

UNIVERSITY OF CAPE COAST

**STAFF PERFORMANCE APPRAISAL SYSTEM AT THE
HEADQUARTERS OF THE JUDICIAL SERVICE OF GHANA**

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis 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.

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Supervisor's Declaration

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

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ABSTRACT

The general objective of the study was to evaluate the performance appraisal (PA) system of the Ghana Judicial Service (GJS) Headquarters. This was pursued through examining the processes of staff performance appraisal at the headquarters, determining the level of understanding of the administrative staff on the performance appraisal, and assessing the effectiveness of performance appraisal in the GJS headquarters.

A descriptive cross-sectional survey was employed to study 38 appraisees and nine appraisers. It was shown that the appraisers did not have adequate knowledge of PA policies, and PA policies were not regularly reviewed. Appraisers generally established that they rarely set targets for appraisees to meet. On their part, the appraisees disagreed that there was adequate employee participation in PA programmes and effective feedback. Appraisees agreed with appraisers that objectives set for PA exercise were clear. The survey showed that employees generally believed that PA results were used to reward hardworking staff within GJS.

It was concluded that appraisal processes in GJS did not adequately involve appraisees and there was not adequate understanding among staff about the Service's performance appraisal. The appraisal processes might therefore not be as effective as anticipated. It was therefore recommended that appraisers and appraisees should be actively involved in reviewing PA policies, objectives, and targets. Proper feedback channels needed to be created for appraisees to get access to PA results.

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DEDICATION

This work is dedicated to my family, especially my late father, Mr. Richard K. Ahele, whose inspiration has brought me to this level of education and most of all, to my two lovely children, Leroy and Caroline.

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LIST OF ACRONYMS

ACR	Annual Confidential Reports
BARs	Behavioural Anchored Rating Scales
GJS	Judicial Service of Ghana
JTI	Judicial Training Institute
KRAs	Key results areas
KSAs	Knowledge, skills and abilities
PA	Performance Appraisal
PAS	Performance Appraisal System
ICT	Information and Communication Technology
SPSS	Statistical Products and Service Solutions
SSCE	Senior Secondary Certificate Examination

CHAPTER ONE

INTRODUCTION

Background of the study

Many public sector organisations in the developing countries have been criticised for the low productivity levels, poor management practices, low levels of motivation and bureaucratic inefficiencies (Agyenim-Boateng, 2006). Particularly, these organisations have been accused of ineffective management practices in the area of human resource management.

In the organisations' quest to improve their situation, people working within organisations have been recognised as the most crucial resources whose behaviours, talents and aspirations affect the productivity and effectiveness of the organisations (Agyenim-Boateng, 2008; Luthan, Luthans & Luthans, 2004). In order for employees to play their roles effectively in the organisations, they need to have definite performance goals and feedback about their performance, complemented by an adequate reward system (Agyenim-Boateng, 2006; Lock & Latham, 1990; Latham et al; 1978).

Performance Appraisal (PA) has become particularly prominent in private sector, industrial sectors and has now grown rapidly to the public sector organisations (Redman, Snape, Thompson, & Ka-Ching, 2000). PA is an important management technique that helps organisations achieve their set targets, objectives and goal (Acheampong, 2006). PA is therefore a process of determining and communicating to employees their strengths and weaknesses in performing their job for appropriate managerial remedial action such as training, promotion and salary decision. It is the systematic review of the

performance of staff on a written basis at regular time intervals and the holding of performance issues, past, present and future on a one-to-one basis with their immediate line managers (Anderson, 1992).

As a public service of the Judiciary, ensuring efficiency and improvement of administration of justice in Ghana have become imperative for which the Judicial Service has taken a number of measures to ensure that these objectives are achieved. In recent years, the Judicial Service of Ghana has been attacked by the public among others as corrupt and slow in its administration of justice. These perceptions have not been taken lightly by the Judicial Service. It has therefore embarked on a number of activities such as training of both members of the judiciary, judicial staff, public sensitisation, automation of some selected courts to improve case management and implementation of staff performance appraisal system to regain public confidence in the Service.

The mission of the Judicial Service is to promote smooth and efficient administration of justice to all manner of persons without fear or favour, affection or ill-will, thereby creating an enabling environment for good governance. It is therefore responsible for improving its output, efficiency and faster service delivery, user friendliness and cost effectiveness (Annual Report, Judicial Service of Ghana, 2009/2010). To carry out these roles successfully, a competent staff is required. Generally, to ensure a competent staff in an organisation, it is imperative to conduct a regular performance appraisal to identify their strengths and weaknesses which will serve as a catalyst for remedial actions to work towards the achievement of the

organisation's goals (Agyenim-Boateng, 2008; 2006; Bratton & Gould, 1999; Laud, 1989; Long, 1989).

Statement of the problem

In recent years, PA has become a key feature of the drive by organisation towards achieving competitive advantage through continuous performance improvement. Organisations have therefore used PA to clarify and define performance objectives and expectations, identify training and development needs, provide counseling and guidance, improve individual/team performance, motivate and control employees and to achieve cultural change (Agyenim-Boateng, 2006).

Performance appraisal can have a profound effect on levels of employee motivation and satisfaction (Bowels & Coates, 1993). For this reason, the Ghana Judicial Service instituted an appraisal system for its staff in 2003. However, there has not been an assessment of the effectiveness of the system since its inception. Moreover, reports of staff appraisals indicate that both appraisees and the appraisers did not understand the whole process of staff performance appraisal. The perception held was that staff performance appraisal was only for promotional purpose meant for junior/senior officers. Reports also showed that staff appraisals were not used for its intended purpose hence none of the immense benefits of staff performance appraisal has accrued to the Service. This study therefore aimed to evaluate the staff appraisal system of the Ghana Judicial service for effectiveness in contributing to organisational performance.

Objectives of the study

This study sought to ascertain whether the performance appraisal system (PAS) in the Judicial Service of Ghana met what it was expected from a sound and effective performance appraisal system as outlined in the literature. In doing so, the study intended to reveal the frequency, processes of the practice of performance appraisal system in the Judicial Service, and make recommendations for future implementation. Specifically, the study aimed to:

1. Examine the process(es) of staff performance appraisal system at the Headquarters of the Judicial Service of Ghana.
2. Examine the level of understanding of staff performance appraisal among the administrative staff at the Headquarters of the Judicial Service.
3. Assess the effectiveness and uses of performance appraisal system of the Judicial Service.
4. Make recommendations to improve the performance appraisal system of the Judicial Service.

Research questions

Based on the problem to be investigated as well as the objectives of the study, the following research questions guided the study:

1. What are the processes of staff performance appraisal among the administrative staff at the Headquarters of the Judicial Service?
2. To what extent do the administrative staff at the Headquarters of the Judicial Service understand the processes of staff performance appraisal?

3. What is the effective level and uses of the performance appraisal system of the Ghana Judicial Service?

Significance of the study

This study will serve as a baseline study on the PA system of JSG. The study will also bring to the fore, the inherent strengths and weaknesses of the current system of performance appraisal and its effects on workers performance, thereby serving as an input to managerial decision on staff assessment. In addition, the study will make significant contributions to the field of human resource management as it highlights the relationship between performance appraisal and workers' performance.

Delimitation of the study

The study was limited to the performance appraisal systems of junior and senior administrative staff in the departmental units of the Headquarters. Due to logistical constraints, the study did not include the courtroom staff and administrative staff in the various regions. The focus of the study was on how effective the performance appraisal of the junior and senior administrative staff in the Judicial Service has been and what measures could be put in place to make them more effective. Moreover, it was felt that attention needed to be given to this category of staff because of the importance and variety of their roles and contribution to justice delivery in Ghana. Given that the research was restricted to the junior and senior administrative staff, the findings and conclusions of the study could be said to be tentative and limited to the target population.

Organisation of the study

The study is organised into five main chapters. Chapter One is the introductory chapter which explains the background of the study, statement of the problem and purpose of the study. The research questions, research hypothesis, the significance of the study, delimitation of the study and organisation of the study are also highlighted in this chapter.

Chapter Two reviews literature on the concepts of performance appraisal, rationale of performance appraisal, the process of performance appraisal, types of performance appraisal, how often should performance appraisal be done, problems of performance appraisal, remedies of performance appraisal and requirements for effective performance appraisal. Chapter Three discusses the methodology; the research design, the population, sample, the research instruments, data collection techniques and data analysis.

Chapter Four covers the analyses of the data of respondents. It also analyses why staff performance appraisal is not practice regularly, investigate the understanding of performance appraisal, and its effectiveness. Chapter Five deals with the summary of findings, conclusions and recommendations of the study. It also deals with the limitation of the study and give suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature relevant to the concepts of performance appraisal, rationale of performance appraisal, the process of performance appraisal, types of performance appraisal, how often should appraisal be done, problems of performance appraisal and requirements of effective performance appraisal and the structure of performance appraisal forms of the Judicial Service.

Concept of performance appraisal

Lawrie (1990) stated that PA systems began as a simple method of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified but today it is viewed as potentially the most crucial aspect of organisational life.

To appraise is to determine worth and value, to determine the quality and usefulness of the staff working within the organisation (Torrington & Hall, 1996). PA is an observation and measurement of employee performance against pre-determined job related standards, for purposes delineated by the organisation. Performance appraisal (PA) is therefore defined as a structured formal interaction between a subordinate and supervisor, which usually takes the form of a periodic interview in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (Agyenim-Boateng, 2006).

To this end, there is the need for precise determination of activities to be accomplished by the employee. Such activities must be targeted towards the accomplishment of organisational objectives and there must be agreement between the employee and the employer on what to do and how to do it.

Purpose of performance appraisal

The main aim of the evaluation system is to identify the performance gap (if any). This gap is the shortfall that occurs when performance does not meet the standard set by the organisation as acceptable. The main aim of the feedback system is to inform the employee about the quality of his or her performance. However, the information flow is not exclusively one way. The appraisers also receive feedback from the employee about job problems.

Cash (1973) believes that one of the best ways to appreciate the purposes of performance appraisal is to look at it from the different viewpoints of the main stakeholders: the employee and the organisation. From the employee viewpoint, the purpose of performance appraisal is four-fold:

- (1) Tell me what you want me to do.
- (2) Tell me how well I have done it.
- (3) Help me improve my performance.
- (4) Reward me for doing well.

From the organisation's viewpoint, one of the most important reasons for having a system of performance appraisal is to establish and uphold the principle of accountability. Employees should be held accountable for responsibilities and duties assigned them.

This concept has its strengths as defined by Caruth and Handlogten (1997) for it helps the manager to be able to identify individual present performance along with the staff and personnel's future potential. Evaluation also assesses the weaknesses as well as the disciplinary actions. The third strength is that it can identify which training aspects should be considered for the particular staff and personnel. It also increases the communication between the employer and the staff and personnel because of the feedback and evaluation method used.

Significance of performance appraisal

Perhaps the most significant benefit of staff performance appraisal is that, in the rush and bustle of daily working life, it offers a rare chance for a supervisor and subordinate to have time out for a one-on-one discussion of important work issues that might not otherwise be addressed. Almost universally, where performance appraisal is conducted properly, both supervisors and subordinates have reported the experience as beneficial and positive (Agyenim-Boateng, 2006).

Appraisal offers a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance. Thus, the performance of the whole organisation is enhanced. For many employees, an "official" appraisal interview may be the only time they get to have exclusive, uninterrupted access to their supervisor. The value of this intense and purposeful interaction between a supervisors and subordinate should not be underestimated (Archer North & Associates, 2011).

Training and development

Performance appraisal offers an excellent opportunity for a supervisor and subordinate to recognize and agree upon individual training and development needs. During the discussion of an employee's work performance, the presence or absence of work skills can become very obvious. Training and development focus on the improvement of the knowledge, skills and abilities (KSAs) of the individual (DeSimone & Harris, 1998).

In agreeing with DeSimone and Harris (1998), Gilley, Egglund and Gilley (2000), explain individual development as the development of new knowledge, skills and improved behaviours that result in performance enhancement and improvement related to one's current job. Performance appraisal can make the need for training more pressing and relevant by linking it clearly to performance outcomes and future career aspirations (Archer North & Associates, 1999). Training and development are, therefore, important to both employees and organisations. According to Harris (2000), due to several reasons such as changes in the workplace and the workforce and maintaining competitiveness and improving productivity, organisations must develop and implement performance appraisals.

Noe, Hollenbeck, Gerhart and Wright (2002) state that training refers to a planned effort by a company to facilitate the learning of job-related knowledge, skills, or behaviours by employees. According to the authors, the goal of training effort is for the employees to master the specific training programme to apply it in the day-to-day activities.

Recruitment and induction

Staff performance appraisal data can be used to monitor the success of the organisation's recruitment and induction practices. For example, how well are the employees performing who were hired in the past two years? Appraisal data can also be used to monitor the effectiveness of changes in recruitment strategies. By following the yearly data related to new recruits, it is possible to assess whether the general quality of the workforce is improving, staying steady, or declining (Bratton & Gould, 1999).

Requirements of effective performance appraisal

Effective performance appraisal system plays a crucial role in accomplishing organisational and individual effectiveness. To ensure its effectiveness, there is the need for consideration and planning to ensure that the critical elements are featured in the performance appraisal system (Anderson & Pulich, 1998).

Having a written PA policy, taking the time to meet with employees and keeping the lines of communication open are relatively simple ways to increase the effectiveness of the appraisal process. An effective PA needs to measure current performance levels and include mechanisms for reinforcing strengths, identifying weaknesses, and feeding the information back to the employees and organisation in an attempt to future performance (Agyenim-Boateng, 2011, 2010; Bartton & Gould, 1999;). The following are some of the elements of effective performance appraisal; encourage discussion, constructive intention, goal-setting and appraisal credibility.

Encourage discussion

Research has shown that employees are likely to feel more satisfied with their appraisal results if they have the chance to talk freely and discuss their performance. It is also more likely that such employees will be better able to meet future performance goal (Nemeroff & Wexley, 1979). Employees are also more likely to feel that the appraisal process is fair if they are given a chance to talk about their performance. This is especially so when they are permitted to challenge and appeal against their evaluation (Greenberg, 1986).

Constructive intention

The ability to provide effective feedback to the appraisees is an important element of an effective performance appraisal system. Fedor, Eder, and Buckley (1989) as well as Agyenim-Boateng (2006) have stated that it is very important that employers recognise that negative appraisal feedback is provided with a constructive intention. That is, to help employees overcome present difficulties and to improve their future performance. Employees will be less anxious about criticism, and more likely to find it useful, when they believe that the appraiser's intentions are helpful and constructive.

Appraisers could provide the feedback informally on daily and continuous basis (Agyenim-Boateng, 2006). Continuous performance appraisal feedback to staff has the ability to provide support to staff and identify and solve performance problems early enough before they get out of hand (Jackson & Mathis, 1994; Latham & Wexley, 1981).

Setting performance goals

Goal-setting is an important element in employee motivation. Goals can stimulate employee effort, focus attention, increase persistence, and encourage employees to find new and better ways to work (Hansen, 2003). Scholars are divided about who should set the performance goals for the employees. While some argue that to increase staff acceptance, commitment and sense of ownership to the performance appraisal system, goals and performance expectations must be jointly set by staff and management (Agyenim-Boateng, 2006) others argue that goals must be set by managers. For example, Smith (1990) states that having goals set for the employees helps the employees to understand more about the views of their appraisers and the criteria for promotion. It is however, argued that to ensure understanding between the employees and their supervisors, self-auditing by the employees and monitoring by the supervisors, goal setting should involve both the employees and the supervisors (Agyenim-Boateng, 2010; 2006).

Appraiser credibility

Bannister (1986) believes that it is important that the appraiser be well-informed and credible. Appraisers should feel comfortable with the techniques of appraisal, and should be knowledgeable about the employee's job and performance. When these conditions exist, employees are more likely to view the appraisal process as accurate and fair. They also express more acceptances of the appraiser's feedback and a greater willingness to change.

Processes of performance appraisal

Performance appraisal processes refers to all procedures that are used to evaluate employees against standards of personal qualities and work profile. The process involves formal interaction between a subordinated and a supervisor, that usually takes the form of periodic interview (annual or semi-annual) in which the work performance of the subordinate is systematically examined and discussed, with a view to identify weaknesses and strengths as well as opportunities for improvement and skills development (Mohamed, 1996).

Performance refers to the extent of completion of the tasks that make up an individual's job. In some cases, the performance appraisal processes are structured and formally sanctioned while in other cases they are an informal and essential part of daily activities. According to (Wilson, 2002), the process should commence with setting performance standard should serve as a benchmark against which performance is measured and the standard should relate to the desired results of each job.

Performance appraisal involves at least two parties; the appraiser who does the appraisal and the appraisee whose performance is being evaluated. The appraiser should project job descriptions clearly, help the appraisee set his/her goals and targets and analyse results objectively. It is necessary for the appraiser to offer coaching and guidance to the appraisee whenever required and reward good results. The appraisee should be very clear about what he is doing and why (Mathis & Jackson, 1994).

Performance measures must be easy to use, reliable and must report on the behaviours that determine performance (Wilson, 2002). Performance

measure should be objective with indications of job performance which can be verified by others. Actual performance may be better than expected and sometimes it may go off the track. Whatever be the consequences there is a way to communicate and discuss the final outcome. Corrective action is of two types; one puts out the fires immediately, the other strikes at the root of the problem permanently.

Types of performance appraisal

According to Community for Human Resource Management, there are many types of performance appraisal. Performance appraisal can broadly be classified under two heads; Individual Appraisal Methods and Multiple Person Appraisal Methods.

Under individual appraisal methods, the employee's performance in the given period is studied. Common forms of these are Annual Confidential Reports (ACR), Critical Incident Approach, Global Essay and Rating System, Trait Rating, Behaviourally Based Scales and Behaviourally Anchored Rating Scales (BARS), Evaluation Performance and Check List Methods. These forms only study the employee's strengths and weaknesses in performance.

Annual confidential reports are reports prepared by the employee's supervisor in which the subordinate's strengths and weaknesses of performance in the past year are highlighted. The inherent flaw here is that the feedback on the report prepared is not provided to the employee for whom this has been written because every report is kept confidential.

In critical incident approach, the supervisors study and analyse the subordinate's best and worst incidents of behaviour in the past year. It focuses

the evaluator's attention on those behaviours that are key in making the difference between executing a job effectively and executing it ineffectively.

However, managers subjectively choose their evaluation criteria and the subjectivity of this method denies employees reliable feedback about their performance. The lack of objectivity and assessment of relevant performance criteria may hinder an employee's ability to improve job performance, and further hinders the organisation's potential to optimize employee capacity, consequently impeding overall organisational improvement.

Global essay and rating system method has two variations. The first variation of this method involves managers writing an essay about what they consider to be an overall assessment of an employee's performance (Redman et al., 2000). It is important to note that nothing obligates the manager to justify anything within his/her assessment. The second variation has the manager rating the employee using a list of terms such as "above average; fair; or poor.

Traits ratings are also used for performance appraisals. At the centre of this method is a list of personality traits to which the appraiser must assign a numerical rating or a descriptive rating of adjectives. Traits may include items such as cooperation, competence, initiative and leadership. The list may also include work related aspects such as job knowledge, ability to follow assignments, production or cost results, and success in seeing that plans are being carried out as expected (Derek & Hall, 2000).

However, this approach assumes that one can define and rate traits objectively, but in practice, traits are too broadly defined and so are the criteria for evaluating each trait. Because the trait approach is unreliable and

subjective, it is highly questionable as to whether it is able to offer any useful information about employee performance and development. Serious and far-minded managers may not wish to be subjective when evaluating employees on matters as vital as performance (Bratton & Gould, 1999). Furthermore, because of its reliance on erroneous assumptions, the trait method is likely to be de-motivating to employees and create tension between employees and managers (Noe et al., 2002).

Evaluation of performance

One widely used type of performance appraisal is the system of evaluating performance against the setting and accomplishing of objectives. Once a programme of evaluating by objectives, which are achievable is operating, appraisal may become a fairly easy task. Supervisors determine how well objectives have been set and how well have employees performed against them. Appraisal by objectives must be a way of planning as well as a key to organising, staffing, leading, and controlling. When performance appraisal is done this way, the appraisal takes into consideration whether or not employees have established adequate but reasonably attainable objectives and how they have performed against them within a specified period of time (Community for Human Resource Management, CHRMGlobal.com available on 18/11/2010).

Management by objectives places emphasis is on tangible and measurable goals. The key result areas (KRA) and the means to attain maximum results are concentrated upon. Here, the superior lets his/her team

know the KRAs and the results expected at the end of the year. Also, the work is delegated, and the authority responsibility relationship is defined.

The principle behind this approach is to compare expected performance with actual performance. This approach was devised as a method of incorporating performance planning into performance appraisal. In essence, the manager, or manager and employee decide which goals must be achieved by the employee. The goals are connected to a time schedule, specific, measurable, and become the measure of the employee's performance. Typically, the goals are established at the beginning of the appraisal period and measured at the end of the appraisal period.

Various stakeholders, such as the employee's immediate superior, other superiors who are not the bosses but who are in contact with the employee on a daily basis, the top management and the employee's subordinates, all provided data on his performance. All 360 degrees of the employee's working and working style are analyzed and involve the whole circle of individuals with whom the employee interacts for work. This feedback is then passed onto the employee to increase productivity.

Problems associated with the management of staff performance appraisal

Performance appraisals have many distorting 'effects' such as halo effects, central tendency, doppelganger effects, crony effects, Veblen effects (Wilson, 2002; Rotunda & Sackett, 1999; Miner 1990). These effects also make the appraisal results less useful in making administrative decisions on issues like promotion, identification of training and development and

counselling. The following are some of the problems associated with the management of PA in organisations.

Where performance appraisal fails to work, lack of support from the top levels of management is often cited as a major contributing reason. Opposition may be based on ignorance or disbelief in the effectiveness of the appraisal process. It is crucial that top management believe in the value of appraisal and express their visible commitment to it (Cash, 1993).

The bane of any performance appraisal system is the appraiser who wants to "play it by ear". Such attitudes should be actively discouraged by stressing the importance and technical challenge of good performance appraisal. Perhaps drawing their attention to the contents of these critical issues must be considered (Archer North & Associates, 1999).

Many PA system fails because they are introduced without adequate training programmes to educate the stakeholders on the process and the objectives of the performance appraisal systems. Managers are therefore not able to differentiate between appraisals done for administrative purposes and those done for developmental reasons; hence they are unable to determine clearly what to measure. Other performance systems also fail because they are 'assessment led' and depend on quantitative evaluation rather than 'development led' which emphasis on qualitative assessment (Randell, 1989).

Employees should participate with their supervisors in the creation of their own performance goals and development plans. Mutual agreement is a key to success. A plan wherein the employee feels some degree of ownership is more likely to be accepted than one that is imposed. This does not mean that

employees do not desire guidance from their supervisor; indeed they very much do (Archer North & Associates, 1999).

One of the most common mistakes in the practice of performance appraisal is to perceive appraisal as an isolated event rather than an ongoing process. Employees generally require more feedback, and more frequently, than can be provided in an annual appraisal. While it may not be necessary to conduct full appraisal sessions more than once or twice a year, performance management should be viewed as an ongoing process.

Frequent mini-appraisals and feedback sessions will help ensure that employees receive the ongoing guidance, support and encouragement they need. Of course many supervisors complain they don't have the time to provide this sort of ongoing feedback. What supervisors really mean when they say this is that the supervision and development of subordinates is not as high a priority as certain other tasks. In this case, the organisation may need to review the priorities and values that it has instilled in its supervisory ranks (Archer North & Associates, 1999).

According to Gabris and Mitchell (1989) there is a disruptive bias in performance appraisal. This is said to occur when employees tend to keep receiving the same appraisal results year in and year out. That is, their appraisal results tend to become self-fulfilling: if they have done well, they will continue to do well; if they have done poorly, they will continue to do poorly. No matter how hard an employee strives, his/her past appraisal records will prejudice his/her future attempts to improve.

A study, by Herman et al. (1989) reported that supervisors tend to judge employees as either good or bad, and then seek evidence that supports

that opinion. According to Herman et, al, it is a cardinal principle of performance appraisal that employees should have the chance to improve their appraisal results - especially if their past results have not been so good. It is a very serious flaw in the process of appraisal if this principle is denied in practice. Moreover, raising awareness of the problem (awareness training) can be a reasonable step which can be taken to limit the effects of supervisory bias. Supervisors need to be informed of the types of subtle bias that can interfere with their performance as appraisers. They need to understand that the bias reduces the morale and motivation of their subordinates.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter deals with the techniques and procedure that were used in the process of data gathering. The chapter focuses on the study organisation, research design, the study population, the sample, sampling techniques, the research instrument, method of data collection and method of data analysis.

Study organisation

The judiciary is the third arm of government and was established by the Judicial Service (Amendment) Act, 1965 (Act 281) and Judicial Service Decree 1966 (NLCD 84). These acts established the Supreme Court of Judicature consisting of the Courts of Appeal and the High Court as Supreme Court and Circuit Courts, District Court as Lower Courts and also created the administrative wing to help the judiciary execute its role in the administration of justice to all manner of persons.

The administrative wing mostly referred to as the Judicial Service is charged and it with responsibility of steering the administrative functions of the judiciary comprises the under listed departments; Human Resource, Judicial Training Institute, Judicial Projects and Reforms, Statistics, Evaluation and Monitoring, Inspectorate and Complaints, Finance, Audit, Budget, Alternative Dispute Resolution Directorate, ICT, Development and Logistics (Annual Report, Judicial Service of Ghana, 2009/10). These departments are located at the Headquarters where this study was conducted.

The staff categories at the Headquarters include management staff, senior staff, and junior employees.

As one of its strategies of ensuring the achievement of the organisational goal of effective justice administration, the Judicial Service for the first time introduced Staff Performance Appraisal System in the Service in the year 2003. It was introduced as a managerial tool to determine the level of performance of the workforce which constitutes courtroom staff and administrative staff. The appraisal procedure had conventionally conformed to filling appraisal forms by appraisers and appraisees.

The performance appraisal forms for both junior and senior officers comprise data on personal information, guidance notes for completion of performance appraisal forms, review of performance, future development, setting objectives, and record of appraisal and agreed action. The objectives of the appraisal are to review the appraisee's performance and assist him or her to improve, set work objectives for the following year, and discuss the appraisee's future development including potential for promotion and training requirements.

The use of the form is to help structure the discussion or interview to ensure consistency and to provide a written record of the discussion. Information on the appraisal process is given on three stages; before the interview, during the interview and after the interview pertaining to what should be done specifically at each stage. Quarterly reports however, show that there has not been any implementation of staff performance appraisal in the Judicial Service, since the inception of the appraisal practice. The

effectiveness of the appraisal system and its effects on staff performance have therefore not been ascertained.

Research design

Research design is a systematic and orderly approach taken towards the collection and analysis of data so that information can be obtained from those data (Jankowicz, 2005). Descriptive research method was used for the study. Descriptive research is considered the best approach for the study because it assures manageability of the collected data. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. Descriptive research involves gathering data that describe events and then organise, tabulate, depict, and describe the data collection (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution and their implications.

Descriptive studies are aimed at finding out 'what is'. So observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). The methods of collecting data for descriptive research can be employed individually or in various combinations such as surveys, interviews and observation (Campbell & Stanley, 1963).

The descriptive survey was appropriate for the study since it involved collecting data to answer questions concerning the current status of the subject of the study. It determines and reports the way things are (Gay & Arasian, 2003). Descriptive survey is directed towards determining the nature of a situation, as it exists at the time of the study. It focuses on vital facts about

people and their beliefs, opinions, attitudes, motivations and behaviour and simply describes and provides understanding of a phenomenon.

According to Frankel et al. (2000), there are three major difficulties associated with descriptive surveys. The first difficulty is ensuring that the questions to be answered are clear and not misleading. The second is getting respondents to answer questions thoroughly and honestly. The third has to do with the difficulty of getting sufficient number of questionnaire completed and returned for meaningful analysis to be made. The above problems were overcome through unambiguous use of appropriate words, appealing to respondents to be truthful and making effective follow-ups during questionnaire administration.

Study population

The target population for the research was the administrative staff of the Headquarters of the Judicial Service of Ghana with two and above years' working experience. The total population for the study was made up of 150 employees of the administrative staff. The Headquarters had 13 departments/units namely: Human Resource, Judicial Training Institute, Judicial Projects and Reforms, Statistics, Evaluation and Monitoring, Inspectorate and Complaints, Finance, Audit, Budget, Alternative Dispute Resolution Directorate, ICT, Development and Logistics (Annual Report, Judicial Service of Ghana, 2009/10). As a staff in Accra, the researcher's engagement of the said staff as the population of the study was easier.

Sample size and sampling procedure

Purposive sampling was used to select the sample size for the appraisers. All head of departments/directors and deputy directors with two or more years working experience at the Headquarters were selected by virtue of their position as bosses responsible for appraising their subordinates. The sample size for the appraisers added up to 10.

Fifty appraises were also purposively selected. Purposive sampling was used in order to attain a fair representation from departmental units within GJS. This was also done to attain a fair representation of junior and senior staff among appraises. The total sample size was therefore 60.

Research instruments

The study used questionnaires as the main research instrument and supplemented it by interview schedule. The reason for complementing questionnaire with interviews was that the flaws of one method would be complemented by the strength of other. (Oppenheim, 2000) describes questionnaire as a device consisting of a series of questions dealing with some demographical, psychological, social, educational and other related issues which are sent to or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation.

Questionnaires were used to elicit information from the participants within the study area. The choice of questionnaire as the main instrument was due to its ability to reach a large number of respondents in a short period of time. The questionnaire is a widely-used instrument for collecting survey information, providing structured, often numerical data and able to be

administered without the presence of the researcher, and often being comparatively straightforward to analyse (Cohen et al., 2005).

The questionnaire was made up of both opened and closed-ended items. Close-ended questions prescribe the range of responses from which the respondents might choose. In general, close-ended questions are quick to complete and straightforward to code for computer analysis. It required a respondent to respond appropriately by ticking against the response that best reflected the extent to which he/she agreed or disagreed with each statement.

A well designed and acceptable questionnaire was employed to gather the required information. This made the analyses and interpretation easier. The researcher personally administered the questionnaires to ensure high response rate. Two set of questionnaires were developed; appraiser's and appraisees's questionnaires. Each of them was divided into four main sections. These were as follows:

- Basic Demographic Data
- Processes of Performance Appraisal
- Understanding of performance appraisal
- Effectiveness and uses of Performance Appraisal System

Section A sought to collect demographic data such as age, sex, status. Level of education and number of years worked in the organisation. Section B was designed to collect information on the processes of performance appraisal. This covered areas such as the number of times PA was conducted, the involvement of stakeholders, how it was done, etc. Section C sought to collect information on the level of understanding of Performance Appraisal in the Judicial Service of Ghana. It revealed whether staff have had training on

Performance appraisal and whether they did understand the scheme. Most questions were closed-ended with suggested answers provided and scaled from A to D with A being 'Strongly Agree, and D 'Strongly Disagree' and few questions will be open ended.

Sections D was designed to collect information on the effectiveness performance appraisals and the uses of performance appraisal results in the areas such as promotion, training, transfer and manpower planning. The section further provided the opportunity for respondents to rate the uses of Performance Appraisal in the above mentioned areas. The rating was scaled from one to five with one being the lowest and five being the highest.

In confirming the validities of the instrument, face and content validities were ensured. The instrument was given to the thesis advisor for approval before it was released to the sampled population. Two sets of questionnaires were developed; appraiser's and appraisees's questionnaires.

Pre-testing of instrument

The questionnaire was tested before final distribution. This was necessary to check for the internal validity of the instrument used. Problems such as phrasing, sequence and ambiguity were revealed and rectified. Borg and Gall (1983), strongly recommend preliminary trial of the research for less experienced research students. Borg and Gall (1983) emphasised the need to subject a new research instrument to field-testing with a population similar to that from which the sample for the study would be taken.

Court staff from selected superior and lower courts in Accra were used as respondents for the pre-testing. Ten respondents made up of three

Registrars (Head of Court Registry) and seven senior/junior staff were selected for the pilot study. After the pilot testing, the responses from staff were coded and analysed through the use of Statistical Products and Service Solution (SPSS). Corrections were made to ensure accuracy and understanding of the instrument to the respondents.

Ethical issues

The research obtained a letter of introduction from the Institute for Development Studies, University of Cape Coast. This was sent to the head of department as the Headquarters of the Ghana Judicial Service, in order to gain their consent and to acquire permission to conduct the study. This enabled the researcher to gain the needed support or co-operation from the management. The researcher made sure to explain the purpose of the study to all participants and only interviewed them based on their informed consent. The respondents were assured of their anonymity unless they exclusively stated that they desired otherwise.

Field work

A total of 50 questionnaires were distributed to sampled appraisees. The questionnaires were distributed after a brief introduction of the purpose of the survey. After a period of two weeks, the questionnaires were retrieved and the interviews with appraisers were conducted on individual basis.

Method of data analysis

The data obtained from the study were first sorted out to identify errors, omissions and non-completion of some questions as well as identifying

general gaps in the data collection. The data were then coded and analysed using Statistical Products and Service Solutions (SPSS) version 17.0. Percentages and frequencies were used to present the results of the study. With regard to respondents' perceptions on issues, the statements were given the following values: strongly agree = 1, agree = 2, uncertain = 3, disagree = 4 and strongly disagree = 5.

The means scores and standard deviations of Likert-type scales were used for the analysis. The mean scores represent the average responses for each item on the scale while the standard deviations represent the variations of responses with respect to the mean scores. To enable the categorisation of mean scores to the single units of the scale, the mean scores were rounded up or rounded down to the nearest whole number, using the specifications by Russell (2011).

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion of the study in relation to the specific objectives. Results of statistical significance with respect to staff performance appraisal system at the Headquarters of Judicial Service of Ghana (GJS). Implications of practical and educational significance are derived from the findings and reported in this section.

Demographic characteristics of staff of GJS headquarters

The demographic characteristics of GJS studied were occupational characteristics, educational qualification, and work experience with GJS. These demographic data were important to distinguish between and within appraisers and appraisees on the basis of their professional and educational backgrounds.

Category of staff by appraisers and appraisees

The study examined the proportion of appraisers and appraisees that were junior staff or senior staff. The study showed that the total number of respondents, made up of appraisers and appraisees, was 46. Appraisers formed 17.4 percent of total number of respondents while appraisees formed 82.6 percent. The number of appraisees studied was almost five times the number of appraisers. The results showed that within appraisers, there were three

Heads of Department and five Deputy Directors. The distribution of staff category of appraisees, presented in Table 1, shows that the majority of appraisees were senior staff (60.5%) while junior staff formed about 39.5 percent.

Table 1: Staff category of appraises

Staff category	Frequency	Percent
Junior staff	15	39.5
Senior staff	23	60.5
Total	38	100.0

Source: Field data, 2011

According to Lawrie (1990), performance evaluation is often the responsibility of immediate managers of appraisees and senior managers of an organisation. This is based on the premises that senior managers may have longer working experience and exposure to organisational culture, thus would better be equipped to know expected performance and thus guide junior staff towards the attainment of required performance levels. It is also to allow senior managers to comment on the appropriate rewards deserved by appraisees.

Educational qualification by staff category

Joughin (2009) maintains that educational backgrounds of employees have influences of performance outcomes. Similarly, educational qualification on appraisers has influences on appraisal outcomes. It is asserted that education influences the direction, context, and objectivity of judgement.

Empirically, it is asserted that the higher one is educated the more objective one's judgement can become closer to reality. This is based on the premises that education exposure fine-tunes subjective judgements and brings them closer to actual occurrences (Derven, 1990).

The study therefore examined the educational qualification of appraisers and appraisees. According to the study, a greater percentage of appraisers (77.8%) were MBA/MA degree holders (see Figure 1). The highest educational qualification for other appraisers was First degree (11.1%) and LLM (11.1%).

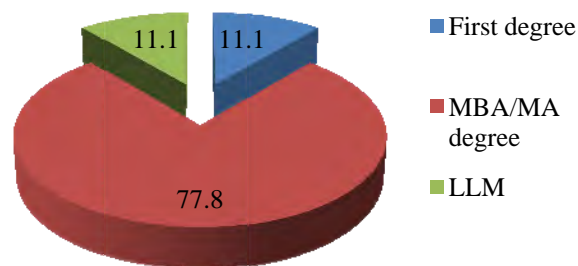


Figure 1: Educational qualification for appraisers

Source: Field data, 2011

Within appraisees, the study revealed that there were more first degree holders (36.8%) than holders of any other educational qualification. Thirteen out of fourteen first degree holders were senior staff suggesting that senior staff had higher educational qualification than junior staff. Diploma holders formed 34.2 percent of appraisees while SSCE certificate holders were about 10.5 percent. The least represented were holders of LLB/BL certificates (2.6%) (see Table 2).

Table 2: Educational qualification of appraises

Educational qualification	Staff Category (SC)		
	Junior staff	Senior staff	Total
MSLC	3(20.0)*	0(0.0)	3(7.9)
SSSCE	4(26.7)	0(0.0)	4(10.5)
Diploma	7(46.7)	6(26.1)	13(34.2)
First degree	1(6.7)	13(56.5)	14(36.8)
Private secretary	0(0.0)	3(13.0)	3(7.9)
LLB/ BL	0(0.0)	1(4.3)	1(2.6)
Total	15(100.0)	23(100.0)	38(100.0)

*Percentages are in parenthesis

Source: Field data, 2011

Herman and Cameron (2000) maintain that higher education refers to post-secondary education. Individuals with education less than post secondary levels are therefore classified as having low levels of education. Walker and Zhu (2003) give statistics to support that in the labour market, people with higher education have higher job prospects and the prospects of being placed in higher positions. The general relationship established between higher education and higher job positions is direct and positive. They give evidence to support that globally employers are seeking additional academic qualification to first degrees as requirements of job placements. The findings of the study therefore confirms that higher education have a positive influence on job placement.

Working experience of respondents

Job experience has been identified as an important determinant of employee performance; both with respect to appraisees' job performance and appraisers' judgement in job evaluations (Byars & Rue, 2001). The study therefore utilised independent sample t-test to analyse the differences between job experience between junior staff and senior staff, and also between appraisers and appraisees. Two variables were adopted to represent job experience: years worked with GJS and years worked with GJS headquarters.

Table 3 shows the differences in job experience for junior staff and senior staff. In analysing the number of years worked with GJS for junior staff and senior staff, an F-statistic of 3.570 and a Levene's sig value of 0.065 indicated that equal variances were assumed between the number of years worked for junior staff and senior staff in GJS at an alpha level of 0.05.

Table 3: Examination of working experience for senior and junior staff

Years worked with	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	p-value	Mean Difference	Std. Error Difference
GJS	3.570	0.065	-1.778	44	0.082	-3.488	1.962
HQ	2.585	0.115	0.468	44	0.642	0.800	1.709

Source: Field data, 2011

The mean difference between the years that junior staff had worked in GJS and the number of years that senior staff had worked in GJS was -3.488. This indicated that averagely, junior staff had worked 3.488 years lesser than senior staff. With a t-statistic of -1.778, a degree of freedom of 44 and a p-value of 0.082, this difference was not significant at an alpha level of 0.05.

In the analysis of years worked with GJS headquarters, equal variances were assumed between the number of years worked for junior staff and senior staff with a Levene's sig value of 0.065(>0.05) and an F-statistic of 3.570. The mean difference for number of years worked in GJS headquarters for junior staff and senior staff was 0.8. This meant that on the average junior staff had been working 0.8 years (approximately 9 months) more than senior staff. The results showed that there was no statistically significant difference between the number of years that junior staff and senior staff had worked at GJS headquarters at an alpha level of 0.05 ($t = 0.468$, $df = 44$, $p\text{-value} = 0.642$).

The study further tested for significant differences between the working experience for appraisers and appraisees. The results are presented in Table 4. In analysing the number of years worked with GJS for appraisers and appraisees, an F-statistic of 0.598 and a Levene's sig value of 0.444 indicated that equal variances were assumed between the number of years worked for appraisers and appraisees in GJS at an alpha level of 0.05.

Table 4: Examination of working experience for appraiser and appraisees

Years worked at	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	p-value	Mean Difference	Std. Error Difference
GJS	0.598	0.444	0.65	45	0.948	0.164	2.504
HQ	0.795	0.377	0.328	45	0.778	0.693	2.399

Source: Field data, 2011

The mean difference between the years that appraisers had worked in GJS and the number of years that appraisees had worked in GJS was 0.164. This indicated that averagely, appraisers had worked 0.164 years

(approximately 1 month) lesser than appraisees. With a t-statistic of -0.65, a degree of freedom of 45 and a p-value of 0.948, this difference was not significant at an alpha level of 0.05. It was shown that appraisers had been working an average of 0.693 years (approximately 8 months) longer than appraisees in the GJS headquarters (mean difference = 0.693). However, this difference ($t = 0.328$, $df = 45$, $p\text{-value} = 0.778$) was not statistically significant as at an alpha level of 0.05. The study therefore failed to reject the null hypothesis. It was concluded that appraisers and appraisees were at par in their working experience in the GJS headquarters.

Other than the statistical inferences, the observed realisation showed that appraisers had worked lesser in GJS than appraisees, but had worked longer at the Headquarters than appraisees. This might presuppose that working experience might be a relevant factor in the selection of appraisers of performance. Generally, Cole (2002) establishes that an employee becomes more familiar with job and performance expectations as well as organisational culture with increasing years of experience. This might explain why there were appraisers in GJS who were junior staff. Presumably, they might have had longer working experience at the Headquarters than other senior staff.

Processes of staff performance appraisal

The processes of performance appraisal are also identified to have implications for the outcomes of staff performance appraisals (Derek & Hall, 2000). According to Jacobs (2002), the regularity of performance appraisals, the occupational position of the appraiser in relation to the appraisee, and the

social relations between the appraiser and appraisee are essential components to be considered in performance appraisals.

Bannister (1986) maintains that the outcomes of appraisal process may also be determined by the credibility of the appraisers. Credibility is asserted to include the appraisers' knowledge of policy issues concerning performance appraisal and knowledge in the employee's job expectations. The process of performance appraisal will involve the proper preparation of stakeholders including appraisers and appraisees, employee participation, and maintaining objectivity. The study therefore analysed these variables by representing them with certain pseudo-variables. Distinctions between similar appraisal process issues for appraisers and appraisees were also made.

Personnel responsible for appraisals

The study also sought to find out the categories of personnel within appraisers. This was found necessary based on empirical studies (McMahon & Carter, 1990) that confirm that personnel employed for appraisals influence outcomes. The objectivity and accuracy of performance reviews have been found to vary among the category of personnel employed for the review; that is whether an external evaluator or an internal evaluator. Referring to internal evaluators, Stone (2000) maintains that peer reviews may differ significantly from self-evaluations while peer reviews and self-evaluations may also differ significantly from reviews of senior staff.

The study revealed that about 30 percent of appraisals were conducted by departmental heads/Directors. This was followed by appraisals conducted

by immediate bosses (25.3%). This formed about a quarter of responses to personnel responsible for appraisals (see Table 5).

Self-evaluations were inculcated in 22.7 percent of appraisals and peer reviews formed 22.0 percent. The survey also showed that 30.0 percent of appraisees were evaluated by their departmental heads/Directors.

Table 5: Personnel in charge of appraisals

Personnel	Frequency	Percentage
Immediate boss	31	25.3
Peers	27	22.0
Director/Head of department	37	30.0
Self	28	22.7
Total	123*	100.0

Multiple responses

Source: Field data, 2011

Further probes revealed that responsibility of appraising personnel was given to Directors and immediate bosses on the basis that these categories of personnel were vested with knowledge about the job and generally knew what was required of staff. They were also responsible for ensuring staff performance and were accountable for flaws in performance. It was therefore assumed that Directors and immediate bosses would be objective in pointing out short-falls in performance and lauding good performances. Peer reviews and self-evaluations were inculcated to triangulate and offer hindsight to Directors' appraisals.

Table 6 shows the assessment of appraisal processes from the perspective of appraisers. In assessing the credibility of appraisers, the results

depicted that appraisers generally disagreed to the assumption that they had adequate knowledge of such policies (mean = 1.22; std. Deviation = 0.972). Appraisers generally indicated that performance appraisal policies were not reviewed regularly. They, however, generally agreed that they had adequate knowledge of what were expected of employees (mean = 4.10; std. Deviation = 1.010) and they felt adequately prepared to carry out appraisal exercises.

Table 6: Appraisers' assessment of PA processes in GJS

PA processes	n	Mean	Std. Deviation
I have adequate knowledge of PA polices	9	1.22	0.972
P.A policies are reviewed regularly	9	1.89	1.054
I am involved in PA policy review	9	1.71	0.044
There are clearly define goals for PA	9	4.00	1.000
I am involved in setting goals of PA	8	1.88	0.560
Appraisals are conducted on regular basis	9	2.33	0.230
I have adequate knowledge of job performance expectation of appraisees	9	4.10	1.010
I am adequately prepared for appraisal	9	4.45	0.073
I am objective in my appraisal exercises	9	3.63	0861
I discuss appraisal outcomes with appraisees	9	1.72	0.06

Valid N (listwise) = 8; Scale: 1 Strongly disagree; 2 = Fairly disagree; 3 = Uncertain; 4 = Fairly agree; 5= Strongly agree

Source: Field data, 2011

In assessing the involvement of appraisers in the performance evaluation process, appraisers expressed that they were not involved in policy reviews on performance appraisal. Appraisers also agreed that there were clearly defined goals for performance appraisal. However, they indicated generally that they were not involved in setting goals of performance appraisals.

The study therefore asserts that there was inadequate involvement of appraisers in the appraisal process. They were not adequately involved in the initial conceptualisation of the appraisal process. Checking for appraisal biases through a self-assessment of appraisers also showed that they felt that they had been objective in their performance ratings of employees, but results of appraisals were generally not discussed with appraisees.

Responses of appraisees on performance assessment in GJS were also examined. Some of these responses were triangulated with responses from appraisers. Table 7 shows that appraisees disagreed to the assertion that performance appraisals were regularly conducted in GJS. Appraisees expressed that they did not have a good understanding of PA policies and goals as they generally disagreed to the assumption that they had a good understanding of PA policies and goals. Appraisees however expressed the view that they knew what was expected of them in PA exercises.

In assessing the credibility of appraisers, appraisees were generally uncertain about the claim that appraisers were objective in their assessments and judgements about employee performance. Further analysis showed that the ratings for objectivity and accuracy of appraisals were different for appraisees' and appraisers.

Table 7: Appraisees' assessment of PA processes in GJA

PA processes	n	Mean	Std. Deviation
PA is regularly conducted	38	1.65	1.224
I have a good understanding of PA policies and goals	38	1.76	1.125
I know what is expected of me	38	3.55	1.058
Appraisers are objective	38	2.71	1.206
There is good communication of appraisal results	37	1.81	0.085
There are feedback channels to access appraisal outcomes	38	1.76	0.035

Valid N (listwise) = 37. Scale: 1 Strongly disagree; 2 = Fairly disagree; 3 = Uncertain; 4 = Fairly agree; 5 = Strongly agree
 Source: Field data, 2011

Table 8 shows that mean difference between ratings of objectivity for appraisers and objectivity ratings for appraisees was 3.74. This indicated that appraisers rated objectivity of their appraisals 3.74 points higher than the average rating of appraisees. This difference ($t = 8.928$, $df = 45$, $p\text{-value} = 0.000$) was statistically significant at an alpha level of 0.05. The study also showed that the mean difference (4.45) for ratings accuracy between appraisers and appraisees were statistically significant at an alpha level of 0.05.

This was inferred from a t-statistic of 10.822, a degree freedom of 45, and $p\text{-value} = 0.000$. The study therefore maintains that there were significant differences in opinions on objectivity and accuracy of appraisals, between appraisers and appraisees.

Table 8: Objectivity and accuracy ranks comparison

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	p-value	Mean Difference	Std. Error Difference
Objectivity	4.737	0.035	8.928	45	0.000	3.74	0.418
Accuracy	0.456	0.503	10.822	45	0.000	4.45	0.411

Source: Field data, 2011

Frequency of appraisals

The regularity of appraisal is important for appraisal outcomes (Stone, 2000). In instances of appropriate feedback channels, regularity of appraisals serves as a continuous reminder of employee expectations. The study compared the regularity of appraisals for junior staff and senior staff (see Table 9). Eleven junior staff and thirteen senior staff were examined for this purpose.

The study showed that most appraisals within the GJS were conducted annually (50.0%). This was confirmed by the findings that there were more junior staff (45.5%) and senior staff (53.8%) whose performance were reviewed annually than any other frequency category. The study also showed that a sizeable proportion of both junior staff (27.3%) and senior staff (30.8%) had never been appraised. With a X^2 value of 2.326, a degree of freedom of 3, and a p-value of 0.508, the study showed that the observed differences in the regularity of appraisal for employees in the GJS were not statistically different at an alpha level of 0.05.

Table 9: Frequency of appraisals for appraisers

Frequency of Appraisal	Staff category		Total
	Junior	Senior	
Monthly	0(0.0)*	1(7.7)	1(4.2)
Quarterly	3(27.3)	1(7.7)	4(16.7)
Annually	5(45.5)	7(53.8)	12(50.0)
Not at all	3(27.2)	4(30.8)	7(29.1)
Total	11(100.0)	13(100.0)	24(100.0)

*Percentages are in parenthesis; Minimum expected count is 0.46

Source: Field data, 2011

The study further examined the appraisal of appraisers. This was done on the premises that employee performance, and by extension appraisers, were likely to falter if they were not held accountable for their performance (Cole, 2002). This could affect the objectivity of appraisals.

The study showed that 78 percent of appraisers not being evaluated. This meant that they were not held accountable for their review outcomes with relation to its objectivity, accuracy or applicability. About 11.1 percent of appraisers were annually evaluated while an additional 11.1 percent were appraised at irregular intervals (see Figure 2).

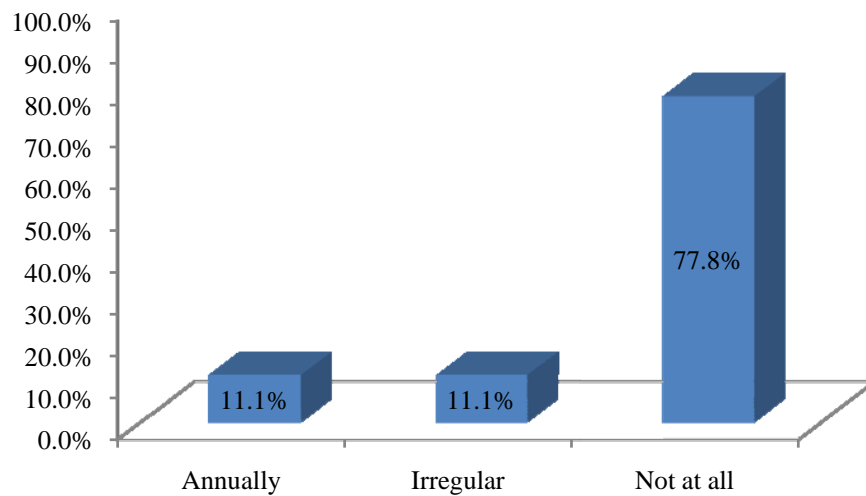


Figure 2: Frequency of appraisals for appraisers

Source: Field data, 2011

Involvement of staff in appraisals

Cole (2002) suggests that employees should be involved in appraisal processes. Their involvement would be important for deciding on some pertinent issues including the objectives of appraisal, the methods of performance evaluation, and the communication channels to be adopted. The study therefore examined the extent of involvement of employees in performance reviews in GJS drawing a distinction between junior staff and senior staff. Thirteen junior staff and 19 senior staff were examined for this purpose. This formed 84.2 percent of appraisees.

The results depicted two extremes of extent of involvement: no involvement and full involvement. About 59.4 percent of appraisees were not involved in the appraisal process in contrast to 41.6 percent who were involved one way or the other (see Table 10). Junior staff formed 31.6 percent

while senior staff formed 68.4 percent of all staff who were not involved in the appraisal process. On the other hand, 46.2 percent of junior staff were not involved in the appraisal process and 68.4 percent of senior staff were also not involved.

Table 10: Staff involvement in appraisals

Extent of involvement	Staff category		Total
	Junior	Senior	
Fully	2(15.4)*	2(10.5)	4(12.5)
Fairly	2(15.4)	2(10.5)	4(12.5)
Somehow	2(15.4)	1(5.3)	3(9.4)
Rarely	1(7.7)	1(5.3)	2(6.2)
Not involved	6(46.1)	13(68.4)	19(59.4)
Total	13(100)	19(1000.0)	32(100.0)

Minimum expected count is 0.81

Source: Field data, 2011

The significance of association between staff category and extent of involvement was also tested using Chi-square test (X^2). A X^2 value of 1.852, degree of freedom of 4, and p-value of 0.763 indicated that the association between staff category and extent of involvement was not statistically significant at an alpha level of 0.05. This suggested that junior staff and senior staff might be equally involved in staff appraisal processes.

The analysis revealed that about 46.2 percent of appraisers were not given training for performance appraisals. No training was given to appraisers in HR, Finance, ICT, Procurement, Projects and reforms, Internal Audit, and

Development departments. The JTI and Public Service Commission offered some limited training for appraisers (see Table 11).

Cohen (2003) maintains that performance appraisals would require evaluators to have adequate knowledge of appraisal processes, performance benchmarks, and other required technical skills necessary for the success of the evaluation process. This can be achieved through adequate training of appraisers. The high representation of the absence of training for appraisers may suggest that appraisers may lack adequate preparation for appraisal processes.

Table 11: Distribution of training for appraisers by department

Department	Frequency	Percent
JTI	2	15.3
Public Service Commission	5	38.5
No Training	6	46.2
Total	13	100.0

Source: Field data, 2011

Staff's understanding of staff performance appraisal

McMahon and Carter (1990) assert that a theoretical understanding of PA has the capability of enhancing the success of the appraisal process. An understanding of PA process will necessarily result from the involvement of stakeholders in the policy-making and objective setting as well as the technical participation of appraisers and appraisees in the appraisal exercises. An understanding of the PA process will reflect in the awareness and knowledge

of policy issues and objectives of the process. It will also be manifested through knowledge of performance expectations and performance results through effective feedback channels. The study therefore explored these variables to gain a further insight into the extent to which employees understand of PA processes in the GJS.

In further examination, it was revealed that 66.7 percent of surveyed appraisers expressed that they were not involved in establishing performance appraisal policies.

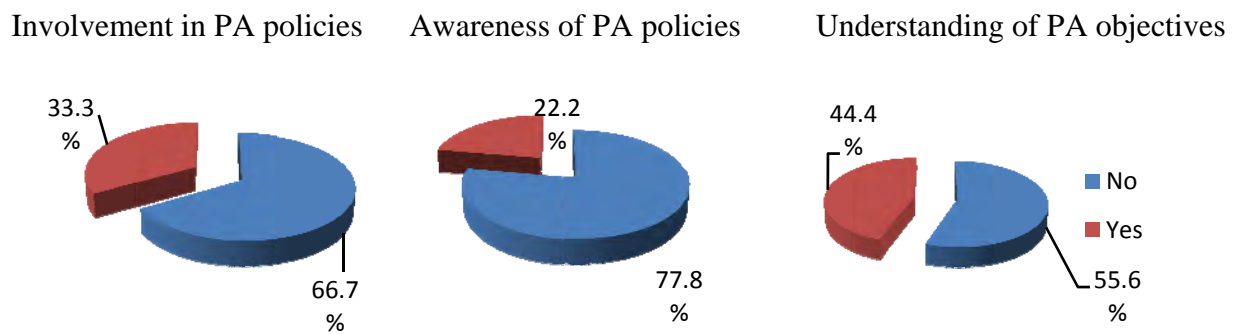


Figure 3: Involvement of appraisers in appraisal processes

Source: Field data, 2011

Due to the non-involvement about 77.8 percent of appraisers also revealed that they had no knowledge of appraisal policies in the GJS. About 55.6 percent of appraisers made known that they did not understand the objectives of performance appraisals (see Figure 3). Appraisers generally established that they rarely set targets for appraisees to meet. This was in contrast to Spencer’s (2004) recommendation that proper appraisals should seek to set targets or performance benchmarks for appraisees. These benchmarks would serve the purpose of informing evaluators on levels of deviation from performance targets and organisational objectives.

Evaluators also expressed that they rarely involved appraisees in setting of performance targets for evaluation. This was also a deviation from recommendations that appraisals should involve stakeholder participation in drawing up policies, setting objectives, and deciding on methods of evaluation (Armstrong, 2006). Non-involvement of appraisees in setting of performance targets may lead to the establishment of unrealistic targets that may be difficult to achieve. Failure to achieve targets on the other hand, may be de-motivating for employees (Fullard, 2006).

Further examination revealed that employee discussion was a more favoured option for encouraging staff involvement in appraisal's objective setting. The other less favoured option was to ask appraisees to set their own targets. On the basis that most appraisees were not involved in appraisals, the study sought to find out how appraisees got to know their performance expectations.

About 65.8 percent of appraisees (33) consented that although they were not involved in appraisal processes but they knew what was expected of them. The survey further revealed from multiple responses of the remaining 17 appraisees that 37.5 percent deduced their performance expectations from reviews of their job descriptions and duties (see Table 12.). This was followed by employees who deduced their performance expectations from appraisal objective (21.9%) and through discussions of performance expectations (21.9%). Discussion of expected results for which employees will be held accountable (18.8%) was also used as a means of knowing employee performance expectations.

According to De-Cenzo and Robbins (1996), it is pertinent for employees to know their performance benchmarks. This serves as a guide to deter deviations from expected employees' job description. Employees are therefore motivated by accountability to failure to adopt various modes of knowing job performance expectations.

Table 12: Sources of knowledge of performance expectations

	Frequency	Percentage
Review job description and duties	12	37.5
Appraisal objectives	7	21.9
Discuss expected performance behaviour outcomes	7	21.9
Discuss expected results to be held accountable for	6	18.7
Total	32*	100.0

*Multiple responses; n=17

Source: Field data, 2011

These findings confirm Bannister and Balkin's (1990) assertion that inadequate involvement of staff in PA programmes is likely to have a negative influence on staff awareness and participation in appraisals. As evidenced by the findings, appraisers and appraisees were not involved in some salient concerns of the PA programme. In Cole's (2002) analysis, such situations are likely to lead to the formation of negative attitudes towards PA programmes as staff may see themselves on the spotlight but not adequately prepared.

Evaluation feedback

An important component of performance evaluations has been identified as the feedback of results. Appraisees require feedback specifically to be aware of their general level of performance. Feedback is to alert employees on deviations from job objectives and to encourage good performance and ingenuity in job performance (Derven, 1990). This can be motivating for employees towards the achievement of organisational goals. On the premises that feedback is important to the appraisal process, the study inquired of the channels for feedback of performance appraisal exercises within the GJS.

The study revealed that about 16.7 percent of appraisees received some form of feedback from evaluation exercises while 88.3 percent received no form of appraisal feedback. The study confirmed this assertion by triangulating concerns related to feedback with trainers. It was revealed that two out of nine appraisers consented that they provided any form of feedback to appraisees. Yet, they also expressed that they rarely provided such feedback to appraisees.

Effectiveness of PA programmes

According to Lawrie (1990), the effectiveness of performance appraisals is dependent on several factors. These factors may include adequate stakeholder participation, the definition of clear programme objectives, adequate interaction. The effectiveness of PA exercises may be known through the comparison of standards to actual performance and communicating results through effective feedback channels.

The study examined these factors necessary for effectiveness of the PA programme. The study showed that appraisers generally agreed that there was adequate employee participation (mean = 3.66; std. Deviation = 1.126) in PA exercises in GJS (see Table 13). They also agreed that the objectives set for the study were clear (mean = 4.38 std. Deviation =1.506) and that there was effective feedback (mean = 4.12; std. Deviation = 1.010). They also agreed that there was adequate interaction (mean = 4.50; std. Deviation = 1.195) However, they remained neutral on whether results were fair or not.

Table 13: Appraisers’ examination of PA effectiveness factors

Factors	Mean	Std. Deviation
Adequate employee participation	3.66	1.126
Clear objectives	4.38	1.506
Adequate interaction	4.50	1.195
Fair results	2.75	1.282
Actual performance is always compared with standards	2.62	1.408
Effective PA feedback	4.12	1.010

N= 8. Scale: Scale: 1 Strongly disagree; 2 = Fairly disagree; 3 = Uncertain; 4 = Fairly agree; 5 = Strongly agree

Source: Field data, 2011

Appraisees agreed with appraisers that objectives set for PA exercise were clear (mean = 3.55; std. Deviation = 1.147). Appraisees were generally uncertain about the objectivity of results of appraisals (mean = 2.72; std. Deviation = 0.906) and whether there was adequate interaction throughout the

appraisal (mean = 3.20; std. Deviation = 1.104). However, in contrast to appraisers, appraisees disagreed that there was adequate employee participation in PA programmes (mean = 3.68; std. Deviation = 0.842) and that there was adequate feedback (see Table 14).

Dulewicz (1989) states that it is common for evaluators to be more optimistic about the results of performance reviews. It is therefore recommended that appraisees' views are solicited to triangulate views of appraisers and provide hindsight to evaluation process.

Table 14: Appraisees' examination of PA effectiveness factors

Factors	N	Mean	Std. Deviation
Adequate employee participation	34	3.68	0.842
Clear objectives	32	3.55	1.147
Adequate interaction	33	3.20	1.104
Fair results	33	2.72	0.906
Effective PA feedback	32	1.71	1.035

Valid N (listwise) = 30. Scale: 1 = Strongly disagree; 2 = Fairly disagree; 3 = Uncertain; 4 = Fairly agree; Strongly agree

Source: Field data, 2011

The findings confirm this assertion by drawing a contrast in the area of level of employee involvement in appraisal processes. In this case, appraisers were more optimistic that appraisal processes adequately involved appraisees, but the hindsight provided by appraisees suggested that appraisees were not adequately involved in appraisal processes.

The observed responses for appraisers and appraisees depicted appraisers being more optimistic about PA programmes than appraisees. Using

Mann-Whitney U-Test, the study sought to test for the statistical differences between ranks of issues concerning effectiveness, which were provided by appraisers and appraisees. The study revealed differences in the mean ranks on all issues concerning effectiveness as provided by appraisers and appraisees. However, statistically it was established that only the differences in mean rank for 'adequate employee participation' (p-value = 0.043) was statistically significant at an alpha level of 0.05 (see Table 15).

Table 15: Comparison of ranks for PA factors for appraisers and appraisees

Factors	Staff category						p-value
	Appraisers			Appraisees			
	n	Mean rank	Sum of Ranks	n	Mean rank	Sum of Ranks	
Adequate employee participation	8	14.56	116.5	34	23.13	786.5	0.043
Clear objectives	8	18.31	146.5	32	21.05	673.5	0.532
Adequate interaction	8	19.38	19.38	33	21.39	706.0	0.656
Fair results	8	23.25	186.0	33	20.45	675.0	0.533
Effective PA feedback	8	22.75	182.0	32	19.94	638.0	0.529

Source: Field data, 2011

Uses of performance appraisal programme

The most pertinent reasons for conducting performance appraisal exercises may be deduced from their uses. According to Fullard (2006), the essence of performance evaluation would be unimportant if results were not communicated to staff or used in anyway. The core purpose of PA in GJS was

therefore explored by the study to deduce the fundamental reasons for appraisals in the GJS. The results presented in Table 16 represent the general opinions of staff involved in PA.

The survey showed that employees generally expressed that PA results were used to reward hardworking staff within GJS. This could be motivating for employees within GJS on the premises that they expected to be rewarded for good performance in appraisals. Jacobs (2002) emphasises that commensurate and fair rewards resulting from performance evaluation can be highly motivating while insubstantial rewards can be de-motivating.

Table 16: Uses of performance appraisal results

Uses of PA results	N	Mean	Std. Deviation
PA results reward hardworking staff	42	4.33	1.162
Promotion depends on PA results	42	4.17	0.961
Staff training based on PA results	42	4.14	0.926
Training needs identification is base on PA results	42	4.38	0.825
PA results for HR planning	40	4.40	0.982

Valid N (listwise) = 40. Scale: 1 Strongly disagree; 2 = Fairly disagree; 3 = Uncertain; 4 = Fairly agree; 5 = Strongly agree

Source: Field data, 2011

The study further showed that employees of GJS fairly agreed to the claim that promotions within the GJS depended on PA results. Performance appraisal results were therefore inculcated in making decisions on promotions. Cole (2002) states that the knowledge of such motivational factors, such as the

drive to gain promotion, is likely to raise the expectations of employees towards performing better.

It was identified that employees agreed that staff training was based on PA results. This suggested that performance gaps identified in PA process were identified as training needs for future training programmes. This entailed that PA results were important aspects of human resource planning within the GJS. Probing further revealed that appraisees had some suggestions to make about improving future PA programmes. The results are presented in Table 17.

Table 17: Recommendations to improve performance appraisal programmes

Recommendations	Frequency	Percentage
PA should be regularly conducted	35	51.5
Adequate interaction sessions	7	11.3
PA should include all employees	9	13.4
Decentralization of programmes	5	7.3
Improvement in capacity of facilitators	4	5.8
Improve team work	8	12.7
Total	68*	100.0

*Multiple responses; n=50

Source: Field data, 2011

It is shown that most (74.4%) employees suggested that PA should be regularly conducted. Other suggestions made to improve PA included ensuring the involvement of all employees (19.1%), improvement of teamwork (17.0%), ensuring adequate interaction sessions (14.8%), and decentralisation of PA programmes (10.6%).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of major findings of the study. It also presents the conclusions drawn from the study as well as recommendations derived from the conclusions of the study.

Summary

The study set out to evaluate the performance appraisal systems of the Ghana Judicial Service Headquarters. The specific objectives were to:

- Examine processes of staff performance appraisal at the Headquarters of the Judicial Service of Ghana (GJS).
- Determine the level of understanding of staff performance appraisal among the administrative staff in GJS
- Assess the effectiveness of performance appraisals in GJS.
- Make recommendations to improve staff performance appraisal in GJS

A descriptive cross-sectional survey was adopted to study employees at the Headquarters of GJS. Thirty-eight appraisees from Human Resource, Judicial Training Institute, Judicial Projects and Reforms, Statistics, Evaluation and Monitoring, Finance, Audit, ICT, and Development and Logistics departments were studied. These groups comprised the sources of primary data for the study. Secondary data were mainly from existing literature on performance appraisal systems and processes in the organisational set-up. Separate set of questionnaires for appraisees and

appraises were used to collect data from GJS personnel. The fieldwork was carried out in May 2011. The completed questionnaires were subjected to reliability test using SPSS version 16. Frequencies, percentages, means, standard deviations, Mann-Whitney U-test, and independent sample t-test were used to analyse the data.

Across departments of GJS, the study found out that appraisers comprised three Heads of Department and five Deputy Directors. Within appraisers there were more MBA/MA degree holders than the other educational qualifications. There were more appraisees who were senior staff (60.5%) than appraisees who were junior staff (39.5%). The study further showed that there were more First degree holders (36.8%) than holders of any other educational qualification of which 92.9 percent were senior staff and 7.1 percent were junior staff.

Diploma holders formed 34.2 percent of appraisees while SSCE certificate holders were about 10.5 percent. The least represented were holders of LLB/BL Certificates (2.6%). The number of years worked in GJS and GJS headquarters for junior staff and senior staff was found not to be statistically significant at an alpha level of 0.05. Furthermore, the number of years worked at GJS and GJS headquarters for appraisers and apprasiees were also found not to be statistically significant at an alpha level of 0.05.

The study found out that appraisals were mostly conducted by the immediate bosses of appraisees. It was also shown that appraisers did not have adequate knowledge of PA policies, and PA policies were not regularly reviewed. However, GJS appraisers agreed that they had adequate knowledge of the performance expectations of appraisees, and they also were objective in

appraisal exercises. Appraisers also expressed that they did not generally discuss appraisal outcomes with appraisees.

Appraisees expressed that they did not have a good understanding of PA policies and goals as they generally disagreed to the assumption that they had a good understanding of PA policies and goals. Appraisees however expressed that they knew what was expected of them in PA exercises. Most appraisees (52.2%) deduced their performance expectations through reviewing their job description and duties. Others got to know their performance responsibilities through appraisal objectives (30.4%), discussions on expected performance behaviour outcomes (30.4%), and discussions of expected results of PA programmes (26.1%).

While most appraisees (50.0%) were appraised annually, the performance of most appraisers (77.8%) was not evaluated. The study revealed that most (59.4%) appraisees were not involved in appraisal processes, such as planning, objective setting, goal setting, deciding on appraisal methods. It was also shown that no training was given to appraisees during appraisals in HR, Finance, ICT, Procurement, Projects and reforms, Internal Audit, and Development departments. JTI and Public Service Commission however, offered some level of training for their appraisers.

In assessing employees' understanding of staff performance appraisal, it was revealed that most (77.8%) of appraisers had no knowledge of appraisal policies in the GJS. Most (55.6%) appraisers also did not understand the objectives of performance appraisals. Appraisers generally established that they rarely set targets for appraisees to meet. Evaluators also expressed that they rarely involved appraisees in setting of performance targets for

evaluation. Further examination revealed that employee discussion was a more favoured option for encouraging staff involvement in appraisal's objective setting. The other less favoured option was to ask appraisees to set their own targets.

The study revealed that about 16.7 percent of appraisees received some form of feedback from evaluation exercises while 88.3 percent received no form of appraisal feedback. It was revealed that two out of nine trainers provided some form of feedback to appraisees.

In assessing the effectiveness of PA in GJS, appraisers generally agreed that there was adequate employee participation in PA exercises. They also agreed that the objectives set for the study were clear and that there was effective feedback. However, they remained neutral on whether or not there was adequate interaction in the PA programme.

Appraisees agreed with appraisers that objectives set for PA exercise were clear. Similarly, they were neutral about the objectivity of results of appraisals and whether or not there was adequate interaction throughout the appraisal. However, in contrast to appraisers, appraisees disagreed that there was adequate employee participation in PA programmes and effective feedback.

The survey showed that employees generally expressed that PA results were used to reward hardworking staff within GJS. In addition, employees of GJS fairly agreed to the claim that promotion of staff within the GJS, as well as training depended on PA results. Employees therefore suggested that PA should be regularly conducted. Other suggestions made to improve PA included ensuring the involvement of all employees, improvement of

teamwork, ensuring adequate interaction sessions, and decentralisation of PA programmes.

Conclusions

Based on the findings of the study the following conclusions are drawn. It was concluded that appraisers generally had higher educational qualifications than appraisees. Within appraisees, senior staff had higher educational qualifications than junior staff. It was inferred that appraisers and appraisees are at par in their working experience in the GJS headquarters.

With reference to the appraisal process, the study concludes that appraisers and appraisees were not adequately involved in appraisal processes. Appraisers had autonomy over appraisees and were not accountable to any authority. This could engender biases among trainers. Moreover, there was inadequate feedback on appraisals outcomes to appraisees and appraisers were more optimistic about the effectiveness of the PA exercise than appraisees.

In examining employees' understanding of appraisal processes, it was concluded that both appraisers and appraisees did not have adequate understanding of appraisal policies, objectives, and expected performance goals. It was asserted that this was as a result of inadequate involvement of employees in appraisal processes. Appraisers and appraisees were divided on effectiveness of PA exercises in GJS. From appraisers' perspective, the PA process was effective while appraisees generally disagreed to that assertion. The uses of the PA results were identified to be highly motivating for employees.

Recommendations

Based on the findings and conclusions, the study makes the following recommendations. The study recommends further involvement of both appraisers and appraisees in the PA processes. Appraisers and appraisees to be actively involved in reviewing PA policies, objectives, and targets. They must also be involved in deciding the most appropriate evaluation methods. This is to enhance the understanding and acceptance of PA policies, objectives, and results among evaluators and appraisees. Furthermore appraisers should also be appraised to reduce their autonomy in deciding PA results and to reduce possible biases and inaccuracies in PA results.

Proper feedback channels need to be created for appraisees to get access to PA results. It is also to enhance the knowledge of performance shortfalls and conformity which may appropriately need to be revised or reinforced. The suggestions made by appraisees are also recommended to be taken into consideration by GJS. This include the involvement of all employees, improvement of teamwork, decentralisation of PA programmes, ensuring adequate interaction sessions, and decentralisation of PA programmes.

Suggestions for further studies

The study recommends further studies into the reasons for the non-involvement of majority of staff in appraisal processes, such as the planning and review of appraisal policies. The effects of total autonomy over appraisees and non-accountability of appraisers are also recommended for further research.

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APPENDIX 1

QUESTIONNAIRE FOR ADMINISTRATIVE STAFF IN THE HEADQUARTERS OF THE JUDICIAL SERVICE OF GHANA (APPRAISERS)

**University of Cape Coast
Institute for Development Studies**

Dear Director/Dept. Director,

Research on Staff Performance Appraisal System at the Headquarters of the Judicial Service of Ghana

Please, find attached is a questionnaire prepared for the above study being conducting into the staff performance appraisal system used by the Judicial Service of Ghana in the assessment of its administrative staff.

I would be grateful if you could find time to complete the attached questionnaire for the study, which seeks to explore the operationalisation of the staff appraisal system in the Headquarters of the Judicial Service of Ghana. Please answer the questions as objective as possible as your contributions will be of great value to this study. Please be assured that any information that you provide will be treated as completely confidential. For this reason, you are kindly requested not to write your name on the questionnaire.

It is believed that the results of the study will assist the Judicial Service of Ghana to improve upon its performance appraisal system to make it beneficial to both the Service and its staff.

I am grateful to you for agreeing to spend some of your valuable time to complete this questionnaire. It is hoped that your efforts will contribute to the success of this study.

Thank you.

Mabel N. L. Ahele (JTI)

D. EFFECTIVENESS AND USES OF PERFORMANCE APPRAISAL SYSTEMS

The following statements describe the effectiveness or otherwise of staff performance appraisal in the Headquarters of the Judicial Service of Ghana. In the continuum of strongly agree to strongly disagreed, where Strongly agreed =5; Agreed =4; Undecided =3; Disagreed = 2; and Strongly disagree = 1, please indicate the level of your agreement or otherwise with each of the statement

Statement	Agreement Level				
	1	2	3	4	5
32) There is adequate employee participation at all stages of performance appraisal process					
33) Performance standards are clearly defined.					
34) There is face-to-face interaction to discuss staff performance.					
35) Measures are based on job related results and behaviours					
36) Actual Performance is always compared with standards.					
37) Constructive feedback is given to appraisees.					

The following statements indicate the uses of staff performance appraisal in the Headquarters of the Judicial Service of Ghana. In the continuum of strongly agree to strongly disagreed, where Strongly agreed =5; Agreed =4; Undecided =3; Disagreed = 2; and Strongly disagree = 1, please indicate the level of your agreement or otherwise with each of the statement.

Statement	Agreement Level				
	1	2	3	4	5
38) PA results are used to reward hardworking staff.					
39) Promotion depends on results of PA results.					

40) Selection for staff for training is based on Performance appraisal results					
41) Training needs identification is based on performance appraisal results.					
42) Performance appraisal results are used for human resource planning.					

43) State any other way in which Judicial Service uses the appraisal results.

.....

Thank you very much for completing this questionnaire.

APPENDIX 2

QUESTIONNAIRE FOR ADMINISTRATIVE STAFF IN THE HEADQUARTERS OF THE JUDICIAL SERVICE OF GHANA (APPRAISEES)

University of Cape Coast

Institute for Development Studies

Dear Member of Staff,

Research on Staff Performance Appraisal System at the Headquarters of the Judicial Service of Ghana

Please, find attached is a questionnaire prepared for the above study being conducted into the staff performance appraisal system used by the Headquarters of the Judicial Service of Ghana in the assessment of its administrative staff.

I would be grateful if you could find time to complete the attached questionnaire for the study, which seeks to explore the operationalisation of the staff appraisal system in the Judicial Service. Please answer the questions as objective as possible as your contributions will be highly valuable to this study. Please be assured that any information that you provide will be treated as completely confidential. For this reason, you are kindly requested not to write your name on the questionnaire.

It is believed that the results of the study will assist the Judicial Service to improve upon the performance appraisal system for it to be beneficial to both the Service and its staff.

I am grateful to you for agreeing to spend some of your valuable time to complete this questionnaire. It is hoped that your efforts will contribute to the success of this study.

Thank you.

Mabel N. L. Ahele (JTI)

QUESTIONNAIRE FOR APPRAISEES

A. Basic Demographic Data

Please respond by ticking the appropriate box or fill in the appropriate space(s) provided

1) Department.....

2) Category of staff

a) Junior Staff []

b) Senior Staff []

3) Highest Educational Qualification

- a) MSLC []
- b) GCE 'O' Level []
- c) SSSCE []
- d) Diploma []
- e) University Degree []
- f) Other (Please specify).....

4) How many years have you worked with Judicial Service?

5) How many years have you worked at the headquarters of the Judicial Service of Ghana?.....

B. PROCESSES OF STAFF PERFORMANCE APPRAISAL

The following statements describe the processes of the staff performance appraisal in the headquarters of the Judicial Service of Ghana. In the continuum of strongly agree to strongly disagreed, where Strongly agreed =5; Agreed =4; Undecided =3; Disagreed = 2; and Strongly disagree = 1. Please indicate the level of your agreement or otherwise with each of the statement

Statement	Agreement Level				
	1	2	3	4	5
6) Performance appraisal is regularly practiced in the Judicial Service.					
7) Performance appraisal is practiced in my department.					
8) My performance is appraised by my immediate boss.					
9) My performance is appraised by my peers.					

- b) I fill the first part of the form and give it to the Director who treats the rest as confidential []
- c) My director/boss conducts an interview session with me as he fills the form []
- d) I do not see the appraisal form []
- e) I do not see what my director/boss writes, I only sign a portion on the form []
- f) Other (Please specify).....
.....

C. UNDERSTANDING OF PERFORMANCE APPRAISAL

17) Have you ever had training in performance appraisal system in the Judicial Service?

- a) Yes [] (go to question 18)
- b) No [] (go to question 19)

18) If yes, who trained you? (Please state).....

19) Are you aware of the Judicial Service's policy on performance appraisal?

- a) Yes [] (go to question 20)
- b) No [] (go to question 21)

20) Were you involved in the formulation of the Judicial Service's policy on performance appraisal? a) Yes [] b) No []

21) Are you aware of the objectives of the Judicial Service performance appraisal system?

- a) Yes []
- b) No []

22) List any two of the Judicial Service performance appraisal system's objectives you know.

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.....

23) Have you been given any job description this year?

a) Yes []

b) No []

24) Do you know what your head of department/Director expects from you in relation to your work?

a) Yes []

b) No []

25) How did you get to know what your head of department/Director expects from you in relation to your work? (Please tick as many as you deem appropriate)

f) Reviews job description and duties []

g) Sets clearly defined and measurable goals []

h) Discuss expected performance behaviour outcomes []

i) Discuss expected results to be held accountable for []

j) Other (Please specify).....

26) Do you receive any performance feedback after your performance appraisal sessions?

a) Yes [] b) No []

27) If yes, who normally provide you with the performance feedback?

.....

**D. EFFECTIVENESS OF THE PERFORMANCE APPRAISAL
SYSTEM**

The following statements describe the effectiveness or ineffectiveness of appraisal system in the Judicial Service of Ghana. In the continuum of strongly agree to strongly disagreed, where Strongly agreed =5; Agreed =4; Undecided =3; Disagreed = 2; and Strongly disagree = 1, please indicate the level of your agreement or otherwise with each of the statement.

Statement	Agreement Level				
	1	2	3	4	5
	28) There is adequate employee participation at all stages of performance appraisal process				
29) The system's objectives are clearly defined.					
30) There is face-to-face interaction to discuss staff performance.					
31) Measures are based on job related results and behaviours.					
32) There is effective performance feedback system.					

The following statements indicate the uses of staff performance appraisal in the Headquarters of the Judicial Service of Ghana. In the continuum of strongly agree to strongly disagreed, where Strongly agreed =5; Agreed =4;

Undecided =3; Disagreed = 2; and Strongly disagree = 1, please indicate the level of your agreement or otherwise with each of the statement.

Statement	Agreement Level				
	1	2	3	4	5
33) PA results are used to reward hardworking staff.					
34) Promotion depends on results of PA results.					
35) Selection for staff for training is based on Performance appraisal results					
36) Training needs identification is based on performance appraisal results.					
37) Performance appraisal results are used for human resource planning.					

38) State any other way in which Judicial Service uses the appraisal results.

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Thank you very much for completing this questionnaire.