

UNIVERSITY OF CAPE COAST

**ASSESSMENT OF STAFF PERFORMANCE APPRAISAL
SYSTEM OF NYAKROM RURAL BANK LIMITED
IN AGONA WEST DISTRICT**

SETH QUARCOO

SEPTEMBER 2010

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SYSTEM OF NYAKROM RURAL BANK LIMITED
IN AGONA WEST DISTRICT**

BY

SETH QUARCOO

**DISSERTATION SUBMITTED TO THE INSTITUTE FOR
DEVELOPMENT STUDIES OF THE FACULTY OF SOCIAL
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FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF
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MANAGEMENT**

SEPTEMBER 2010

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

Name: SETH QUARCOO

Supervisor's Declaration

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

Supervisor's Signature: Date:

Name: DRS. N. K. T. GHARTEY

ABSTRACT

This study set out to determine the mode of staff performance appraisal at the Nyakrom Rural Bank and how the system of appraisal can be improved. Factors that could influence the appraisal system of the bank were considered.

For the purpose of this study, stratified random sampling was applied, therefore information was collected from the various levels of the organisational structure made up of top management team, branch managers and the junior employees. Five people from the top management team, five branch managers and forty-nine junior staff were selected to respond to structured questions bearing on the issue. The Bank's appraisal forms were also examined.

The results of the study reveal that performance appraisal is practised at the Bank but the problems identified need the Bank's attention. The immediate bosses conduct the appraisal once a year. Purposeful interviews are an exception rather than the rule. Subordinates are only asked to read through, fill their portions and sign. The appraisers are not given training on how to assess subordinates. Subordinates often find it difficult to understand the principles underlying the appraisal as training on appraisal procedures for them are rare. The setting of performance standards is done by the Board of Directors and Top Management team and imposed on the employees.

It is therefore recommended that management should make sure that the criteria for assessment are clear and known to all employees. Knowledge of the criteria used in assessing employees enhances cooperation, understanding and acceptance of the assessment.

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DEDICATION

To my lovely wife and son.

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CHAPTER ONE

INTRODUCTION

Background to the study

The history of performance appraisal is quite brief. Its roots in the early 20th Century can be traced. Nevertheless, this is not very helpful, for the same may be said about almost everything in the field of modern human resource management. The first recorded appraisal system in industry was Robert Owen's use of character books and blocks in his New Lanark cotton mills in Scotland around 1800. The character books recorded each worker's daily reports. The character blocks were coloured differently on each side to represent an evaluation of the worker ranging from bad to good and they were displayed at each employee's workplace (Clay & Walley, 1965).

A number of writers, especially during the 1970s, expressed pessimistic views about the future of performance appraisal schemes and the assumption on which they were based. Some have tended to write off conventional versions of performance appraisal as backward, simplistic and even counter-productive, arguing that conventional appraisal processes make both the manager and employee to approach the performance review with stereotype attitude. The employee expects to hear what is wrong with his or her

performance, while the manager expects to sell the evaluation to a reluctant and possibly hostile member of staff (Bateman & Snell, 1999).

Levinson (1970) believes that performance appraisal is inherently self-defeating especially when result-oriented approaches are used as basis of reward. As far back as 1957, McGregor expressed the view that managers are often reluctant to carry out appraisal and Levinson reinforced this opinion by stating that managers perceive appraisal of their subordinates as hostile and aggressive act that is felt to be hurting or destroying the subordinate. Farnsworth (1974) asserts that the history of appraisal systems is one of confrontation and conflict, of poisoned relationships and frustrated hopes. Disagreements about performance, according to Farnsworth, are major factor in employee's turnover and even when an employee does not leave he or she is frequently embittered by the experience.

Some of the criticisms have been overcome by the precise specification of appraisal objectives, wide consultation in the design process and considerable attention being paid to careful planning and implementation. However, despite the widespread use of performance appraisal, there is still doubt in some quarters about its effectiveness (Towers, 1992). Though these criticisms have merits, it is not practical to eliminate performance appraisals. Managers still need some way to review subordinates' work-related behaviour. Moreover, although people reportedly hated performance review, they really did not offer any concrete solution to the problem or an alternative. The solution really is to use methods that make appraisal a useful part of the

performance management process in today's team-oriented and quality-oriented environment (Dessler, 2000).

There is a basic human tendency to make judgment about those one is working with, as well as about oneself. Appraisal seems to be both inevitable and universal. In the absence of a carefully structured system of appraisal, people will naturally tend to judge the work performance of others, including direct reports, informally and arbitrarily. Human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that judgment made will be lawful, fair, defensible and accurate. Ensuring higher performance has been the concern of all organisational management throughout the world in order to meet corporate plans of the organisation. Many managerial strategies and techniques are employed to attain these goals. Some of the tools employed are employee-training, motivation and time management techniques, which include incentives schemes, recognition/promotion, introduction of new technology or re-engineering and goal setting for individuals and/or teams (Moore & McCabe, 1999). Ghanaian organisations including rural banks also see the need for performance appraisal of their staff. In NRB performance appraisal forms part of management practice that has partially enhanced its performance in the banking industry in the country.

The establishment of rural banks was the fulfillment of many years of search for a solution to the rural credit problems of Ghana. Despite the

existence of commercial and development banks, the small-scale rural entrepreneurs such as carpenters, peasant farmers, blacksmiths, bakers and transport owners were denied credit. Consequently, they had to resort to moneylenders whose interest rates are very exorbitant. To save the situation, there was the need to mobilise rural funds for effective distribution to the needy sectors/borrowers. After all the groundwork had been done, it was decided by the Bank of Ghana to site the first ever-Rural Bank in Ghana at Agona Nyakrom. The idea was welcomed and embraced wholeheartedly by the people of Nyakrom and through promoters, notably Dr. Sam Dufu, Nana D. K. Otoo, Nana Mintah and others, the Bank was established.

The Bank of Ghana, under the Banking Law of 1970, opened the Bank on Friday July 9, 1976 as a corporate body under the Companies Code of 1963. Currently, the Bank is operating in three Administrative Districts, with the head office at Agona Nyakrom and the agencies at Agona Swedru, Agona Bobikuma, Agona Nsaba, all in the Agona District, Odoben in the Asikuma-Odoben-Brakwa District and Kasoa in the Gomoa East District. A high profile Board of Directors who are eminent citizens who have served in very important capacities and continue to serve in various reputable organisations manages the Bank. Operationally, the Bank has a very experienced and knowledgeable management team. Once targets and the measures of success or the key performance indicators are set by an organisation, they should be monitored by strategies that will enable performance to be assessed. In this

respect, employees are expected to perform to help the organisation achieve its objectives and this is what the Nyakrom Rural Bank does.

Usually, employees are made to know and work by job descriptions issued to them when they are engaged. Their performance is appraised by measuring performance against measurable and non-measurable indices such as punctuality, attitude, loyalty and corporation, just to mention few. Normally, performance appraisal is about measuring, monitoring and enhancing performance of staff as contributors to the overall organisational goals and effectiveness. It is not an isolated process but an integrated one aimed at creating a shared vision of the purposes and aims of the organisation, and helping each individual employee to understand and share the workload to achieve those aims

Statement of the problem.

In some organisations, objectives are not set for employees but appraisals are done against some perceived factors that are not related to organisational objectives but rather to attitudes and irrelevant tasks. Employees may not even know the objectives for the year and so they may continue to carry out tasks assigned to them by their superiors on a daily basis. Consequently, promoting high performance culture turns out to be a mirage to such organisations because employees perform their duties without apparent direction and performance is not planned, monitored, evaluated and reviewed.

In developing economies the ordinary problems of performance appraisal are linked to a number of considerations in the sense that people could be poor decision-makers and judges, and subject to many biases and “judgment errors” without even involving the employees. Nyakrom Rural Bank has a performance appraisal policy in place for its employees but constant improvement is needed for it to stand the test of time, based on best practices. It was realised that even though Nyakrom Rural Bank practiced performance appraisal, it was done once a year without performance review. The appraisees had no knowledge on the performance they conducted. There was no expert in the bank who could educate or train the appraisees neither did the management motivate the appraisees.

Objectives of the study

This study is aimed at evaluating the performance appraisal system of Nyakrom Rural Bank in order to determine if and how the system of appraisal can be improved. The study therefore focuses on the following specific objectives, namely to;

1. examine the performance appraisal system of Nyakrom Rural Bank;
2. analyse the strengths and weaknesses of the system by comparing it with best practices.
3. examine the effect of performance appraisal system of Nyakrom Rural Bank on the employees.
4. discuss the implication of the study for policy formulation and for

further research.

Research questions

To obtain the required information, research questions were employed to obtain employees' opinions and views on the performance appraisal process at Nyakrom Rural Bank. The questions were formulated in a manner to specify the variables of interest and their possible relationships. The questions are;

1. What are the processes involved in Nyakrom Rural Bank performance appraisal system and who are the key players in the system?
2. What are the weaknesses and strengths of performance appraisal system in Nyakrom Rural Bank?
3. How can performance appraisal system of Nyakrom Rural Bank be improved?
4. What is the effect of the performance appraisal system of Nyakrom Rural Bank on the employees?

Scope of the study

Performance appraisal system plays an important role every organization irrespective of the size of the organization. The focus of this study was to examine the performance appraisal system of NRB, analyse the strength and weakness of the system by comparing it with the best practice and to examine the effect of the performance appraisal on the employees. This study

should have covered all rural banks in the district but the study only focused on Nyakrom Rural Bank because of financial and time constraints.

Significance of the study

The aim of this study is to assess the performance appraisal system of Nyakrom Rural Bank. This became necessary because of the importance of the appraisal system on organisations and the employees. Significantly, this study gives insight into the type of performance appraisal system practiced, how it is practiced and the impact of the system on productivity and employees in the Nyakrom Rural Bank in the Agona West District. It also helps to compare the appraisal system of the bank with the practices reviewed. The findings and recommendations would assist the management of NRB to formulate a well-structured appraisal system. Rural banks in the district can make use of the study as a guide to design an appropriate performance appraisal system.

Organisation of the study

Chapter One is the introduction and covers sub-titles like background to the study, statement of the research problem, objectives of the study, the research questions among others. Chapter Two reviews the relevant literature and provides a description of the best forms of performance appraisal system. Chapter Three discusses the methods employed to collect data for the study. Chapter Four constitutes a comprehensive discussion of the results/findings of the research. Chapter Five contains a summary of the work, its conclusions and

implications of these conclusions for policy formulation and further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter discusses the concept and application of performance appraisal, with reference to its purposes, the steps and techniques in appraising performance, source of performance information, the related problems and how to overcome such problems.

Concept of performance appraisal

Performance review systems and processes are the tools that deliver performance management. Organisations use different terms to describe what is viewed as the same overall process. Some refer to performance evaluation whilst others refer to performance appraisal. Williams (1969) defines performance appraisal as the means of measuring people's effectiveness in their jobs. This involves the determination of yardsticks of job efficiency, which are recognised, understood and accepted as being valid, realistic and fair by all concerned. Gray and Smeltzer (1989) put it differently by stating that performance appraisal is a process of evaluating an employee's job performance against designed performance standards. Performance evaluation

and performance appraisal are thus synonymous concepts that involve making informed judgments about levels or values of individual or team or job output (Mattacks, 2005).

In practice, the exercise is a periodic, formal assessment of work achievement as a basis for future actions and decisions (Tyson & York, 1989). It is an exercise in observation and judgment, a feedback process, and an organisational intervention. It is a measurement as well as an intensely emotional process and above all, it is an inexact human process (Cascio, 1992). To Bartol and Martin (1994), performance appraisal is the process of defining expectations for employee's performance; measuring, evaluating and recording employee's performance against those expectations and providing feedback to the employee. Dessler (2005) on his part says that performance appraisal is evaluating employee's current and/or past performance related to set standards. Concisely, these various definitions are predicted upon certain standards.

Purpose of performance appraisal

The idea is that once employees have been at work for some time, their performance should be appraised or evaluated; such appraisal serves several purposes in the organisation. Williams (1969) says that through performance appraisal, the employee's actual performance can be compared at the end of a period against the expected results. Any gap can be explored to determine whether personal deficiencies, or organisational constraints, such as lack of support, inadequate staff, insufficient resources or inappropriate company

policy are the real root-causes. It is when armed with such information that the necessary actions to overcome both personal and organisational deficiencies may be taken by the right person in a good time. People want and need feedback regarding how they are doing and appraisal provides an opportunity for management to give employees feedback on how well they are doing on the job. If performance is below par, an appraisal conference provides an opportunity to review a subordinate's progress and maps out plans for rectifying any performance deficiencies (Dessler, 1998).

According to Cummings and Schweb (1973), the objectives of performance appraisal schemes can be categorized as either evaluative or developmental. The evaluative purposes have a historical dimension that is concerned primarily with looking back at how employees have actually performed over a given period, compared with required standards of performance. The developmental or future-oriented purposes of performance appraisal are concerned with the identification of employees' training and development needs, and setting of new targets. There is evidence however, that performance appraisal schemes are more likely to be effective, credible and sustainable when developmental and evaluative functions are balanced or where emphasis is more on the developmental aspects.

Performance appraisal data also provide relevant information required for validating selection devices or assessing the impact of training programmes to aid in making decisions about pay raises, promotions and training (Anderson, 1980; Griffin, 2005). Still another reason is to provide feedback to

employees to help them improve on their present performance and plan future careers. Appraisals are used also as criteria in test validation. That is, test results are corrected with the appraisal results to evaluate the hypothesis that test scores predict job performance (Cascio, 1992).

According to Chase and Aguilano (1995), the fundamental purpose of work measurement is to set time standards for a job. Such standards are necessary for these reasons; to schedule work and allocate capacity where all scheduling approaches require some estimate of how much time it takes to do the work being scheduled, to provide an objective basis for motivating the workforce and measuring performance. Measured standards are particularly critical where output-based incentive plans are employed to bid for new contracts and to evaluate performance on existing information. Questions such as “Can we do it?” and “How are we doing?” presume the existence of standards and to provide benchmarks for improvement. In addition to internal evaluation, benchmarking teams regularly compare work standard in their company with those of similar jobs in other organisations.

Skinner and Ivancevich (1992) also say that managers use appraisal programmes to communicate expectations and to help subordinates to improve upon their personal deficiencies. Most employees want to know how well they are performing and appraisals provide the basis for reviewing their performance. It also gives employees the chance to discuss their career plans with their superiors. Armstrong (2006) says that it is the basis for providing and generating feedback. It identifies where things are going on well to provide

foundations for building further success and indicates where things are not going on so well in order to take corrective actions.

Bateman and Snell (1999) discuss that performance appraisal serves an administrative purpose. It provides information for making salary, promotions and layoff decisions as well as providing documentation that can justify these decisions in court. Secondly, and perhaps more importantly, performance appraisal serves developmental purpose. The information can be used to diagnose training needs, career planning and the like. According to Rue and Byars (2000), performance appraisal systems that are tied directly to an organisation's reward system provide powerful incentive for employees to work diligently and creatively toward achieving organisational objectives.

Brinkerhoff and Kanter (1980) assert that overarching purpose of performance appraisal is that it encourages managers to think carefully and objectively about the performance of their staff and factors influencing it. Bartol and Martin (1994) assert that a major purpose of performance appraisal is to influence, in a positive way, employees' performance and development. Howe (1995) also says that one of the important ways that training and development needs may be identified for an employee is through the process of performance appraisal. Appraisal can have variety of other purposes; they can be used to provide feedback on current performance, to determine future development needs and promotion potential, and in some cases to provide evidence for performance-related pay.

Having seen multiple purposes for which the appraisal systems can be

used to manage human resources wisely, the whole can be summarized as shown in Figure 1.

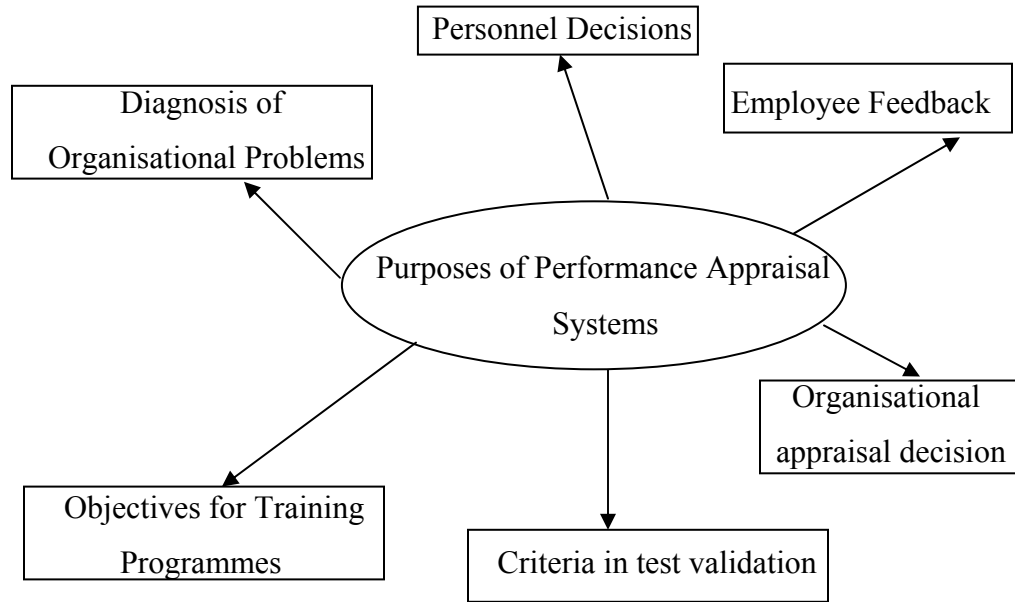


Figure 1: Purpose of performance appraisal

Sources: Casio, 1992: 268

According to Higgins (1991), the performance appraisal is considered as a test by Equal Employment Opportunity Commission (EEOC) and must pass validity requirements if it is used to determine promotion. It must be objective and job related. It is also used as basis for disciplining or terminating someone's appointment from an organization and therefore, managers and HRM department must be certain to document carefully the reasons and justifications for evaluation given. In addition, surveys reported the use of performance appraisal for clarifying and defining career counseling, succession planning, improving individual, team and corporate performance, facilitating communication and involvement in decision making, allocating financial

rewards, determining promotion, motivation and controlling employees, and achieving cultural changes (Redman & Wilkinson, 2001).

Best practices in appraising performance

According to Williams (1969), the performance appraisal is an essential and integral part of the whole process of managing. It is the “person-in-the-jobs” not the “person-full-stop” who should be appraised, hence the need to concentrate on individual’s achievements in relation to the expected standards and results of job, rather than concentrating on his personal traits and characteristics. The nature of appraisal is by no means uniform and tends to encompass two broad approaches; Judgmental appraisal, which relates to current performance in a particular job and often links to pay; and Developmental appraisal, which seeks to identify and develop potential for future performance, linked to succession and personal development planning (Goss,1994).

According to Tyson and York (1989), in developing schemes of performance appraisal there are two broad approaches, which are discernible. For convenience of description and comparison, one may label them as Theory X and Theory Y after McGregor’s thesis on managerial attitudes. The essential difference between the two is that in Theory X scheme managers produce assessment reports on their subordinates and in Theory Y scheme, the assessment report is a product of joint discussion between managers and their subordinates. Owen (2003) asserts that most organisations display deep

schizophrenia over which model of human motivation and management they believe in. The 21st Century is meant to be about Theory Y, however, Theory X is going to be around and Theory Z which is a fusion of Theories X and Y can be used.

The person must be able to see that achieving a goal will lead to receipt of valued rewards (Latham & Steele, 1983). There is also evidence to suggest that if a person participates in selecting goals, he or she will have a higher commitment to achieving them (Erez, Early & Hulin, 1985; Arnold, Robertson, & Cooper, 1991). A hard-working person doing the wrong thing is a recipe for disaster. The focus must be on what is achieved as results count. (Torrington & Hall, 1998). According to Dilworth (1992), unless measurable aims are jointly established and accepted by supervisor and subordinate, whereby the subordinate's performance can be assessed in terms of quantity, quality, accuracy, cost or time, "appraisal" may mean nothing more than an ad hoc and subjective judgment of a man's personal qualities.

Bittel (1959) thinks that appraisal is like a doctor's diagnosis. It does not do a patient any good until the therapy is prescribed. In the case of appraisal, the cure takes place when a supervisor sits down with an employee to show him where he stands and what he can do to improve. A good performance rating includes more than just a supervisor's opinion and it should be based on facts too. Daft (2003) asserts that within an organisation's overall strategic plan, managers define goals for organisational departments in specific and operational terms that include standard of performance against actual

performance. Typically, performance reports simplify such comparisons by placing performance standards for reporting period alongside an actual performance for the same period and by computing the variance, that is, the difference between each actual amount and the associated standard.

Daft (2003) says that a multidimensional form increases usefulness of performance appraisal and facilitates employee growth and development. Dessler (2005) clears the air by saying that the appraisal systems involve making sure that supervisors and their subordinates agree on duties and job standards (defining the job), comparing their subordinates' actual performance to the standards that have been set, together discussing subordinates' performance and progress, and making plans for any improvement required. To obtain an accurate performance rating, managers must acknowledge that the jobs are multidimensional and performance may be multidimensional as well. If performance is to be rated accurately, performance appraisal system should require a rater to assess each relevant performance dimension.

To enhance future commitment, Latham and Locke (1979) consider it important to give people accurate feedback on performance, which is said to increase a person's sense of achievement and accomplishment as well as indicating that his or her efforts had been noticed. Any systematic approach to performance appraisal will commence with completion of an appropriate appraisal form. The preparatory stage will be followed by an interview, in which manager discusses progress with members of staff (Cole, 2004).

The techniques of performance appraisal

Kinichi and Williams (2003) say that informal appraisals are equivalent to students receiving grades on a midterm test and grades on a final test and weeks may go by in which they will be unaware of how well they are doing in the course. Informal appraisals are equivalent to occasional unscheduled pop quizzes and short papers or drop in visits to professors' offices to talk about their work. Informal appraisals are conducted on an unscheduled basis and consist of less rigorous indications of employees' performance.

Bittel (1959) says that assessing performance twice a year is a happy medium. If managers rate too often, they are likely to be too impressed by day-to-day occurrences. If they wait too long, they are likely to forget many of the incidents that ought to influence their appraisal. Even if a company has a plan of rating only once a year, it is a good practice on the part of the managers to make an informal appraisal more often. Cascio (1992) also suggests that it should be done upon the completion of projects or upon the achievement of important milestones. According to Boachie-Mensah (2006), a formal system of performance appraisal is a formalized appraisal process for rating current subordinates' performance, identifying subordinates deserving raises or promotions, and identifying subordinates in need of further training. It usually takes place half-yearly or yearly.

According to Ghosh (2004), long-term targets may be broken down into intermediate stages of progress. Thus, measurements for evaluation of results should be undertaken at periodical intervals in accordance with intermediate

states of progress relevant to an area of operation. Griffin (2005) says that two basic categories of appraisal methods commonly used in organisations are objective methods and judgmental methods. Objective measures of performance include actual output, like number of units, scrap rate, monetary volume of sales and number of claims processed. Another type of objective measures is a method in which each employee is assessed under standardized conditions. Judgmental methods, including ranking and rating techniques, are the most common way to measure performance.

Under formal system of performance appraisal, there are a number of techniques/methods. These are: Forced distribution method is similar to “grading on a curve”. With this method, predetermined percentages of ratees are placed in various performance categories (Dessler, 1988). Critical incident method keeps record of uncommonly good or undesirable examples of an employee’s work-related behaviour and reviews it with the employee at predetermined time. Paired comparison method ranks employees by making a chart of all possible pairs of employees for each trait and indicating which is a better employee for the trait (quantity of work, quality of work and so on), and after that managers compare every subordinate with the others (Dilworth, 1992). The graphic/trait rating scale remains the most widely used scale format. Essentially, the rater is asked to rate employees on a number of characteristics or trait thought to be related to successful job performance (Poole & Warner, 1998). Narrative forms are written appraisals that provide employees’ past performance (Dessler, 2005).

According to Dessler (1998), instead of a rating form, most companies will use nothing than a blank sheet of paper on which employees and their bosses list specific objectives to be accomplished during an appraisal period. These objectives will encompass areas including learning and development goals such as training programmes in which employees will participate and skills will be developed and used. Teamwork goals such as personal contributions that an employee agrees to make in improving feedback of his team. Problem-solving goals such as participating on a problem-solving task force. Taking on leadership responsibility in meetings and plans for personal contribution to team goals such as quality improvement, cost reduction or improvements in customer service.

Organisational Behaviour Modification (OBM) entails managing behaviours of employees through a formal system of behavioural feedback and reinforcement. This system builds on the behaviourist view of motivation, which holds that individual's future behaviour is determined by past behaviours that have been positively reinforced. This system defines a set of key behaviours necessary for job performance, use a measurement system to assess whether these behaviours are exhibited. The manager or consultant informs employees of those behaviours and feedback and reinforcement are provided to employees (Noe, Hollenback, Gerhart & Wright, 1996)

Management By Objective (MBO) is a managerial process whereby organisational purposes are diagnosed and met by joining superior and subordinates in pursuit of mutually agreed upon goals and objectives. These

objectives are specific, measurable, time bounded and joined to an action plan. Progress and goal attainment are measured and monitored in appraisal sessions that centre on mutually determined standards of performance. Here, employees help in setting standard and what they are expected to accomplish are clearly established and performance objectives are measured and results defined. MBO goals are composed for specific actions to be taken on work accomplished. This makes it possible to assess an employee against specific performance criteria (Gray & Smeltzer, 1989).

Production standards of performance appraisal is most frequently used for employees who are involved in physically producing product and is basically a form of objective setting for these employees. It involves setting a standard or an expected level of output and then comparing each employee's performance to the standard set (Rue & Byars, 2000). The behaviourally Anchored Rating Scales (BARS) is a sophisticated and useful rating method. Supervisors construct rating scales with associated behavioural anchors. They first identify relevant performance dimensions and then generate specific anchors, observable behaviours typical of each performance level (Griffin, 2005).

Edwards and Ewen (1996) suggest that barriers to implementation of 360-degree evaluation concern culture, initial cost, lack of research and technology available for analysis. Robbins (2005) says that a latest approach to performance evaluation is the use of 360-degree evaluations. It provides for performance feedback from full circle of daily contacts that an employee might

have, ranging from mailroom personnel to customers to bosses to peers. The number of appraisers can be as few as 3 to 4 or as many as 25, with most organisations collecting 5 to 10 per employee. It fits well into organisations that have introduced teams, employee involvement and quality management programmes. By relying on feedback from customers, co-workers and subordinates, these organisations are hoping to give everyone more of a sense of participation in the progress and more accurate readings on employee performance.

The Total Quality Approach focuses on providing feedback in areas where employees can improve, receive subjective feedback from managers, peers and customers about employee's personal qualities, for example, cooperation, attitude, initiative and communication skills. Feedback should address specific qualities rather than a single overall rating of an employee and an objective feedback should be based on work process and gathered with statistical quality control methods. The feedback addresses such issues as whether employees are using efficient processes and what sources of undesirable results are (Wright & Noe, 1996). Leopold (2002), suggests that choice of technique largely depends on the nature of work. He argues that tasks can be ordered along a continuum of behaviours from those that are routine in nature to those appropriate behaviours that are largely unspecified. According to Milkovich and Boudreau (2004), no single evaluation technique will be entirely appropriate across all jobs for all purposes in an organisation.

Source of performance information

Bittel (1959) says that evaluation of an individual's performance and ability is a definite management responsibility. In accordance with the above statement, Bateman and Snell (1999) assert that managers and supervisors are traditional sources of appraisal on employees' performance. However, peers and team members often see different dimensions of performance and are often best at identifying leadership potential and interpersonal skills. Superiors, whose staff report to them, conduct most appraisals and so an element of formal authority is invariably present in appraisal interview. However, in recent years the so-called 360-degree appraisals have been introduced by organisations that are keen to improve appraisal of managerial staff. This form of appraisal requires that managers' own staff are formally encouraged to comment on their leader's performance. Peer group managers are also consulted, so that the appraisal becomes all-round rather than just the top-down form of assessment (Cole, 2004).

Higgins (1991) suggests that a number of persons may do the evaluation and this includes the employees themselves, immediate supervisors, second-level supervisors, external consultants, subordinates, peers or a combination of these. Currently, the most frequently recommended system is the one in which employees and supervisors perform independent evaluations. They exchange their evaluations and then negotiate the difference. According to Milkovich and Boudreau (2004), by far, the most common system is to have

employees' immediate supervisors providing performance assessment, usually reviewed by higher-level managers or personnel department.

Noe, Hollenback, Gerhart and Wright (1996) say supervisors are the most frequently used source of performance information. Another source of performance information is the co-workers. Peers are an excellent source of information at the job place where supervisors do not always have the opportunity to observe employees. Peers have expert knowledge of job requirements and they often have more of an opportunity to observe an employee in day-to-day activities. They also say that subordinates are a valuable source of performance information when managers are evaluated. Subordinates often have the best opportunity to evaluate how well managers treat employees. Betts (2000) asserts that on the administrative side of an organisation, an annual assessment might be conducted by supervisors, the supervisors' superiors, personnel department or colleagues and supplemented by self-assessment.

Although self-ratings are not often used as sole source of performance information, Hannagan (2005) asserts that appraisal might be more useful to appraisees and lead in the longer term to a greater efficiency, if it was conducted either by employees or by colleagues of equal occupational status. Appraisees state how they regard their performance, an adequacy of the training they have received, effects of alterations in job content, perceptions of key objectives and future aspirations. They identify their own strengths and account for their failures and weaknesses, suggesting ways in which a firm

might better use their talents, skills and recently acquired experiences.

Donnelly, Gibson and Ivancevich (1987) assert that there is support for the use of multiple appraisers. The major advantage of using superiors, peers and self-ratings is that it provides a great deal of information about appraisees. The individuals have extensive opportunities to observe their own behaviour and they usually have access to the information regarding their results on the job. In addition to the above mentioned, Kinichi and Williams (2003) say that some organisations such as restaurants and hotels ask customers and clients for their appraisals of employees. Publishers ask authors to judge how well they are doing in handling editing, production and marketing of their books. Automobile dealerships may send follow-up questionnaires to car buyers.

Problems relating to performance appraisal

Work measurement and its resulting work standards have been controversial since Taylor's time (early 1900s). Much of this criticism has come from unions, which argue that management often sets standards that cannot be achieved on a regular basis. There is also argument that workers who find a better way of doing their job are penalized by having a revised rate set (Chase & Aguilano, 1995). Research consistently reveals that humans have tremendous limitation in processing information. Because human beings are so limited, "heuristics" or simplifying mechanisms are often used to make judgments, whether they are judgments about investments or about people. These heuristics, which appear often in subjective measures of performance,

can lead to rater errors (Noe et al, 1996).

According to Gray and Smeltzer (1989), appraising performance is one of the most important, yet one of the most difficult tasks that managers face. It is difficult to evaluate a person's performance and even more difficult to convey that judgment to him or her. Davis and Newstrom (1989) say it is typically emotional, since managers' roles call for critical perspectives whilst employees' desires to "save face" easily lead to defensiveness. It is judgmental, because managers must evaluate employees' behaviours and results and this situation places employees in a clearly subordinate position. Judging another person's worth makes most people uncomfortable so much so that conventional performance review system frequently run into resistance from both supervisors and their workers (Bulin, 2001). Furthermore, performance appraisals are complete tasks for managers, requiring job understanding, careful observation of performance and sensitivity to the needs of employees. Managers sometimes fail to conduct effective appraisal interview because they lack vital skills.

According to Hall and Torrington (1982), company culture supports leniency rather than rewards for doing thorough and accurate performance appraisals. The company culture often penalized supervisors for giving low ratings. Low ratings may be viewed as a sign of managerial failure or as promoting employee misconduct. As a result, most employees received satisfactory ratings, even if they did not deserve them. The premise of performance management type of appraisal is good but still misses point. The

approach is behavioural and it focuses on the person rather than on the performance. These programmes typically include an appraisal of such traits and behaviours as adaptability, decision-making, initiative, ability to communicate and personal development. Concentrating on such personal behaviour can lead to clashes of personality as employee and superior battle to determine whose behaviour will prevail (Plachy & Plachy, 1993).

Almost everyone has experienced a first impression of someone, whereby subsequent interactions with this person were affected by things he or she said or did for the first time of meeting. In performance appraisal context, managers may have a first impression (or primary effect) that biases their evaluations of all subsequent behaviours. In case of a negative primary effect, employees may seem to do nothing right and in case of a positive primary effect, employees do no wrong (Harris, 2000). Most appraisers do not have adequate training skills on performance appraisal system and would not like to create some amount of tension between themselves and their staff. Some are not able to differentiate between appraisals done for administrative purposes and those done for developmental reasons and are unable to determine clearly what to measure. Halo effect occurs when managers allow general impressions of individual subordinates to influence their judgment on each separate item in the performance appraisal (Boachie-Mensah, 2006).

Personal bias is where supervisors may like certain employees better than they may like others. This factor can influence rating and this problem could cause potential discrimination. Studies indicate that sexual and racial

stereotypes affect evaluations and lessen promotion opportunities for minorities or women (Gray & Smeltzer, 1989). Central Tendency is the situation where some supervisors stick to the middle when filling in rating scales. For example, if a rating scale ranges from 1 to 7, they tend to avoid highs (6 and 7) and lows (1 and 2) and rate most of their people between 3 and 5. If a manager uses a graphic rating scale, this central tendency would mean that he rates all employees “average”. This may distort the evaluations and make them less useful for promotion, salary or counselling purposes (Dessler, 2005).

Contrast errors result when several employees are compared to each other rather than to an objective standard of performance. If the first two workers are unsatisfactory, while the third is average, the third worker may well be rated outstanding because in contrast to the first two, her or his “average” level of job performance is magnified. Likewise, “Average” performance could be unfairly downgraded if the first few workers are outstanding (Cascio, 1992). Leniency is grouping of ratings at the positive end of performance appraisal scale instead of spreading them throughout the scale. Appearance, social status, dress, race and sex have influenced many performance appraisals (Rue & Byars, 2000).

Sequential effect is a type of error that is sometimes called an order-effect. It is brought about by sequence or order of items on the rating form. There are two possible outcomes. First, a response set may be triggered in with a series of similar positive or negative assessment given. Alternatively, there

may be a contrast effect; for instance, if workers have received good scores on a number of previous items, when the raters reach characteristics on which the workers deserve average scores, they obtain much lower scores than they warrant simply because of the contrast effect of the proceeding items (Blunt & Popoola, 1990). What motivation is giving to supervisors who conduct thorough and careful performance appraisal? Attending to many pressing responsibilities and appraising performance may have low priority for managers and supervisors if there are no incentives for this activity in the organisation (Harris, 2000).

Overcoming problems of performance appraisal

Many of the problems of performance appraisal can be alleviated through participative development of performance standards that specify, for each job, what needs to be done and how well it is to be done. Cascio (1992) suggests that to improve reliability and validity of ratings, however, emphasis must be placed on training raters to observe behaviour more accurately rather than on showing them “how to” or “how not to” rate. To improve on the value of appraisal interviews, systematic training for supervisors is essential.

The commitment of top management is crucially important, especially as many of the benefits of performance appraisal relate to the medium and long term. The support and interest of the top management will encourage managers at other levels to devote care and attention to the implementation of the performance appraisal, especially if it is made clear to managers that how

objectively and how effectively they appraise their staff will have positive impact on their own appraisal (Tower, 1994).

Bittel (1959) suggests that one good way to make sure that managers rate each employee fairly is to make out a check list with the names of employees on one side of a sheet of paper and the factors to be rated across the top. Another way to check ratings for consistency is to see whether there is a variation of appraisals or whether all employees have been rated the same. Two of the most prevalent performance criterion systems are Management by Objective (MBO) and behaviourally anchored rating scales (Gray & Smeltzer, 1989). Noe, Hollenback, Gerhart and Wright (1996) say that rater accuracy training attempts to emphasise the multidimensional nature of performance and thoroughly familiarise raters with the actual content of various performance dimensions. Rue and Byars (2000) also say that a promising approach to overcoming errors in performance appraisals is to improve skills of managers. Managers should receive training in performance appraisal methods of the organisation, the importance of manager's role in the total appraisal process, the use of performance appraisal information and communication skills necessary to provide feedback to employees.

Managers and supervisors must be assured of top management's interest in the programme and they must be given adequate time to perform the evaluations (Chruden & Sherman, 1976). Ward (1995) argues that it is useful for individual's summative ratings to be compared with functional, industry or company norms as well as against their self-assessment ratings. He also notes

the importance of support with feedback and interpretation, a resultant action plan and possibly, counselling. Since each source of performance appraisal information has some limitation and different people may see different aspects of performance, companies have resorted to the use to multiple-rater approaches that involve more than one source for appraisal information (Bateman & Smell, 1999). Managers are sometimes advised to keep diaries about specific incidents so that they will not have to rely on their memories in order for their evaluations to be more lawsuit resistant (Kinichi & Williams, 2003).

According to Harris (2000), managers must be rewarded for conducting effective performance appraisals. At General Electric, for example, managers are held responsible for the development of their subordinates and providing effective feedback. The company uses several mechanisms for monitoring a subordinate's development, including independent evaluations of subordinates and tracking a subordinate's performance as he or she moves to different positions. Because subordinate's development affects bonuses, a financial incentive is attached to performance management processes.

As the conflict in conducting appraisal interview is very difficult for many to overcome, McGregor (1957) says that managers are uncomfortable when they are put in the position of playing God. However, if a manager can concentrate on counselling and problem-solving rather than making judgments and examining shortcomings, this problem can be overcome to some extent (Boella, 1992). According to Cole (2004), in a mature culture, where

collaboration is accepted as a norm and where mistakes are seen as opportunities rather than threats, 360-degree appraisals are more likely to produce authentic results than in a culture still dominant by hierarchy. In accordance with the use of 360-degree appraisal, Griffin (2005) added that such a complete and thorough approach provides people with a fair array of information about their performance than does a conventional appraisal given just by a boss.

Robbins (2005) asserts that as the number of evaluators increases, the probability of attaining more accurate information also increases. If rater error tends to follow a normal curve, an increase in the number of appraisers will tend to find the majority congregating about the middle. He further stated that appraisers should evaluate only in areas in which they have some expertise. If raters make evaluations on only the dimensions they are in good position to rate, there is the need to increase inter-rater agreement and make the evaluation a more valid process.

Appraisal interview

Anderson (1993) says that the appraisers start the interview by encouraging the employees to identify and discuss problem areas, and then consider solutions. The employees therefore play active part in analysing problems and suggesting solutions. The evaluation of performance that emerges from the discussion at the appraisal interview is more authentic and useful than the imposed evaluation by the appraiser upon the employees. The

appraisal interview is a formal face-to-face meeting between managers and their workers at which information on the appraisal is discussed and after which certain key decisions are made concerning salary, promotion and/or demotion, training, separation and transfer (Cole, 1997).

According to Rue and Byars (2001), appraising employee's performance is only half of a supervisor's job in performance appraisal systems. The other half is communicating the appraisal to employee. An appraisal typically culminates in an appraisal interview. Here, the supervisor and subordinate review the appraisal and make plans to remedy deficiencies and reinforce strengths (Dessler, 2005). Griffin (2005) declares that the last step in performance appraisal system is giving feedback to the subordinates about their performance. This is usually done in a private meeting between the person being evaluated and his/her boss. The discussion should generally be focused on facts – the assessed level of performance, how and why that assessment was made, and how it can be improved in future.

Effective approaches to appraisal interview

Maier (1958) identifies three basic approaches to appraisal interview. These approaches are tell and sell approach, tell and listen approach and problem-solving approach. With the tell and sell approach, the manager tells his subordinate how he is doing and endeavours to persuade him to accept what has been decided for him in terms of improvement. In using tell and listen approach, the manager tells his subordinate how he is doing, but then sits back

and listens to individual's point of view both about appraisal and about any follow-up action required. And in dealing with the problem-solving approach, the manager effectively puts aside the role of judge in order to join subordinate in mutual reflection on progress and mutual discussion about required action.

To perform effectively as raters, supervisors must essentially play three different and somewhat incompatible roles during the interview: leader, coach, and judge. As leader, the rater must assign work duties; work with the subordinate to establish standards, or expectations, about the level of performance required and furnish resources such as additional personnel, equipment, time, materials and space that are required to do the job. As a coach, the rater is responsible for ensuring that the individual is trained adequately to reach the required level of performance and must provide support and encouragement for subordinate's efforts. As judge, the rater must evaluate the accomplishments of the employee as objectively as possible (Bartol & Martin, 1994).

Bulin (2001) outlines these steps in conducting performance appraisal interview. The supervisor and the employee should prepare for the interview by giving three or four days notice to allow preparation and to make it clear that the process is important to the employee and the organisation. The supervisor and worker should each have a copy of the job description and review it, listing changes in tasks or responsibilities. Each brings a different perspective to the job as job description provides common grounds for each to understand other's view and identify differences in expectations. The appraisee

must check the fact file of an employee's success and problems in order to prevent recency error. The supervisor should support his/her appraisal with facts, have enough knowledge of his employee and think of what should be done to help improve his or her performance. He should focus on observed performance and not personality. And finally the supervisor should think about the success and problems of his/her employees to be pointed out and how a work group member will respond. He must think of what corrective or supportive actions to be taken.

According to Bateman and Snell (1999), there is no one 'best' way to do performance appraisal interview. A useful appraisal interview format to be used when an employee is performing below acceptable standards is to summarise the employee's specific performance and describe the performance in behavioural or outcome terms. The manager has to be specific in explaining which employee's behaviour indicates a poor attitude and has to describe expectations and standards of the organisation to the employee. The supervisor needs to determine the causes for low performance and get the employee's input. The supervisor has to discuss solutions to a problem and have the employee play a major role in the process in order to agree to the solution. The manager and the employee should agree to a timetable for improvement and finally, the meeting should be documented.

Problems of appraisal interview

The appraisal interview is a major problem for both the appraisers and

appraisees. The appraiser has to have a degree of confidence and personal authority that few managers have in their relationship with those who they have to appraise. The most contentious aspect of many appraisal schemes is the choice that the appraisees have in deciding who the appraisers should be (Torrington, 1994).

For many managers, few activities are more unpleasant than providing performance feedback to employees. In fact, unless pressured by organisational policies and controls, many managers are likely to ignore this responsibility. According to Robbins (2005), there seem to be at least three reasons; first, managers are often uncomfortable discussing performance weaknesses directly with employees. Second, many employees tend to become defensive when their weaknesses are pointed out. Instead of accepting feedback as constructive and a basis for improving performance, some employees challenge evaluation by criticising the manager or redirecting blame to someone else. Finally, many employees tend to have an inflated assessment of their own performance. Statistically speaking, half of all employees must be below-average performers. Nevertheless, evidence indicates that an average employee's estimate of his or her own performance level generally falls around the 75th percentile. So even when the managers are providing good news, the employees are likely to perceive it as not good enough.

Summary

It was identified that appraisal served different purposes to the appraisers as well as to the appraisees. People want and need feedback regarding how they are doing. It is also a means of comparing the employees' actual work at the end of a period against expected results. The appraisal also provides information for making salary adjustment, promotions and layoffs decisions, as well as providing documentation that can justify these decisions in court. It is considered as test and must pass validity requirements if it is used to determine promotion. It must be objective and job related.

The appraisal can be judgmental or developmental in nature. It is judgmental when it relates to recent performance in a particular job and developmental when it seeks to identify and develop potential for future performance. It is the "person-in-the-job" not the "person-full-stop" who should be appraised, hence the need to concentrate on individual's achievements in relation to the expected standards and results of job, rather than concentrating on his personal traits and characteristics.

Although performance appraisal happens to be very important, it is a difficult task for managers. Managers sometimes fail to conduct effective appraisal interview because they lack vital skills. Sometimes the appraisal approach focuses on the person rather than on the performance. These programmes normally involve an appraisal of such traits and behaviours as decision-making, adaptability, initiative, ability to communicate and personal

development. Other problems like halo effect, first impression, personal biases, central tendency and lack of reward are making the appraisal less effective.

Communicating the appraisal to employees is half of the performance appraisal system. This is done in a form of discussion that should be based on facts. Thus assess level of performance, how and why that assessment was made and how it can be improved in future. The appraisers encourage appraisees to play active part in analyzing problems and suggesting solution and evaluation of performance that emerge from the discussion, instead of the imposed evaluation by the appraiser upon the employee.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the methodology applied in the study. It focused on study organisation, the study design, population, sampling procedure, data collection techniques, instrument design, ethical consideration, field challenges and data analysis procedure employed. This study sets out to find out the assessment of the performance appraisal system of NRB and as discussed below, the methods used in collecting and analysing data are indicated.

Study organisation

The Nyakrom Rural Bank has a nine member Board of Directors which is made up of a chairman, vice chairman, secretary, legal advisor, technical advisor and four members, thus, the supervising manager, operations manager, credit manager and audit inspection head. The Board of Directors is responsible for making decisions for the bank. The decision made is then translated into concrete objectives and strategies for the various departments and agencies/branches of the bank by the top management team. The top

management team is made up of the supervising manager, operations manager, administrative manager, credit manager, audit inspection head and accountant.

The branch managers are at the functional level and they focus on developing annual objectives and short-term strategies, thus implementing the bank's strategic plans. There are six branch managers heading the various branches of the bank. The junior staff is made up of 8 teller/clerks, 2 account clerks, 2 ICT personnel, 15 mobile bankers, 6 security officers, 2 drivers, a secretary, 2 office assistants, 4 susu collectors, an administrative assistant, 2 internal auditors, 8 credit officers, and a business development officer. The junior staff report to their respective branch managers whilst the branch managers also report to the top management team at the head office and the reports are sent to the Board of Directors for action to be taken.

Research design

The descriptive sampling survey was employed as the study design. One of the merits of descriptive sample survey design is that it makes it possible to generalize from a sample to a population so that inference can be made about some characteristics, or behaviour of a population (Babbie, 1990). As this study is aimed at assessing staff performance appraisal system in Nyakrom Rural Bank by seeking the opinion, knowledge and attitudes of the staff and making generalization to all Rural Banks, it leans on the descriptive survey design to achieve its purpose and draw meaningful conclusions from what is observed.

Population

The population of the study covers the workers in the Agona West District, and the staff of the pioneer Nyakrom Rural Bank were selected as the nucleus population. This comprises 54 workers and 12 management team, making a total population of 66 (that is 6 members of Top Management Team, 6 Branch Managers and 54 junior staff).

Sampling method

Based on the objective of the study, the random sampling method was employed. Under this, the stratified random sampling was applied and simple random sampling method was also used. One advantage of stratification is that, besides acquiring information about the entire population, inferences can also be made or the strata can be compared (Keller & Warrack, 1999). For the purpose of this study, stratified random sampling was applied, therefore information was collected from the various levels of the organisational structure made up of top management team, branch managers and the junior employees.

Out of the 66 employees of the Bank, 59 (representing 90%) was the sample selected for the study. An advantage of sampling is that, data from 100 percent inspection may give false sense of accuracy. In obtaining the 59 respondents, the respective proportion in the total population as per each stratum was employed to obtain the proportion of each stratum required (Top management team, branch managers and the junior employees). In selecting

the required number of respondents (the sample size) from the sampling frame, which consists of a list of all employees at each level. Numbers were assigned to each element in the population on individual slips of papers, tossed into a container/basket and then the simple random sampling method (raffle system) employed to obtain the sample required. This gave each unit in the population an equal chance of being selected and an element of representativeness.

Data collection techniques

The main objective of the study was to analyse the performance appraisal system of the Nyakrom Rural Bank in the Agona West District of the Central Region. To obtain data on the performance appraisal system in place, the authorities of the bank were consulted to seek permission. Areas from which information were sought included the general information about the performance appraisal system of Nyakrom Rural Bank. This primary information was obtained through questionnaires giving to selected workers to fill. Besides the use of questionnaires it became necessary to conduct a personal observation and interviews to supplement the information obtained from the questionnaires. Regarding secondary sources of information on performance appraisal records of the Bank and literature on the performance appraisal system in place were consulted. End of year appraisal forms and available records on description of the process of setting targets in Nyakrom Rural Bank were utilized. This method was adopted to gather more information for this study because it is authentic and documentary.

Instrument design

The questionnaire was deemed appropriate as the instrument for data collection. It is an approach which is quite efficient because one can study larger numbers of respondents, and it is easier to ask for people's opinions in printed form. Open and closed ended questions were developed for the purpose. In statements where respondents were to make choices, alternative responses were provided for each statement. Thus, the Likert scale was employed. An advantage of the Likert scale is that a higher response rate for questionnaires is obtained because they can be completed in a shorter time. But a weakness of the scale is that respondents are forced to choose one of the alternatives provided (Nunnally, 1978). In an attempt to reduce this weakness open-ended questions were also provided for respondents to suggest answers to or comment upon. Respondents were informed of the purpose of information collected, for the sake of confidentiality and security/welfare of each respondent. The respondents were also asked to fill the questionnaires honestly.

Ethical consideration

First, permission was sought from the Bank. Explanation of the objectives of this research was given to the top management team of the Bank. In order not to violate the right of subjects to free consent, all potential research participants were given sufficient information about the objectives of this research so as to enable them to make informed decisions about participation

or non-participation. The information received from participants, employee records collected from the Bank were treated confidentially, and no one's name was linked to statements or views on issues. In addition, the suitable methodology for this study was applied and any literature used in the description and analysis of data acknowledged.

Field challenges

The questionnaires that were given to the respondents became difficult for the researcher to retrieve them as the respondents felt reluctant to fill them for the fear of being victimised. With persuasion, it took the researcher almost two months to collect data from the respondents.

Data analysis procedure

The data collected were first edited and examined for consistency of responses. As the study was descriptive, it did not involve so much use of statistical formulae. Thus simple statistical tools like frequency and percentage distributions were employed to describe data. Efforts were made to interpret the subjects' opinions and views.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

In this chapter, views from top management team, branch managers and junior staff were sought to determine the extent to which workers see the performance appraisal system in the bank. This section attempts to analyze and interpret respondents' views in respect to the performance appraisal system practised in the Nyakrom Rural Bank Ltd.

Demographic characteristics of respondents

The issues studied under this section include position, sex, age, number of years served and educational background. With respect to positions and level of responsibility, respondents were grouped into top management team, branch managers and junior staff as indicated in Table 1.

Table 1 shows that 8.5 percent of respondents were members of top management team and 8.5 percent were branch managers whilst the majority (83.0%) were junior staff. The top management team and branch managers (50% each) constituted the appraisers. In practice, whilst the branch managers

were responsible for the performance appraisal of junior staff the top management team assessed branch managers' performance.

Table 1: Position of respondents

Position	Appraisees		Appraisers		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage
Top management team	-	-	5	50.0	5	8.5
Branch managers	-	-	5	50.0	5	8.5
Junior staff	49	100.0	-	-	49	83.0
TOTAL	49	100.0	10	100.0	59	100.0

Source: Field data, 2008

As to be expected, the proportions of male respondents for top management team, branch managers and junior staff were larger than the proportion of female respondents. Out of the fifty-nine respondents, 71.2 percent of respondents were males whilst 28.8 percent were females. Out of these, four of respondents in top management grade were males whilst one was a female whilst three of the branch managers were males and two were females. With regards to junior staff, the percentages for males and females were 71.4 percent and 28.6 percent respectively.

The frequency and percentage distributions of the age categorisation of respondents for the individual groups/stratum are presented in Table 2.

Table 2: Age of respondents

Age category	Top management		Branch manager		Junior staff		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage	Freq	Percentage
21 – 30	-	-	1	20.0	38	77.6	39	66.1
31 – 40	2	40.0	1	20.0	4	8.2	7	11.86
41 – 50	-	-	1	20.0	4	8.2	5	8.48
51 and above	3	60.0	2	40.0	3	6.0	8	13.56
TOTAL	5	100.0	5	100.0	49	100.0	59	100.0

Source: Field data, 2008

Table 2 indicates that 66.1 percent of respondents were aged 21 - 30 years, 11.86 percent were within the 31 – 40 age category, 8.48 percent were within the 41 - 50 age category whilst 13.56 percent were aged 51 years or more. Thus, 77.96 percent of respondents were under 40 years of age whilst 22.04 percent were above 40 years. Specifically, 40.0 percent of the respondents under the top management team fell within 31 – 40 age category whilst 60.0 percent fell within 51 and above age category. This indicates that there were youths in the top management team probably because of their qualification. For branch managers, 20.0 percent of respondents each fell in the age categories 21 – 30, 31 – 40 and 41 – 50, whilst 40.0 percent fell within the age category “51 and above”. A greater proportion of junior staff (77.6%) fell within the age category 21 – 30, 8.2 percent each fell under categories 31 – 40 and 41 – 50 whilst 6.0 percent fell within the age category “51 and above”.

The number of years respondents had worked for the bank varied from one to over 31 years as shown in Table 3.

Table 3: Years of working at NRB

Years	Top management		Branch manager		Junior staff		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage	Freq	Percentage
1 – 10	2	40.0	1	20.0	36	73.5	39	66.1
11 – 20	1	20.0	1	20.0	7	14.3	9	15.3
21 – 30	1	20.0	2	40.0	6	12.3	9	15.3
31 and above	1	20.0	1	20.0	-	-	2	3.3
TOTAL	5	100.0	5	100.0	49	100.0	59	100.0

Source: Field data, 2008

Table 3 shows that 66.1 percent of respondents had served the Bank for 1 – 10 years, 30.6 percent had served for 11 – 30 years whilst 3.3 percent had served for 31 years or more. Of the top management team, 40.0 percent had served the Bank for 1 – 10 years whilst 60.0 percent had served for more than 10 years. Under branch managers' category, 40.0 percent of the respondents had served for 1 – 20 years and 40.0 percent for 21 – 30 years, whilst 20.0 percent had served for more than 30 years. For junior staff, 73.5 percent had served for 1 – 10 years, 14.3 percent had served for 11 – 20 years whilst 12.3 percent had served for 21 – 30 years. This indicates that the majority (81.4%) of the respondents had served the Bank for less than 20 years whilst 18.6 percent had served for more than 20 years.

In finding out the educational background of the employees, respondents were asked to state their level of education as shown in Table 4.

Table 4: Educational background of respondents

Educational background	Top management		Branch manager		Junior staff		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage	Freq	Percentage
Secondary	1	20.0	2	40.0	3	6.1	6	10.2
Tertiary	4	80.0	3	60.0	44	89.8	51	86.4
None of above	-	-	-	-	2	4.1	2	3.4
TOTAL	5	100.0	5	100.0	49	100.0	59	100.0

Source: Field data, 2008

Table 4 depicts that 10.0 percent of the respondents had education up to secondary level, 86.4 percent had tertiary education whilst 3.4 percent had no education. Further research indicated that some had education up to junior secondary level whilst others did not have the opportunity at all. Here, 20.0 percent of the top management team had secondary education whilst the remaining 80.0 percent had tertiary education. 40.0 percent of the branch managers had secondary education whilst 60.0 percent had tertiary education and in the junior staff, 6.1 percent had education up to secondary, 89.8percent had tertiary whilst 4.1 percent had no education.

Additional information obtained from the respondents indicated that the top management team and branch managers who had education up to secondary level attained the position through long service, hard work and

loyalty to the organisation. To a further question “do you have any professional background, state it”, 86.4 percent of the respondents alluded “Yes” with the greater majority having accounting, business administration and/or marketing background, whilst 13.6 percent alluded “No”. This shows that employees were familiar with the banking requirement.

Performance appraisal system in NRB

Specific questions were posed to respondents to seek their views on the performance appraisal system practiced at the Nyakrom Rural Bank. To the question “are you appraised?”, all the appraisees responded “Yes”. The appraisees comprised all junior staff and branch managers. To confirm this, appraisers comprising branch managers and top management team responded positively to the question whether they appraised all their subordinates.

The issue of who appraises the staff was examined. All the subordinate respondents said their immediate bosses were responsible for appraising them. The junior staff stated also that the branch managers were their immediate bosses whilst the branch managers mentioned the top management team as their immediate bosses. This confirms the status of the branch managers as appraisees as well as appraisers. All the appraisees indicated that customers did not have any role to play in the appraisal system of the institution.

To confirm the above assertion, the issue of subordinates having the opportunity of appraising their boss was examined and all of them (100.0%) answered “No”. In this context, branch managers were considered as

appraisees as the top management team did assess their performance during the appraisal period. Another question was posed to this category of respondents (appraisees) as to whether they had the opportunity to appraise themselves and the answer was “No”. This means that only the immediate supervisors did the appraisal. This finding agrees with the assertion of Bateman and Snell (1999) that managers and supervisors are the traditional sources of appraisal on employees’ performance.

To find out the type of performance appraisal system employed in the bank, top management team’s views were sought as shown in Table 5.

Table 5: Management’s views on type of appraisal system in the bank

Type of appraisal system used	Top management team	
	Freq	Percentage
Graphic/trait rating	-	-
Ranking	1	20.0
Behaviourally anchored rating	2	40.0
Total quality approach	2	40.0
TOTAL	5	100.0

Source: Field data, 2008

The Table depicts that one of the respondents mentioned ranking as the appraisal system used, two believed that behavioural anchored rating was used whilst another two also said the total quality approach was used. The Nyakrom Rural Bank’s official appraisal form (Appendix 4), it depicts the typical Graphic/Trait rating format which normally lists traits/characteristics such as

quality, reliability, productivity, availability and others. Reliability is the extent to which an employee can be relied upon; productivity is the quantity and efficiency of work produced in a specified period, availability is the extent to which an employee is punctual to work, observes prescribed work and break rules, and the overall attendance record. It can be concluded therefore that the system of performance appraisal practiced at the Bank is conventional, just as reviewed in the literature.

Table 6: Kinds of criteria used to assess staff.

Criteria used to assess staff	Branch manager		Junior staff		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage
Behaviour	-	-	9	18.4	9	16.7
Performance	5	100.0	26	53.0	31	57.4
All the above	-	-	14	28.6	14	25.9
TOTAL	5	100.0	49	100.0	54	100.0

Source: Field data, 2008

Table 6 indicates that the respondents' perception of the criteria used in assessing the staff varied at the Bank. Nine respondents (16.7%) believed that behaviour was assessed during appraisal, 57.4 percent mentioned performance whilst 25.9 percent suggested that all (behaviour, trait and performance) were assessed. All the Branch managers agreed on performance. Out of 49 junior staff, 9 (18.4%) believed that behaviour was assessed, 53.0 percent mentioned performance whilst 28.6 percent were of the view that all the criteria mentioned in the Table were assessed. According to Williams (1969), the

performance appraisal is an essential and integral part of the whole process of managing. It is the “person-in-the-job” not the “person-full-stop” who should be appraised, hence the need to concentrate on individual’s achievements in relation to the expected standards and results of the job, rather than concentrating on his personal traits and characteristics.

With regard to appraisal interviews, the respondents had different views. As to be expected, all the top management team said appraisal interviews were conducted. Of the branch managers, one respondent confirmed that appraisal interviews were conducted whilst four expressed the opposite view. It was revealed that 87.8 percent of the junior staff indicated that appraisal interviews were not conducted whilst 12.2 percent mentioned that appraisal interviews were conducted.

Respondents’ views were sought on promotion and diverse views were obtained. Sixty-four point eight percent of the respondents had been promoted since they were employed and later appraised whilst 35.2 percent were yet to obtain promotion. On the other hand, all the branch managers had been promoted. For the junior staff, 61.2 percent had been promoted whilst 38.8 percent had not been promoted. This finding indicates that promotion in the Bank had nothing to do with the performance appraisal system, which contradicts the assertion of Anderson (1980), and Griffin (2005), that performance appraisal data also provide relevant information required for promotion and training.

To add to the information on promotion, a further question was asked and respondents gave diverse views as indicated in Table 7

Table 7: Respondents' views on criteria used for promotion

Criteria for promotion	Top management		Branch managers		junior staff		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage	Freq	Percentage
Performance	3	60.0	1	20.0	6	12.3	10	16.9
Qualification	1	20.0	1	20.0	2	4.0	4	6.8
Long service	1	20.0	-	-	20	40.8	21	35.6
Nepotism	-	-	-	-	6	12.3	6	10.2
P & Q	-	-	3	60.0	15	30.6	18	30.5
TOTAL	5	100.0	5	100.0	49	100.0	59	100.0

Source: Field data 2008

Key: P & Q = Performance and Qualification

The Table shows that 16.9 percent of respondents agreed that performance was the criteria used for promotion, 6.8 percent admitted that qualification was the criteria used, 35.6 percent assented that the criteria used was long service, 10.2 percent agreed that nepotism was at work when it comes to promotion whilst 30.5 percent agreed that performance and qualification were the criteria used for promotion. Three respondents of the top management team agreed on performance, one gave a positive response on qualification whilst another one opted for long service as criteria for promotion. One respondent of the branch managers accepted performance, another one opted for qualification whilst three indicated that performance and qualification were

the criteria used to promote. Six (12.3%) of the junior staff chose performance, two (4.0%) agreed on qualification, 40.8 percent assented to long service and 12.3 percent opted for nepotism whilst 30.6 percent believed that performance and qualification were the criteria used for promotion. This means that there were no structured criteria for appraising and managers used their own criteria in assessing performance appraisal. This finding agrees with Dilworth's (1992) assertion, that unless measurable aims are jointly established and accepted by supervisors and subordinates, whereby subordinate's performance can be assessed, appraisal may mean nothing more than an ad hoc and subjective judgment of a man's personal qualities.

Respondents also indicated the number of times appraisal was carried out in a year. All the respondents comprising the top management team, branch managers and junior staff were in agreement that appraisal was done once in a year. A hundred percent "Yes" response was received from respondents when a further question was posed to them to find out whether personal files were kept on the individual employees. They also revealed that the files contained information on individuals such as date of employment, appraisal results, medical reports and promotion history where applicable.

Supervision is a key source of information on the individual's performance in organisations that render services rather than sale of goods. All the appraisee respondents affirmed that their immediate bosses supervised them. As to whether records were taken on individual employees in execution of their duties and as to how it was taken, there were diverse views from the

appraisers. It was realised that six of the respondents indicated that records were kept whilst four indicated that no records were kept on individual employees. Of these, two of the top management team pointed out that records were kept on the staff whilst three respondents indicated that records were not kept. Regarding branch managers, four of them said records were kept on all staff whilst one respondent indicated that no records were kept. As to how these records were obtained, the appraisers mentioned the attendance book, routine observation of individual's performance and response to assigned job.

Appraisers and appraisees views on their involvement in setting performance standards were also sought. The results depict that 40.7 percent of the respondents were involved in setting performance standards whilst 59.3 percent were not involved. Here, all the branch managers interviewed were involved in setting the performance standards. Of the junior staff, 34.7 percent claimed that they were involved in setting performance standards whilst 65.3 percent were not involved. A question was posed to appraisers to find out whether performance standards were set with subordinates and diverse views were given. Forty percent of appraisers (Top management team and branch managers) were involved in setting performance standards whilst 60.0 percent were not involved in setting performance standards. It was also revealed that top management team and branch managers in collaboration with Board of Directors set the performance standards.

Table 8: Managers' views on areas of performance appraisal of staff

How do you assess performance	Top management		Branch manager		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage
Attitude	3	60.0	3	60.0	6	60.0
Behaviour	1	20.0	-	-	1	10.0
Job knowledge	1	20.0	2	40.0	3	30.0
TOTAL	5	100.0	5	100.0	10	100.0

Source: Field data, 2008

Table 8 shows that six of appraisers observed attitude towards work, one observed behaviour whilst three observed job knowledge of staff when assessing them. Of the top management team, three observed attitude whilst one each observed behaviour and job knowledge. Three respondents of the branch managers also observed attitude towards work whilst two observed job knowledge of staff. These responses show that appraisers have different mindset for assessing staff. Even though the appraisal form contained the same information, appraisers observed and assessed on different criteria. According to Boachie-Mensah (2006), most appraisers do not have adequate training skills on performance appraisal system and would not like to create some amount of tension between themselves and their staff. Some are not able to differentiate between appraisals done for administrative purposes and those done for developmental reasons and are unable to determine clearly what to measure.

Strength and weakness of the performance appraisal system of NRB

The issues treated under this section include satisfaction of the PA system, training of personnel on the PA system, review of appraisal system and provision of logistics in NRB. In seeking the views of respondents on whether appraisees were satisfied with the appraisal system of the bank, distinctive views were given. The finding revealed that 49.7 percent of respondents were satisfied with the appraisal system whilst 59.3 percent were not satisfied. All the respondents of the top management team (100.0%) were satisfied with the system. Three respondents of the branch managers were satisfied whilst two were not satisfied with the system. Under junior staff, 32.7 percent were satisfied whilst 67.3 percent were not satisfied with the system. Out of those who opted for “Yes” 40.7 percent believed that the Bank instituted the appraisal system to assess performance whilst the 59.3 percent who opted for “No” believed that there were no clear-cut criteria for promotion in the appraisal system and that there were some biases during appraisal period. This divided front indicates that the use of the PA system was not clear to the employees. According to Bateman & Snell (1999), performance appraisal serves an administrative purpose. It provides information for making salary, promotions and layoff decisions as well as providing documentation that can justify these decisions in court. Secondly, and perhaps more importantly, performance appraisal serves developmental purpose.

In finding out what happens after the appraisal form has been completed, all the respondents agreed that after appraisees had completed their

portion and signed, the forms were sent to the Board of Directors for their comments and recommendation. A further question was posed to appraisees to find out what happened after they had been assessed. About 85 percent of the respondents were of the view that an incremental jump/promotion accompanied with salary increment was the feedback from the appraisal whilst 14.8 percent were of the view that nothing happened after they had been assessed.

An attempt to find out respondents views on how they might grade the performance appraisal system in the bank was fruitful as shown in Table 9.

Table 9: Respondents’ views on grading the performance appraisal system in NRB

How will you grade P.A system	Branch managers		Junior staff		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage
Very bad	-	-	14	28.6	14	25.9
Bad	-	-	-	-	-	-
Good	3	60.0	7	14.3	10	18.5
Very good	1	20.0	5	10.2	6	11.1
Excellent	1	20.0	23	46.9	24	44.5
TOTAL	5	100.0	49	100.0	54	100.0

Source: Field data, 2008

In Table 9, 25.9 percent of respondents were of the view that the performance appraisal system was very bad, 18.5 percent believed that the performance appraisal system was good, 11.1 percent believed that the

performance appraisal system was very good whilst 44.5 percent were of the view that it was excellent. Of Branch Managers, three were of the view that the performance appraisal system was good whilst one each opted for very good and excellent. Fourteen (28.6%) respondents of the junior staff mentioned that the appraisal system was very bad, seven (14.3%) viewed it as good one, five (10.2%) thought the appraisal system as very good whilst twenty-three (46.9%) saw it as just excellent.

An attempt was made to establish whether the knowledge level of the general workforce of the Bank was upgraded after appraisal and 14.3 percent of junior staff were given training after they had been appraised whilst 85.7 percent were not given any training. When the top management team were asked whether training programmes were organised by the bank for its staff after the appraisal, diverse responses were given. Two respondents of top management team affirmed that there were training programmes whilst three disagreed. Further enquiry revealed that the Apex Bank organised in-service and other training programmes for all Rural Banks throughout the country. The bank only selected representatives for such programmes. There was a mass programme on computer operation for all staff, which was organised by Apex Bank. This finding is in contrast to the assertion of Howe (1995) that one of the important ways that training and development needs may be identified for an employee is through the process of performance appraisal.

On the other hand, when branch managers were asked whether they had undergone any training or skills upgrading on the performance appraisal

system, all of them answered in the negative affirmation. In finding out from the top management team about this assertion, two of them affirmed that there was training for appraisers whilst three disagreed that appraisers were trained. Appraisers' views on having human resource management training were sought and one appraiser had human resource management training whilst nine had no knowledge on human resource management. Of this, one of top management team had HRM training whilst four did not have HRM training. All the five branch managers had no training on human resource management. The one respondent of top management team was yet to complete the course. This became known when a further question was posed to respondents to know more about their knowledge in HRM. Even though majority (90.0%) have had no human resource management training, all the appraisers agreed that they did not encounter any problem in appraising staff. It was realised that the Bank did not employ the service of human resource manager/consultant. Cascio (1992) suggests that to improve reliability and validity of ratings, emphasis must be placed on training raters to observe behaviour more accurately rather than on showing them "how to" or "how not to" rate. To improve on the value of appraisal interviews, systematic training for supervisors is essential.

The respondents were allowed to express their views on management's reaction on appraisal results and 72.2 percent of the appraisees indicated that management was silent on appraisal results whilst 27.8 percent believed that management recommended on appraisal results and referred the results to the board for approval. All the five branch managers indicated that management

recommended and referred appraisal results to the Board for approval. Of the junior staff, 79.6 percent mentioned that management was silent on appraisal results whilst 20.4 percent indicated that management recommended and referred to the board for approval. According to Tower (1994), the commitment of top management is crucially important, especially as many of the benefits of performance appraisal relate to the medium and long term. The support and interest of the top management will encourage managers at other levels to devote care and attention to the implementation of the performance appraisal, especially if it is made clear to managers that how objectively and how effectively they appraise their staff will have positive impact on their own appraisal.

On review of performance appraisal system, nine appraisers were of the view that there was no review of performance appraisal system whilst one believed that the performance appraisal was reviewed. Under the top management team, one mentioned that the performance appraisal was reviewed and four were of the view that it was not reviewed whilst all the five branch managers were of the view that it was not reviewed

Concerning logistics/materials to work with being provided, the respondents had diverse views. Majority of the respondents (66.7%) were positive when it comes to provision of logistics whilst 33.3 percent believed that logistics were not provided. All the branch managers were of the view that logistics were provided whilst with the junior staff, 63.3 percent indicated that logistics were provided whilst 33.7 percent were of the view that logistics were

not provided. The top management team said that logistics were provided through the agencies and departmental heads for the smooth running of the Bank.

Table 10: Respondents' views on appraisal system in the bank

View on PA system	Top management		Branch manager		Junior staff		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage	Freq	Percentage
Needs								
improvement	1	20.0	2	40.0	21	42.9	24	40.7
Needs review	1	20.0	-	-	-	-	1	1.7
Brings								
competition	2	40.0	3	60.0	5	10.2	10	16.9
Encourages								
staff	1	20.0	-	-	10	20.4	11	18.6
Discourages								
staff	-	-	-	-	13	26.5	13	22.1
TOTAL	5	100.0	5	100.0	49	100.0	59	100.0

Source: Field data, 2008

Table 10 depicts that twenty-four of the respondents were of the opinion that the appraisal system needed improvement, one indicated that the system should be reviewed, ten mentioned that the system brought competition and eleven believed that the system encouraged staff whilst thirteen cited that the system discouraged staff. One of top management team agreed that the system needed improvement, one mentioned that the system should be

reviewed, two pointed out that it brought competition whilst another one was of the view that it encouraged staff. Two of branch managers said that the system needed improvement whilst three said that it brought competition. With junior staff, twenty-one believed that the system needed improvement, five said that it brought competition whilst ten were of the view that it encouraged staff whilst thirteen believed that it discouraged staff.

Effects of performance appraisal system of NRB on employees

The performance appraisal is assessment of the work achievement of the employees periodically for future actions and decisions. The results of the performance appraisal allow the employer to know which of the staff needs training, reward, demotion, promotion or transfer. This section addresses the views of respondents on the influence of the appraisal results on their performance, salaries of the respondents, motivation, how staff are motivated, the importance of the appraisal system, reasons for appraising and factors that need to be changed.

Table 11: Respondents’ views on influence of appraisal results on performance

Do appraisal results influence you?	Top management		Branch manager		Junior staff		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage	Freq	Percentage
Strongly agree	2	40.0	2	40.0	14	28.6	18	30.5
Agree	3	60.0	2	40.0	9	18.4	14	23.7
Disagree	-	-	1	20.0	7	14.3	8	13.6
Strongly Disagree	-	-	-	-	19	38.7	19	32.2
TOTAL	5	100.0	5	100.0	49	100.0	59	100.0

Source: Field data, 2008

In Table 11, 30.5 percent of the respondents strongly agreed that appraisal results have influence on performance whilst 23.7 percent also agreed to this assertion. This shows that 54.2 percent agreed that appraisal results have influence on performance. Thirteen point six percent and 32.2 percent of respondents disagreed and strongly disagreed respectively on the assertion that appraisal results had influence on performance. Of the top management team, two strongly agreed whilst three agreed with the assertion. Two each of the branch managers strongly agreed and agreed respectively whilst one disagreed. Out of the junior staff, 28.6 percent strongly agreed, 18.4 percent agreed and 14.3 percent disagreed whilst 38.7 percent strongly disagreed. In delving

deeper, the respondents were asked to give reasons for their responses on the influence of appraisal results on performance. The twenty-seven respondents who disagreed were of the opinion that there was no feedback, which could change/affect performance. Of those who agreed, 65.6 percent were of the opinion that the appraisal results influence performance negatively due to biases whilst 34.4 percent were of the view that performance was positively influenced by appraisal results. According to Bartol and Martin (1994), a major purpose of performance appraisal is to influence in a positive way, employees' performance and development. One of the important ways that training and development needs may be identified for an employee is through the process of performance appraisal (Howe, 1995). Appraisal can have variety of other purposes, they can be used to provide feedback on current performance, to determine future development need, performance-related pay and promotion.

Table 12: Income level of respondents

Salary	Top management		Branch managers		junior staff		Total	
(GH¢)	Freq	Percentage	Freq	Percentage	Freq	Percentage	Freq	Percentage
81 – 180	-	-	-	-	2	4.1	2	3.4
181 – 280	-	-	-	-	11	22.4	11	18.6
281 – 380	-	-	2	40.0	30	61.2	32	54.3
381 – 480	4	80.0	3	60.0	6	12.3	13	22.1
481 and above	1	20.0	-	-	-	-	1	1.7
TOTAL	5	100.0	5	100.0	49	100.0	59	100.0

Source: Field data, 2008

The Table shows that 3.4 percent of respondents' salaries fell within GH¢81 – 180, 18.6 percent had salaries within GH¢181 – 280, 54.2 percent had salaries within GH¢281 – 380, 22.1 percent had salaries within GH¢381 – 480 whilst 1.7 percent of the respondents' salaries fell within GH¢481 and above category. Here, 80.0 percent of top management team had remunerations within GH¢381 -480 whilst 20.0 percent had GH¢481 and above. With branch managers, 40.0 percent of respondents' remunerations fell within GH¢281 – 380 whilst 60.0 percent had theirs within GH¢381 – 480. For junior staff, 4.1 percent had payments within GH¢81 – 180, 22.4 percent had between GH¢181 – 280, 61.2 percent had remunerations within GH¢281 – 380 whilst 12.3 percent had wages within GH¢381 – 480 category. Looking at the distribution given above as compared with that of years served and educational background, it is believed that the amount earned depends on long service and qualification. As many as 12.3 percent of junior staff earned more salaries than 40.0 percent of branch managers, indicating that promotion has little effect on salary.

The appraisers' views were sought on motivation and unanimous views were given. All the appraisers were not motivated. In contrast to this assertion, one respondent of the top management team claimed that the appraisers were giving incentives for appraising whilst four mentioned that the appraisers were not motivated. In finding out how the responses affected performance, four of the top management team were of the opinion that appraising was part of their

schedule and with or without motivation the job must be done. On the other hand, one mentioned that motivation encourages better performance.

In delving deeper to find out how the top management team saw the performance of the branch managers/supervisors in respect to filling performance appraisal forms of the junior staff, three were of the opinion that the managers did not attach much importance to performance appraisal system whilst two were of the view that their performances were good. According to Harris (2000), managers must be rewarded for conducting effective performance appraisal. A different question on how appraisees were motivated was posed and diverse views were given as shown in Table 13.

Table 13: Appraisees' views on how they are motivated

How are you motivated?	Branch managers		Junior staff		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage
No motivation	4	80.0	41	83.7	45	83.3
Promotion	1	20.0	-	-	1	1.9
Allowance	-	-	8	16.3	8	14.8
TOTAL	5	100.0	49	100.0	54	100.0

Source: Field data, 2008

The Table depicts that 83.3 percent of all the respondents believed that there was no motivation, one was motivated through promotion whilst 14.8 percent were motivated through allowances giving to them. Of the branch managers, four indicated that there is no motivation in the Bank whilst one mentioned that they were motivated through promotion. Under the junior staff,

83.7 percent ascertained that there was no motivation whilst 16.3 percent believed that they were motivated through allowances. It was made clear that the allowance was on clothing and transportation, which was given to all workers, including management team, on yearly and monthly basis respectively.

In finding out the appraisers' views on the importance of the appraisal system to the organisation, different views were received from the respondents and edited to simplify its interpretation. Ninety percent of the appraisers agreed that performance appraisal helped to know the knowledge level of staff on the job whilst one mentioned that performance appraisal was for annual budget planning. With this, all the five top management staff were of the view that it helped to ascertain the knowledge level of staff. Four of the branch managers said it helped to know the knowledge level of staff on the job whilst one indicated that it helped in budget planning.

Table 14: Appraisers' views on the reason for appraising

Why do you appraise?	Top management		Branch manager		Total	
	Freq	Percentage	Freq	Percentage	Freq	Percentage
A Promotion	1	20.0	-	-	1	10.0
B Knowledge level	3	60.0	2	40.0	5	50.0
C Motivation	1	20.0	3	60.0	4	40.0
TOTAL	5	100.0	5	100.0	10	100.0

Source: Field data, 2008

From the Table, one of the appraisers indicated that appraisal was done for promotion, five mentioned that appraisal was done to know the knowledge levels of the staff whilst four were of the view that appraisal was done to motivate the staff. Thus, the organisation was concerned about the staff's efforts. Out of the top management team, one said the appraisal was done for promotion, three indicated that it was done to know the knowledge levels of staff whilst another one was of the view that it was done for motivation. Two of the branch managers accepted the fact that the appraisal was done to know the knowledge levels of the staff whilst three cited that it was done to motivate the staff.

The appraisees' views on factors of the existing performance appraisal form that needed to be changed/added and one of the branch managers mentioned that the appraisal should be done twice a year, another one was of the view that there should be appraisal interview whilst three were of the view that the existing form should be maintained. Out of junior staff, 6.1 percent were of the view that criteria for promotion should be stated and 59.2 percent indicated that the appraisal should be done twice a year. Out of the 34.7 percent of the junior staff remaining, 8.2 percent were of the opinion that there should be appraisal interview whilst 26.5 percent mentioned that the appraisers should be trained on how to assess performance.

Discussion

Information obtained from personal observations, interviews and the analysis of the various responses to the questionnaires showed that there were three main categories of respondents. Of these categories (top management team, branch managers and junior staff), the number of junior staff far outstripped that of top management team and branch managers. Concerning sex, males outstripped females. Majority of workers were under 40 years of age indicating that the bank will benefit from these people in terms of experience as majority have served in the institution for less than 10 years.

The study revealed that performance appraisal was practiced in the bank and immediate bosses were in charge of appraising subordinates. This was in agreement with Noe, Hollenback, Gerhart and Wright's (1996) view that supervisors are the most frequently used source of performance information. It was also realised that subordinates had no opportunity to assess their bosses or to assess themselves. Higgins (1991) recommended that employees and supervisors perform independent evaluations, exchange their evaluations and then negotiate the difference. The finding is inconsistent with Cole's (2004) opinion that manager's own staff are formally encouraged to comment on their leader's performance.

The study revealed that after appraisal, subordinates were only asked to fill a portion of the form. There was no appraisal interview conducted. This finding means that the appraisal system in the bank was incomplete as Rue and

Byars (2001) asserted that appraising employee's performance is only half of supervisor's job in performance appraisal systems.

It became known that the board of directors with top management team set performance standards. This means that branch managers were only to see to it that the staff executed the objectives of the bank. Staff only worked on instructions given to them by immediate bosses on daily basis. The standard set may be too difficult to be achieved or otherwise. Staff's performances were compared with standards they did not know. This finding contradicted Dessler's (2005) argument that supervisors and their subordinates should agree on duties and job standards so that they can compare subordinates' actual performance to the standards that have been set.

Majority of appraisers kept records on the appraisees before assessing their performance whilst some did not. This means that some appraisers relied on their memories leading to biases. Kinichi and Williams (2003) were of the view that managers should keep diaries about specific incidents so they will not have to rely on their memories.

It became known that some of the staff were provided with logistics to work with whilst others lacked basic materials to deliver. Whether an employee had logistic to work with or not, they were all given assessment with the same criteria. The appraisal was done once a year in contrast to the assertion of Bittel (1959) that if managers wait too long, they are likely to forget many of the incidents that ought to influence their appraisal. Even if a

company has a plan that calls for rating only once a year, it is good practice on the part of managers to make an informal appraisal more often.

Criteria for promotion were not very clear to the staff. Even branch managers as well as top management team had different opinions on the criteria used for promotion. The bank has not been able to institute a well-structured system whereby all the employees will be familiarized with in order to work towards achieving such goal. It was realized that only few respondents believed that performance was used as criteria for promotion.

Majority of the employees were not giving training after the appraisal. They only had training when Apex Bank organised one for all rural banks which had a limited number allocated to each Bank. This means that even with shortfalls of the employees, the bank was not ready to give assistance to workers. It was also realised that most of the employees were not motivated. This means that respondents actually do not have any idea of the use of the appraisal system. This finding disagrees with the assertion of Bateman and Snell (1999) that appraisal provides information for making salary, promotion and layoff decisions as well as information that can be used to diagnose training needs, career planning and the like.

There was no qualified expert (human resource manager) to help the bank on the appraisal system and yet the bank did not solicit expert advice from consultants. The top management team that designed the appraisal form did not have uniform view on the type of appraisal system used in the bank. This means that, since the appraisal form was designed, no training has been

organized for the top management team on the appraisal system. This explains why branch managers were not giving training on the appraisal system, which led to different views on how to assess the staff, a confirmation of the assertion by Hall and Torrington (1982) that most appraisers do not have adequate training or skills on performance appraisal system. Some are not able to differentiate between appraisals done for administrative purposes and those done for developmental reasons and are unable to determine clearly what to measure.

It was realised that due to inconsistency in appraising, majority of employees were of the view that even though performance appraisal had influence on performance, it influenced negatively due to biases. This indicates that people's efforts were not appreciated. This finding contradicts the assertion made by Latham and Locke (1979), that to enhance future commitment, it is important to give people accurate feedback on performance which will increase a person's sense of achievement and accomplishment as well as indicating that his or her efforts have been noticed.

The appraisers were not motivated for conducting appraisal. This served as pivot for the appraisers not to attach much importance to the appraisal system. This finding agrees with the statement of Harris (2000) that attending to many pressing responsibilities, and doing performance appraisal may have low priority for managers and supervisors if there are no incentive for this activity in the organisation.

It was discovered that majority of the appraisers assessed attitude towards work whilst others considered job knowledge and behaviour. This is because the appraisers were not given training on the appraisal system in the bank. It was also discovered that appraisers conducted appraisal in the bank to know the knowledge level of staff and to motivate the staff. This finding agrees with the assertion of Dessler (1998) that once employees have been at work for some time, their performance should be appraised or evaluated. As feedback was not giving to staff, they did not really know their stand nor were they motivated. This finding disagrees with the assertion of Williams (1969) that through performance appraisal, any gap can be explored to determine whether personal deficiencies, or organisational constraints, are the real root-causes, so that necessary actions to overcome both personal and organisational deficiencies may be taken by the right person in a good time.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter bestows a summary of the findings, the conclusions attained and the recommendations for the study as well as suggestions for further research. The study was carried out to assess the performance appraisal system of Nyakrom Rural Bank in the Agona District, Central Region. The sample size for the study was 59, which was obtained through raffle system. The respective proportion in the total population as per each stratum was employed to obtain the proportion of each stratum required. The study employed statistical methods to analyse data collected by meting out questionnaires to the top management team, branch managers and junior staff.

Summary of findings

The first objective examined the performance appraisal system of Nyakrom Rural Bank and the emergent issues were:

1. Performance appraisal was an annual ritual in the bank and their immediate bosses appraised the branch managers and staff. Supervision is paramount in the bank.

2. The type of performance appraisal system practiced in NRB is conventional. Criteria used in assessing staff were not certain. The appraisers had distinct criteria for the assessment of their subordinates. The credibility of the appraisal system in the bank was missing among the employees.
3. Both the appraisers and appraisees stated that there was no appraisal interview organised after the appraisal has been conducted on the subordinates. The appraisees were only asked to read the appraisal form filled by their immediate bosses and sign. The appraisees did not know their weaknesses or their strength on the job.
4. The board of directors in collaboration with top management team set performance standards. Appraisees were only giving mandates to execute instructions from above and therefore worked without knowing what was expected of them.
5. Most appraisers kept records on the subordinates before appraising. This is a credit to the bank, as the managers/supervisors will not be appraising the subordinates based on their memories as well as preventing unfair appraisal.
6. The bank did not have a well structured policy associated with the appraisal system for promotion. The employees were in dilemma as to what criteria were used for promotion in the bank. Even the appraisers had different views on the criteria used for promotion.

The second objective of the study focused on the strength and weakness of the performance appraisal system of NRB and the following emerged:

1. The majority of the staff were not satisfied with the performance appraisal system. The criteria used in assessing staff were not clear.
2. After the appraisal forms have been filled and signed by both the appraisers and appraisees, the forms are taken to the board of directors for their comments and recommendations.
3. The grading of the PA system revealed different trend where the majority of the staff believe that the system was excellent.
4. The bank did not organise training for the subordinates after appraisal. The appraisers did not also have training on the appraisal system. Apex Bank organised in-service trainings on IT for all rural banks.
5. The bank does not have a human resource manager who could help structure the appraisal system in order to eliminate shortfalls. Even though top management team structured and designed the appraisal form, they did not have human resource management training.
6. Logistics/materials necessary to perform designated job were provided to some employees whilst others had to work under duress due to lack of necessary logistics. There were employees who were advantaged over the others in the bank.

The last objective focused on the effect of the performance appraisal system of NRB on the employees and the following findings were made:

1. Many of the respondents believed that the appraisal system had no influence on their performance as there was no feedback after the appraisal to assess their performance.
2. The salary earned by staff depended on long service and qualification.
3. Motivation was missing in the organisation. Almost all the appraisers and appraisees indicated that motivation was something rare in the bank. This led to unwillingness of the appraisers to attach importance to the appraisal system.
4. On the importance of the PA system, knowledge level of the staff and budget planning were considered and the reason for assessing the staff was to ascertain the knowledge level of the appraisees, for motivation and promotion.

Conclusions

The questionnaires administered to the staff revealed that;

All the employees were conscious of the performance appraisal system in the bank. The system was used to assess employees annually and only immediate bosses did the appraisal. In spite of this, there were shortfalls in the performance appraisal system that needs to be tackled by appropriate authority in the bank. The Board of Directors and top management team set performance standards without including the staff. The staff were insensitive to hard working as they saw their work to be satisfactory.

There was no training organized by the bank on the performance appraisal system for both the appraisers and appraisees to educate them on the processes involved in appraising. The bank did not have human resource practitioner neither did the bank seek the advice of an expert. This made the top management team unenlightened even though the appraisal system had been in the bank for a long period of time. The appraisal forms, after filling and signing by both the appraisers and appraises, were sent the board of directors for their comments and recommendations. Training and development needs of the staff were not considered by the bank and management was silent on the results of the appraisal.

The information obtained from the appraisal had little effect on staff's performance as the structure for salary increment, promotion, payment of bonuses, training and transfer were not attached to performance appraisal system. Lack of appraisal interview to give feedback to the staff affected performance negatively. The staff should have been informed of their strengths and weaknesses in order to build upon their strengths as well as to improve on their weaknesses. Nonexistence of this caused staff to believe that their worst was the best.

Recommendations

The following recommendations are made based on the findings of the study.

1. The management of the bank should make sure that the criteria used in assessing staff are clear and known to all employees. Knowledge of the criteria used in assessing employees enhances cooperation, understanding and acceptance of the assessment.
2. The performance standards should be set with the subordinates. This should be done so that employees' actual performance can be compared with the standard set at the end of the year. The employees are more committed to achieving goals that are jointly set with their supervisors.
3. Management should ensure that there is valued reward attached to the results of the appraisal scheme. Employees should be able to see that achieving a goal will lead to receipt of valued reward. Some of the tools needed to be employed to ensure rewards are employee training, motivation techniques, incentive scheme and recognition/promotion scheme.
4. There should be appraisal interview after employees have been assessed. This will also increase future commitment, especially when accurate feedback is given on performance. During the appraisal interview, performance should be discussed in relation to the expected results and decisions concerning salary, promotion, incentives or bonuses and training should be made with subordinates.
5. There should be routine review of the appraisal system, at least twice a year. Management should know that the longer a problem is allowed to

exist, the more it is likely to worsen and become more thorny to correct. Recurrent review will help eradicate these errors.

6. Immediate bosses alone should not do the performance appraisal. The management should try to involve the subordinates. The subordinates should be involved in appraising (self-appraising) because if they are involved in setting performance standards, they will be able to judge their performance against the standards after which immediate bosses and subordinates discuss their rating and agree on a common rating result. This will encourage subordinates and boost their morale.
7. There should be effective training session organised on appraisal scheme for appraisers and appraisees. The training should be able to educate appraisers and appraisees on how to set standards, how the appraisal system operates, how and when to assess performance, and the use and importance of the scheme to the organisation. The skills obtained from the training should be maintained by organizing routine refresher courses on the appraisal for both appraisers and appraisees.

Suggestions for further research

It is suggested that this work should be conducted in a different rural bank in the district. It is also suggested that this study should be conducted in other banks in different districts to ascertain a complete view of all staff on the appraisal system in the banking institutions.

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APPENDICES

Appendix 1

QUESTIONNAIRE FOR STAFF

This questionnaire is to get your view about the performance appraisal at workplace. The information provided would be treated confidential and would be used for the purpose that be. Please TICK (√) the correct answer where applicable.

SECTION A

1. What is your sex? Male Female
2. What is your age?.....
3. What is your educational background? Middle School
Secondary Tertiary
4. Do you have any professional background, state it, (eg. Secretariat, Accounting, etc).....
5. How long have you been working in the bank?
6. Have you been promoted since you were employed?
7. How much do you earn in a month?
8. Are you appraised? Yes No
9. Who appraises you?.....
10. Do you have the opportunity of appraising yourself? Yes No
11. Have you ever been given the opportunity to appraise your boss? Yes
No
12. If yes, how did you feel?

.....
.....

SECTION B

13. Are you provided with the necessary logistics or materials to work with?

Yes No

14. How many times are you appraised in a year? Once Twice

Thrice

15. What is assessed during the appraisal? Behaviour Trait

Performance

16. Do you have personal file which contains your records? Yes No

17. If your answer for question 16 is “Yes”, what information is in the file?...

.....

18. What role do customers play in the annual performance appraisal system at your workplace?.....

.....

19. Are you satisfied with the appraisal system? Yes No

20. Give reasons for your answer for question 19

.....

SECTION C

21. Do you have supervision for the job done? Yes No

22. What do you think about the appraisal system in your workplace?

.....

23. Do you have the opportunity to set performance standard with your superior? Yes No

24. If your answer for question 23 is “No”, who sets the performance standard?

25. What happens after the appraisal form has been completed?
.....
.....

26. How will you grade the performance appraisal system in your company?
Very bad Bad Good Very good
Satisfactory Excellent

27. What happens after you have been assessed?

28. How are you motivated at your workplace?

SECTION D

29. What are some of the criteria that enhance promotion in the bank?

30. Does your supervisor discuss the appraisal results with you?
Yes No

31. If yes, how is the discussion done?

32. Are you giving any training after the appraisal? Yes No

33. Do you have Human resource Manager/Practitioner at your workplace?
Yes No

34. Who designed the appraisal form?

35. Does the appraisal result have influence on your performance?

Strongly agree Agree Disagree Strongly disagree

36. Give reasons for your answer for question 35

.....

37. How does management react on the result obtained from appraising you?

.....

38. Do you have any in-service training organized by the organisation? Yes

No

39. If yes, how is the in-service training organized?.....

.....

40. If you are giving the chance to change/add certain factors to the performance appraisal system, what factors will you change/add?

.....

.....

Appendix 2

QUESTIONNAIRE FOR MANAGERS

This questionnaire is to get your view about the performance appraisal at workplace. The information provided would be treated confidential and would be used for the purpose that be. Please TICK (✓) the correct answer where applicable.

SECTION A

1. What is your sex? Male Female
2. What is your age?
3. How long have you been working in the bank?
4. Have you been promoted since employed?
5. What is your educational background? Middle school Secondary
Tertiary
6. Do you have any professional background, state it, (eg. Secretariat, Accounting, etc).....
7. How much do you earn in a month?
8. Do you appraise your subordinates? Yes No
9. What do you appraise? Behaviour Trait Performance
10. Are you appraised? Yes No
11. What happens to the result of the performance appraisal?
.....
12. Do you keep records on individual employees in executing their duties before appraising? Yes No

13. If yes, how are these records taking?

14. Who appraises you?

15. Are you provided with the necessary logistics/materials to work with?

Yes No

SECTION B

16. How often do you appraise your staff in a year? Once Twice
Thrice

17. Do you have Human Resource Manager/Practitioner? Yes No

18. What are some of the criteria that enhance promotion in the bank?

19. Do you review the performance appraisal system annually?

Yes No

20. If your answer is yes, how is it done?

21. Are you satisfied with the appraisal system? Yes No

22. Give reasons for your answer for question 21

23. What do you think about the appraisal system in your workplace?.....

24. What happens after the appraisal form has been completed?

25. What role do customers play in the annual performance appraisal system of the bank?

.....

26. How will you grade the performance appraisal system in your company?

Very bad Bad Good Very good

Satisfactory Excellent

27. Who designed the appraisal form?

SECTION C

28. Have you had human resource management training? Yes No

29. If your answer is yes, for how long have you been practicing?

30. Do you encounter any problem in appraising your staff? Yes No

31. If your answer for question 30 is yes, state some of the problems/challenges you encounter.....

.....

32. Does the appraisal result have influence on your performance?

Strongly agree Agree Disagree Strongly disagree

33. Give reasons for your answer for question 32

.....

34. Do you have any training or skills on the performance appraisal system?

Yes No

35. If yes, where did you have the training?

36. How are you motivated at your workplace?

.....

37. Do you set performance standard with your subordinates? Yes

No

38. If No, who are the key players in setting performance standards?

SECTION D

39. What is the importance of the performance appraisal to your organisation?

.....
.....

40. Why do you appraise the employees?

.....

41. How do you assess the performance of the staff?

.....

42. Do you conduct appraisal interview with your staff? Yes No

43. What is the conduct of your staff during the performance appraisal interview?

.....

44. Are you motivated by the organisation for conducting the performance appraisal? Yes No

45. How does your answer for question 44 influence you?

.....

46. How does the organisation react to the results of the appraisal?

.....

47. Do you have the opportunity to set performance standard with your superior? Yes No

48. If the factors of the existing performance appraisal form need to be changed/added, what factors will you change/add?

.....

Appendix 3

QUESTIONNAIRE FOR TOP MANAGEMENT

This questionnaire is to get your view about the performance appraisal system at your workplace. The information provided would be treated confidential and would be used for the purpose that be. Please TICK (✓) the correct answer where applicable.

SECTION A

1. What is your sex? Male Female
2. What is your age?
3. What is your educational background? Middle school Secondary
Tertiary
4. Do you have any professional background, state it, (eg. Secretariat, Accounting, etc).....
5. How long have you been working in the bank?
6. How much do you earn in a month?
7. Do you appraise your subordinates? Yes No
8. How do you facilitate the work of your staff?
.....
9. Which type of performance appraisal system is employed in your company?
Graphic/trait rating Ranking Behaviorally anchored rating
Total quality approaches Others.....
10. How often do you appraise the staff in a year? Once Twice
Thrice

SECTION B

11. Do you keep records on individual employees in executing their duties before appraisal? Yes No

12. If yes, how are these records taking?
.....

13. Who designed the appraisal form? Management team
Human resource manager Consultant

14. Do you have Human Resource Practitioner? Yes No

15. What are some of the criteria that enhance promotion in the bank?
.....
.....

16. Do you review the performance appraisal system annually?
Yes No

17. If your answer is yes, how is it done?
.....

18. What do you think about the performance appraisal system in the bank? ...
.....

19. Do you set performance standard with your staff? Yes No

20. If No, who are the key players in setting performance standards?

21. What happens after the appraisal form has been completed?
.....

SECTION C

22. Do you train the appraisers for the appointed job? Yes No

23. How do you see the performance of the managers/supervisors in respect to the filling performance appraisal forms of the staff?

.....

24. Are the staff satisfied with the appraisal? Yes No

25. How do you assess the performance of the employees?

.....

26. Do you communicate the appraisal information to the staff?

Yes No

27. If yes, how is the appraisal information communicated to the staff?

.....

.....

28. Is there any training programmes organized by the Bank for its staff after the appraisal? Yes No

29. How does answer to question 28 affect performance of the bank?

.....

SECTION D

30. Does the appraisal have influence on performance of the staff?

Strongly agree Agree Disagree Strongly disagree

31. Give your reasons for your answer

.....

32. Do you give the managers/supervisors some incentives for appraising the staff? Yes No

33. Do you organize in-service training for staff? Yes No

34. How does question 33 affect performance of the employees?

.....

35. Do your managers conduct appraisal interview with the staff? Yes

No

36. How is the appraisal interview conducted in the Bank?

.....

37. Have you had human resource management training? Yes No

38. If your answer is yes, for how long have you been practicing it?

39. What is the importance of the performance appraisal to the bank?

.....

Appendix 4

NYAKROM RURAL BANK LIMITED

ANNUAL REPORT FOR 20.....

(PERFORMANCE APPRAISAL FORM)

(PART I)

NAME OF EMPLOYEE.....

DEPARTMENT.....

AGE/DATE OF BIRTH..... GRADE.....

DATE APPOINTED TO PRESENT GRADE..... EMPLOYMENT DATE.....

CURRENT SALARY..... SALARY SCALE.....

QUALIFICATION

JOB TITLE.....

BRIEF DESCRIPTION OF DUTIES PERFORMED DURING THE FINANCIAL YEAR

UNDER REVIEW:-.....

.....

PART II)

SUBJECT	RANKING A - E	EXCELLENT A	VERY GOOD B	GOOD C	FAIR D	POOR E
JOB KNOWLEDGE						
SENSE OF RESPONSIBILITY						

INITIATIVE						
QUALITY OF WORK (EFFICIENCY, NEATNESS AND ACCURACY OF WORK)						
WORK OUTPUT/ QUALITY OF WORK						
DEPENDABILITY						
ORGANISATION OF WORK						
REGULARITY OF ATTENDANCE						
AVAILABILITY						
RELATIONSHIP WITH OTHER MEMBERS OF STAFF						
SUPERVISION, CONTROL AND DIRECTION OF SUBORDINATES						
COMPLIANCE WITH BANK'S RULES AND REGULATIONS						
DISCIPLINE (GENERAL CONDUCT)						
POWER OF EXPRESSION- WRITTEN						
POWER OF EXPRESSION- ORAL						

VIGILANCE						
BOLDNESS						

(PART III)

1. Do you like your present job? If not, state why?

.....

2. Would you like to see any changes in your job to make it more interesting and challenging thus helping you to improve upon your performance? If yes indicate the changes:

.....

.....

3. State any courses you have attended since you joined the Bank:

.....

.....

4. Overall Job Performance Rating and Remarks by Immediate Supervisor:-

A	B	C	D	E
<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>

Remarks

.....

.....

5. Do you agree with the assessment made on you by your Supervisor:-

YES	<input style="width: 50px; height: 30px;" type="text"/>	NO	<input style="width: 50px; height: 30px;" type="text"/>
-----	---	----	---

If not state why

.....

Recommendation by Immediate Supervisor.....

.....

SIGNATURE.....DATE.....

MANAGER'S COMMENTS/RECOMMENDATIONS

.....

.....

SIGNATURE DATE

BOARD OF DIRECTOR'S DECISION

.....

.....

.....

CHAIRMAN'S SIGNATURE DATE