subjective and very confidential. Therefore, to fall in line with the Civil Service, the GES Council organized a training programme on the implementation, introduction and administration of performance appraisal instrument for its directors. This was to be used by the education directors and heads of institutions to appraise both teaching and non-teaching personnel in the offices and schools. The result was the launching of an appraisal booklet and manual in October, 1999. For effective utilization, fair and systematic evaluation of employees on the job, the restructuring was extended to the Manpower and Training Division. The name Manpower and Training Division was then changed to Human Resource

Management and Development Division (HRMD) (GES Council Report) 1998, pg. 10).

In clarifying the purposes of performance appraisal in every institution, the GES Council Manual (1998) in the preface explains that:-

- The purpose of appraising is to help the institution to define clearly the tasks that employees are to perform.
- To use the definition and statement of the tasks as standards for appraising the work performance of the employee; and
- The information collected is to be used for counseling the employee as part of the staff development process and growth of the organisation.

As opined by Schuder and Jackson (1997), employees may learn about how well they are performing on the job through informal comments by co-workers. Such comments may be favourable or unfavourable, or formal reports and recommendations from superior officers before or after interviews. The contribution and realization of the value of the individual employee is, therefore, seen through the comments of others. Thus, the invaluable means of strengthening the links between the Service and the employees made each person consider his/her contribution to the realization of the strategic objectives of developing its human resource.

Odiorne (1985) points out that performance appraisal are an important management tool which could be used as basis for rewarding, coaching and developing employees. When the employee is rewarded, he/she is motivated to put in their best for the realization of the goals of the organisation. Coaching enables the employees to perform their job better especially where their weaknesses are identified and are given extra training. Also, through regular



feedback, the individual gradually advances in the performance of his/her duties. Performance Appraisal has now been widely regarded as an essential element of effective HRM in organisations, and the GES is of no exception.

The rationale underlying this study was to evaluate the PA system at the GES Headquarters as the services of the GES have continually come under public scrutiny and criticism. The weaknesses of GES in this area were reinforced by the absence of an appropriate laid down performance appraisal framework. The importance of such framework was to set out clear and relevant accountability for monitoring purposes. A more workable method for an accurate, precise and reliable evaluation can be made on performance of personnel. Perhaps the public outcry was intended to draw attention to the weakness in the educational system and ultimately bring about satisfactory performance on the part of the service. It is also, to make available a material that will serve as storage which can be reached for information, guidance and direction?

### **Statement of the problem**

In his New Year message to Ghanaians on 1st January, 1991, Flight Lt. J. J. Rawlings, the chairman of the then Provisional National Defence Council (PNDC), complained that the confidential reports on individual workers' performance are just a matter of routine. That is, everybody, both hard working and lazy ones, get a good confidential report. This routine results in the destruction of incentives for hard work and thereby lowers organisational discipline.

This routine was no different from what happens in the GES. It can be said that, the GES has not, for some reasons, been able to achieve some of the important objectives as far as appraisal is concerned. This was so because, most of the staff, both teaching and non-teaching had no jobs related to their job description. Individuals find themselves in divisions and units where they do jobs without any clear definition thereby prolonging the period of work/assignment whereas if the job was within their specification, it could be done within the shortest possible time.

Another most important factor was that, the outcome of the appraisal was not implemented, neither was it discussed with the personnel concerned after it had been conducted. The result of this lack of discussion was either lateness or absenteeism because the job does not have any serious effect on them. As Habinson (1973) asserted,, human resource (HR) constitutes the ultimate basis of the wealth of the nations; it was therefore paramount to view performance appraisal as the ultimate target to aim at in order to achieve organisational goals.

The problem facing the GES as has been observed over the past years was that PA was not conducted as often as it should be. Personnel go through appraisal only when they were due for promotion or going for an interview. Generally, the purpose of any staff appraisal system was to improve the efficiency of the institution. This will ensure that the individuals perform to the best of their ability and develop their potentials for improvement.

However, it was not very difficult to appreciate some of the lapses of the former Annual Confidential Reporting System (ACRS) used by both the Civil Service and the Ghana Education Service. A major problem identified

was that there was no provision made for agreeing on objectives and tasks to be performed. Consequently, there was no formal objective basis for assessing the performance of employees.

This study, therefore, sets out to evaluate the PA system of the GES headquarters. The headquarters was chosen because it handles the affairs of improving and giving quality education to citizens of Ghana. Being the headquarters, it has a sizeable number of employees.

### **Objectives of the study**

The general objective of the research is to evaluate the performance appraisal system of the personnel of the Headquarters of the Ghana Education Service in Accra..

The following specific objectives were focused on to guide the research:

- Examining the basis for conducting performance appraisal at the GES Headquarters..
- Examining what is appraised by the Directors e.g. knowledge of job, quality of work, dependability etc.
- Examining the individual employee's perception on performance appraisal
- Making recommendations on how to effectively use personnel performance appraisal to enhance individual and organisational goals.

### **Research questions**

The study will work around the following questions:-

- What is the basis for conducting performance appraisal at the GES Headquarters?
- What is the perception of personnel on the performance appraisal system?
- How is performance appraisal result communicated to personnel?

### **Significance of the study**

The need for an effective and formalized performance appraisal system to the Ghana Education Service (GES) could not be over emphasized if it was to achieve the objective of the Service.

Significantly, it was expected that the study would provide:-

- A basis for evaluating the various forms of appraisal tools at the disposal of the GES. That is, assessing and using the appropriate tools or method for appraising the individual employee. Examples of these tools are observation, self-appraisal and interviews/conferences. This would enable the appraisee to know what is expected of him/her as an employee and the appraiser to also avoid being bias.
- A guide to decision-making for policy makers and policy implementers. This means that heads of divisions and units would be guided as to what to appraise in terms of knowledge of the job, quality of work and productivity and

- A basis for further research to be undertaken so as to improve upon the system of appraisal in the GES.

### **Scope of the study**

There are ten divisions in all the regional and district offices of the GES. However, the study is limited to only ten divisions at the headquarters in Accra. The limitation to the Headquarters is only due to the numerous programmes, limited resources and time. More so the divisions at the headquarters deal largely with the personnel and involve almost all the regions and districts in the daily affairs and activities of the service.

### **Organisation of the study**

In accordance with the research objectives, the study is divided into five chapters. Chapter one deals with the background to the study; this includes the introduction, the statement of the problem, list of abbreviations and the organisation of the study. Chapter two reviews relevant literature on performance appraisal. It discusses what other authors have written on the concept of performance appraisal system. Chapter three deals with the methodology adopted for the study. This comprises the research design, the study population, sampling size, source of data, pre-test, data collection method, and data processing and analysis. Chapter four discusses the findings of the study in the key areas of the present state of conducting performance appraisal at the GES headquarters and the analysis of the performance appraisal at the GES headquarters. The final chapter, chapter five provides the summary, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter is designed to acquaint the reader with existing studies on performance appraisal. Specifically, the chapter attempts to review facts and opinions other researchers and writers have documented or expressed on performance appraisal.

The reviewed was undertaken under the following sub-headings:

- The definition of performance appraisal
- Objectives of performance appraisal
- The frequency of performance appraisal
- The impact of performance appraisal
- The processes and components of PA
- Some techniques used in PA system
- The standard of performance appraisal
- Human factors in PA system
- Common rating errors

#### **The definition of performance appraisal**

Performance Appraisal (PA) is variously known as performance evaluation, merit rating, progress rating evaluation and assessment among others. Various definitions have been given to performance appraisal.

According to Wayne (1992), appraisal is a systematic description of the job and relevant strengths and weaknesses of an individual. From this definition, appraisal means evaluating the performance of the individual in accordance to the job description so that, the individual's strengths and weaknesses are identified and addressed. For a better appraisal, therefore, the individual needs to be made aware of what is expected of him/her in the institution.

Matthias and Jackson (1997) also defined appraisal as the process of determining how well employees do their jobs compared with a set of standards. These standards are however communicated to the employees concerned for counseling and guidance to help them to improve upon their performance.

Dawra (2001) also defined PA as the systematic evaluation of the personality and performance of each employee by his superior or some other person trained in the techniques of merit rating. It can be said that PA is not a thing to be done once in a working time of an employee or done within a few days. Rather, it is a systematic process, that is, a procedure that follows a planned as well as an organized format to fairly evaluate the performance of an employee in respect to the job or task.

From the various definitions above, it is observed that in evaluating, the innovation and initiative of the employee is taken into consideration. These enable the supervisor to recommend further training, either formal or informal to help develop the potential of the employee for the benefit of the organisation. Also, the employee can be evaluated if the job or the task to be performed is clearly defined, as asserted by Wayne (1992). Therefore, when there is job description with clearly defined scope, the employee's strengths

and weaknesses can clearly be seen. This, as opined by Mathias and Jackson (1997), will determine how well the employees are performing in comparison to the set standards.

Knowing this then, PA, as defined by Dawra (2001), is to be done by a superior officer or a person trained in the technique of merit rating. The appraisal, in this view, is not done only on the job or the task performed by the individual, rather, on the total personality; that is, the appearance as well as the relationship with other employees. PA therefore, calls for various rating techniques for comparing individual employees in terms of personal qualities on deficiencies and their respective jobs.

### **Objectives of performance appraisal**

The objectives of PA fall into three categories. These are:-

- Strategic
- Administrative and
- Development

Strategically, performance appraisal links employee's activities with the organisation's goal. Appraisal reports provide inputs that can be used for the entire range of human resource activities. Consequently, PA report serves as a formation for both goal setting and reward administration. This is therefore seen as an important mechanism organisations can use to influence employee motivations.

Administratively, PA enables the organisation to take administrative decisions on;

- Promotion



- Transfer
- Wages and salary administration and
- Rewards

Administratively, PA reports supplies data to management on the performance of individual employee on his strength and weakness. Performance appraisal reports also provide useful information on the adequacy of the various personnel management practices. For example selection processes placements, transfers and training programmes.

Promotion is viewed as the most important area that calls for the administration of performance appraisal. It is, however, mismanagement to promote employees into positions where they cannot perform effectively. When PA system is well developed and administered, it could aid in determining whether the individual should be considered for promotion or not. It must be noted that satisfactory performance on the job does not necessarily mean that the employee is fit for promotion.

Transfers are necessary in some cases as a result of unsatisfactory or satisfactory performance. These transfers motivate the employee to improve upon previous performance when it is based on satisfaction.

Increment in wages and salaries is in some cases based on performance appraisal reports. The assumption is that, employees would be motivated to be more productive if they know that their salaries reflect on their performance. According to Rue and Byars (1995), some of the more common uses of PA are for making decisions relating to pay increase, promotions, dismissals, etc. This is because the employee's present job performance is the most important significant consideration for promotion or not. They are also used as primary

criterion against which employee recruitment, selection and placement activities of an organisation is validated.

Developmental purposes involve developing the employee's skills and motivation as well as providing performance feedback on personnel strengths and weaknesses. It also gives direction to individual employees for the improvement on their career development and future performance.

Developmentally, training and learning opportunities of the employees are, at times, realized through the PA system. This enables management to identify the areas of skills or knowledge in which some employee's lack. Management is able to identify talented employees so as to train and develop them to achieve organisational goals, (Bateman and Snell 1996).

Self-improvement brings out the deficiencies and shortcomings of the employees. Discussions after the appraisal between superior and subordinate gives the chance to the employee to have an insight into his general performance. When such discussions are held in a friendly atmosphere, it encourages employees to improve upon their performance. Self-improvement helps the employee to answer questions like, "How am I doing?"; "Where do I stand?" among others. When PA is used appropriately, it produces growth in the employee and increases productivity in the organisation. In determining the behavioral changes required of employees, Wayne (1992) pointed out that if PA is used properly, it improves job performance and provides information for both managers and employees. The determination of how the individual is performing on the job enables management to establish plans for improvement.

When these opportunities are made available, it would improve individual, team and organisational performance.

### **The frequency of performance appraisal**

According to Alder and Coleman (2000), once-a-year job appraisals are typically not enough. They stress that effective job performance management must be an on-going process that is continuously monitored. Thus, for the effective evaluation of an employee, the PA system must be at short intervals, with employees given feedback about how well or poorly they are performing. It has been observed that the employee is motivated when he/she sees improvement in his/her performance through positive remarks from colleagues. In agreement with this view, Chase (1994) stressed that performance appraisal should be continuous and must be based on preceptors of important identification behavior competencies. Tyson and York (1996) also suggested that superiors should adopt a scheme where PA is conducted continuously as a joint evaluation by superiors and individual employees, and as an annual ritual in which superiors make confidential judgment on their subordinates.

The frequency of appraisal however, differs from organisation to organisation and the nature of duties performed. Some are spot, monthly, quarterly, six monthly or yearly appraisals. However, in an attempt to find out the frequency of the evaluation within a year, the responses from the personnel showed that 30 % of the total respondents had it once whilst 13 % said they do have it as much as twice in a year. Those who do not go through

appraisal were 57 percent. This indicated that PA is not achieving its aim at the GES headquarters.

In some cases, more frequent appraisal, create a sense of fear amongst the ratees or employees. Dawra (2001) suggested that, the ideal frequency of PA is one that fits into the objectives of the appraisal. That is, what the organisation really wants to achieve and therefore, what is expected from the employee to realize that goal. Pearse and Robinson (1989) also noted that appraisal becomes an empty ritual when it contributes little to the adjustment and monitoring of the current human resource and without implementation. When, therefore, appraisal is conducted without any feedback to address the weaknesses or the strengths of the employee, the objective behind it all becomes empty. Ideally, a periodic appraisal during the year will serve as a feedback for annual performance review of an employee to be retained.

### **The impact of performance appraisal**

Fiddler Cooper (1992) stressed that many teachers who had been through an appraisal process has found that it was rewarding because their weaknesses and strengths were made known. They were therefore able to improve upon their performance which manifested in the performance of their students/pupils. Without feedback, this could not have been achieved; this can only be achieved when the results of the appraisal is communicated to the employees. Developing interpersonal skills and supporting the employees with appraisal management systems may also resolve the problems of staff appraisal. For positive impact on the performance of the employee, therefore, good performance will result from careful planning and committed

implementation of the appraisal system. However, unless PA is properly conducted, it can frequently result in an unpleasant experience for both directors/managers superiors and employees.

Employees also see PA as an organisational reward. An organisational reward system consists of the types of rewards to be offered by an organisation. These include all types of rewards. When employees receive rewards from the organisation, be it increase in salary, promotion or further training, they experience the feeling of accomplishment by interpreting this as a sign of a job well done. Unfortunately, many related rewards provided by organisations do not lend themselves to being related to performance. Performance evaluation, when conducted fairly, contributes to the administrative actions and decisions of an organisation. It also enhances and facilitates strategies such as evaluating current skill levels of the employee for the future.

Looking at PA differently, Schuder and Jackson (1997) referred to it as a formal, structured system for measuring, evaluating and influencing an employee's job-related attributes, behaviours and outcome, including absenteeism. Structuring PA should, in this case, be based on the set objectives which cover all the needed attributes so that the employee derives a positive impact from it.

### **The processes and components of performance appraisal**

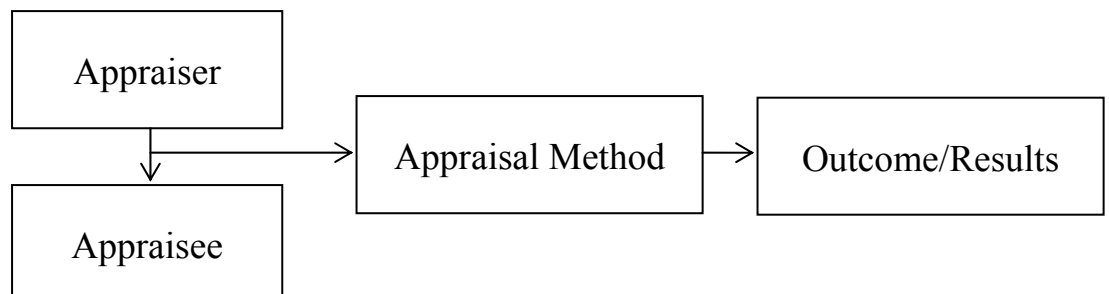
From the individual's point of view, appraisal may be seen as a time for feedback on their performance. Feedback such as words of encouragement, praise and reassurance help them in performing better and guidance on their

future possibilities. However, some individual employees view the process as irrelevant to their needs because, they rise through the grades/ranks according to the number of years served.

In this case, the PA process has the potential of being a positive instrument in the development of human resource and achieving organisational goals. On the other hand, it could be demoralizing to the individual employee and undermine organisational progress. Therefore, the ultimate impact of performance appraisal report depends on the philosophy underlying it – thus the skill attitude and motivation of the appraiser (Bateman and Snell 1996).

The components of the appraisal process include the following:-

- What should be assessed
- The standard of performance
- Who should conduct the assessment (the appraiser)
- Who should be assessed (the appraisee)
- The appraisal method/technique (the procedure) to use
- How to communicate the assessment result, and
- The outcome of the performance appraisal



**Figure 1: The processes and components of performance appraisal**

Source: - R. Kreitner and A. Kinicki (Organisational Behaviours 1995)

According to Armstrong (2001), PA systems traditionally concentrate on inputs and, to a certain degree. He goes on further to say that managers are asked to assess personality traits and behaviour under such headings as initiative, relationship and willingness. It was however realized that rating the individual during assessment was highly subjective because, there were no standards set for exercising judgment.

Performance assessment in modern times, according to Milkovich and Boudreau (1991), can consider behaviours, that is, how the employee does the job. However, some of the results were measurable; but measuring results only may provide insufficient information, thereby reducing employee's motivation and satisfaction. This is because behaviours show whether poor results reflect inadequate employee skills, lack of effort or conditions beyond his/her control. But usually, both behaviours and results are measured.

Assessing behaviour involves two distinct processes:

- Observation and
- Judgement

These two processes are subject to biases but some experts have suggested that job performance must be judged solely on the basis of objective indices such as production data and personal data like accidents and absenteeism.

Mathias and Jackson (1991) further considered some aspects which must be assessed. According to them, appraisal systems are sometimes designed to assess personality behaviour, performance and, sometimes, achievement of goals. These areas, in their view, may be measured either qualitatively or quantitatively, but with their associated problem. The problem

associated with qualitative appraisal is that, it may have important areas unappraised and that it may not be suitable for comparison purposes. What is actually measured in performance appraisal is the extent to which the individual conforms to the organisation.

In measuring performance appraisal quantitatively, some form of scale is used. There is the tendency for raters to settle on the mid-point of the scale, either through lack of knowledge, lack of confidence or lack of ability to discriminate. It is therefore not an easy task to rate people, but it can be structured so that it is made as objective as possible for whatever is to be appraised to be achieved. This is because, success on the job is due to a number of factors, and hence, multiple criteria are necessary to measure performance.

### **Techniques used in performance appraisal**

Behaviorally Anchored Rating Scales (BARS) is a PA technique designed to identify the behaviours necessary for the critical areas of performance outcomes. With BARS, the individual employee's performance is evaluated by asking the rater to record specific observable job behaviours of the employee. The observation is compared with the behaviourally anchored rating scale. According to Dawra (2001), the system differentiates among behaviour, performance and result. Consequently, BARS identifies observable and measurable behaviours and it is also job specific, more reliable and a valid method for performance appraisal.



Stephen and Bushardat, (1998) asserted that Behaviourally Anchored Rating scales and task-oriented performance evaluation are relatively new methods of appraising.

However, they assert that once the instrument is developed, and in spite of the difficulties in developing the scales, the use of behaviourally oriented evaluation will give the superior results. The focus here, therefore, is on discovering how productive the employee is. This implies that the employee is evaluated to indicate whether he/she can perform as or more effectively, in the future.

The next technique is the Productive Standard Approach (PSA). This approach to PA is most frequently used for employees who are physically employees in the productive sectors. Rue and Byars (1995) explained that it involved in producing a product. It is basically a form of objectives setting for involves setting a standard or expected level of output, and comparing each employee's performance to the standard. Productive Standard Approach attempts to answer the question of what is a fair day's output by an employee. The advantage here is that performance review is based on highly objective factors. However, the most serious criticism of PSA is the lack of comparability of standard for different job categories.

The Essay Approach (EA) is another technique that requires the superior to describe an employee's performance in written narrative form. With this technique, instructions are often given to the manager on the topics to cover. Examples of such instructions are:-

- Describe in your own words, the employee's performance including quantity and quality of work, job knowledge and ability to get along with other employees.
- What are the employee's strengths and weaknesses?

The advantage here, according to Rue et al (1995), is that the length and content can vary considerably. This implies that one superior may write a lengthy statement about an employee's current potential and little about his/her past performance. On the other hand, another might concentrate on the employee's past performance. Thus, EA becomes difficult to compare because the writing skill of a manager/director can affect the appraisal system.

Another technique is the Critical –Incident Appraisal (CIA). The CIA technique requires the manager/director to keep a written record of incidents as they occur. This involves job behaviours that illustrate both satisfactory and unsatisfactory performance of the employee being rated. The incidents recorded over time provide a basis for evaluating the performance and providing feedback to the employee.

The disadvantage here is that the superior is required to put down incidents regularly as they occur. This can be burdensome and time-consuming. Another disadvantage also is that the definition of a critical incident would be unclear and may be interpreted differently by different supervisors. This technique is believed, can lead to friction between the supervisor and the employee, especially where the employee thinks that the manager is keeping a "book" on him/her.

The last technique to be discussed is the Checklist. This requires the superiors to answer 'yes' or 'no' to a series of questions concerning the

employee's behaviour. Varying weights can be assigned to each question. Normally, the human resource department keeps the scoring keys for the checklist methods. Superiors are not aware of the weights associated with each question. But bias can be introduced because superiors can see the positive or negative connotation of each question. A drawback of the checklist technique is that it is time-consuming to assemble the questions for each job category. Also, the questions may have different meaning to different superiors.

### **The standard of performance appraisal**

The first step in managing effectively employee performance appraisal report is to review existing standards and develop new ones when the need be. Many superiors however simply assume that employees know what they are supposed to do on their job. This is not so hence their inability to describe clearly the requirements of their job as well as the standards on which they were evaluated.

Standard of performance appraisal describes the written statements of conditions which exist in a job well done. In most cases, employees stress performance areas they are skilled in to the exclusion of areas in which their capabilities are more limited. Consequently, performance standards should tell an employee how much (quantity), how well (quality), what period (time) and in what way (manner) he/she would perform tasks assigned.

In order to achieve these, some kind of information need to be given for the benefit of both the employee and the supervisor/superior. Information such as 'what is to be done' 'how well it is to be done' and 'when it is to be done' when stated clearly, would enable both to be aware of what is expected

from them. Management thus needs to set clear objective for the achievement of tasks and make every employee aware of the standards set. A clear understanding of what constitute an acceptable standard of performance should also be communicated to both. Most significant indicators of performance appraisal system effectiveness are the quality of the standards used to appraise the job performance of the employee. The standards should be realistic, specific, challenging, understanding, consistent and dynamic with measurable organisational goals.

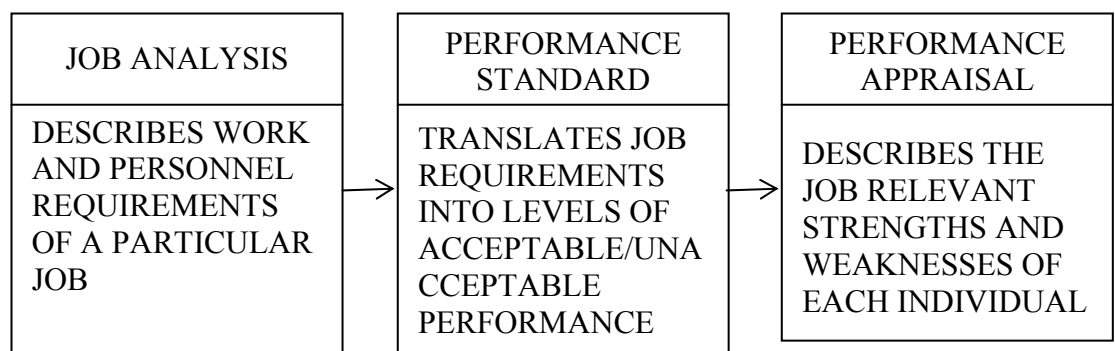
Two different types of criteria with which performance could be compared was considered by the work of Robert J. Haydan. These were relative and absolute standards. With the relative standards, he stated that the employee's performance is compared with the performance of other similar employees. Thus, comparing the employee's performance with predetermined work standards, objectives, goals etc. was the use of absolute standards. Relative standards were used to evaluate employees for administrative purposes such as promotions, salary adjustment and transfer. The absolute standard on the other hand is used when performance improvement or employee development is needed. Haydan concluded that these requirements bring about a major departure from most of the traditional appraisal systems.

According to Rue et al (1995), standard of performance should be set up for various reasons including the following:

- The processes of setting up standards of performance sharpen judgment of the superior in appraising the results obtained during the review period.

- The appraisal results clearly indicate the areas which require more training to attain standard.
  - A clear and fair assignment of work follows the establishment of standards and prevents over utilizing or underutilizing employees.
  - Group discussion as a basis step in formulating standards of performance enables each worker to have a direct voice in formulation of standards.
  - Better human relations are fostered between employees and superiors/supervisors since both know the standard of performance.
- And
- Helps to translate the organisational goals and objectives into job requirements.

Further still, Wayne was of the view that performance standard should result from a clearly defined job analysis which should also form the basis for job performance appraisal. The figure below shows the relationships that exist between performance standards to job analysis and performance appraisal.



**Figure 2: The standard of performance appraisal**

Source: Adapted from Wayne F. Cascio: Managing Human Resource, 1989

## **Human factors in performance appraisal system**

Some factors have been identified as potential conflicts that arise during the appraisal process. The first to be identified is the negative attitude towards PA process. According to Ellis and Hartley (1991), some superiors believe that the process is too time consuming and requires judgment of which they are not competent in terms of knowledge skills. It is this view that Dawra (2001) stressed that the systematic evaluation of the personality and performance of the employee must be done by a person trained in the techniques of merit rating. Considering these views, the appraising process will not be time consuming when a qualified person handles it. This is because, the one knows exactly what he is looking for.

The next factor identified by Lang (as cited by Filder and Copper, 1992) is the inherent conflicts. He explained this as the lack of support for both the appraisee and the appraiser to enable them to know what target is to be achieved and what is to be appraised. In this situation, the appraisee needs to be given a job description and specification with targets set to be achieved. However, many organisations neither set targets nor specify the job contents which finally results in conflicts between the superior and the subordinate. For the success of PA, therefore, the system must attempt to meet the needs of both the individual and the organisation.

Another factor identified by McGregor (1987) is the resistance of super-ordinates to appraise subordinates. He argues that superiors are uncomfortable when put in a position to playing God. They therefore find it difficult to judge the performance of their employees. Building on McGregor's argument, Stroul (1987) pointed out that managers just adopt the

role of counselors to set a helpful tone for employees to see performance feedback as meaningful.

The last factor is accountability and development. Beer (as cited in Pearce and Robinson 1989) opines that potential conflicts between individuals and organisations occur when accountability and development are combined in the PA system. The individual, therefore, views the PA system as a victimization tool to tarnish his/her image in a long earned reputation. Employees, therefore, need to be exposed to the criteria for the PA system and its benefits to them and the organisation. When this is done, employees will see the appraisal process as a link to rewards, their career and self-image. If this is not done, they will feel reluctant to engage in open dialogue that is required for valid evaluation and personal development.

### **Common rating errors**

Observation has indicated that line managers/directors do not fully understand PA basics and its impact on the employee. In their contribution to the problem of PA system, Schuder and Jackson (1997) argue that most managers/directors spend more time in acquiring competence rather than managing human resources. This is so because employees are recruited on competences while evaluating performance for sustainability is lacking.

Some common types of errors which occur so often in ratings need special efforts to handle them. These are:-

- Personal Bias
- Logical Error and
- Halo Effect

Personal bias error occurs when there is a general tendency to rate the entire individual employee at the same level on the rating scale. Some raters use only the high end of the scale. This is referred to as the generosity error.

The second type is where the rating also occur less frequently but persistently where the lower end of the scale is favoured. This is also referred to as the severity error.

A third type of frequent response is shown by the rater who avoids both extremes of the scale and therefore rates everyone as average. This is also referred to as the central tendency error. This occurs when performance appraisal statistics indicate that most employees are evaluated similarly as performing average or above-average work. Since individuals differ in abilities and potentials even in performing similar jobs or tasks, there will be biases when they are evaluated in the same way. This is because job descriptions and specifications differ, hence the possibility of under-rating employees.

Another bias error which in fact is a variation of generosity is the leniency error. The leniency error is the situation where the grouping of rating is done at the positive end of the PA scale. This process normally creates conflicts because there are many biases such as raters rating those they know or their favourites higher than they deserve. The best group rating is to spread the rating through the scale to depict a true evaluation of the employee.

Logical error occurs when two personalities are rated as more or less alike as they actually are. This is as a result of the raters beliefs concerning their relationship. During rating achievement, some superiors tend to over-rate the achievement of individual employees. For example, in a school



situation, a teacher may over-rate the achievement of students identified by aptitude tests as gifted. The reason being that they expect achievement and giftedness to go together. These errors are not biases towards certain individual employees or students position on the rating scale. Rather, from the raters own assumption of direct relationship among traits than actually exist.

The halo effect occurs when the raters' general impression of a person influences the rating of the individual personalities. In this situation, when the rater has a favourable attitude towards the individual employee being rated, there is the tendency of giving high ratings on all the traits. On the other hand when the raters' attitude is unfavourable, the ratings will be low. The final result is seeing the employee receiving the same rating on every item.

Other problems are prejudices, personal preference, appearance, social status and sex. A more promising approach to overcome these problems is to give superiors training to improve their skills at rating (Rue and Byars 1995). Contributing further to the problems, Shuder and Jackson (1997) indicated that superiors fail to see the pay off in conducting PA. The reason being that targets set seem to be the same throughout in the organisation. Since it has no negative impact on the organisation as well as the employer and the employee, its importance is not realized. Most superiors also dislike the associated excessive paper work and the unpleasant confrontation with employees. To avoid such confrontations, they abandoned the system entirely.

The literature review covers the following outstanding issues:-

The various names as referred to performance appraisal such as performance evaluation, merit rating, evaluation, progress rating and assessment. It also looked at the various definitions given by different authors. From the various

definitions given by these authors, it can be summed up that “performance appraisal is a formal system which provides the employer with a periodic review of the individual employees performance on the job as against targets set to achieve organisational goals”- own definition.

Every performance aims at achieving a purpose. The objectives of PA were therefore discussed. This area covered the strategic purpose, which is linking the employee activities to the organisational set goals. The administrative purpose tackled such areas that enable the organisation to take administrative decisions on promotions, transfers, wages/salaries and rewards. On developmental purpose, the identification of training needs for both the employer and employee before and after the appraisal system was discussed. The causes of employees’ deficiencies and remedies such as skill and motivation were also looked into.

The chapter also discussed the frequency of which the appraisal report is to be conducted. It discussed the various views expressed by different authors on the period of appraisal. These invariably depend upon the set target to be achieved by the individual employee to meet organisational goals.

Appraisal report discussed with employees for the identification of their strengths and weaknesses leaves a lasting impact on the individual employee. Structuring the PA system for better outcomes based on set objectives for the individual employee to derive positive impact was also tackled in the literature review.

Many see the appraisal process as irrelevant to their needs and unhelpful, although this is often a reflection on the way that the process operates. Therefore, for the performance appraisal process to be seen as a

positive instrument in the development of the human resource and the effectiveness of the organisation, the process and the component are to be adopted.

The various techniques to be used by superiors in appraising subordinates for better results were also discussed. These techniques serve as guidelines for superiors to effectively evaluate their subordinates for better performance in the future.

The standard against which to compare employee performance for clearer and accurate result enhances performance standard. Thus reviewing existing standards and developing clearly the requirements for the job and the performance standard on which the employee is to be evaluated cannot be overlooked.

Certain factors considered as human which were identified as potential conflicts during the appraisal processes were discussed. Some of these were negative attitude towards PA processes on the part of the superiors. Others were inherent conflicts on the part of superiors and subordinates, the resistance of super-ordinates on the part of superiors and lastly accountability for valid evaluation of the individual employee.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

For a better understanding of the context in which performance appraisal is taking place in the Ghana Education Service headquarters in Accra, this chapter describes the various methods used to inform the empirical aspect of the dissertation.

The chapter begins with the study population and then the sampling size. The source of data and the method used in collecting data have been also discussed. In selecting the study area and the method used to enable the objectives to be realized, due consideration was given to the fact that it constituted a blend of all ranks and grades of personnel working at the GES headquarters in Accra. The pre-test and data processing and analysis conclude the chapter.

#### **Study population**

The main interest of the study was to evaluate the performance appraisal system of the personnel of the Ghana Education Service, and its impact on the individual employee. To ensure that the objective of this research reflected on the true perception of the personnel, a sample population was selected at the GES headquarters in Accra. The GES headquarters was

chosen because it has a sizeable number of personnel in all the divisions which are also found in the regions and the districts offices.

The study population comprises of personnel of the GES headquarters. The breakdown according to the number of personnel in the divisions were Human Resource Management and Development (HRMD) 122, Finance 209, Supplies and Logistics (S&L) 28, Technical and Vocational Education Division (TVED) 57, Secondary Education Division (SED) 22, Basic Education Division (BED) 23, Curriculum and Research Development Division (CRDD) 33. Teacher Education Division (TED) 39, Special Education Division (SPED) 34 and Inspectorate Division 19.

### **Sample and sampling technique**

A total sample size of one hundred and sixteen (116) was considered for the Ghana Education Service headquarters in Accra. A combination of quota and purposive sampling methods which falls under non-probability sampling procedures was employed as the best technique. This was because they satisfied the objectives of the research since the study had limited objectives of obtaining particular information on performance appraisal issues in the area of evaluating the individual personnel performance in the Service for the achievement of set goals. In this instance, the researcher did not focused on particular target groups.

The breakdown of the number sampled according to divisions was as follows:-

**Table 1: Population of divisions**

Division	Population	No. Sampled
HRMD	122	20
Finance	209	35
S & L	28	5
TVED	57	14
SED	22	6
BED	23	6
CRDD	33	10
TED	39	6
SPED	34	9
Inspectorate	19	7
Total	586	116

Source: Field data (2008)

Further, it was not the desire of the researcher to attempt to generalize the population parameter, hence the selection of the GES headquarter in Accra where many of the target groups could be found and easily be accessible for the administration of the questionnaire.

The use of non-probability sampling, though subjective, have many practical consideration for a research like this. First, they meet sampling objectives especially where a researcher has a limited objective and wants to contact only certain targeted persons that are typical to the study. The other reason for choosing non-probability sampling over probability sample was cost and time.

With regard to the specialized nature of the topic, non-probability sampling appeared to be the only feasible alternative. This was because it would have been difficult and impracticable going round the entire Service (Regions and Districts) administering questionnaire to the respondents which would have been easily done in the headquarters in Accra.

### **Source of data**

The method employed for collecting data for the research was both primary and secondary sources. These two were used because it was difficult to collect data on issues of interest from a single source.

In terms of primary source, interviews, personal observation and questionnaire were administered to a sample of one hundred and sixteen (116) selected personnel at the GES headquarters in Accra. One hundred and sixteen respondents were selected because they could be easily identified and contacted. They were made up of Divisional Directors/Unit Heads, Teaching and Non-teaching personnel. The researcher made use of secondary data to support the primary data. These included literature, journals and some reports on performance appraisal.

### **Data collection method**

The questionnaire were administered personally by the researcher in view of the fact that the topic appeared quite new and as such, was required to be discussed with respondents for greater understanding. Only personnel deemed to be 'responsive' were interviewed. This was because the researcher targeted personnel who are ready to co-operate, bold and vocal.

The main aim of administering the questionnaire was to find out the general perception of the personnel on the performance appraisal system. The researcher therefore visited the ten divisions on five occasions. The purpose of the visits was to interview and interact with personnel of the divisions. Three questionnaires, (Appendix ABC) were prepared for the various categories of personnel to answer. Appendix 'A' consisting of 21 questions was answered by the Divisional Directors/Unit Heads, Appendix 'B' was made up of 23 questions was answered by the teaching personnel and appendix 'C' made up of 32 questions was also answered by the non-teaching personnel.

The use of interview schedule helped greatly to guide the interview process and also facilitated the clarification of issues. This enabled the researcher to gather more information and to confirm and clarify issues related to performance appraisal system at the GES headquarters.

### **Data processing and analysis**

The questionnaires received were screened by sorting out the entire uncompleted questionnaire. These were sent back for personnel to complete through the guidance of the researcher. Tables were used in analyzing and discussing the views of respondents on the subject. Descriptive analysis was employed because of its convenience and acceptability in most research work. Also, it is easy and understandable by people who are not mathematically inclined.

Descriptive study precedes the evaluation of the PA system at the GES headquarters in Accra. The criteria and the benefits of PA system were the



frame work of the analysis used. The information obtained were summarized and presented in tables, frequencies and percentages.

### **Pre-test**

The main research was preceded by a pre-test using five persons each from the two groups, which were the teaching and non-teaching personnel from the ten divisions. The main aim of the pre-test was to improve upon the items of the questions for readability and also to cancel any item which did not yield useable data. It was also to improve the validity of the instruments.

### **Research problems and constraints**

The major constraints to the study were the nature of the topic coupled with inadequate time and the collection of answered questionnaires. The challenging situation was during the collection of answered questionnaire where most of the respondents had either misplaced their questionnaire or had not answered it. When it appeared impossible to retrieve those that have been misplaced, new questionnaires were given to respondents to answer. This time, they were guided to complete them for collection on the spot.

These two challenges necessitated in the researcher going to the divisions more than anticipated. Some of the divisions were also far apart from the main Ministry building and therefore had to go through traffic jams for hours. However, all these were due to the heavy workloads on some of the Directors such as, attending to educational functions in the metropolis. In spite of all these, the responses were quite encouraging. The overall response rate was 79 percent.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

This chapter presents the information obtained from personnel of the GES headquarters. The analyses of the data collected for the study were based on the responses from the respondents to the items in the questionnaire. In order to make for easy assessment of the study, the employees were categorized into three, which is those in the Directors grade, the teaching and non-teaching personnel. However, the directors were in the teaching personnel group. The variables discussed included the following:-

- Background e.g. sex, qualification, rank/grade
- Basis for conducting PA at the GES Headquarters
- Criteria of PA method used at GES Headquarters
- Participation in PA schedule.
- Perception of the personnel on PA report.
- Feedback on PA
- Training of personnel and Individual Development.
- Individual Development
- Perception of PA results/outcomes

### **Background information of respondents**

A total of ten (10) Directors answered the questionnaire administered to them. The sex distribution was even for both females and males as indicated in Table 2.

**Table 2: Sex of respondents of directors**

Sex	Frequency	Percent
Female	5	50
Male	5	50
Total	10	100

Source: Field data (2008)

Questionnaire for the teaching staff were administered to a total of forty-seven personnel. These were made up of twenty-nine (29) females and eighteen (18) males indicating 61.7 percent and 38.3 percent respectively (Table 3).

**Table 3: Sex of respondents of teaching personnel**

Sex	Frequency	Percent
Female	29	61.7
Male	18	38.3
Total	47	100

Source: Field data (2008)

Questioner for the non-teaching staff were also administered to a total of fifty-nine (59) personnel made up of twenty (20) females and thirty-nine

(39) males. The distribution was 33.9 percent for females and 66.1 for males

Table 4.

**Table 4: Sex of respondents of non-teaching personnel**

Sex	Frequency	Percent
Female	20	33.9
Male	39	66.1
Total	59	100

Source: Field data (2008)

Table 5 showed the respondents ranks/grade in the teaching personnel category. The total frequency shows the number of the teaching personnel who the questionnaire were administered to, this was fifty-seven (57). Table 5 indicates the total number of respondents in each category.

**Table 5: Ranks/grades or respondents of teaching personnel**

Respondents	Frequency	Percent
Director I	3	5.3
Director II	3	5.3
Assistant Director	4	7
Principal Supt.	21	36.8
Senior Supt. I	11	19.3
Senior Supt. II	15	26.3
Total	57	100

Source: Field data (2008)

Table 6 also shows the frequency of the various categories of the non-teaching personnel who the questionnaire were administered to. The total frequency was fifty-nine as indicated in Table 6.

**Table 6: Ranks/grades of respondents of non-teaching personnel**

Respondents	Frequency	Percent
Chief Personnel Officer	1	1.7
Senior Admin. Officer	10	16.9
Administrative Officer	9	15.3
Private Secretary	3	15.0
Secretary	4	6.8
Principal Typist	9	15.3
Senior Clerk	6	10.2
Foreman	3	5.0
Data Entry Clerk	5	8.5
Driver II	5	8.5
Accountant	4	6.8
Total	59	100.0

Source: Field data (2008)

People differ in their abilities and aptitudes this explains why individual differences exist. The differences are natural and to a great extent, cannot be eliminated. Even when two individuals are given the same education and training, there would be seen differences in the quality of work done on the same job.

It is therefore important for management to know these differences so that employees with better abilities are rewarded or promoted. It is also the task of management to identify the training needs of employees as well as making employees aware of their performance in comparison to their fellow employees for improvement. These could be achieved by evaluating the performance of the individual employee.

Performance appraisal, as a systematic description of the job as well as the identification of the individual's strengths and weakness must be ongoing since it evaluates the total personality and performances of every employee; thereby recommending either a formal or informal training to enhance the individual's performance. The systematic evaluation of the personality and performance of the employee must therefore be conducted by a trained person in the techniques of merit rating. In view of this, a yearly training in the administration of PA need to be organized for all division and unit directors to be taken through the appraisal form designed for the service. This way, they would be able to set targets and explain to employees what things superiors look for in appraising subordinates.

When performance appraisal is conducted by a person trained in the techniques of merit rating it will enable the person to set targets to be achieved as well as identifying training needs to help develop the potential of the employee. The situation at the GES headquarters is not so. Few directors presently in active service have undergone training in the administration of PA, the importance of PA and its effects on both the individual and the organisation is therefore not realized.. In a situation like this, the important tool for staff development – performance appraisal, has not been recognized.

This is because no provision is made for the identification of the appraisee's weaknesses and deficiencies which calls for improvement.

The superior's personal assessment would not be rewarding because he/she was unable to identify the weaknesses and strengths of personnel under him/her. This failure will be reflected in the total performance of the output of the division or unit which, in the long run, affects the superiors' achievement as a division or unit head.

Also of the view that the frequency of appraisal must be related to the nature of the organisation. Further, he suggested that organisations operating in a dynamic changing environment such as the Ghana Education Service, more frequent appraisals are called for.

#### **Basis for conducting performance appraisal at the GES headquarters**

According to Haimann (1991) appraisals must be conducted regularly for it significant to be felt by the employee and the organisation. He continued that appraising the individual once is of little importance therefore the superior should formally appraise all the employees in the unit/department at regular intervals. Mullins, (1996) was also of the view that the frequency of appraisal must be related to the nature of the organisation. He further suggested that organisations operating in a dynamic changing environment such as the Ghana Education Service, more frequent appraisal are called for.

When asked about the basis for the conduction of PA at the GES Headquarters, 96 respondents, representing nearly 83 percent indicated that PA is conducted when they were due for promotion while 19 respondents representing 16.4 percent also indicated that it is not based on promotion,

Table 7. This means that employees were appraised when they were due for promotion and going for an interview. Employee’s performance appraisal enables the management to know personnel who needs further training as well as developing, counseling and rewarding them for the achievement of organisational goals.

**Table 7: Basis for conducting PA at the GES headquarters**

Response	Frequency	Percent
Appraisal based on promotion	96	82.8
Appraisal not based on promotion	19	16.4
No response	1	8.0
Total	116	100.0

Source: Field data (2008)

Using PA as a tool for evaluating the individual employee’s performance on the job, therefore, must not be done during promotion. Rather, it must be on regular basis so that the needed guidance is given for the development of the employee’s profession and the achievement of the organisational objectives/goals.

The results indicated that PA is conducted yearly but only for personnel due for promotion. Performance appraisal as a fact must be a continuous process so that the individual’s performance deficiencies are checked. Superiors need to keep written records of incidents such as satisfactory and unsatisfactory performance that involves job behaviours of employees. These recorded incidents over a period of time will provide a basis for evaluating the individual employee’s performance at a given period;



it must not be done only when he/she is due for promotion. Though BARS may seem a new method of appraising, once the instrument is developed, despite any difficulties in developing scales, it gives the superior results. This enables the superior to arrive at a result devoid of biases.

Interaction with some superiors revealed the view that process of appraising was too cumbersome and time consuming. In order not to overburden them in evaluating all personnel under their supervision, which is between ten and thirty, they find it more convenient to involve only those due for promotion in the process.

About fifteen percent of the respondents interviewed revealed a strong support for recognition of their work through regular appraisal. According to them, this would challenge and motivate them to be productive and efficient while achieving their career and personal goals. The implication here is that the primary importance of the employee's human resources must be recognized and rewarded.

The error identified was that most of the divisional and unit heads seem not to understand the basis and impact for appraising the employees. They, therefore, overlook some common rating problems and errors such as leniency, the halo effect and central tendency, just to mention a few. The individual employee therefore, views the PA system as a victimization tool meant to tarnish his/her long earned reputation.

### **Criteria of performance appraisal method used at the GES headquarters**

Performance appraisal system measures variety of items especially on inputs, and to a certain degree behaviour. According to Armstrong (1995)

manager were asked to assess personality traits and behaviour under headings such as initiative, willingness and relationship with people. The ratings however were highly subjective since there were no standards for exercising judgments on these characteristics. The main factor here in measuring performance should be the analysis of the behaviour required to achieve agreed results and not of the personality.

When respondents were asked about the criteria used to evaluate their performance, 21.7 percent, representing 23 personnel responded that they do not have any idea as to what criteria is used to assess their performance. This means that they neither have a job specification nor had ever gone through appraisal formality. Thirteen of the respondents representing 12.3 percent also were of the view that the criteria used was based on their initiative and or willingness to accept extra duties in performing their daily tasks as indicated in Table 8.

**Table 8: Criteria of PA method used for teaching and non-teaching**

Respondents	Frequency	Percent
Goal Attainment	23	21.7
Efficiency / Initiative	13	12.3
Knowledge of Work	21	19.8
Responsibility / Reliability	19	17.9
No Idea	30	28.3
Total	106	100.0

Source: Field data (2008)

On the part of the Directors (supervisors/superiors) the criteria used by the majority was the knowledge the individual employee has in performing his daily tasks. This was the response of 4 respondents representing 40 percent. From the table 9 there was every indication that, all the Directors had an idea of what to look for in evaluating the employee.

**Table 9: Criteria used by directors**

Respondents	Frequency	Percent
Goal Attainment	2	20
Efficiency / Initiative	1	10
Knowledge of Work	4	40
Responsibility / Reliability	3	30
No Idea	0	0
Total	10	100

Source: Field data (2008)

However, performance evaluation can consider behaviour that is, how the individual does the job or results, that is how the individual accomplishes the job required. Although some results may require only measuring, that could provide insufficient information. The reason is that behaviours show whether poor results reflect inadequate skills, lack of effort or conditions beyond the employee's control. Interaction with some of the respondents who responded 'no idea' was that they work according to the tasks or assignments given them to perform. There was therefore no specific quantity of worked to be achieved within a given period.

Considering the views of Mathias and Jackson (1991), the system must be designed to evaluate personality, behaviour or performance and sometimes achievement of goals. These areas which could be measured either qualitatively or quantitatively could be discussed with employees before the appraisal session. Because, success on the job for the attainment of organisational goals depends on a number of multiple criteria.

### **Participation in performance appraisal schedule**

Unfortunately, this important tool – performance appraisal which is used in staff development processes is being overlooked at the headquarters of the Ghana Education Service.

When asked about their participation in the appraisal programme, 104 respondents (89.7 %) responded that they completed appraisal forms themselves before giving the forms out to superiors. The superior then writes his comments based on what has been completed by the personnel and signs. The respondents take this to be their involvement or participation in the appraisal reporting. From the responses there was to be nothing like an appraisal conference where a preparatory meeting was held to set standards or targets based on the mission of the job or the job output and accomplishment for key areas (Table 10).

**Table 10: Participation in the PA schedule**

Responses	Frequency	Percent
Employees involvement	104	89.7
Employees not involvement	12	10.3
Total	116	100.0

Source: Field data (2008)

Employee's participation in the appraisal process must be from the beginning of the working time in the organisation or institution. This is because the process is a systematic one that follows a planned and well organized format to aid in the evaluation of the employee's performance on the job. This, therefore, calls for a trained person in the techniques of appraising who would be able to set targets and justify other key performance areas such as knowledge of work, output, initiative, communication, and so on for evaluation.

Ideally, after a period of evaluation, the superior needs to invite the employee to discuss the findings. This, invariably, would give the employee the chance to have an insight into his performance. Such discussions, when done tactfully, would encourage the employee to improve upon his/her performance. Similarly, it would increase production in the organisation /institution and create a sense of genuiness in the employees.

### **Perceptions of personnel on PA report**

A good appraisal system might enable management to address certain issues and realize the goals of the institution/organisation. The issue of performance appraisal at the Ghana Education Service headquarters calls for

improvement. This is because the perception of personnel at the GES headquarters is that performance appraisal is conducted only when the individual employee is due for promotional interview. In spite of performance appraisal's usefulness towards higher productivity, various attitudes have been developed by employees at the GES headquarters on their perception about the PA report. A good appraisal system might enable management to address certain issues that realize the goals of the institution/organisation.

Performance appraisal is an important process that provides analysis of one's overall qualities, capabilities and potentials. This is done by monitoring the performance of the employee on routine basis by completing an appraisal report form. In as much as the Service recognizes this, the data collected from respondents on the perception of personnel on PA showed 103 respondents (88.8%) responding that PA does not evaluate performance. According to them, the system does not encourage them neither does it motivates them to work harder. Those who responded in the affirmative were 13 representing (11.2%). Their reason was that, the system has encouraged and motivated them to work better and also, has become conscious of their work and what is expected from them.

**Table 11: Perceptions of personnel on PA report**

Responses	Frequency	Percent
PA system evaluate performance	13	11.2
PA system evaluate not performance	103	88.8
Total	116	100.0

Source: Field data (2008)

Some of the non-teaching personnel interviewed said they saw PA as a victimization tool because to them, it is mandatory to rise through the ranks. Therefore, they saw no need for the process. One of their reasons was that colleagues who had gone through appraisal processes and had failed in their promotional interviews has complained bitterly about the types of questions they were asked. According to them, this had delayed in their movement to the next grade. Indeed, the results seem to be at variance with the assertion that performance appraisal is important to employees, professional development and for meeting organisational goals.

The concern was, if performance appraisal was conducted on all employees on a regular basis by the superior and discussed with the subordinates, strengths and weakness would be identified and improved. The superior, knowing exactly what to expect from the subordinates, would find it far easier to complete appraisal forms on all personnel in the division/units, rather than viewing the process as cumbersome and asking appraisees to complete appraisal forms themselves. This was seen as a contributory factor to failures during promotional interviews because, appraisees complete forms to their favour, not really depicting their performances on the job, thereby being unable to answer questions at interviews.

The results indicated that, PA system was considered when necessary, such as one was due for promotion or attending an interview. On the contrary, PA must be continuous so that the individual employee's weaknesses do not go unchecked. Again, at an informal discussion during the interview with some respondents, they suggested that appraisal should also be a process that

requires recognition for their work contributions and not when they were due for promotion.

It is of paramount interest, therefore, that superiors look for ways to meet the motivational and productivity challenges of employees. This must be of primary importance to every superior.

### **Feedback on PA reports**

Any information that answers questions negative or positive is feedback. A good feedback answers questions truthfully and productively. It is a type of information people can use either to confirm or correct their performance. This indicates that appraisers should not deny appraises with such vital information. For, performance feedback is most effective when it occurs immediately after the behaviour to which it is related.

When asked whether a feedback is received after appraisal interview, 78 respondents (67.2 %) responded negatively. Those who responded in the affirmative, 38 (32.8 %) were those who passed through their promotional interviews and therefore took it to be a feedback received (Table 12).

**Table 12: Provision of feedback after the appraisal report**

Responses	Frequency	Percent
Written report	38	32.8
No response	78	62.7
Total	116	100.0

Source: Field data (2008)



Considering the views of Fiddler and Cooper (1992), teachers who had been appraised regularly had seen rewards in being appraised, as it had reflected in the performance of their students/pupils. This shows the need for appraisal discussions and results to be communicated to appraises.

Another means of providing feedback is the adoption of organisational rewards. This, as discussed in the literature, could be in the form of rewards promotion or further training on scholarship or even an increase in salary. These rewards would create a feeling of recognition and accomplishment as a sign of good performance by the employee.

Unfortunately, such feedbacks and rewards are lacking because of to the fact that superiors either do not go through training in techniques of appraisal, or are too occupied to complete individual appraisal forms through which they would be able to know the actual performance of employees under them, so that they can give recommendations and advice.

As mentioned earlier, PA, as an important process provides an analysis of the individual's capabilities and potentials. When the results of individuals' performance are communicated to them, it enables them to improve upon their performance and to learn and check all weaknesses and deficiencies.

### **Training of personnel on administration of PA**

Ten divisional directors and unit heads each were interviewed as to whether they had been given training in the filling and completion of performance appraisal report. Sixty percent of the directors responded in the affirmative while forty percent of the unit heads also responded same (Table

13). This means that majority of the directors had not been given any training in the filling and completion of the appraisal report.

**Table 13: Divisional directors/unit heads and PA**

Responses	Frequency	Percent
Directors	6	60.0
Unit Heads	4	40.0
Total	10	100.0

Source: Field data (2008)

Training is the bed-rock of every organisation since it helps the organisation to achieve its purposes, and thereby adds value to its key resources. The employee, on the other hand, would understand the right way to perform tasks, develop and enhance his/her confidence and this would help to boost his morale. To the new employee, he would understand the way and manner work is carried on within an organisation.

Above all, training would help blend the needs of individual staff members with the training policies of the organisation. It is thus suggested that, after every appraisal report, the result must be discussed with employees to enable them identify their training needs. This, invariably, would enable the Service to maintain personnel's loyalty and thus help to retain key personnel. Thus, after appraisal reports, employees whose performance are found encouraging or satisfactory are to be sent out for short courses to update their skills. This would prompt those whose performances are not satisfactory to improve.

It was conceived that ideally, orientation training on the administration of PA must be organized once a year for all personnel, both superiors and subordinates. This would provide the personnel the opportunity to know what targets to set and to be achieved. The superiors would also know that appraising personnel is not a day's affair but rather, a process. A lengthy period would then be used to evaluate the employee's general performance so as to avoid biases. Employees would also know that it is not right for them to complete appraisal forms, rather the completion of the report is the responsible of their directors/superiors.

Lack of training on the administration of PA report at the GES headquarters has resulted in irregularities in the completion of appraisal forms as well as rating which seems to create a feeling of mistrust at some divisions at the GES headquarters. The purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation. It also helps in the development of competencies of employees to enable the organisation achieve its goals.

### **Individual development**

Ideally, PA describes the process of evaluating and monitoring the individual employees' achievements and weaknesses. Measures to remedy the employees' weaknesses should include:-

- regular assessment of employees by division/unit heads,.
- providing feedback to employee appraisal, and
- appraisal serving as a motivational tool for rewards

However, the situation is not so at the GES headquarters. It was disclosed during the interview that GES personnel collect appraisal forms when they are due for promotional interviews. Because the appraiser has not undergone any training and therefore do not know what to look for, he/she sees no need to discuss the employees' performance with them. This confirmed respondents' revelation when 49 percent said they had never been appraised since they were employed into the Service. According to them, their promotions were based on the number of years on a grade, which calls for automatic incremental jumps.

Performance appraisal is important to employees' professional development so as to enable the employees to contribute to the company's goals/objectives and performance. Through discussions of developmental needs after the appraisal report, training opportunities can be identified and a plan of action taken.

Developing manpower is one of the major issues which confront the government today. A UN Handbook on Public Administration (1961) as cited in Enniful (1999) pg 10 pointed out that 'the state is expected to be the accelerator of economic and social change, and no longer the preserve of the status quo. In its new role as the prime mover and estimator of national development, it is expected to spread the benefits of economic and social progress to many'. In view of this, governments of developing countries, as a matter of fact, are called upon to spearhead the search for development.

Generally, development of people is the advancement of knowledge, competencies and skills for the purpose of improving performance in an organisation/institution. This adversely reflects on the professional

competencies of the individual, and this is seen in the output of performance in achievement of goals. Thus, the development of the individual employee in the organisation/institution is directed to improve performance for organisational efficiency and greater profitability.

The situation at the GES headquarters indicated that personnel development is not the primary concern of the Service. Personnel only learn on the job to rise through the ranks. Few of the teaching personnel who desire to develop themselves do so personally either on sandwich basis or on full time with or without study leave.

#### **Perception of PA results/outcomes**

When asked about their views on results after appraisal, 96 (82.8%) respondents were quick to respond that they were not satisfied with the results of their appraisal. According to the 'dissatisfied' respondents, the appraisal reports given does not reflect on their actual performance at work. They indicated that there have never been any targets set for them to achieve at a particular period. Again, they indicated that they know what actually was expected from them at work since they are qualified in their working areas.

Some of them mentioned punctuality, knowledge of work, initiative and quality of work, initiative and quality of work as some aspects they know are assessed and therefore discharge their duties accordingly. In spite of all these, the appraisal results given them do not reflect on their performance. Others were also quick to say that, they were not successful in their promotion interviews due to their appraisal report in spite of their performance at work.

To these respondents, the appraisal system is very subjective thereby reducing their motivation and satisfaction.

The respondents who were satisfied with their results 20(17.2%) indicated that they were successful in their promotional interviews, notwithstanding their performance at work.

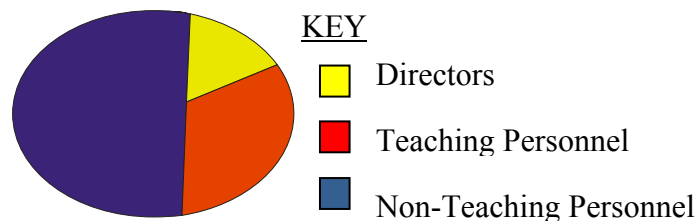
**Table 14: Perception of personnel on PA results/outcomes**

Responses	Frequency	Percent
Directors	20	17.2
Unit Heads	96	82.8
Total	116	100.0

Source: Field data (2008)

**Designation of respondents**

Out of the total of one hundred and sixteen (116) respondents, fifty nine percent (59%) were non-teaching personnel, forty-seven percent (47%) were teaching personnel and ten percent (10%) were directors.



**Figure 3: Designation of respondents**

Source: Field data (2008)

As part of their duties all the divisional directors supervise the work of the divisions. This was confirmed by the responses from the respondent, sixty percent (66%) of the total respondents of the teaching and non-teaching personnel indicating that their performances have never been assessed. Their reasons were that they have not completed any appraisal form for promotional interview. Twenty-two percent (22%) also indicated that their performances have been assessed as a result of completing an appraisal form for promotional interview but were not successful. They were however quick to say that they were not aware of the ratings indicated in the forms they completed, as they have never been given any job description. Only twelve percent (12%) of the respondents indicated that after completing appraisal forms for promotional interviews, they came out successfully.

Majority of the divisional directors, even though completed appraisal forms during their promotional interviews, do not seem to attach any importance to the ratings and its relevance to the development of the individual and achieving organisational goals. Lack of training also in the administration of PA creates a problem for the raters. This is because they may not have the technical know-how to adequately assess the personnel on the various ratings as this might have adverse effect on the appraisal system such as biases and inaccuracies.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

This chapter begins with the summary of the study, followed by the conclusions and the recommendations drawn from the research study.

#### **Summary**

The research in it's entirety, sought to evaluate the performance appraisal system of the personnel at the Ghana Education Service Headquarters in Accra under the following specific objectives examined.

- The basis for conducting performance appraisal at the GES headquarters.
- Criteria of PA method used by supervisors
- Participation of personnel in PA schedule
- Perception of personnel on PA report
- Provision of feedback after PA report
- Perception of personnel on result/outcome

Having decided to concentrate the study on one organisation, the Ghana Education Service Headquarters in Accra was chosen. The reason being that it deals largely on the provision of education to all Ghanaians at all levels. Being the headquarters, it has a sizeable population of personnel in



management and administration positions to facilitate effective teaching and learning for the goals of the service to be achieved.

The research also examined the feedback for the subordinates after the appraisal and identification of training needs to improve personnel performance.

One hundred and sixteen staff, comprising divisional directors, unit heads, teaching and non-teaching personnel were sampled for the study. The study population comprised of both teaching and non-teaching personnel from the ten (10) divisions at the GES headquarters with regard to the state of performance appraisal system. These divisions were Finance, Supplies and Logistics, Technical and Vocational Education, Secondary Education, Basic Education, Curriculum and Research Development, Teacher Education, Special Education and the Inspectorate.

The sampling method used was the combination of quota and purposive sampling. These were used because they fall under non-probability sampling procedures and satisfied the objectives of the research since the study had limited objectives of obtaining particular information on PA.

The findings were:-

- From the study, only six (6) and four (4) percent of the divisional directors and unit heads respectively, had been given training in the administration of PA.
- A high percentage of 82.8 percent of the respondents indicated that the basis for appraising them was on promotion.
- Participation in the appraisal schedule showed 89.7 percent of respondents were involved in the performance appraisal schedule.

They were quick to add however that their response was as a result of their successes during their promotional interviews.

- Almost 90 percent of the respondents indicated that the PA system does not evaluate their performance.
- Provision of feedback after appraisal report showed 67.2 percent of the respondents responded that the result of the appraisal schedule was not communicated to them.
- The study also disclosed that performance appraisal is not a very popular technique use by the GES headquarters to monitor personnel performance.
- Another serious response against the appraisal system was that most of the personnel indicated that they had no knowledge of the performance standards expected of them. It was, therefore, difficult to imagine how one could be motivated to attain a standard of performance he/she is ignorant of.
- The study also disclosed that all the Divisional Directors and the Unit Heads were fully aware of the operation of some form of performance appraisal system though a greater number of them had not gone through any training in the administration of PA.
- A lot of factors that could positively or negatively affect the personnel's performance as revealed by the study included poor remuneration (low salary) and lack of motivation.

On the issue of training personnel, both superiors and subordinates, on the appraisal report, it was observed that:

- Personnel do not seem to know the importance of the administration of the report
- Performance appraisal reports are completed within a short period of time by both superiors and subordinates.
- No target is set for the personnel to achieve over a period of time.
- Personnel performance appraisal is conducted only when the personnel is due for promotion.
- Personnel appraisal results are not communicated to those involved to know how they fared to enable them improve upon their performances.

## **Conclusions**

From the results and discussion one could conclude that:

- Personnel of the Ghana Education Service headquarters in Accra do not seem to realize the need and importance of appraising personnel, as enshrined in the document presented on the Structure of the Civil Service, 2000 (page 9). That is, assessing performance, evaluating potential for promotion, motivating and involving staff in organisational activities.
- Personnel of the GES headquarters do not recognize the role staff development plays in the performance of the individual towards organisational achievements.
- A greater number of personnel had negative views towards the appraisal report and its associated processes.

- There was no universal and wholehearted commitment to the importance and relevance of the appraisal report to improve job performance and organisational efficiency.
- Subordinates most often complete appraisal forms for the superiors to append their signature.
- Superior officials of the GES do not see the need for discussing results of PA with personnel as an incentive package for change.
- Performance Standards are not stated in performance of the individual employees functions or duties
- There is lack of understanding of the system resulting from inadequate briefing of personnel on the system and absence of involvement and training programmes for both Directors and Unit Heads.
- Performance appraisal system is not fully accepted by all personnel. This has led to inadequate feedback, unknown performance standards and apathy of appraisal processes.
- Though rarely conducted, personnel participate in the appraisal system.
- Performance appraisal does not really evaluate performance of personnel. This is unfair and therefore must be devoid of victimization and subjectivity.

### **Recommendations**

It is the basis of the findings made and the conclusions drawn from the research that the following recommendations were made:

- Job specification processes must be set up at the headquarters for all categories of personnel so that they would know what target to achieve at the end of a given period.
- Performance appraisal must be an annual routine for personnel and not only for those due for promotion.
- Every personnel promoted to the grade of Assistant Director or its analogues position must be trained in the administration and completion of Performance Appraisal
- Annual training in the administration of performance appraisal must be organized for all superiors.
- Performance appraisal report must be submitted annually by divisional directors for administrative and developmental purposes.
- Subordinates are not to be made to complete PA reports them. Rather, superiors should, as a matter of duty, monitor the total performance of personnel under them. This will enable the superior officer evaluate the performance of their subordinates annually.
- For staff developmental processes, results of appraisal reports must be discussed with subordinates to check deficiencies and repetition of mistakes.
- Personnel who perform creditably must be rewarded at an end-of-year get-together, or be sponsored to under go short causes related to their work area.
- All divisional directors and unit heads, as a first step must be given training in the administration of performance appraisal.

- The need to train both superiors and subordinates on the importance of the completion of the appraisal report forms.
- Targets need to be set and achieved as the process continues so that both superiors and subordinates will be able to know their performances.
- Divisional directors and unit heads are to identify and provide key result areas and to set realistic targets for personnel to be achieved.
- The results of PA, whether positive or negative, need to be communicated to the staff to help them improve on their weak areas. This in no small way may serve as a motivational tool to work harder as staff will have an inner feeling that their performances are being monitored.
- Superiors are to note that appraisal reports do not only serve as a basis for promotion but also, needs assessment, skill motivation, rewards as well as capacity building of personnel.
- Superiors should be strengthened in terms of supervisory capacity and professional leadership qualities to make them more competent to be able to evaluate/assess personnel properly.
- Performance Standards should be clearly stated in both quantitative and qualitative terms to have a motivating effect on personnel. This would enable them to know how much of it that they have achieved or attained.
- The Ghana Education Service should form a committee “The Performance Management Committee” at the headquarters and all the Regions to ensure that proper implementation of the different

techniques and elements of performance management including performance appraisal.

- Staff members who do well must be assisted financially and materially to further their studies as a form of motivation.
- The appraiser must be provided with a means of identifying the strengths and weaknesses of appraisee's performance and recommend specific programmes designed to improve the appraisee's performance and also offer counseling as part of staff development processes.
- The criteria should include punctuality and a sense of responsibility. This will encourage the appraisee to be work-conscious thereby enabling to be punctual and attach much responsibility to his daily work.
- The criteria should also include practical assessment of the appraisee where applicable. This will ensure that the individuals within the service are performing to the best of their ability and developing their potentials for improvement in the development of the service.
- Remuneration for good performance and sanctions for staff that perform below average should be part of the criteria.
- A final appraisal report on yearly basis should be conducted by the divisional directors based on the quarterly appraisal report on all the staff of the division. This will enable the divisional directors to assess the overall performance of the division and recommend changes where necessary.

- Performance appraisal report must be in the context of the organisational needs and communicated to employees for a high level of performance.
- The PA system must focus on employees and management working together and not working apart.
- Needs assessment must be followed by the provision of appropriate training to motivate staff. That is must be an assessment tool for development, education, learning and training of staff.
- Opportunity to discuss personnel performance and performance standards regularly will remove the negative idea that the appraisal system is unfair.

### **Challenges**

In spite of the recommendation enlisted, the following were also identified as some challenges facing the effective administration of performance appraisal at the Ghana Education Service.

- Performance standards are not well defined. Employees do not know what is expected of them. That is their job description and targets to be achieved at a given period are not set.
- Poor administration of performance appraisal instrument. That is appraisal forms are normally completed by personnel when they are due for promotional interview.
- Directors may not support the performance management system. That is taking time to assess and rate the individual personnel



themselves instead of asking them to complete appraisal forms for their signature and date.

- Supervisors may not avail themselves for training in the administration of performance appraisal instrument as a result of their heavy schedules.
- The Ghana Education Service in general has no job description set for each of the categories of staff in the service. Personnel of the same rank, grade and class as well as qualification therefore perform different jobs which may not be relevant to their area of work. This therefore creates problems in ratings during appraisal system.

The recommendations and challenges when addressed, will check absenteeism and lateness, which arise as a result of personnel having no work to perform. Job specification and description with target set to be achieved, will definitely equip the personnel at the GES Headquarters to work harder as they develop themselves to give the headquarters a new look.

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**APPENDIX A**  
**QUESTIONNAIRE FOR THE DIRECTORS OF THE GHANA**  
**EDUCATION SERVICE HEADQUARTERS**

Introduction

This academic research is being undertaken by this student in partial fulfilment of the requirement for an award of MA Degree in Development Studies- Human Resource Development (HRD). The researcher would be grateful if you could respond to all the questions, accurately. Information given would be treated as very confidential.

GENERAL INSTRUCTIONS

Please tick [] the appropriate box/column or fill in the blank spaces where appropriate.

Section A:- Background Information

1. Sex:- Male []

Female []

2. Age 40-44 []

45-49 []

50-54 []

55-60 []

3. Level of professional attainment

Director General []

Deputy Director-General []

Director 1 []

Director 11 [ ]

Deputy Director [ ]

Assistant Director 1 [ ]

Assistant Director 11 [ ]

Section B:- Experience of Staff Development

4. Number of years worked in this grade

Below 1 year [ ]

1-5 years [ ]

6-10 years [ ]

11-15 years [ ]

16-20 years [ ]

Please, respond to each of the following items by ticking [] once, whether you are

Very Satisfied - VS

Satisfied - SA

Dissatisfied - DS

Very Dissatisfied - VDS

Neutral - NE

This is how I feel about my present job: VS SA DS

VDS NE

1. Job duties

2. Working conditions/ environment
3. Job security
4. Prestige associated with the job
5. Salary level in relationship to the job Performance
6. Service policy
7. Recognition for service
8. Facilities available for work

9. How often do you conduct performance appraisal/assessment of personal in your division/unit?.

Adequately [ ]

Rarely [ ]

Monthly [ ]

Quarterly [ ]

Yearly [ ]

None [ ]

10. Suggest other period(s) in which performance appraisal/assessment can be conducted at the GES.

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11. Which of the following criteria guides the evaluation of the PA system at the GES Headquarters?

Promotion [ ]

- Job performance [ ]
- Personality traits [ ]
- Punctuality to work [ ]
- Team work [ ]
- Self discipline [ ]
- Target achieved [ ]
- Quality of work [ ]

12. The criteria used in evaluating the PA system are

- Effective [ ]
- Ineffective [ ]
- Efficient [ ]
- Inefficient [ ]

13. Suggest other ways in making the PA system effective and efficient, if your answer to item 16 is negative.

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14. How do you distribute PA reports to personnel

- Initial meeting to plan for appraisal [ ]
- Oral comments in passing [ ]
- PA reports given to individuals to complete [ ]

15. How does the GES provide feedback on performance of personnel at the Headquarters?

- Written reports to individuals [ ]
- Meeting with appraises [ ]
- None of the above [ ]
- Others (specify) [ ]

16. What is your opinion of the appropriateness of the appraisal techniques/methods used to measure performance appraisal at the GES Headquarters?

- Highly appropriate [ ]
- Quite appropriate [ ]
- Inappropriate [ ]
- Highly inappropriate [ ]

17. Would you like to change these techniques/methods used for measuring personnel performance?

- Yes [ ]
- No [ ]

18. If “No” what improvement would you like to see in the appraisal system?

---

---

19. Do you supervise/inspect the work of subordinate staff in your Unit/Division?



- Almost never [ ]
- Once in a while [ ]
- Often [ ]
- Most of the time [ ]

20. To what uses does the GES put its appraisal/assessment information?

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21. List some factors (if any) that affect performance appraisal/assessment of the employees at the GES Headquarters.

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THANK YOU

## APPENDIX B

### QUESTIONNAIRE FOR THE TEACHING PERSONNEL OF THE GHANA EDUCATION SERVICE HEADQUARTERS

#### Introduction

This academic research is being undertaken by this student in partial fulfilment of the requirement for an award of MA Degree in Development Studies- Human Resource Development (HRD). The researcher would be grateful if you could respond to all the questions, accurately. Information given would be treated very confidential.

#### GENERAL INSTRUCTIONS

##### Section A:- Background Information

1. Sex:- Male [ ]  
Female [ ]
  
2. Age 40-44 [ ]  
45-49 [ ]  
50-54 [ ]  
55-60 [ ]
  
3. Level of professional attainment  
Principal Superintendent [ ]  
Senior Superintendent 1 [ ]  
Senior Superintendent 11 [ ]
  
4. Number of years worked at this level  
Below 1 year [ ]

1-5 years [ ]

6-10 years [ ]

5. What do you think about your current job specification?

Fully utilized [ ]

Over utilized [ ]

Under utilized [ ]

None [ ]

6. How were you promoted to your current grade/rank?

Through interview [ ]

Through ranking [ ]

Section B:- Experience of Staff Development

7. Are you aware of the Techniques/Methods used to appraise/assess/measure your work output?

Yes [ ]

No [ ]

8. If 'No' why? Explain, please.

---

---

9. If 'Yes' how often are you appraised?

---

---

10. Do you think that the technique/methods used to appraise/assess you gives a true reflection of your work?

Yes [ ]

No [ ]

11. How would you assess the effectiveness of the present performance appraisal/assessment system in the GES?

Highly effective [ ]

Quite effective [ ]

Average [ ]

Ineffective [ ]

Please respond to each item from 12 to 22 by ticking {√} once

SA - Strongly Agree

A - Agree

DA - Disagree

UN - Undecided

This is how I think about the PA system at the SA A DA UN

GES Headquarters:

12. The PA system is fair and firm

13. The PA system does not really evaluate performance
14. The PA system is subjective
15. The PA system is satisfactory
16. The PA system is excellent
17. How does the current performance appraisal/assessment system motivates you improve on your performance?
18. PA will link to strategy for the organisation
19. PA will serve as a need assessment tool for development, education, learning and training
20. A will serve as an opportunity to learn about ones skills/capabilities, strength and weaknesses
21. Frequent PA review will foster partnership and co-operation in developing effective working relationship
22. Frequent PA based on constructive feedback provides opportunity for individuals to improve their performance.
23. What factors, in your opinion, affect your performance and productivity? List them.

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THANK YOU

## APPENDIX C

### QUESTIONNAIRE FOR THE NON- TEACHING PERSONNEL OF THE GHANA EDUCATION SERVICE HEADQUARTERS

#### Introduction

This academic research is being undertaken by this student in partial fulfilment of the requirement for an award of MA Degree in Development Studies- Human Resource Development (HRD). The researcher would be grateful if you could respond to all the questions, accurately. Information given would be treated as very confidential.

#### GENERAL INSTRUCTIONS

Please tick [] the appropriate box/column or fill in the blank spaces where appropriate.

#### Section A:- Background Information

1. Sex:- Male []  
Female [
  
2. Age 40-44 []  
45-49 []  
50-54 []  
55-60 [
  
3. Level of grade/rank  
Chief Personnel Officer []  
Senior Administrative Officer [

- Administrative Officer [ ]
- Private Secretary [ ]
- Secretary [ ]
- Senior Clerk [ ]
- Principal Typist [ ]
- Foreman [ ]
- Data Entry Clerk [ ]
- Driver 11 or 2 [ ]
- Accountant [ ]

4. Number of years worked in this grade

- Below 1 year [ ]
- 1-5 years [ ]
- 6-10 years [ ]
- 11-15 years [ ]

Section B:- Experience of Staff Development

5. Have you received any training related to your work schedule?

- Yes [ ]
- No [ ]

6. If 'Yes' what was the level of training?

- Formal [ ]
- Informal [ ]

On the job [ ]

7 With your current position do you think you have been

Fully utilized [ ]

Over utilized [ ]

Under utilized [ ]

None of the above [ ]

8. What is the basis of promotion at the GES

Length of service e.g. every 3 or 5 years [ ]

Seniority [ ]

Excellent performance [ ]

Examination [ ]

9. How is your performance appraised/assessed/measured?

Through interview [ ]

Through ranking/grading [ ]

10. Are you normally informed before you are appraised/assessed?

Yes [ ]

No [ ]

11. If 'Yes', how often is it done?

---

---



12. How often are you appraised/assessed?

Yearly [ ]

Quarterly [ ]

Monthly [ ]

Weekly [ ]

13. How would you assess the effectiveness of the performance appraisal/assessment system at the GES?

Highly effective [ ]

Quite effective [ ]

Average [ ]

Ineffective [ ]

14. Are you aware of the techniques/methods used to appraise/assess/measure the quality and quantity of your work?

Yes [ ]

No [ ]

15. If “Yes”, what are those techniques?. List two of them.

---

---

16. Do you supervise/inspect the work of subordinate staff in your Unit/Division?

---

---

Please respond to each item by ticking {√} once.

A - Agree

DA - Disagree

The criterion that guide PA system at GES Headquarters is A DA

17. Regular attendance to work
18. Punctuality to work
19. Target achieved
20. Knowledge of work
21. Quality of work
22. Behaviour rather than punctuality traits
23. Team work
24. Relationship with others
25. Appearance
  
26. Do you think the full range of your work is appraised/assessed by the appraisal/assessment system?  
Yes [ ]  
No [ ]
  
27. If 'No' what aspect(s) of your work are/is excluded by the appraisal/assessment system?

- 
- 
28. Have you ever received any feedback on your performance?
- Yes [ ]
- No [ ]
29. How often do you receive such feedback, if your answer is positive
- Yearly [ ]
- Quarterly [ ]
- Monthly [ ]
- Others
30. Who normally provides the feedback on your performance?
- Director General [ ]
- Deputy Director General [ ]
- Divisional Director [ ]
- Unit Head [ ]
31. Who distributes the PA report form?
- Director General [ ]
- Deputy Director General [ ]
- Divisional Director [ ]
- Unit Head [ ]
- CPO [ ]

32. What is your general view about the performance appraisal/assessment system at the GES Headquarters?

The PA system is fair and firm

The PA system is unfair

The PA system is subjective

THANK YOU

**APPENDIX D**  
**PERFORMANCE APPRAISAL FORM FOR**  
**DIVISIONAL/REGIONAL/DISTRICT**  
**DIRECTORS AND ASSISTANT DIRECTORS OF EDUCATION AND**  
**ANALOGOUS GRADES**

Period of Appraisal

1) PARTICULARS OF DISTRICT

Name:.....  
Region:.....  
Address:.....

2) PARTICULARS OF THE OFFICER

Name: ..... Regd. No:.....  
Sex:..... Date of Birth:..... Staff No:.....  
Present Position:.....  
Date of Promotion:.....  
Date of First Appointment to the Service:.....  
No. of Years in Current Position:.....  
No. of Years in Present District/Region:.....

QUALIFICATION (HIGHEST):

Academic:.....  
Professional:.....

Seminars, Workshops, In-Service Training during the reporting period:

.....  
.....

3) DUTIES

List key job responsibilities/assignments

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Indicate key Target(s) to be achieved      Percentage of Target achieved

- |          |    |
|----------|----|
| a. _____ | a) |
| b. _____ | b) |
| c. _____ | c) |
| d. _____ | d) |

4) RATING

E - Excellent:

G - Good:

S - Satisfactory

F - Fair/Needs Improvement

U - Unsatisfactory/Poor

Please tick the appropriate box in the column 5 – 14 below.

5) GOAL ATTAINMENT


State justification for Rating

---

---

---

6) KNOWLEDGE OF WORK

(a) Own Schedule


(b) Other Schedule

State justification for Rating:

---

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7) **OUTPUT**

Own Schedule

--	--	--	--	--

Other Schedule

--	--	--	--	--

State justification for Rating:

---

---

---

8) **EFFICIENCY**

c) Timeliness

f) Accuracy

g) Skills


State justification for Rating:

---

---

---

9) INITIATIVE

(a) To confront issues

(b) To facilitate educational  
programmes

(c) To cooperate with other  
stakeholders


State justification for Rating:

---

---



10) **SENSE OF JUDGEMENT**

(a) Soundness of recommendations

--	--	--	--	--

(b) ability to develop contingency plans

--	--	--	--	--

State justification for Rating:

---

---

11. RESPONSIBILITY AND RELIABILITY (Duty consciousness, trustworthiness and dependability)

(a) Extent of job consciousness

--	--	--	--	--

(b) Readiness to accept tasks

--	--	--	--	--

(c) Ability to handle tasks with minimum supervision

--	--	--	--	--

State justification for Rating:

---

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12) COMMUNICATION

(a) Oral


(b) Written

State justification for Rating:

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13) PROBLEM SOLVING/DECISION MAKING

(a) Able to analyse and solve problems


(b) Able to take difficult but important decision

(c) Able to implement decisions in a timely manner

State justification for Rating:

---

---

---

14. OVERALL RATING

--	--	--	--	--

State justification for Rating:

---

---

15 AREAS FOR IMPROVEMENT

(List the main areas where the performance of staff falls below expectation and requires improvement).

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---

B. POTENTIAL FORECAST

1. Position for which READY NOW
2. Position to consider IN THE FUTURE (indicate timing)
3. The reasons for these estimates of potential are:

---

---

C. DEVELOPMENT PLAN:

Overall Comments and Recommendations of the Appraiser (including following-up actions)

Name of Appraiser: \_\_\_\_\_

Designation: \_\_\_\_\_

Signature: \_\_\_\_\_

Date \_\_\_\_\_

Comment of Appraisee

---

---

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX E**

**PERFORMANCE APPRAISAL FORM FOR**

**GES OFFICERS/STAFF BELOW THE RANK OF**

**ASSISTANT DIRECTORS AND ANALOGOUS GRADES**

PERIOD OF APPRAISAL:

Name	Sex	Present Position	No. of Years in Present Position	Grade / Rank	Data of Promotion to Present Rank
Division/Unit / Section		Date of Birth	Date of First Appointment to the Service	Regd. No.	Staff No

QUALIFICATION (HIGHEST)

Academic: \_\_\_\_\_

Professional: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DUTIES

List key job responsibilities/assignments

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Indicate key Target(s) to be achieved

Percentage of Target achieved

- |          |    |
|----------|----|
| a. _____ | A) |
| b. _____ | B) |
| c. _____ | C) |
| d. _____ | D) |
| e. _____ | E) |

A. RATING: EXCELLENT (E) GOOD (G) SATISFACTORY

(S)

FAIR/NEED IMPROVEMENT (F)

UNSATISFACTORY/POOR (U)

---

PERFORMANCE CHARACTERISTICS

KNOWLEDGE OF JOB – A clear understanding of the facts or factors

pertinent to the job

Comments: [ ] [ ] [ ] [ ] [ ]

QUALITY OF WORK – Thoroughness accuracy and neatness of work

Comments:            [ ] [ ] [ ] [ ] [ ]

PRODUCTIVITY – Demonstrated accomplishments, volume of work

Comments:            [ ] [ ] [ ] [ ] [ ]

DEPENDABILITY -        Conscientious, responsible, reliable with respect  
to attendance

Comments:            [ ] [ ] [ ] [ ] [ ]

COOPERATION – Ability and willingness to work with associates,  
supervisors, and others

Comments:            [ ] [ ] [ ] [ ] [ ]

PUNCTUALITY AND ATTENDANCE – Regularly and punctually comes to  
work and stays till closing time.

Comments:            [ ] [ ] [ ] [ ] [ ]

Overall Rating:        (Above Standard) [ ] (Standard) [ ] (Below  
Standard) [ ]

Comments:

B.     POTENTIAL FORECAST

1.    Position for which READY NOW:

2. Position to consider IN THE FUTURE (indicate timing)

3. The reasons for these estimates of potential are:

---

---

---

C. DEVELOPMENT PLAN:

---

---

---

Overall Comments and Recommendations of the Appraiser (including follow-up actions)

---

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Name of

Appraiser: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_



Comment of Appraises

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Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_