

**UNIVERSITY OF CAPE COAST**

**TEACHERS PERCEPTION ABOUT PERFORMANCE APPRAISAL  
SYSTEM IN THE OFFINSO MUNICIPAL EDUCATION DIRECTORATE**

**GEORGE ASIRA**

**2011**

UNIVERSITY OF CAPE COAST

TEACHERS PERCEPTION ABOUT PERFORMANCE APPRAISAL SYSTEM  
IN THE OFFINSO MUNICIPAL EDUCATION DIRECTORATE

BY

GEORGE ASIRA

DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT  
STUDIES OF THE FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF  
CAPE COAST IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE  
MANAGEMENT

APRIL 2011

## **DECLARATION**

### **Candidate's Declaration**

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

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

Name: George Asira

### **Supervisor's Declaration**

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

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

Name: Dr. Kwabena Barima Antwi

## **ABSTRACT**

Performance appraisal is a mechanism for determining the performance levels of employees in any organisation based on which reward and remedy programmes are implemented. Classroom teachers have a perception of the performance appraisal system at the school level as geared towards only promotions. This perception held by many classroom teachers impedes the level of their contribution to the appraisal process. The perception is addressed within four principal objectives.

The study used both quantitative and qualitative approaches in the collection of data using Offinso Municipal Education Directorate as a case study. Probability and non-probability sampling techniques were adopted in the study. Collection of data for the study was principally based on the use of questionnaire for both classroom teachers and head teachers. Analysis of data was through the use of Statistical Package for Service Solutions (SPSS) Version 12 and Excel.

The results of the study were that assessing performance of teachers on the job require the use of standards and involvement of teachers in the process. Performance appraisal is for many purposes than promotions. It is recommended that classroom teachers need to play a central role in the process of appraisal, while head teachers equally need to be trained to acquire appraisal skills, empowering them to be confident and responsive to that function.

## **ACKNOWLEDGEMENTS**

My utmost gratitude goes to Mr. Bertinus Bagbin, the Municipal Director of Education, Offinso for the encouragement he has offered me and reading through some aspects of the dissertation. I also acknowledge and sincerely thank Dr. Kwabena Barima Antwi, my supervisor, for painstakingly providing guidance and supervising this work to its completion.

I owe much gratitude to Ms. Georgina Bajwawoke Ajaani, Examinations Coordinator at the Offinso Municipal Education Office for reading some portions of the work and offering useful suggestions. My gratitude again goes to Ms. Veronica Anlomega of Offinso College of Education Demonstration Junior High School, Mr. Siddique Abdurahim, head of Human Resource (HR) unit, GES, Offinso, other officers of the HR unit especially Ms. Juliana Abilla for sharing some views on critical topics.

Finally, I salute Mr. Martin Kpaney Tietaah of Afigya Kwabre District Education Office, and Mr. Boniface Boinde of St. John Bosco's College of Education, Navrongo for their invaluable and varied assistance given me in the conception of the programme and preparation of this document.

## **DEDICATION**

To Gladys Kanyeke, my wife and children Jessica Chigabatia Asira,  
Jeremiah Webadua Asira and Joseph Banibatiti Asira.

## TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xii
LIST OF ACRONYMS	xiv
CHAPTER ONE: INTRODUCTION	1
Background to the study	1
Statement of the problem	4
Objectives of the study	5
Significance of the study	5
Scope of the study	6
Operational definitions	6
Organisation of the report	7
CHAPTER TWO: REIVEW OF LITERATURE	9
Introduction	9
Concept of performance appraisal	9

Type of performance appraisals	11
Responsibility for performance appraisal	12
Techniques of performance appraisal	15
The performance appraisal process	20
Frequency of performance appraisal	22
Standards in performance appraisal	24
Preparations towards performance appraisal	25
Feedback in performance appraisal	26
Errors/problems in performance appraisal	26
Remedies for performance appraisal errors	28
Requirements for effective performance appraisal	29
Legal and ethical issues in performance appraisal	31
Global perspective of performance appraisal	32
Ghana Education Service policy on performance appraisal	33
CHAPTER THREE: METHODOLOGY	36
Introduction	36
The study area	36
Research design	37
Study population	37
Information sources	38
Sampling procedures	38
Data collection instruments	41



Pre-testing of research instruments	42
Data collection/fieldwork	42
Limitations to data collection	43
Data processing and analysis	44
CHAPTER FOUR: RESULTS AND DISCUSSION	45
Introduction	45
Background issues	45
Views on standards of measuring performance of classroom teachers	48
Knowledge of subject matter	52
Evaluation of learner ability	53
Punctuality and attendance	55
Relationships and co-curricular activities	56
Communication skills	57
Personality traits	58
Involvement in setting and accomplishment of job standards	59
Purpose of performance appraisal in basic schools	60
Training	62
Perception of teachers about performance appraisal system in basic schools	66
Preparation and involvement of teachers and head teachers in performance appraisal process	71
Training head teachers to conduct performance appraisal	76

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND	
RECOMMENDATIONS	80
Introduction	80
Summary of findings	80
Conclusions	82
Recommendations	83
REFERENCES	85
APPENDICES	88
A: Questionnaire for basic school teachers	88
B: Questionnaire for head teachers	94

## LIST OF TABLES

Table	Page
1 Circuits, teachers and basic schools in Offinso Municipal	38
2 Population and sample selection	40
3 Sex of respondents	46
4 Respondents level of education	47
5 Present ranks of respondents	48
6 Responses of classroom teachers and head teachers on knowledge of subject matter as measure of performance	53
7 Responses of classroom teachers and head teachers on punctuality and attendance as measure of performance	56
8 Responses of classroom teachers and head teachers on personality traits as measure of performance	57
9 Responses of classroom teachers and head teachers on involvement of teachers in setting and accomplishment of job standards	60
10 Responses of classroom teachers and head teachers on promotion as reason for conducting performance assessment	61
11 Responses of classroom teachers and head teachers on training as reason for conducting performance assessment	63
12 Responses of classroom teachers and head teachers on receiving and giving feedback after assessment of performance	64
13 Responses of classroom teachers and head teachers on number of refresher courses attended in the last two years	66

14 Responses of classroom teachers and head teachers on effectiveness of performance appraisal system at the school level	70
15 Responses of classroom teachers and head teachers on level of involvement in the performance appraisal process	72
16 Responses of classroom teachers on frequency of notice of appraisal given	73
17 Responses of classroom teachers and head teachers on frequency of setting targets	74
18 Responses of classroom teachers and head teachers on frequency of involving teachers in measuring performance	75
19 Responses of head teachers on training to conduct performance appraisal	77
20 Responses of head teachers on who to conduct appraisal at the school level	78
21 Responses of head teachers on frequency of appraisal of teachers	79

## LIST OF FIGURES

Figure	Page
1 Responses of views of classroom teachers on lesson planning as standard measure of performance	50
2 Responses of views of head teachers on lesson planning as standard measure of performance	50
3 Responses of classroom teachers and head teachers on lesson presentation as standard measure of performance	52
4 Responses of classroom teachers and head teachers on evaluation of learners' ability as measure of performance	54
5 Responses of classroom teachers and head teachers on relationships and co-curricular activities as measure of performance	57
6 Responses of classroom teachers and head teachers on communication skills as measure of performance	58
7 Responses of classroom teachers and head teachers on discipline as reason for conducting performance assessment	63
8 Responses of classroom teachers and head teachers on receiving and giving of appraisal forms	67
9 Responses of classroom teachers and head teachers on measurement of teachers' performance	68
10 Responses of classroom teachers and head teachers on frequency of performance appraisal among teachers	69
11 Responses of head teachers on appraisal of their teachers	75

12 Responses of head teachers on supervision of accomplished targets at the school level	77
---	----

## **LIST OF ACRONYMS**

BARS	Behaviourally Anchored Rating Scales
BES	Behaviourally Expectation Scales
FCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
HRMD	Human Resource Management and Development
IDS	Institute for Development Studies
JHS	Junior High School
KSAs	Knowledge, Skills and Attitudes
MBO	Management By Objectives
O.T.C	Offinso Training College
P. A	Performance Appraisal

## **CHAPTER ONE**

### **INTRODUCTION**

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

Teaching is a profession that is widely recognised for its ability to transform and reform the knowledge, skills and attitudes (KSAs) of people for the development of communities, societies and countries. This daunting task is carried out by the teacher at the school level. At the school, circuit and district levels, the efforts of the teacher is managed to ensure that the teacher gives of his or her best for the development of the child.

The management of the teacher's effort to deliver is enhanced through the process of performance appraisal (P.A). Performance Appraisal is the process of evaluating individuals' performance in order to arrive at objective human resource decisions (Robbins & Coulter, 1999). Griffin (1999) defines performance appraisal as a formal assessment of how well an employee is doing his or her job. Griffin (1999) further explained that performance appraisal is conducted to compare the level of output of the employee to the optimum standard level and to recognise and reward such efforts through promotion, pay increase and training development.



A Cole (2002) point out that performance appraisal is a task that requires a quality of managerial judgment which places a considerable responsibility on managers involved in the appraisal process. According to Cole (2002) performance appraisal is conducted in a practical context, which is essentially the day-to-day business of the organisation. The subject being assessed first is the employee's performance in carrying out the general duties of his/her role, together with any specific targets that have been set. Second, performance appraisal may be used to assess an employee's suitability for promotion, either generally or specific action in mind.

Cascio (1992) acknowledges how complex performance management could be, because it involves developmental, administrative, technical and interpersonal aspects. In the view of Cascio (1992), performance appraisal serves two broad purposes: to improve the work performance of employees by helping them realize and use their full potential in carrying out the organisation's decision, and to provide information to employees and managers for use in making work-related decisions.

In a narrow perspective however, Cascio (1992) sees performance appraisal as serving the following purposes:

- to support personnel decisions to promote outstanding performers; weed out marginal or low performers; to train, transfer or discipline others; justify merit increases (or decreases) in pay. In short, it serves as a key input for administering a formal organisational reward and punishment system;

- to serve as criteria in test validation, whereby test results are correlated with appraisal results to evaluate the hypothesis that test scores predict job performance. However, if appraisals are not done carefully, or if considerations other than performance influence appraisal results, then the appraisals cannot be used legitimately for any purpose;
- to provide feedback to employees and thereby serve as vehicle for personal and career development;
- to help establish objectives for training programs once the development needs of the employees are identified and
- to help diagnose organisational problems once there is proper specifications of performance levels. It does so by identifying training needs and the knowledge, skills and abilities and other characteristics to consider in hiring, distinguishing between effective and ineffective performers. Performance appraisal therefore represents the beginning of the process, rather than an end product.

Cassio notes that in performance appraisal, individual employees are entitled to know which aspects of their job are being assessed and against what criteria. The employee would also want to know how performance appraisal process will be carried out and how they can contribute to it. In most cases, performance appraisal is conducted by the employee's immediate supervisor.

## **Statement of the problem**

The manner in which appraisal of teachers at the Offinso Municipal Education Directorate is conducted is a matter of concern. It has been observed for some time that head teachers of basic schools who are the immediate supervisors of teachers do not carry out performance appraisal of their teachers at the school level on a regular basis. Yet, every year, record numbers of teachers obtain their promotion, earn increased salaries and undertake professional development programmes in the directorate. It has also been realised that where performance appraisals are conducted, due diligence is not applied to reflect the correct or desired level of performance of the teacher. Teachers therefore have the perception that they can conduct teaching in the manner they desire without recourse to standard guidelines.

Performance appraisal is a continuous process of assessing employees work on the job using appropriate appraisal tools. This study therefore, seeks to establish the relationship between the performance appraisal system and perception of teachers within the Offinso Municipal Education Directorate by exploring for answers to the following questions.

- What are the views of classroom teachers on the standards of measuring performance of teachers in basic schools in the directorate?
- What are the views of classroom teachers on the purpose of performance appraisal in the directorate?
- How do teachers perceive the performance appraisal system in the directorate?

- How are teachers and supervisors (head teachers) prepared and involved in the appraisal process?
- How would the appraisal system be improved upon at the school level?

### **Objectives of the study**

Generally, this study set out to establish the relationship between performance appraisal and perception of teachers about the performance appraisal system in the Offinso Municipal Education Directorate. Specifically, the study sought to:

- Find out the views of classroom teachers on the standards of measuring performance of teachers in basic schools in the directorate;
- Examine the views of classroom teachers on the purpose of performance appraisal in basic schools;
- Ascertain the perception of teachers about the performance appraisal system in basic schools;
- Explore the extent of preparation and involvement of supervisors (head teachers) and teachers of basic schools in the appraisal process; and
- Make recommendations for effective conduct of performance appraisal at the basic school level in the directorate.

### **Significance of the study**

The present study is significant for a number of reasons. First, results will serve as a guide to planning appraisal systems in the directorate for basic school

teachers. Second, it would be a useful source of information to the Human Resource Management and Development (HRMD) Unit, Supervision and Monitoring Unit, schools and other stakeholders in education to improve and modify appraisal methods for meaningful conduct of performance assessment of teachers. Third, it would be a useful source of reference to academia, researchers, students and other HRM practitioners interested in the research subject of performance appraisal in organisations. The study may also unfold perceptions teachers have about work performance measurement which can help generate and shape their interest and future participation. Finally, the study will contribute to the body of knowledge in the subject area of performance appraisal system.

### **Scope of the study**

The study hopes to cover all teachers in the municipality. However, due to limited time, materials and financial resources the study will be limited to basic schools (primary and JHS) teachers. Given the resource constraints and the vastness of the area, the study does not seek to generalise the results, but to look at it in context. However, the outcome hopefully will serve as a spring board for further studies.

### **Operational definitions**

Performance – refers to an employee’s accomplishment of assigned tasks.

Performance appraisal – refers to the systematic description of an employee’s job; relevant strengths and weaknesses.

Performance appraisal system – Processes used to identify, encourage, measure, evaluate, improve and review employee performance.

Appraisal period – The length of time during which an employee's job performance is observed in order to make a formal report of it.

Performance management – The total process of observing an employee's performance in relation to job requirements over a period of time.

Performance criteria – Important elements of a job on which performance is measured.

Performance standards – Units of measurement established by management to serve as benchmarks for comparing performance levels.

Perception – The process of noticing and making sense of information.

### **Organisation of the study**

The study is organised in five chapters. Chapter one presents the introduction which comprises the background to the study, statement of the problem, objectives (general and specific), significance of the study, scope of the study, operational definitions and organisation of the report. Chapter two constitutes a detailed review of related literature to the research problem from the global to local perspective. Chapter three presents the methods of data collection which comprises the area of study, research design, study population, data sources, sampling procedures (sample size and sampling method/technique), instruments of data collection, pilot study (pre-testing), data collection procedures and limitations to data collection. Chapter four discusses results of the data collected

and presentation of the results thereof. Chapter five consists of summary, conclusions and recommendations for the efficient conduct of appraisal of teachers at the basic school level.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **Introduction**

This chapter reviews literature on the concepts and themes guiding the study. Issues discussed include; concept of performance appraisal, types of performance appraisals, responsibility for appraisal, techniques of performance appraisal, performance appraisal processes, frequency of performance appraisal, purpose of performance appraisal, standards in performance appraisal. Others in addition to the above include preparation towards performance appraisal, feedback in performance appraisal, errors/problems in performance appraisal, remedies to problems of performance appraisal, requirements for effective appraisal, legal and ethical issues in performance appraisal, global perspective of performance appraisal and the Ghana Education Service policy on performance appraisal.

#### **Concept of performance appraisal**

All organisations, whether they are factories, commercial entities, hospitals or schools, exist to provide products or services to the satisfaction of their clients or customers. According to Cyril and Doreen (1993) performance appraisal is a means of achieving promotion, through the use of certain techniques



and procedures. Performance appraisal is the process of assessing how well employees are doing their jobs (Chuck, 2006). Cascio (1992) sees performance appraisal as the systematic description of the job-relevant strengths and weaknesses of an individual or group. Graham and Bennett (1992) also defined performance appraisal as the judgement of an employee's performance on a job, based on considerations either than productivity.

In highlighting the pivotal role performance appraisal plays between the manager and the employee, McGregor (1957) cited in Bottomley (1992 p.110) stressed that "the conventional approach to performance appraisal places the manager in the untenable position of judging the personal worth of his subordinates and of acting upon those judgements." When employees are trained and settled into their jobs, one of management's next concerns is how employees will perform to support the organisational objective.

Employees' performance appraisal should therefore, be evaluated regularly for many reasons according to Griffin (1999). First, performance appraisals are used as the basis for compensation, promotion and training decisions. It is also useful in validating selection devices or assessing the impact of training programs and providing feedback to employees to help them improve their performance.

In human resource planning, performance appraisals are used for career planning and for making termination decisions. Chuck (2006) admits that performance appraisal is key in so many organisational decisions that it is also central to many law suits that employees (or former employees) file against

employers.

Hodgetts and Kurgtko (1991) explain that a well designed performance appraisal system has five characteristics which managers need to be aware of:

- First, it is tied to the employee's job and measures the individual's ability to successfully carry out the requirements of the position;
- It is comprehensive, measuring all the important aspects of the job rather than just one or two;
- Additionally, it is objective, measures task performance rather than the interpersonal relationship of the supervisor and employee;
- It is based on standards of desired performance; and
- Lastly, it is designed to pinpoint the strong points and short comings of the personnel and provide a basis for explaining why these short comings exist and what can be done about them.

### **Types of performance appraisals**

Bottomley (1990) and Graham and Bennett (1992) categorise performance appraisals into three major types, namely:

- Appraisal reviews, which analyse employees past successes and failures with a view to improving future performance;
- Potential reviews assess subordinates suitability for promotion and/or further training; and
- Reward reviews are used for determining pay increases. It is a well established principle that salary assessments should occur well after

performance appraisal and potential reviews have been completed.

### **Responsibility for performance appraisal**

Assessment of the performance of an employee in the work setting in recent times is no longer the sole responsibility of the manager. Several persons are now part of the performance evaluation process of the employee with the view to ensuring total quality appraisal. Persons responsible include the immediate manager (supervisor), the employee him/herself, employee's peers, subordinates of the employee and customers/clients. In spite of the varied sources of appraisal, the manager's role at the centre of the appraisal process is still unmatched. The rest of the sub-section discusses briefly each of the people involved.

Goss (1997) has indicated that, immediate supervisors adopt judgmental appraisal which combines the assessment of behavioural attributes with performance data. The assessment of these factors is achieved by a mixture of subjective and objective measures, traditionally carried out by the employee's immediate supervisor. The most commonly used yardsticks are knowledge, abilities, attitude to work, quality of work, productivity, interaction with others and attendance/timekeeping. This type of approach according to Randell (1989) cited in Goss (1997 p.43) is termed performance control.

Torrington and Hall (1998) acknowledge that appraisals are carried out by the employee's immediate supervisor. Torrington and Hall (1998) further explain that appraisal by the immediate supervisor is sometimes called appraisal by 'father'. The advantage of this is that the immediate supervisor usually has the

most intimate knowledge of the tasks that an employee has been carrying out and how well they have been done. However, critics of this principle perceive the probability of the measurement process to be inept and unfair, because technical problems in designing rating scales may be over looked.

Torrington and Hall (1998) explain that supervisor's manager can contribute significantly to the appraisal process in two ways. First, they may be called upon to counter sign the supervisor's appraisal of the employee in order to give 'seal of approval' to indicate that the process has been fairly and properly conducted. Second, the supervisor's manager may directly carry out the appraisal. This is known as the 'grandfather' appraisal (Torrington and Hall, 1998). This is more likely to happen when the appraisal process is particularly concerned with making comparisons between individuals and identifying potential for promotion. Grandfather appraisal is often used to demonstrate fair play.

Another form of appraisal is self-appraisal. Self-appraisal works in certain situations, and according to Mathis and Jackson (2004) it is a self-development tool, which forces employees to think about their strengths and weaknesses and set goals for improvement. Employees working in isolation or possessing unique skills may be the only ones qualified to rate themselves. Mathis and Jackson (2004) and Torrington and Hall (1998) concede that there is little doubt that employees are capable of rating themselves, but the question is whether they are willing to do it objectively. Furthermore, will employees rate themselves fairly? Is it realistic to expect employees to rate themselves as middle in the range if the salary depends on the appraisal result? They acknowledge that one of the most

fruitful ways for employees to rate themselves is by rating different aspects of their performance relative to other aspects, rather than relative to the performance of other employees.

In some situations, if an employee is working very closely with other employees in a non-competitive environment, peers may be in the best position to evaluate a co-worker's performance (Grobler, Wörnich, Carrell, Elbert & Hartfiel, 2006). Peers can provide information that the organisation could not get from the employee's supervisor due to lack of direct contact between the supervisor and the employee. Grobler et al. (2006) on the other hand believed peers often will not give objective, honest appraisal because of possible retaliation and notes further that other peripheral factors such as race may have more of a biasing effect when co-workers rate an employee than when a supervisor does the rating.

A number of organisations today ask employees or group members to rate the performance of supervisors and managers. This trend is known as reverse appraisal or upward evaluation (Torrington & Hall, 1998). Reminiscent of this appraisal is one mostly conducted in colleges and universities, where students evaluate the performance of lecturers in the classroom (Mathis & Jackson, 2004). Industry also uses employee ratings for management development purposes.

It is important that these evaluations identify particular strengths and weaknesses, rather than consist of vague comments, in order to be helpful. Anonymity is also necessary unless there is high level of trust at the work place. Finally, fear of retaliation must be eliminated for this employees' voice mechanism to be effective.

An increasing number of jobs are now considered service jobs, so evaluations by customers and clients are becoming more valuable as part of the multi-rater performance appraisal process. Grobler et al. (2006) makes reference to customer comment cards used in banks, restaurants and electronic shops, specialised customer questionnaires, telephone follow-up surveys and other techniques as instruments that can be used to gather information on employee performance.

Torrington and Hall (1998) identifies sources of customer appraisal information as internal and external customers. Internal customers constitute co-workers who support or benefit from the appraisee's activities. External customers comprise those outside the confines; yet require the services of the organisation. They further lament the difficulty of getting performance appraisal information. However, they point out that it can be done in a positive manner, framed in terms of improving customer service and designed to be not too time consuming.

### **Techniques of performance appraisal**

Performance of each employee in the organization is assessed continually by that employee's superior. There are formal approaches/devices to appraising the performance of employees. These appraisal devices are meant to unearth and assist the employee to find remedies (where they exist) and develop him/herself to be beneficial to the organization. Some techniques commonly used in organizations are discussed below.

Graphic rating is a method of performance appraisal which evaluates employees on a series of performance dimensions, usually on a value point scale (Hellriegel, Jackson & Slocum, 1999). Graphic rating scales as expressed by Boone and Kurtz (1992) are performance appraisal forms listing a number of factors, with a continuum for each factor ranging from 'poor' to 'acceptable' to 'superior'. Both agree that this method is the most widely used form of performance evaluation. The rater checks the appropriate degree of merit on each factor being evaluated. Since each degree of merit typically has been assigned a point value, total scores can be determined for the purpose of allocating merit promotions, pay increases and other rewards. A typical rating scale may be from 1 to 5, with 1 representing poor performance and 5 representing excellent performance.

Another technique of performance appraisal is referred to as Behaviourally Anchored Rating Scales (BARS) or Behaviourally Expectation Scales (BES). Gatewood and Field (1990) consider BARS or BES as a type of performance measurement based on information about tasks determined from job analysis. Further, it is a judgemental scale developed to define the rating points in terms of job behaviour. Graham and Bennett (1992) demonstrate how this method requires the assessor to select some aspects of the employee's behaviour considered by the appraiser to be typical of the appraisee's performance in a certain aspect of a job such as 'ability to cope with stress.' From this heading, statements are expected to be rated by the appraiser indicating the relative desirability of the behaviour in number points or values. A score of 1 for a

statement indicate extremely poor performance compared with a score of 7 for extremely good performance.

Boone and Kurtz (1992) defines Management by objectives (MBO) as a process whereby the superior and subordinate managers of an organisation identify objectives common to each, define areas of responsibility in terms of expected results and use these measures as guides for operating the unit (department) and assessing the contribution of each member of the organisation. MBO often carries different labels: managing for results, management by results, goals management and management by commitment. Graham and Bennett (1992) acknowledge that the employee agrees with the supervisor what his/her performance objectives should be over a set period. The objectives are ideally expressed quantitatively and taken from key areas of the job, that is tasks which if done well will cause the whole job to be done well. At the end of the period the employee and supervisor review jointly the achievement or non-achievement of the objectives.

Cascio (1992) sets a broader view of techniques or methods for performance appraisal. Many rating methods or formats are the central issues in performance appraisal. This should not be the case. Broader issues must be taken into consideration such as trust in the appraisal system, the attitude of managers and employees, the purpose and frequency of appraisal, source of appraisal data and rater training.

In view of the above expression, Cascio (1992) largely categorised performance appraisal methods into two: behaviour-oriented rating methods and



results-oriented rating methods. Behaviour-oriented rating methods are further seen as relative rating systems which focus on employee behaviour either by comparing the performance of employees to each other or by evaluating each employee in terms of performance standards. A rating system in which an employee's performance is compared to another is referred to as absolute rating systems. Behaviour-oriented rating methods include narrative essays, ranking, paired comparisons, forced distribution, behavioural check list, critical incidents, graphic rating scales and behaviourally anchored rating scales (BARS).

Results-oriented rating method is a format that primarily emphasise on the volume, number, quantum of products or services discharged. Result-oriented rating methods depend heavily on environmental conditions outside the control of the individual employee. MBO, work planning and review are techniques under results-oriented rating method.

In another dimension, Grobler et al. (2006) classify performance appraisal methods into five:

- Category rating methods has techniques such as graphic rating, non-graphic rating scale and checklist of critical incidents;
- The comparative method has ranking, forced distribution and paired comparison as its techniques;
- Under narrative method, the following are its constituents- critical incidents, annual review file/calendar and essays;
- A behavioural or objective method has behavioural rating approaches and MBO as its elements; and

- The combination method combines two or more performance appraisal methods into an employee's overall performance appraisal programme e.g the essay and MBO approaches can be added to rating-scales approach for a fuller and perhaps more effective performance appraisal system.

Both views of Cascio (1992) and Grobler et al (2006) on the categorisation of performance appraisal techniques may be significant but presents a mixed understanding of compromised methods of assessing performance of employees.

Multisource rating or 360 degree feedback has recently grown in popularity. This performance appraisal system recognises that the supervisor is no longer the sole source of performance appraisal information (Mathis & Jackson, 2004). Instead, various colleagues and constituencies supply feedback about the employee to the supervisor, thus allowing the supervisor to obtain input from a variety of sources. This technique is further affirmed in the assertion that "Supervisors now interview the employee's customers, suppliers, peers and sometimes subordinates to develop a more complete picture of the employee's performance" (Grobler et al., 2006: p.280). Mathis and Jackson (2004) refer to this new approach which is gaining much currency multi-rater or 360 degrees appraisal.

Further emphasis noted that in spite of the myriad of sources of assessing the employee, the supervisor remains a focal point both to receive the feedback initially and to engage in appropriate follow-up in the multisource system. Goss (1997) ably describes how advocates of the 360 degree feedback system applaud it based on the fact that the purpose and content of appraisal has shifted from pay

and promotion to performance management and development. This has meant a move away from mechanistic task assessment toward a more person-oriented, joint problem solving stance between appraiser and appraisee. Secondly, the degree of openness has increased so that the appraisee sees 'most if not all' of the completed documents, can comment on the result and, on the performance of the appraiser, both in general and in relation to the conduct of the appraisal exercise.

Thirdly, the style of appraisal has moved towards greater dynamism with emphasis on change and development, closely linked to the provision of constructive feedback and the design of action plans. However, its critics argue that the nature of 360 degree appraisal is such that it is made more than usually difficult. Subordinates may be reluctant to pass critical judgements on their bosses for fear of reprisals (anonymous questionnaires may solve this problem) whereas supervisors may well fear that subordinates will use the appraisal to settle old scores.

### **The performance appraisal process**

A variety of appraisal techniques are available to measure employee performance. In creating and determining an appraisal system, Grobler et al (2006) concede that administrators must first establish what the performance appraisals will be used for. They caution that performance appraisal must be carried out diligently for possible legal ramifications exist whenever management is not consistent in its performance appraisal procedures. The authors set guidelines in developing a performance appraisal system but conceded that the

steps may vary somewhat from organisation to organisation. The guidelines in developing a performance appraisal system include:

- determining performance requirements;
- choosing an appropriate appraisal method;
- training supervisors/raters;
- discussing appraisal methods with employees;
- appraising according to job standards;
- discussing appraisal with employees; and
- determining future performance goals.

Dessler (2000) indicates that the performance appraisal process involves three steps: defining the job, appraising performance and providing feedback. In defining the job, the appraiser and the appraisee should agree on what is expected to be accomplished and what standards the performance will be appraised. Appraising performance means comparing the appraisee's actual performance to the standard set. Feedback sessions as the third step requires the appraiser to inform the appraisee of the extent of progress and which plans are laid out for any development that is required.

Cole (1997) states that any approach to performance appraisal will commence with the completion of an appropriate appraisal form. This preparatory stage will be followed by an interview in which the manager discusses progress with the employee. The result of the interview is some form of agreed action, either by the employee alone or jointly with his manager. The action generally materialises in the shape of a job improvement plan, promotion to another job or

salary increase.

### **Frequency of performance appraisal**

The occurrence of performance appraisal in any organisation may be twofold: informal and systematic (Mathis & Jackson, 2004). Informal performance appraisal is the day-to-day working relationship between a supervisor and an employee which offers an opportunity for the employee's performance to be evaluated. The supervisor communicates this evaluation through conversation on the job or by on-the-spot examination of a particular piece of work. Informal appraisal is appropriate when time is an issue, because delays in giving feedback weaken its motivational effect. Robbins and Coulter (1999, p.632) cited a number of organisations where managers and subordinates meet to negotiate a performance plan that is tied to the organisation's strategic priorities. Managers constantly hold formal performance review with their subordinates twice a year and informal 'coaching' sessions every quarter.

A systematic appraisal is applicable when the contact between the supervisor and employee is formal, and a system is in place to report managerial impression and observations on employee performance. Systematic appraisal features a regular time interval, which is distinguished from informal appraisal. Both employee and supervisor know that performance will be reviewed on a regular basis, and can be purposively planned for. In some organisations, the conduct of appraisals can be once or twice a year, half year, monthly or weekly.

The purposes of performance appraisal systems are of three kinds:

strategic, administrative and developmental (Noe, Hollenbeck, Gerhart & Wright, 1996). Strategically, performance appraisal should link the employee's activities with the goals of the organisation. These goals can be achieved through the definition of the results and employee characteristics that are necessary for carrying out that strategy. To maximize the strategy, the organisation must develop measurement and feedback systems. The strategy must also be flexible to accommodate changes that may occur.

Further, Noe et al. (1996) contend that aside strategic purposes, the organisation uses performance appraisal information in many administrative decisions such as salary administration (pay increases), promotions, retention and termination, layoffs and rewards. Despite the importance of performance appraisal in this regard, many supervisors (appraisers) see performance appraisal process as a necessary evil for which they must engage in to fulfil the requirements of their jobs. Supervisors are uncomfortable evaluating subordinates and feeding those evaluations back to employees. In this dilemma, supervisors tend to rate every employee high or at least rate them the same (leniency rating error) and as a result the performance appraisal information becomes relatively useless.

Performance appraisal information for developmental purposes is a prerequisite to full performance appraisal system. Beach (1980) view performance appraisal system as an integral part of the development of people in the organisation. Such development leads to improved job performance and the acquisition of new skills and knowledge by the individual. This qualifies the

employee for broader responsibilities, more rewarding assignments and promotion. Noe et al. (1996) further elaborated that, when employees are not performing, performance appraisal seeks to improve their performance. Feedback given during evaluation process pinpoint the employees weaknesses (deficiencies), and the causes of these deficiencies - skill deficiency, motivational problem or some obstacle that is holding the employee back. The feedback session prescribes the most appropriate mechanism to remedy the deficiency.

### **Standards in performance appraisal**

Poole and Warner (1998) point out that with performance standards, the rater compares employee's actual output to organisationally sanctioned performance norms. Upon assessing the congruence between the standards and the actual performance, the rater put a numerical rating to the performance. Additionally, Poole and Warner (1998) admitted that useful standards are specific, time bound and weighted and enable the user to differentiate between acceptable and unacceptable results. They stated that, standards are rules to measure or evaluate things. Standards are constant across individuals and determined by organisational criteria. They acknowledged that for standards to be accepted, this can be accomplished through participation in setting standards and reward linkages by employees. In this connection, employees will be highly motivated to perform relative to the standards as against vague, delayed and unacceptable criteria.

Torrington and Hall (1998) viewed performance standards as the basis of assessment. It is a practical demonstration in working situations or a replica of an ability to do the job at a specified criteria. Cascio (1992) also posited that the clearer the performance standard is, the more accurate the appraisal can be. Cascio noted that, many supervisors assume that employees know what they are supposed to do on their jobs. Cascio distinguished two basic kinds of information any performance standard should exhibit for the benefit of supervisors and employees: what is to be done and how well it is to be done. The identification of job tasks, duties and critical elements describes what is to be done. However, performance standards focus on how well the tasks are to be done.

### **Preparations towards performance appraisal**

Dessler (2000) proposed that there are three things to do in preparation for performance appraisal. He pointed out that the first step is by assembling data, studying the employee's job description, comparing the employee's performance to the standards, and reviewing the files of the employee's previous appraisals. Secondly, the employee is prepared by giving him/her at least a week's notice to review his/her work, read over the job description, analyse problems and gather questions and comments. Finally, the time and place which are mutually agreeable to both appraiser and appraisee for the appraisal is chosen for the entire process.



### **Feedback in performance appraisal**

Thomson (1993) raised the need for feedback in any performance appraisal system; stressing that it is essential as it helps the employee to know his or her level of performance and what should be done to improve on it. He lamented the culture of hesitating to tell employees about their weaknesses in the performance of their tasks. He noted also that many managers find it difficult to praise employees directly as well. For Thomson, feedback in an appraisal system requires sensitivity and openness on the part of the manager.

### **Errors/problems in performance appraisal**

The actions of humans are not purely mechanical. In other words, the actions of one individual will not be exactly the same as those of another. Several factors such as the extent to which pay is tied to performance appraisal, union pressure, employee turnover, time constraints and the need to justify choice of tool for employee assessment may be more important elements that compromise performance appraisal. Dessler (2000) and Mathis and Jackson (2000) acknowledge the inequities of supervisors as humans and have identified errors or problems that are associated with the process of performance appraisal.

They have also raised the issue of the 'halo effect' as a rater (supervisor) error which occurs when the rater's general impression is influenced by the ratings of a specific quality of the employee that may affect the rest of the characteristics either positively or negatively. They have also noted the error of central tendency which supervisors often commit. Here they have explained that

some supervisors have the tendency to rate all employees as average (middle of scale), avoiding the extremes of the scale. However, it must be noted that no two supervisors can rate one employee in the same way.

Dessler (2000) and Mathis and Jackson (2000) further extended rater error to include leniency and strictness. They view leniency errors to occur when supervisors rate all employees at the high end of the scale. On the other hand, strictness error occurs when a supervisor uses only the lower part of the scale to rate employees. They postulate that when performance appraisal is carried out for administrative purposes (e.g pay increases and promotions), the ratings are higher on the scale than when appraisal is for development purposes (feedback, counselling, training etc.).

Bias rating occurs when a supervisor bases the appraisal on characteristics such as age, sex, race instead of the employee's actual performance. If a supervisor has a strong dislike for certain characteristics, it is likely to result in distorted appraisal information for some employees. Age, religion, seniority, sex, appearance or other arbitrary classifications may be reflected in appraisals if the appraisal process is not properly designed.

Mathis and Jackson (2000) again make further addition to the error rating and give the recency effect and contrast error. Recency effect occurs when the rater gives greater weight to recent events when appraising an employee's performance. The employees also have the tendency to conform as they are more concerned about performance as formal appraisal time approaches. The contrast error occurs when the employee is assessed relative to other people rather than to

performance standards.

Mathis and Jackson (2000) share the opinion that unclear and varying standards are a major impediment to effective performance appraisal. They agree that standards must be specific and clear. They are also unanimous about the fact that, different standards should not be used for employees performing similar jobs. The best way to avoid this type of error is to develop and include descriptive phrases that define each trait and also use same standards and weights for every employee and be able to defend the appraisal.

### **Remedies for performance appraisal errors**

Dessler (2000) suggests ways by which the impact of appraisal errors could be minimized. According to him supervisors should ensure that they understand the problems for each method of appraisal. By understanding the problem the supervisor can avoid it. He says supervisors (raters) should choose the right appraisal tool or method because each appraisal tool has its advantages and disadvantages. He further acknowledges that even though training may minimize and to some extent eliminate appraisal errors, he admit that, training is not a panacea to appraisal problems. Improving appraisal accuracy calls not just for training but also reducing exogenous factors such as tying pay to performance appraisal, union pressure, employee turnover, time constraints and the need to justify choice of appraisal tool.

Dessler (2000) advocate that diary keeping and incident file have been effective in recording and making easy reference to events that have taken place in the past. Maintaining such behavioural records is indeed better than relying on long-term memories. Yet, it is still argued that diary-keeping is not full-proof. This is because performance appraisal is essentially a cognitive decision-making process. Appraisal problems can be minimized by adopting an integrated approach consisting of more than one or two appraisal methods.

### **Requirements for effective performance appraisal**

Job analysis and design are techniques which are adopted by organisations to determine the kind of performance it expects from its employees through established criteria. According to Noe et al (1996), although people differ about the criteria to use to evaluate performance appraisal systems, four job performance measurement criteria stand out.

#### Strategic congruence

This is the extent to which the performance appraisal system elicits job performance that is congruent or equal with the organisation's strategy, goals and culture. Strategic congruence emphasises the need for the performance appraisal system to provide guidance so that employees can contribute to the organization's success. For strategic congruence to be possible, the system requires flexibility to adapt to changes in the organisation's strategic posture. Appraisal systems must not remain constant over a long period of time. When an organisation's strategy

changes, its employees behaviour need to change too. The fact that appraisal systems and employee behaviour do not change may account for why many managers see performance appraisal systems having little impact on organisation's effectiveness.

### Reliability

This refers to the consistency of the performance appraisal. Reliability can be conceived in three perspectives:

- Inter-rater reliability – This is the consistency among the raters who evaluate the employee's performance, to the extent that the raters give the same or close to the same evaluations of a person's job performance;
- Internal consistency – This refers to a reliability measure in which all the items rated are internally consistent; and
- Test-retest reliability – This measures the reliability of an item over a period of time.

### Acceptability

This refers to the level of satisfaction the people (superior and employee) who use the performance measure accept it. A measure may be valid and reliable, but consumes a lot of time that supervisors may refuse to use it. Also, those being evaluated by the measure may not accept it.

## Specificity

This according to Noe et al. (1996) is the extent to which performance measure gives specific guidance to employees about what is expected of them and how they can meet the expectations. Specificity is relevant to strategic and development purposes of performance appraisal. Specificity helps to achieve strategic goals and also point out employee performance problems.

In relation to the above performance appraisal requirement, Kinard (1988) agreed that validity and reliability are central to performance measurement and included timeliness of the information, the appropriateness of the unit measurement and channelling of the information to the proper person as additional requirements for performance measurement.

## **Legal and ethical issues in performance appraisal**

Legal cases in performance appraisal in Ghana and the Ghana Education Service (GES) in particular may be relatively minimal, but lessons in other jurisdictions call for prudence and the exercise of limited discretion by managers and supervisors. Performance appraisal must be job related and non-discriminatory (Mathis & Jackson, 2000). This has been the basis of court rulings.

Mathis and Jackson (2000) recommend elements of performance appraisal system that can survive court tests to include the following:

- Performance appraisal criteria based on job analysis;
- Absence of disparate impact and evidence of validity;
- Formal evaluation criteria that limit managerial discretion;

- Formal rating instrument;
- Personal knowledge of and contact with appraised individuals;
- Training of supervisors in conducting appraisals;
- Review process that prevents one manager acting alone from controlling an employee's career; and
- Counselling to help poor performers improve.

Employers must therefore be conscious of designing performance appraisals that are fair and non-discriminatory and legally friendly to satisfy the courts, laws and their employees.

Dessler (2000) added that most human endeavours being legal, does not always equal being ethical, and advocated that ethics should be the bedrock of any performance appraisal system.

### **Global perspective of performance appraisal**

According to Robbins & Coulter (1999), formal performance appraisal, particularly of managers, is quite common around the globe, but there are some exceptions. For instance, in Sweden and China, formal performance appraisal systems are not commonly used. In countries where performance appraisal is an accepted practice, a wide variety of techniques are used. In Germany, for example, organisations prefer to use quantitative instruments. In countries such as Japan, China and South Korea, where saving-face (avoid facing subordinates to give appraisal feedback) is an important cultural value, more informal or indirect ways are used to provide feedback. Like managers in the United States, Israeli

managers use several techniques, including trait, behavioural and MBO systems. However, in countries such as Poland and the commonwealth of independent states (former soviet republics), where organisations have recently adapted a free-market philosophy, performance appraisal still tends to be tied to personal traits and bureaucratic measures.

De Cenzo and Robbins (1996) indicate that in evaluating employee performance in international environments, other factors come into play. For instance, the cultural differences between the parent and the host countries must be considered. The cultural difference between the United States and the United Kingdom are not as great as those between the United States and China. Thus hostility and friendliness of the cultural environment in which one manages should be considered when appraising employee performance.

### **Ghana Education Service policy on performance appraisal**

According to Ghana Educational Service (G.E.S) Council (2001) performance appraisal is a tool that can be used partly to fulfil its constitutional obligation under the Free Compulsory Universal Basic Education (FCUBE) and to turn around the educational enterprise to attain the objective of delivering quality education. The G.E.S. uses the definition and statement of tasks as standards for appraising the work performance of its employees. The G.E.S Council (2001) classified the activities/tasks of basic school teachers under eight major criteria. These criteria include:

- Lesson planning;



- Lesson presentation;
- Knowledge of subject matter;
- Evaluation of learner ability;
- Punctuality and attendance;
- Relationships and co-curricular activities;
- Communication skills; and
- Personality traits.

Each teacher in the organization must be periodically appraised and this serves as a way of informing them about their performance levels.

The G.E.S conceive performance appraisal as the bond that glues the human resource activities of the organisation. It is the organisation's belief that through performance appraisal each employee would contribute meaningfully to the attainment of the goals of the organisation and also provides feedback in anticipation of improved future performance. Performance appraisal in the view of the G.E.S, is an invaluable means of strengthening the links between the service and its teachers, making each of them consider his/her own function and recognise the value of his/her contribution to the realisation of the strategic objectives of the enterprise.

The G.E.S acknowledges that performance appraisal can serve a number of purposes in the organisation:

- It defines clearly the tasks that the teacher should perform.
- Further it is a means of informing the teacher whether he/she is doing well and whether he/she needs further training in some particular work task;

and

- Lastly, it is helpful for counselling teachers as part of staff development process of the organisation and for the continued growth and development of the organisation.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This study was carried out at the Offinso Municipal Education Directorate in the Ashanti Region. This chapter highlights the study area, research design, study population, data sources, sampling procedures (sample size and sampling method/technique), instruments of data collection, data collection procedures/field work and limitations to data collection.

#### **The study area**

The study was undertaken in the Offinso Municipal area which has a teacher population of eight hundred and fifty (850) in ninety (90) basic schools. There are seven hundred and sixty (760) classroom teachers and ninety (90) headteachers. The Offinso Municipal Education Directorate has 54 primary schools and 36 Junior High Schools (JHS) in five circuits. The Directorate covers over 1,255 km<sup>2</sup>. The area is bordered to the north by the Offinso North District, Afigya Kwabre District to the south, Ejura Sekyedumasi District to the east and Ahafo-Ano South and Atwima Nwabiagya Districts to the west.

## **Research design**

According to Sarantakos (2005) research design is the prescription of the logical sequence in which the study is to be carried out, as well as the elements of the study, its methods of data collection and analysis and administrative procedures that need to be considered for the study to be carried out without problems or delays. This study is non-interventional in nature because it adopts quantitative approaches.

A case study is ‘an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are clearly evident; and in which multiple sources of evidence are used’ (Yin, 1991: p.23) cited in Sarantakos (2005). Case study research involves individual cases, and studies over an extended period of time (Kromrey, 1986: p.230) cited in Sarantakos (2005). Case study research is by no means uniform. Many case studies employ quantitative principles. As a case study, it allows for localisation and in-depth investigation of the problem in the study area. However, this approach demands detailed probe of the problem which may be expensive to handle.

## **Study population**

The population of the study comprises primary and Junior High School (JHS) teachers and head teachers in the Offinso Municipal Education Directorate. There are eight hundred and fifty (850) basic school teachers in ninety (90) basic schools made up of seven hundred and sixty (760) classroom teachers and ninety

(90) accredited head teachers as indicated in the Table 1.

**Table 1: Circuits, teachers and basic schools in the Offinso Municipal**

Circuit	Number of Teachers			Number of Basic Schools		
	Primary	JHS	Total	Primary	JHS	Total
Offinso A	118	77	195	9	8	17
Offinso B	124	51	175	13	7	20
Offinso C	137	65	202	11	7	18
Offinso D	72	37	109	11	4	15
Abofour	106	63	169	11	9	20
Total	557	293	850	55	35	90

Source: Municipal Education Office, Offinso (2009)

### **Information sources**

The study made use of both primary and secondary information sources. Primary sources included information gathered and generated from the field using survey questionnaires designed for teachers and head teachers of basic schools. Secondary information sources, on the other hand included information gathered from published and unpublished materials, journal articles, books, internet sources and conference reports on the subject.

### **Sampling procedures**

The study made use of both probability sampling techniques strictly

observing the rules of this method of sampling. This aspect can be seen in two dimensions that is, sample size determination and sampling method.

#### Sample size determination

Sarantakos (2005) indicates that estimation of the sample size varies significantly, with some researchers showing interest in pure quantity, others in quality and yet others combining in what is called triangulation of sources, data and methods. However, a wise rule is that the sample size must be “as large as necessary, and as small as possible”. Patton (1990) acknowledges that there are no hard and fast rules for sample size in some inquiries. Sample size is based on what one seeks to know, the purpose of the inquiry, what’s at stake, what will be useful, what have credibility and what can be done with available time and resources. According to Leedy (1989), if the population is convincingly heterogeneous, a large sample will be needed than if the population is more homogeneous.

On the bases of the above expositions, one hundred (100) respondents which represent 13 percent of the study population of classroom teachers and eleven (11) head teachers (supervisors) representing 12 percent have been used for the study. One hundred (100) classroom teachers and eleven (11) head teachers were selected because in some inquiries the sample size is not a strict requirement. The selection of the sample size is much more manageable in terms of cost and efficiency. Table 2 shows the structure of the population, sample and expressed percentages.

**Table 2: Population and sample selection**

Response	Population	Sample	Percentage
Basic school teachers	760	100	13
Head teachers of basic schools	90	11	12

Source: Municipal Education Office, Offinso (2009)

### Sampling method

One hundred (100) classroom teachers and eleven (11) head teachers were selected using the lottery method in a simple random sampling. Each of the 760 classroom teachers and 11 head teachers in the directorate had their names, schools and special code numbers written on slips of paper. The slips for classroom teachers were folded and put into a box and thoroughly mixed. Ten people were contracted to do the drawings ten times each. One paper was drawn at a time and the code number written down without replacement in the box until all the 100 respondents were selected. This was done in order to give a fair chance for sample units to be drawn in the entire specimen in the box. This procedure was adopted because of the relatively fair homogeneity of the study population. Elements of the sample have the same characteristics in form and content as far as teaching and conduct of performance appraisal were concerned. This procedure was not affected by age, gender, race and religion because these characteristics do not impact on actual teaching and appraisal. The same procedure was repeated for the selection of the sample for head teachers of basic schools.

## **Data collection instruments**

Questionnaires were principally used in the study. There were questionnaires for classroom teachers and head teachers of basic schools. These instruments were chosen because it was comparatively easier to administer and elicit responses without intervention of the researcher. The instruments were also chosen because respondents were literate and comfortable with these instruments as they took their time to complete them at their own pace without interference. The questionnaires contained pre-coded (close-ended) and open-ended questions.

The questionnaire for basic school teachers introduced the respondents to the research problem and assured them of the confidentiality of their responses. Further, the questionnaire was divided into five sections linked to the objectives of the study namely:

- Personal information - This section solicited information related to the background of respondents.
- Standards/criteria for measuring teachers' performance - This section sought to find out what teachers knew and viewed performance standards/criteria.
- Purpose of performance appraisal in the school - This aspect sought to find out the reasons for performance appraisal at the school level.
- Perception of teachers about performance appraisal system at the school level – Preparation and involvement of teachers in performance appraisal process – This section found out the extent of preparation and involvement of teachers in the performance appraisal process at the schools level. This



section also solicited for the challenges and recommendations for effective performance appraisal systems at the school level

Questionnaire for head teachers of basic schools also had five sections. This questionnaire did not vary significantly from that for classroom teachers. Sections one to four sought to find out information similar to classroom teachers. The purpose was to use findings from the head teachers to corroborate that of the basic school teachers. However, section five found out the extent of preparation and involvement of head teachers in the performance appraisal process at the school level. Challenges and recommendations for effective appraisal system were also sought in this section.

### **Pre-testing of research instruments**

The questionnaires for classroom teachers were pre-tested at Offinso State 'A' Primary School and JHS. This was done to test the efficacy of the instrument. Grammatical errors and wrong spellings were rectified. Questions which were not well constructed were restructured. However, questionnaires for head teachers of basic schools were pre-tested at Offinso State 'A' Primary and JHS, Antoa Presbyterian Primary and JHS and Offinso Training College (O.T.C) Primary and JHS.

### **Data collection/Field work**

The researcher initially took a letter from the Institute for Development Studies (IDS) of the University of Cape Coast as a student undertaking research

into performance appraisal in the study area. As an officer in the Offinso Municipal Education Office (considered an insider), the letter from IDS was given to the Municipal Director of education who then informed the sampled head teachers and classroom teachers through a circular. The dates and time of movement in completing the questionnaire was also communicated to the sampled population. This process adequately informed and got the consent and co-operation of the respondents.

Questionnaires were administered to one hundred (100) classroom teachers who were sampled from a population of seven hundred and sixty (760) for the study at the school level. Questionnaires were also distributed to eleven (11) head teachers from a population of ninety (90). Thus, the total number of respondents were 111. The average completion time for the questionnaires was about thirty minutes. Completion of questionnaires was conducted at the school level. Care was however taken not to disrupt school instructional hours. In this regard, the questionnaires were distributed to teachers during break time. After completion of the questionnaires they were collected from the respondents.

### **Limitations to data collection**

The study had some limitations. Determining the exact number of teachers in the study area was a problem. This was because of the unstable nature of teacher movement and attrition. Respondents initially were unwilling to participate in the study. They held views that the directorate had commissioned the study to probably investigate their activities at the school level. However, they

were referred to the confidentiality statement in the questionnaire which allayed their fears. Some respondents demanded compensation for giving information. Painstaking persuasions and education on the objectives of the study convinced them to participate fully in the exercise.

### **Data processing and analysis**

The first research question was given consideration before the next using the responses on the questionnaires. This preceded systematically to the last research question. There were two kinds of questionnaires, one for classroom teachers and the other for headteachers. Each questionnaire was given a code number to facilitate easy identification and fed into the computer using Statistical Package for Service Solution (SPSS) Version 12. The results were presented using simple descriptive statistics in the form of tables and charts.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

This section of the research discusses the results of the data collected from the field which has been analysed. The discussion makes use of tables, graphs and charts to make comparisons. The order of presentation in this chapter includes background issues of the respondents, a description and inferential exposition of the objectives of the study.

#### **Background issues**

One hundred and eleven respondents were selected, but only 110 responded. So, this conflicts with the figure given in page 43 of this dissertation. This research therefore, had one hundred and ten (110) respondents made of ninety-nine (99) classroom teachers and eleven (11) head teachers who participated in the study. The female respondents were 35 classroom teachers and 4 head teachers representing 35.4% and 36.4% respectively. The male respondents were 64 for classroom teachers and 7 for head teachers, representing 64.6% and 63.6% respectively. Table 3 depict the number of respondents and the gender characteristics for classroom teachers and head teachers.

**Table 3: Sex of respondents**

Gender	Teachers (n1)	Percentages	Head Teachers (n2)	Percentages
Female	35	35.4	4	36.4
Male	64	64.6	7	63.6
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

The Ghana Education Service thrives on continued education and training of its staff. Education and training may take the form of workshops, seminars and indeed formal academic education in institutions of higher learning. Teachers have participated in these programmes to upgrade themselves. The level of education attainment is a key ingredient to performance at work.

Half (50.5%) of classroom teachers and 18% of head teachers had diplomas. The study revealed that 7 classroom teachers and 1 head teacher representing 7.1% and 9.1% respectively had first degrees. One classroom teacher had post graduate degree. Others indicated having teachers' certificates A-3 year, A-4 year and A-2 year. Classroom teachers with other certificates were 41 and that of head teachers was 8, representing 41.4% and 72.7% respectively. This information showed that majority of classroom teachers have the requisite qualification to teach, which is now a diploma. Tables 4 below show the levels of attainment of education for classroom teachers and head teachers in the study.

**Table 4: Respondents level of education**

Level of Education	Teachers	Percentages	Head teachers	Percentages
Diploma	50	50.5	2	18.2
Degree	7	7.1	1	9.1
Post graduate	1	1.0	-	-
Others	41	41.4	8	72.7
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

Ranking among teachers is an indication of seniority, experience and ability to perform the tasks of teaching and other ancillary duties across the various realms or levels of the school structure. It is a fact that in many other sectors a low ranked employee may be inexperienced and unable to perform tasks diligently while employees with higher ranks are likely to be experienced and able to carry out duties efficiently and effectively. Classroom teachers have a low rank of superintendent II as indicated in table 5 below. The fact is established also in table 5 for head teachers where the least rank is senior superintendent I and high rank is Assistant Director I.

**Table 5: Present ranks of respondents**

Rank	Teachers	Percentages	Head teachers	Percentages
Superintendent II	12	12.1	-	-
Superintendent I	17	17.2	-	-
Senior Superintendent II	27	27.3	-	-
Senior Superintendent I	16	16.2	1	9.0
Principal Superintendent	20	20.2	3	27.3
Assistant Director II	4	4.0	4	36.4
Assistant Director I	3	3.0	3	27.3
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

### **Views on standards of measuring performance of classroom teachers**

In this section, issues discussed included lesson planning, lesson presentation, knowledge of subject matter, evaluation of learners' ability, punctuality and attendance, relationships and co-curricular activities and communication skills. Others are personality traits and involvement in setting and accomplishment of job standards. Performance on any job is measured against an accepted standard or bench mark. Performance standards as stated by Torrington and Hall (1998) are the basis of assessment. Poole and Warner (1998) also confirmed that performance standards are constant across individuals and

determined by organisational criteria. Teaching at the basic schools is measured against the following criteria.

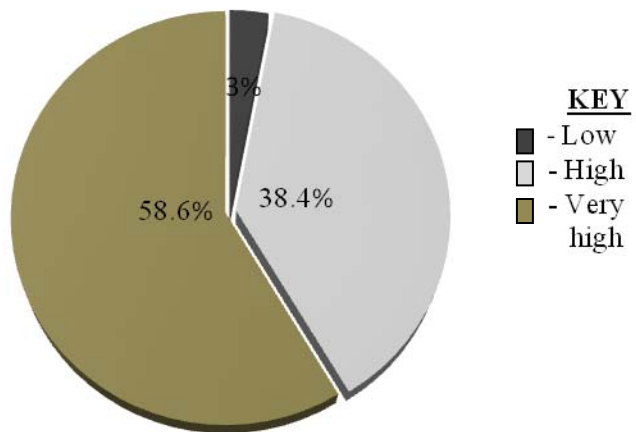
### Lesson planning

This criterion requires classroom teachers to organise the processes involved in teaching a lesson at the school within a stipulated period of time. Issues involved in lesson planning therefore require the teacher to undertake the following:

- develop and follow termly scheme of work clearly and logically.
- develop clear lessons objectives which are measurable and achievable
- plan lessons taking into account various levels of behavioural skills that is knowledge, understanding, application etc as well as specifying relevant evaluation tasks and assignments.
- develop step by step learning activities relevant to objectives.
- show resourcefulness and creativity in assembling instructional materials.

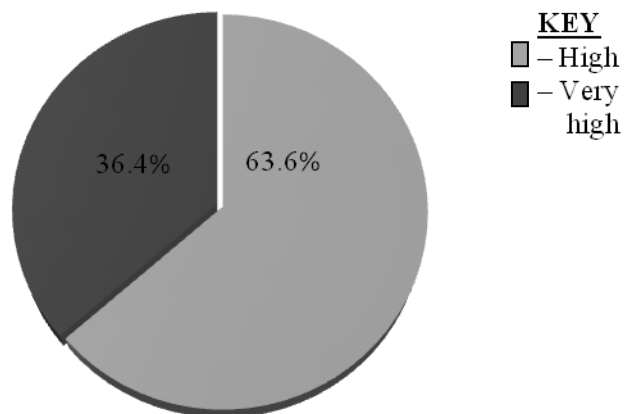
As many as 58 classroom teachers viewed lesson planning as a ‘very high’ standard measure of teachers’ performance and as many as 4 head teachers viewed it as a ‘very high’ standard. This represented 58.6% and 36.4% respectively. Further, a total response of 38 classroom teachers agreed that lesson planning was ‘high’ as against 7 head teachers in percentage terms of 38.4 and 63.6 respectively as shown in figures 1 and 2.





**Figure 1: Responses of views of classroom teachers on lesson planning as standard measure of performance**

Source: Fieldwork, 2009



**Figure 2: Responses of views of head teachers on lesson planning as standard measure of performance**

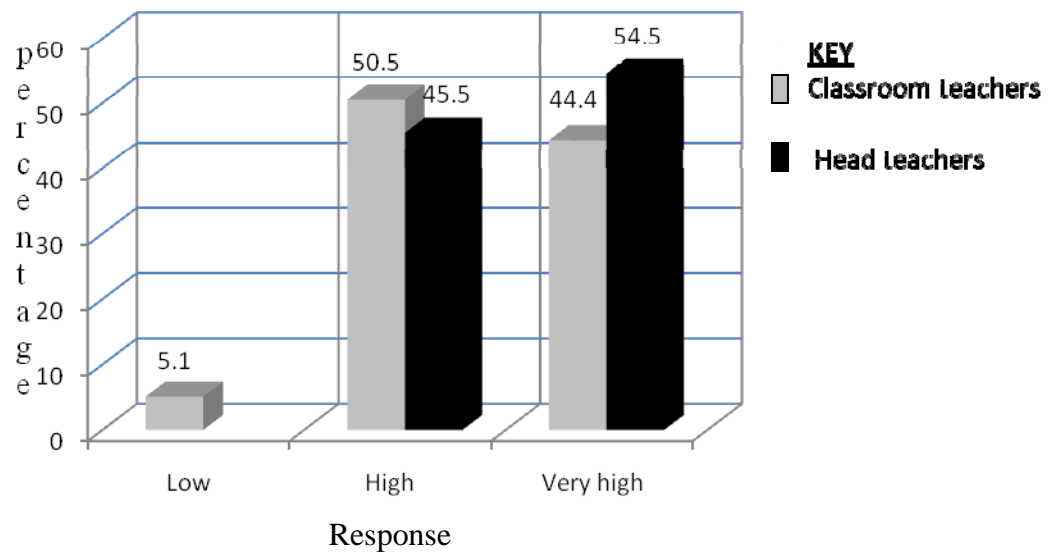
Source: Fieldwork, 2009

## Lesson presentation

Lesson presentation is the stage of teaching where the teacher presents the facts and ideas as prescribed by the teaching syllabi. Lesson presentation requires the teacher to progressively execute the following steps:

- introduce lessons based on relevant previous knowledge or skills.
- use methods, appropriate techniques and sound principles of teaching and learning.
- move smoothly from one activity to another
- cater for individual differences.
- conclude lessons effectively and achieve stated objectives.
- distribute questions and learning tasks fairly and handles learner responses and questions well.
- organize learner-centred activities involving practical work, projects, demonstration, visits and investigation.
- use chalkboard, textbooks and other instructional materials effectively and finally
- maintain good relationship with learners.

This criterion as indicated by the responses of classroom teachers reveals that 44% accepted that lesson presentation is a very high standard measure of teachers' performance while 54.4% of head teachers also accepted it as a very high standard measure. Additionally, 50.5% of classroom teachers and 45.5% of head teachers indicated that the standard measure is high as captured in Figure 3.



**Figure 3: Responses of classroom teachers and head teachers on lesson presentation as standard measure of performance**

Source: Fieldwork, 2009

On average 50% of both classes of respondents accepted that lesson presentation was a high standard measure of teachers' performance.

### **Knowledge of subject matter**

This aspect constitute the knowledge level of facts and concepts that the teacher has and ready to impart to the learners. Under knowledge of subject matter, the following specific items are required:

- demonstration of knowledge of subject matter and teaching it effectively.
- ability to adapt subject matter taught to the level of learners.
- having self confidence in teaching.
- having positive attitude towards subject taught and encouraging same in learners.

Responses showed that 63 classroom teachers and 6 head teachers held the view that knowledge of subject matter was a very high standard measure of performance. This is represented by 63.6% and 54.5% respectively as indicated in the Table 6.

**Table 6: Responses of classroom teachers and head teachers on knowledge of subject matter as measure of performance**

Responses	Teachers	Percentages	Head teachers	Percentages
Low	5	5.1	-	-
High	31	31.3	5	45.5
Very high	63	63.6	6	54.5
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

### **Evaluation of learner ability**

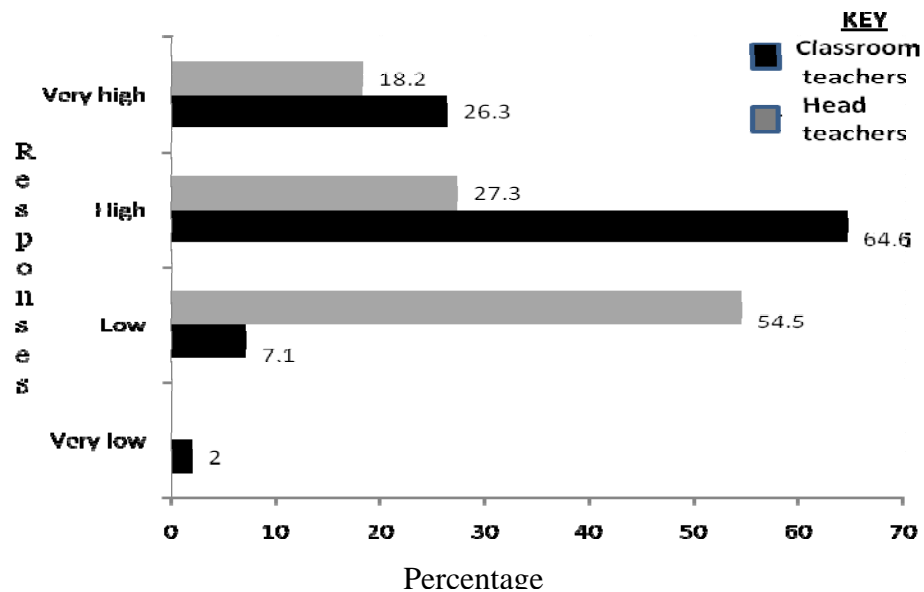
The ability of learners (children) to carry out tasks assigned by the teacher is cardinal in ascertaining the performance of the teacher in the classroom.

Evaluating the abilities of learners demand the following steps:

- determining learner needs through questioning and other means during the course of the lesson and at the end of the lesson.
- asking questions and setting tasks on relevant profile dimensions during the lesson and at the end of the lesson.

- ensuring that learners are able to analyse issues and apply the knowledge in solving abstract and practical problems.
- marking learners work promptly and accurately and providing feedback.
- recording learner progress clearly, accurately and regularly.
- making effective use of continuous assessment records for remedial purposes and pupils improvement.
- developing appropriate tests and assignments and awarding marks/grades accurately.

This standard as a measure of performance generated sharp views between the two streams of responses. While 64.6% of classroom teachers view it as a high standard measure of performance, 54.5% of head teachers, however view it as a low standard measure of performance as represented in Figure 4.



**Figure 4: Responses of classroom teachers and head teachers on evaluation of learners' ability as measure of performance**

Source: Fieldwork, 2009

The differences in views expressed give credence to the fact that learners' abilities may vary depending on the level of comprehension of facts and concepts, learner's home and school environment at a point in time.

### **Punctuality and attendance**

Punctuality and attendance refers to the capacity of teachers to be regular and conscious to school activities at all times. In essence, teachers ought to be in school early to kick-start activities as stipulated by the service. Punctuality and attendance as a criterion requires that teachers:

- regularly and punctually come to school and stay till end of school.
- regularly attends classes and stay till end of the class.
- are punctual to class and stay till end of the class.
- have a high percentage increase in number of days present for classes.

The responses by classroom teachers showed that 48.5% of classroom teachers agreed that punctuality and attendance is a very high measure of standard of performance, while 72.7% of head teachers also agreed that punctuality and attendance constituted a high measure of teachers' performance. These views are presented in Table 7

**Table 7: Responses of classroom teachers and head teachers on punctuality and attendance as measure of performance**

Responses	Teachers	Percentages	Head teachers	Percentages
Very low	1	1.0	-	-
Low	6	6.1	1	9.1
High	44	44.4	8	72.7
Very high	48	48.5	2	18.2
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

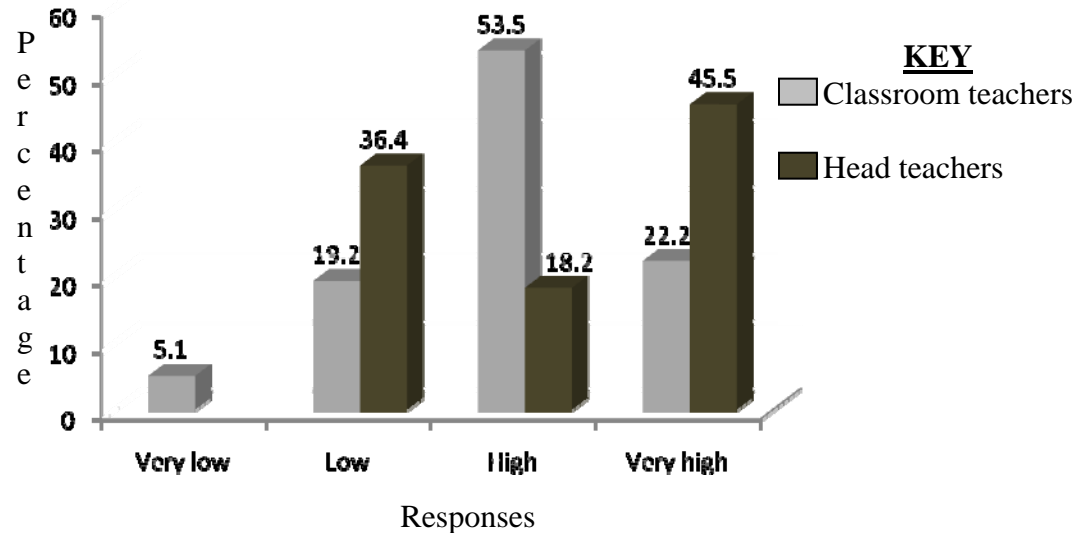
### **Relationships and co-curricular activities**

The relationships that a teacher cultivates with other teachers, children and other stakeholders in the school environment are considered as one of the measures of the performance of the teacher. This aspect enjoins the teacher to:

- initiate or contribute to clubs and other co-curricular activities; and
- work well with other staff, with parents and the community in general.

Additionally, the teacher's initiative, contribution and active participation in co-curricular activities (extra mural activities) e.g drama, sports, debate, clubs etc is also tested as a measure of a teacher's performance. In this regard, responses from 53.5% of classroom teachers fully endorsed this criterion as a high standard of measure, while responses from 45.5% of head teachers view the

criterion as a very high standard measure of performance. These statistics are displayed in Figure 5.



**Figure 5: Responses of classroom teachers and head teachers on relationships and co-curricular activities as measure of performance**

Source: Fieldwork, 2009

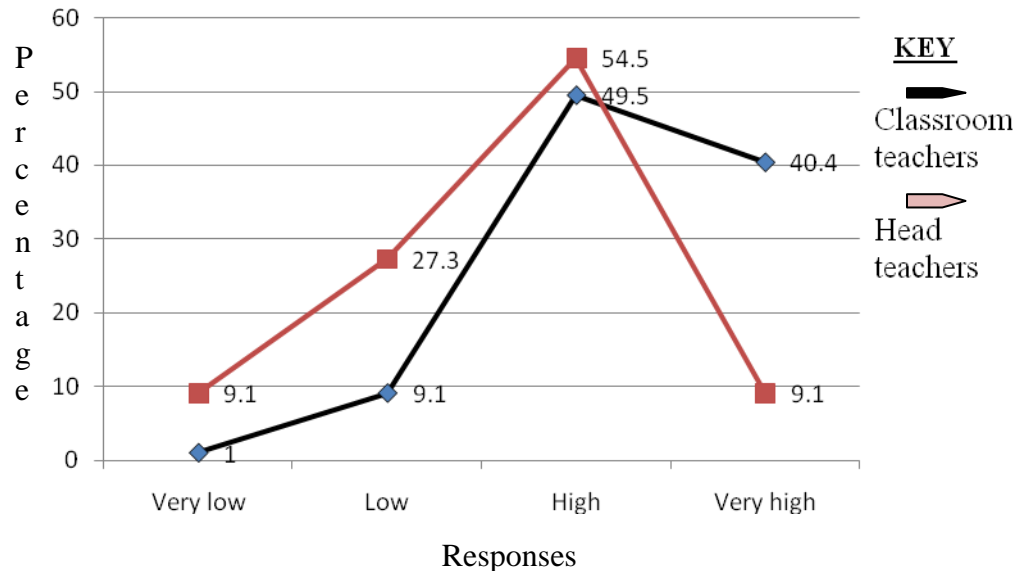
### Communication skills

The ability of the teacher to communicate effectively and make meaning to the understanding of the learners is an important aspect of teaching. A teacher without this skill cannot therefore make an impact in transferring knowledge to learners. The communication skills criterion demands that a teacher is good in oral and written communication.

As many as 49.5% of responses of classroom teachers indicated that communication skill is a high standard measure of teachers' performance at the school level. In supporting this view, 54.5% of head teachers expressed the opinion that communication skill is a high standard measure of the performance



of teachers. These views of both streams of responses are summarized as indicated in Figure 6.



**Figure 6: Responses of classroom teachers and head teachers on communication skills as measure of performance**

Source: Fieldwork, 2009

### Personality traits

The total behaviour pattern of the teacher has a huge impact on the subsequent behavioural demeanour of the children. Under this criterion, teachers are expected to be persons of:

- initiative and foresight.
- good appearance.
- decent in their relationships.

In this regard, personality trait is put to the test as to whether it constitutes a criterion to be measured as a standard measure of performance of teachers.

From Tables 8, it is evident that 62.6% of classroom teachers support the view

that personality traits should constitute a high measure of teachers' performance. Additionally, 63.6% of head teachers support the view that personality trait is also a high standard measure of teachers' performance.

**Table 8: Responses of classroom teachers and head teachers on personality traits as measure of performance**

Responses	Teachers	Percentages	Head teachers	Percentages
Very low	2	2.0	-	-
Low	15	15.2	2	18.2
High	62	62.6	7	63.6
Very high	20	20.2	2	18.2
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

### **Involvement in setting and accomplishment of job standards**

In identifying the standard measure of performance of head teachers and classroom teachers, there was need to investigate the involvement of head teachers and classroom teachers in setting of standards and how successful these are accomplished within a specified time frame. The view expressed by Poole and Warner (1998) that standards must be acceptable and accomplished through participation in setting standards by employees and supervisors is relevant. Responses from classroom teachers indicate that 51.5% agreed that they were involved in setting and accomplishment of job standards as in Table 9.

Confirming this view, 72.7% of head teachers also agreed they involved classroom teachers in setting of job standards at the school level.

**Table 9: Responses of classroom teachers and head teachers on involvement of teachers in setting and accomplishment of job standards**

Responses	Teachers	Percentages	Head teachers	Percentages
Fully agree	34	34.3	3	27.3
Agree	51	51.5	8	72.7
Uncertain	6	6.1	-	-
Disagree	6	6.1	-	-
Fully disagree	2	2.0	-	-
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

### **Purpose of performance appraisal in basic schools**

This part indicated issues on the reasons for the conduct of performance appraisal. The reasons discussed are promotions, best teacher awards, salary adjustment, training and discipline. Other issues discussed are receiving feedback after assessment of performance and refresher courses attended. Conducting and assessing performance of classroom teachers at the basic school level is an odious task but, an important process of ascertaining the work of the classroom teacher. At the school level, performance appraisal can be deployed in various dimensions ranging from promotions to disciplinary issues. Noe et al. (2006) related the

purposes of performance appraisal to three main goals: strategic, administrative and developmental. For this section, administrative and developmental purposes of performance appraisal are relevant.

Approximately half (47.5%) of the responses of classroom teachers held the view that promotions constituted a very high reason for conducting performance assessment. On the other hand, responses of head teachers constituting 54.5% confirm that promotion is also a very high reason for conducting performance assessment. This information is displayed in the Table 10.

**Table 10: Responses of classroom teachers and head teachers on promotion as reason for conducting performance assessment**

Responses	Teachers	Percentages	Head teachers	Percentages
Very low	2	2.0	-	-
Low	16	16.2	-	-
High	34	34.3	5	45.5
Very high	47	47.5	6	54.5
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

As much as 40.4% of classroom teachers believed that one of the purposes of conducting performance assessment is for best teacher awards, with 32 respondents viewing it as a low reason for conducting assessment. On the part of

head teachers, 45.4% of respondents indicated that best teacher award is a very high reason for performance assessment. However, as many as 4 respondents 36.4% believed that, best teacher award is a low reason for conducting performance appraisal.

Salary adjustment is the upward movement in scale of an employee's remuneration from a previously low level. This movement may be prompted by promotion or acquisition of an additional qualification. In respect of responses among classroom teachers, 27.3% held the view that salary adjustment is a very low reason for the conduct of performance assessment. However, 23.2% of classroom teachers believed that salary adjustment is a very high reason for conducting performance assessment. On the other hand, 45.5% of head teachers held a strong view that salary adjustment is a high reason for performance assessment.

### **Training**

Training is an important element in the revitalisation and development of organisations. Training therefore is key to organisational restructuring. Responses of classroom teachers indicated that training is a very high reason for conducting performance assessment of teachers. As many as 33.3% of classroom teachers indicated that training is an important component of performance appraisal. This view is further supported by response of 54.6% of head teachers who believed that training is an essential by product of performance assessment. This is shown in Table 11.

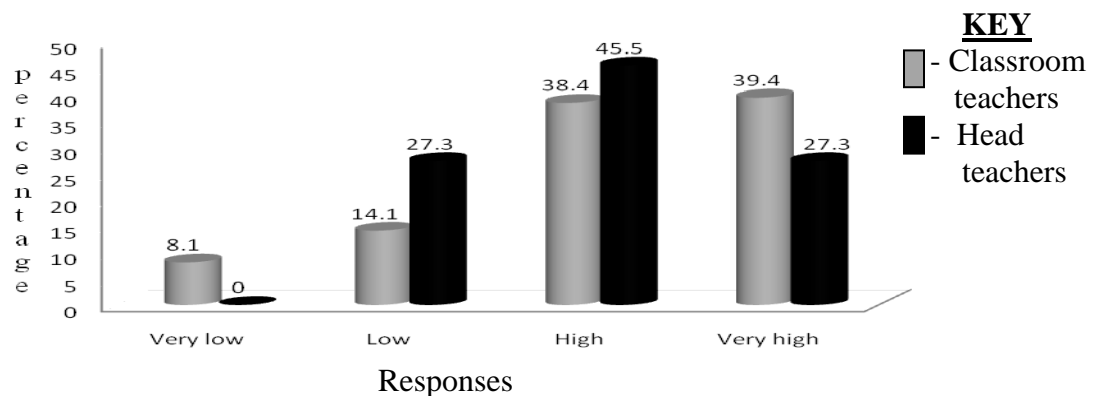
**Table 11: Responses of classroom teachers and head teachers on training as reason for conducting performance assessment**

Responses	Teachers	Percentages	Head teachers	Percentages
Very low	5	5.1	-	-
Low	32	32.3	4	36.4
High	33	33.3	6	54.5
Very high	29	29.3	1	9.1
Total	99	100.0	11	100.0

( $n1 = 99$  &  $n2 = 11$ ; Where  $n1$  and  $n2$  are total respondents for classroom teachers and head teachers respectively)

Source: Fieldwork, 2009

This factor constitutes the ability to correct by reprimanding, directing and supervising an employee for under performance on the job. Disciplinary issues may involve the invocation of transfers, demotions, release from post and queries. Responses of 39.4% of classroom teachers indicate that discipline is a very high reason for conducting performance assessment. Additionally, 45.5% of responses from head teachers show that discipline is a high reason for conducting performance assessment. This information is shown in Figure 7.



**Figure 7: Responses of classroom teachers and head teachers on discipline as reason for conducting performance assessment**

Source: Fieldwork, 2009

Receiving feedback in performance assessment is key in appraising the effectiveness and efficiency of the employee on the job. Feedback enables both employer and employee to be aware of their strengths and weaknesses. Feedback process engenders dialogue between the employer and the employee in the sense that both are able to discuss their concerns frankly without animosity. The above assertion is confirmed by the view of Thomson (1993) that feedback in any performance appraisal system is essential since it helps the employee to know his or her level of performance and what should be done to improve it. On how classroom teachers receive feedback, 43.4% said that they receive feedback occasionally from their superiors (head teachers). In assessing how head teachers give feedback after assessment of performance of teachers, 54.5% said they always gave feedback after an assessment of the performance of their teachers. These views are presented in Table 12.

**Table 12: Responses of classroom teachers and head teachers on receiving and giving feedback after assessment of performance**

Responses	Teachers	Percentages	Head teachers	Percentages
Never	12	12.2	-	-
Occasionally	43	43.4	2	18.2
Frequently	23	23.2	3	27.3
Always	21	21.2	6	54.5
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

These contrasting views held by classroom teachers and head teachers arose because of the excessive interference of officials from the district education office who assumes the duties of the head teachers in assessment of classroom teachers. This approach relegates the head teachers to the background and the teachers expect to receive feedback from the district education office and not necessarily from the head teachers.

Performance assessment of employees on the job may lead to the mounting of remedial measure to ensure that employees who are not well equipped with the knowledge and skills demanded by the job are resourced. These remedial measures may be in the form of workshops, seminars, conferences etc. In response to refresher courses attended by classroom teachers, 59.6% indicated that they had the opportunity to attend one to three courses in the last two years. However, 31.3% of classroom teachers stated that they did not attend any refresher course of a sort in the last two years.

In a related issue 72.7% of head teachers said they attended one to three refresher courses in the last two years, while 9.1% revealed that they did not attend any refresher programme in the last two years. Table 13 indicate the proportion of responses regarding refresher courses.



**Table 13: Responses of classroom teachers and head teachers on number of refresher courses attended in the last two years**

Responses	Teachers	Percentages	Head teachers	Percentages
None	31	31.3	1	9.1
1 - 3	59	59.6	8	72.7
4 - 7	9	9.1	2	18.2
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

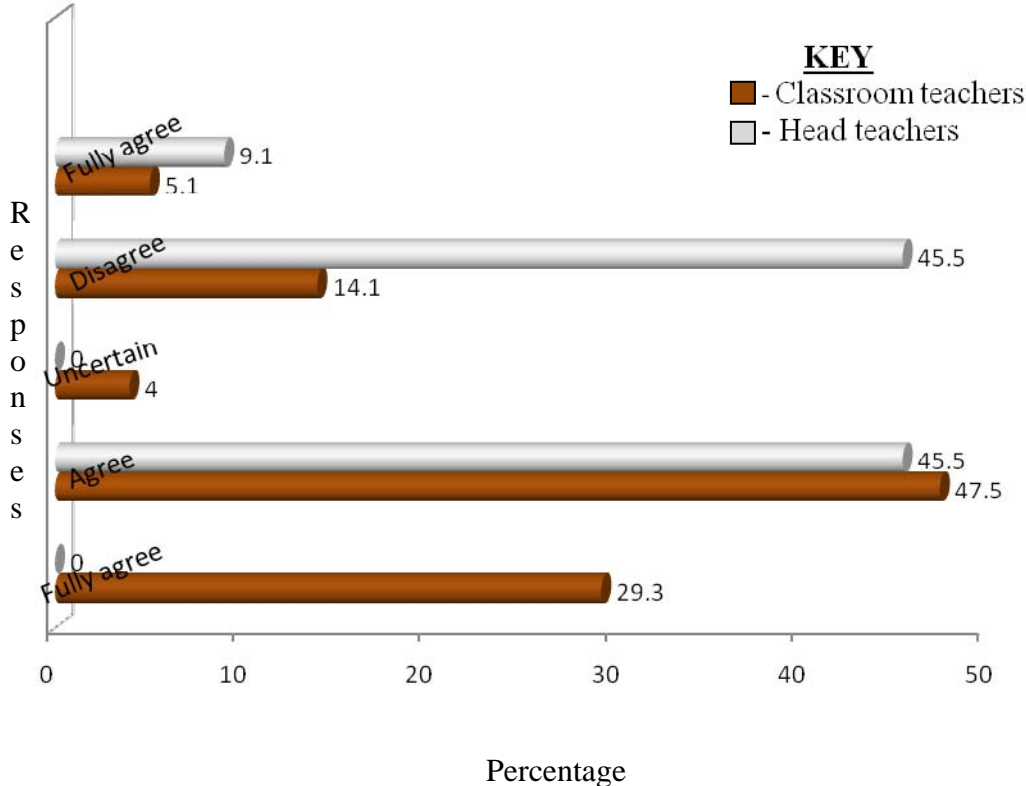
Source: Fieldwork, 2009

### **Perception of teachers about performance appraisal system in basic schools**

In assessing the perception of teachers about the performance appraisal systems in basic schools, this section discussed the following issues: filling appraisal forms, measuring of teachers' performance, frequency of performance appraisal among teachers, effectiveness of performance appraisal system at the school level. Appraisal of teachers' performance in basic schools in the study area is believed to be less pervasive among classroom teachers. This aspect seeks to ascertain the views of classroom teachers about this perception and what the reality should be.

Normally, the process of performance appraisal begins with the filling of an appraisal form. Responses from classroom teachers indicated that a little below 47.5% agreed that they filled an appraisal form as part of the performance appraisal process. However, responses from head teachers on this subject showed that 45.5% expressed agreement as well as disagreement on whether they gave

performance appraisal forms to the teachers to fill as part of an assessment of their work. These views are presented in Figure 8.

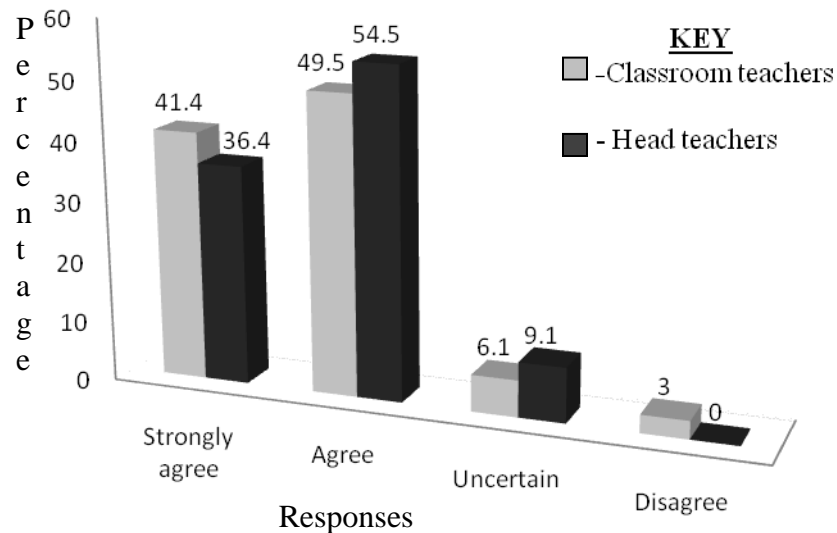


**Figure 8: Responses of classroom teachers and head teachers on receiving and giving of appraisal forms**

Source: Fieldwork, 2009

The only best known method an employer would adopt to determine the level of performance of employees is the willingness on the part of the employee to have his/her performance measured. Responses from classroom teachers and head teachers show that 49.5% and 54.5% reflect a willingness to have the performance of teachers measured. Although there are elements of disagreement regarding the subject, they are insignificant in the face of the level of agreement of measuring teachers’ performance at the basic school level. Figure 9 shows the

degree of responses of both classroom teachers and head teachers concerning this subject.



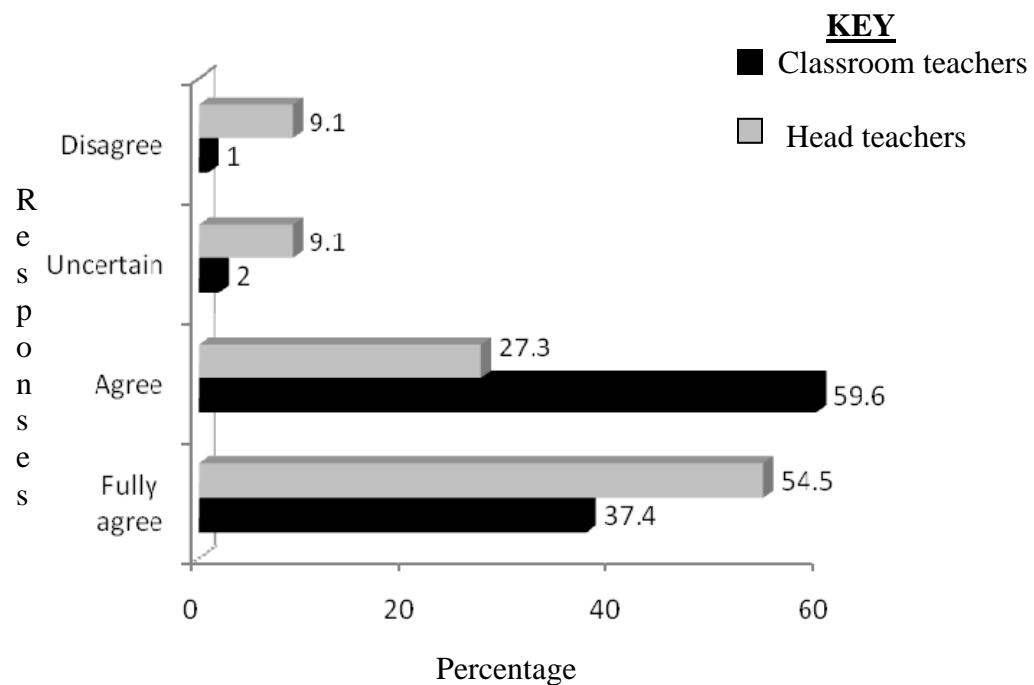
**Figure 9: Responses of classroom teachers and head teachers on measurement of teachers’ performance**

Source: Fieldwork, 2009

The more frequent the performance appraisal process in any organisation, the better for its development. Mathis and Jackson (2004) agreed with this position to the extent that performance appraisal must be systematic that is, appraisals should occur at regular intervals, where supervisors and employees are aware that performance will be reviewed on a regular basis and the process must be consciously planned for. An irregular appraisal of employees dampens work ethic and spirit resulting in de-motivation and high employee turnover. On this subject, as many as 59.6% of classrooms teachers held the view that they preferred frequent performance appraisal among teachers at the school level.

However, 72.1% of responses from classroom teachers further indicated that performance appraisal be conducted every term.

Head teachers constituting 54.5% on the other hand, confirmed the position of classroom teachers that they fully agreed that performance appraisal among classroom teachers should be conducted frequently. The head teachers also conceded that performance appraisal be carried out every term. Figure 10 shows the views expressed.



**Figure 10: Responses of classroom teachers and head teachers on frequency of performance appraisal among teachers**

Source: Fieldwork, 2009

The form of performance appraisal may differ from one organisation to another, but eventually, the goals or aims may be the same. Performance appraisal in any institution is to create a positive tone between the employer and employee to maximize productivity and therefore must be seen to be effective. In line with Noe et al. (2006), strategic congruence requires flexibility of changes in respect of

the organisation's strategic posture which account for the extent of impact or effectiveness of the performance appraisal system in an organisation.

In terms of the effectiveness of performance appraisal system at the school level, 46.5% of classroom teachers agreed that the performance appraisal system at the school level was effective. Again, 8.1% of responses had a strong agreement for effectiveness of the performance appraisal system at the school level. These views are presented in Table 14.

**Table 14: Responses of classroom teachers and head teachers on effectiveness of performance appraisal system at the school level**

Responses	Teachers	Percentages	Head teachers	Percentages
Strongly agree	8	8.1	3	27.3
Agree	46	46.5	-	-
Uncertain	17	17.2	-	-
Disagree	24	24.2	8	72.7
Strongly disagree	4	4.0	-	-
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

However, in sharp contrast, responses from head teachers showed a view of disagreement that performance appraisal at the school level is not effective. As many as 72.7% of head teachers held this view. Out of the total responses 27.3%

‘strongly agree’ that the performance appraisal system is effective at the school level.

Differences in opinion between the two categories of responses may be due to the fact that performance appraisal activities impact directly on classroom teachers for promotions and for others such as salary increment. Head teachers on the other hand do not seem to be able to evaluate the impact of performance appraisal systems because of inadequate resources at their disposal and also lack basic knowledge and skills in carrying out elaborate performance appraisal.

### **Preparation and involvement of teachers and head teachers in performance appraisal process**

Issues discussed in this phase of the study include involvement of teachers in the performance appraisal process, frequency of teachers and head teachers setting targets, teachers to be part of the performance appraisal process, head teachers (supervisors) in the appraisal process. Others include training and conduct of appraisal by head teachers, supervision of targets, appraisal of teachers by head teachers and period of appraisal of teachers. The preparation and involvement of actors in the performance appraisal process is paramount in determining the success or otherwise of the appraisal process. In this respect, classroom teachers were active participants in the process at the school level.

In responding to the involvement of classroom teachers in the performance appraisal process, 52.5% of total valid respondents indicated that they ‘occasionally’ are involved in the performance appraisal process. 13.1% and 9%

of respondents respectively held the view that they were ‘frequently’ and ‘always’ involved in the performance appraisal process. However, 25.3% showed they were never involved in the performance appraisal process as indicated in Table 15.

**Table 15: Responses of classroom teachers on level of involvement in the performance appraisal process**

Responses	Teachers	Percentages
Never	25	25.3
Occasionally	52	52.5
Frequently	13	13.1
Always	9	9.1
Total	99	100.0

*n=99; where n is total number of respondents of classroom teachers.*

Source: Fieldwork, 2009

In performance appraisal, adequate notice must be served for the appraisee to know when and how the appraisal would take place. In the view of Dessler (2000) where employees are given at least a week’s notice to review their work, read over the job description, analyse problems and gather questions and comments is most appropriate. 43% respondents of classroom teachers said they occasionally were given notice of appraisal at the school level. 20.2% and five percent respectively showed they were never, frequently and always given notice of appraisal at the school level. However, 31.2% of responses indicated that they

were never given notice of their appraisal period at the school level. Table 16 below shows the pattern of responses given by classroom teachers.

**Table 16: Responses of classroom teachers and head teachers on frequency of notice of appraisal given**

Responses	Teachers	Percentages	Head teachers	Percentages
Never	31	31.3	2	18.2
Occasionally	43	43.4	5	45.5
Frequently	20	20.2	2	18.2
Always	5	5.1	2	18.2
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

Head teachers on the other hand, corroborated the views of classroom teachers on this subject. Majority of responses made up of 45.5% indicated that they occasionally gave notice to their teachers prior to appraisal.

Setting targets is fundamental to the performance appraisal process. Setting targets gives direction to both employees and employer to assess their performance for the duration of the assessment period. In relation to this subject, 38.4% of classroom teachers said they frequently set targets with their immediate supervisors (head teachers) at school. Additionally, 29% and 21% of the responses held the view that they occasionally and always set targets with their head teachers respectively. However, 11% of the respondents indicated that they



never set targets with their head teachers. Table 17 shows details of the above information.

**Table 17: Responses of classroom teachers and head teachers on frequency of setting targets**

Responses	Teachers	Percentages	Head teachers	Percentages
Never	11	11.1	-	-
Occasionally	29	29.3	5	45.5
Frequently	38	38.4	2	18.2
Always	21	21.2	4	36.4
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

A total response rate of 45.5% of head teachers on the other hand, had an inclination towards setting targets with their teachers occasionally. The remaining responses were made up of 18% for 'frequently' and 36% indicated that they 'always' set targets with their teachers.

It is important to note that performance appraisal cannot take place in a vacuum. The teacher in this case is a key participant in the performance appraisal process. The teacher is the focus of the appraisal process; an overwhelming 61.6% of them said teachers should always be part of the process of measuring their performance. Additionally, 10% and 23% of the respondents believed teachers should occasionally and frequently be part of the process of measuring their

performance. Five percent of the responses stated that teachers should never be part of the process of measuring their performance. This information is presented in Table 18.

**Table 18: Responses of classroom teachers and head teachers on frequency of involving teachers in measuring their performance**

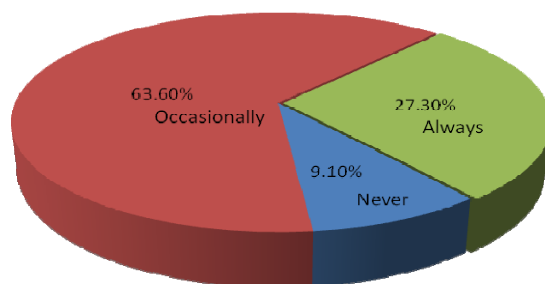
Responses	Teachers	Percentages	Head teachers	Percentages
Never	5	5.1	1	9.1
Occasionally	10	10.1	6	54.5
Frequently	23	23.2	3	27.3
Always	61	61.6	1	9.1
Total	99	100.0	11	100.0

*(n1= 99 & n2 =11; Where n1 and n2 are total respondents for classroom teachers and head teachers respectively)*

Source: Fieldwork, 2009

Responses from head teachers showed that 54.5% said teachers should occasionally be part of the process of measuring their performance. Again, 27.3% held the view that teachers should be part of the process of appraisal.

The involvement and active participation of immediate supervisors (Head teachers) in the appraisal process is central to achieving accurate results of the appraisal of employees. The absence of skilled and effective supervisors can render the whole appraisal process worthless. Head teachers in basic schools consisting 63.60% expressed the view that they occasionally appraised their teachers. Figure 11 shows the statistics associated with the responses.



**Figure 11: Responses of head teachers on appraisal of their teachers**

Source: Fieldwork, 2009

### **Training head teachers to conduct performance appraisal**

The ability of the supervisor to conduct an effective appraisal determines the success or otherwise of the appraisal process. This ability is facilitated by the training and skills the supervisor possesses to carry out the appraisal process. A supervisor without the requisite skills to appraise employees is much worse off than employees who have no insight about their jobs. On the subject of training to conduct appraisals by head teachers, 45.4% of respondents constituting about half of total responses indicated that they had never received any training or skills on how to conduct appraisal of teachers in their schools. Occasionally, 27.3% respondents stated they received training to conduct performance appraisal. The above information is shown in Table 19.

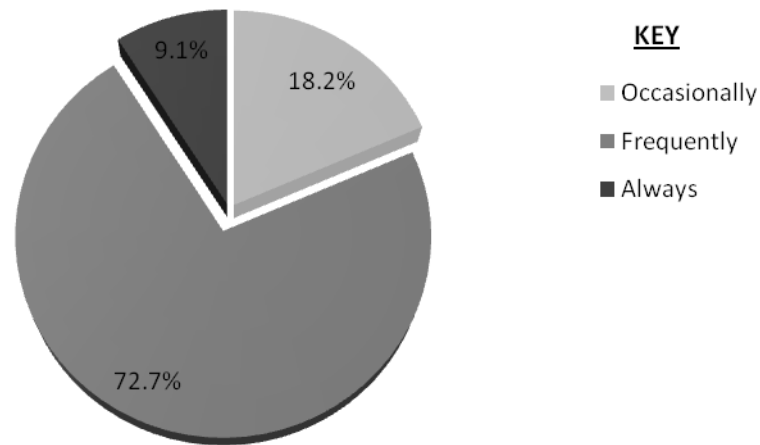
Targets set at the beginning of the appraisal period can only be successfully accomplished when there is supervision of the performance of such targets. At the school level, set targets ought to be monitored by the school heads within the appraisal period. On how head teachers supervise the successful achievement of targets in the appraisal period, 72.7% indicated that ‘frequently’, they supervised the accomplishment of targets set within the appraisal period.

**Table 19: Responses of head teachers on training to conduct performance appraisal**

Responses	Head teachers	Percentage
Never	5	45.5
Occasionally	3	27.3
Frequently	1	9.1
Always	2	18.2
Total	11	100.0

*(n = 11; Where n is total respondents for head teachers)*  
 Source: Fieldwork, 2009

However, 18.2% and 9.1% respectively held the belief that they ‘occasionally’ and ‘always’ supervised the accomplishment of targets in the appraisal period. Figure 12 depicts the information above.



**Figure 12: Responses of head teachers on supervision of accomplished targets at the school level**

Source: Fieldwork, 2009

An employee must be supervised by the immediate supervisor at least as a first step in the appraisal process. This position is strongly supported by Goss (1997) that immediate supervisors adopt judgmental appraisal of behavioural attributes (subjective) alongside performance data (objective). Other appraisals by assessment officials may then be carried out subsequently. Appraisal of the employee by the supervisor gives first hand impression about the work ethics of the employee. This serves as a major reference assessment record for the employee. On the subject of who should carry out appraisal of teachers, 36.4% of respondents indicated that, they ‘fully agree’ that head teachers should carry out appraisal of teachers at the school level. Additionally, 27.3% of head teachers stated that they ‘agree’ that they are to conduct appraisal of teachers at the school level. These assertions are indicated in Table 20.

**Table 20: Responses of head teachers on who to conduct appraisal at the school level**

Responses	Head teachers	Percentages
Fully agree	4	36.4
Agree	3	27.3
Disagree	2	18.2
Fully disagree	2	18.2
Total	11	100.0

*(n = 11; Where n is total respondents for head teachers)*

Source: Fieldwork, 2009

The period of appraisal of teachers by their supervisors contribute to determine the effectiveness of the teacher on the job. Responses of head teachers constituting 54.5% attested to the fact that teachers be appraised ‘termly’. On the question of appraisals made ‘half yearly’ and ‘yearly’ however, 36.4% and 9.1% respectively held that view. These views are given in Table 21.

**Table 21: Responses of head teachers on frequency of appraisal of teachers**

Responses	Head teachers	Percentages
Termly	6	54.5
Half yearly	4	36.4
Yearly	1	9.1
Total	11	100.0

*(n<sub>2</sub> = 11; Where n is total respondents for head teachers)*  
 Source: Fieldwork, 2009

## **CHAPTER FIVE**

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

#### **Introduction**

The study was conducted based on four principal objectives which include: identifying the standards or criteria of measuring work performance of classroom teachers in basic schools, examining the purposes of performance appraisal system in basic schools, exploring the extent of preparation and involvement of supervisors (head teachers) and classroom teachers in basic schools and ascertaining the perceptions of classroom teachers about the performance appraisal system.

Finally, ninety-nine (99) classroom teachers and 11 head teachers (supervisors) constituting respondents from a population of 760 classroom teachers and 90 head teachers took part in the study. These were located in 90 basic schools in the study area. The respondents were sampled using probability and non-probability techniques. The research only covered the Offinso Municipal Education Directorate in the Ashanti Region.

#### **Summary of findings**

Based on the results of the study, the following findings emerged:

Views of teachers on standards of measuring performance of classroom teachers

Standards are job performance measurement yard-sticks. The views of classroom teachers on the standards in the system for measuring teachers performance are relevant and sustainable. These standards include: lesson planning, lesson presentation, knowledge of subject matter, evaluation of learner ability. Others include punctuality and attendance, relationships and co-curricular activities, communication skills and personality traits.

Views of teachers on the purpose of performance appraisal in basic schools

Appraisal of performance on the job is for a purpose. It is done deliberately and consciously to assess the performance of employees among others. Effective performance appraisal brings equity and fairness to the organisation. The views of classroom teachers on the purpose of performance appraisal in basic schools show that it is not only for promotions but for the following as well: teacher awards, training, discipline and remuneration. Others include discipline and remuneration.

Perception of classroom teachers about performance appraisal system in basic schools

The more transparent the performance appraisal system in an organisation is, the higher the level of acceptability. Performance appraisal system is a management tool that is used to cure many 'ailments' that afflict the organisation. Classroom teachers had the opinion that performance appraisal system at the basic



schools should:

- Measure teachers' performance appropriately;
- Be regular, preferably at the beginning of each term;
- Be effective to achieve its goal; and
- Begin with the filling of performance appraisal forms.

Involvement of teachers and head teachers in the appraisal process

The following should be adopted to involve teachers and head teachers in the appraisal process classroom teachers should be involved in the performance appraisal process, classroom teachers be given adequate notice prior to actual appraisal and classroom teachers be part of the performance appraisal process. Others are that head teachers should be responsible for the appraisal of the performance of their teachers at the school level and lastly head teachers should properly supervise the accomplishment of set targets.

### **Conclusions**

Standards are necessary for assessing performance of classroom teachers. These will serve as noodles on which pay, promotion, awards, discipline and training needs emanate. Unambiguous standards can inspire confidence and dedication to duty of the classroom teacher. The standards of measuring performance of classroom teachers were lesson planning, lesson presentation, knowledge of subject matter, evaluation of learner ability. Others include punctuality and attendance, relationships and co-curricular activities,

communication skills and personality traits.

The purpose of performance appraisal in basic schools generally is for administrative and developmental purposes. Performance appraisal specifically is to assist appraisers to recommend employees for promotions, awards, remuneration, discipline and development training.

The perception of classroom teachers about the performance appraisal system in basic schools is instructive. Classroom teachers believed the performance appraisal system should make room for filling of appraisal forms, measuring teachers' performance, regular appraisal periods; preferably at the beginning of each term and effective performance appraisal.

These perceptions are congruent with best practices of performance appraisal processes. Performance appraisal in whatever form is to stimulate staff satisfaction and development which then promote the accomplishment of the organisation's mission. Performance appraisal at the basic school level should be conducted regularly. Performance appraisal should not be a one-stop process to be activated during promotion periods, but rather a continuous process of evaluating the performance of classroom teachers. Head teachers should be trained to acquire the skills and knowledge of appraising their teachers. This will empower and build confidence in them to earn the respect and legitimacy from their teachers.

### **Recommendations**

Based on the findings and the conclusions drawn from this study the following recommendations are submitted: Regular in-service training for head

teachers to improve skills in appraisal of teachers should be instituted in basic schools; Strict supervision during assessment period should be given utmost attention by supervisory authorities; Head teachers and classroom teachers should set achievable targets which should serve as the basis of the appraisal process; Appraisal forms should be filled during assessment, classroom teachers should be actively involved in the appraisal process, Performance appraisal should not be conducted only for promotions, but for other purposes including supporting best teacher awards, discipline and development training; Performance appraisal should be a continuous process of assessing the performance of the classroom teacher; Regular in-service training for classroom teachers on performance appraisal should be organised; and Lastly, head teachers should be responsible for appraising their teachers as they are the first level supervisors with the teachers at the school.

## REFERENCES

- Beach, D. S. (1980). *Personnel – The Management of people at work*. London: Collier Macmillan Publishers.
- Boone, L. E. & Kurtz, D. L. (1992). *Management*. New York: McGraw-Hill.
- Bottomley, M. H. (1992). *Personnel management*. London: Pitman.
- Cascio, W. F. (1992). *Managing human resource*. New York: McGraw-Hill.
- Chuck, W. (2006). *Effective management*. Ontario, Canada: Thomson.
- Cole, G. A. (1997). *Personnel management- Theory and practice*. London: Continuum.
- Cole, G. A. (2002). *Personnel and human resource management*. London: BookPower.
- Cyril, P. & Doreen, P. (1993). *Teacher appraisal – Training and implementation*. London and New York: Routledge.
- De Cenzo, D.A. & Robbins, S.P. (1996). *Human resource management*. New York: John Wiley & Sons Inc.
- Dessler, G. (2000). *Human resource management*. New Jersey: Prentice Hall.
- Gatewood, R. D. & Field, H. S. (1990). *Human Resource Selection*. Orlando: Dryden Press
- Ghana Education Service Council, (2001). *Staff development and performance Appraisal Manual*. Accra: Damte Kyem Press.
- Goss, D. (1997). *Human Resource Management – The Basics*. UK: International Thomson Business Press.

- Graham, H. T. & Bennette, R. (1992). *Human resources management*. London: MacDonald and Evans.
- Griffin, W. R. (1999). *Management*. Boston: Houghton Mifflin Company.
- Grobler, P., Wörnich, S., Carrell, M.R., Elbert, N.F. & Hartfield, R.D. (2006). *Human Resource Management In South Africa*. London: Thomson.
- Hellriegel, D, Jackson S. E. & Slocum, J. W. (1999). *Management*. Cincinnati: International Thomson Publishing (ITP).
- Hodgetts, R. M. & Kuratko, D. F. (1991). *Management*. New York: Harcourt Brace Jovanovich.
- Kinard, J. (1988). *Management*. Toronto: D.C. Heath and Company.
- Leedy, P. L. (1989). *Practical Research (Planning and Designing)*. London: Collier Macmillan.
- Mathis R. L. & Jackson J. H. (2000). *Human resource management*. United States: South-Western College Publishing.
- Mathis, R. L. & Jackson, J. H. (2004). *Human resource management*. Singapore: Thomson.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (1996). *Human resource management- Gaining a competitive advantage*. Boston: Irwin McGraw-Hill.
- Patton, Q. M. (1990). *Qualitative Evaluation and Research Methods*. London: SAGE Publication.
- Poole, M. & Warner, M. (1998). *The Handbook of Human Resource Management*. London: International Thomson Business Press.

Robbin, P. S. & Coulter, M. (1999). *Management*. New Jersey: Prentice Hall.

Sarantakos, S. (2005). *Social research*. New York: Palgrave Macmillan.

Thomson, R. (1993). *Managing people*. London: Betterworth-Heinemann.

Torrington, D. & Hall, L. (1998). *Human resource management*. England:  
Prentice Hall.

**APPENDICES**

**APPENDIX A**

**QUESTIONNAIRE FOR BASIC SCHOOL TEACHERS**

Dear respondent, I am a student of the Institute for Development Studies of the University of Cape Coast pursuing an M.A degree in Human Resource Management. I am researching into teachers' perception about performance appraisal system in the Offinso Municipal Directorate of Education. Your participation in this study is voluntary and your cooperation is very much solicited.

All responses are for research purposes only. Please answer the questions as honestly as possible remembering that all your responses are held in strict confidence and your anonymity is assured. Please respondents are not expected to write their names or registered numbers on the questionnaire.

**Section A: Personal information**

Check/fill the option(s) that are most appropriate.

1. Gender       Female               Male
  
2. What is the total number of years you have been working as a teacher?.....
  
3. Age .....
  
4. What is your highest qualification attained?  
 Diploma     Degree       Postgraduate degree     Others (please specify) .....

5. What is your present rank? .....
6. Previous employment/occupation before entering the Ghana Education Service.....

**Section B: Views on standards for measuring teachers’ performance**

This section seeks to find out how classroom teachers view performance standards presently used in the directorate. Please check the option(s) that are most appropriate.

7. Indicate 4 for ‘Very high’ to 1 ‘Very low’ the extent to which you agree with the following activities as standard measure of performance of basic school teachers. Please tick in the appropriate boxes.

Area of activity	Very high (4)	High (3)	Low (2)	Very low (1)
a. Lesson planning				
b. Lesson presentation				
c. Knowledge of subject matter				
d. Evaluation of learner ability				
e. Punctuality and attendance				
f. Relationships and co-curricular activities				
g. Communication skills				
h. Personality traits				



8. I am involved in setting my job standards?

Fully Agree  Agree  Uncertain  Disagree  Fully Disagree

9. Are the standards set for your job clearer?

Very clear  Clear  Not clear  Not very clear

10. Are you able to successfully accomplish the set standards in a given time frame?

Never  Occasionally  Frequently  Always

### **Section C: Views on purpose of performance appraisal in basic schools**

This part seeks to find out the views of classroom teachers on purpose of performance appraisal at the school level.

Check/fill the option(s) that are most appropriate.

11. In order of importance (4 for 'Very high' to 1 for 'Very low') rank the following as reasons for conducting performance assessment of teachers at the school level. Please tick in the appropriate boxes.

Areas of assessment	Very high (4)	High (3)	Low (2)	Very low (1)
Promotions				
Best teacher awards				
Salary adjustment				
Training				
Discipline				

12. Do you receive feedback after an assessment of your performance as a teacher?  Never  Occasionally  Frequently  Always

13. Indicate the ways teachers' performance should be rewarded by ranking from 4 for 'Very high' to 1 'Very low' the options below. Please tick in the appropriate boxes.

Areas of assessment	Very high (4)	High (3)	Low (2)	Very low (1)
Promotions				
Best teacher awards				
Salary adjustment				
Transfer/Release				
Training				

14. How many refresher courses have you attended in the last two years in the directorate?.....

**Section D: Perception of teachers about performance appraisal system**

This section seeks to find out what teachers know and how they view the performance appraisal system at the school level. Please check the option(s) that are most appropriate.

15. I am given a performance appraisal form to fill as part of an assessment of my work as a teacher.

Fully Agree  Agree  Uncertain  Disagree  Fully Disagree

16. To what extent do you subscribe to the idea that teachers' performance be measured?

Strongly agree  Agree  Uncertain  Disagree  Strongly disagree

17 (a) Should performance appraisal be carried out frequently among teachers?

Fully Agree  Agree  Uncertain  Disagree  Fully Disagree

17 (b) If agree how often?  Weekly  Termly  Half yearly  Yearly

18. Do you subscribe to the idea that the performance appraisal system for teachers in the school is effective?

Strongly agree  Agree  Uncertain  Disagree  Strongly disagree

### **Section E: Preparation and involvement of teachers in performance appraisal process**

This section seeks to find out the extent of preparation and involvement of teachers in the performance appraisal process at the school level.

19. Indicate 1 for 'Never' to 4 for 'Always' the extent to which you agree with the following statements.

Statement	Never (1)	Occasionally (2)	Frequently (3)	Always (4)
a. How often are you involved in the performance appraisal process?				
b. How often are you given notice of your appraisal at school?				
c. How often do you and your head teacher set targets in the course of the academic year?				
d. Should teachers be part of the process of measuring their performance?				

20. In your view what three (3) main

(a) Challenges or difficulties face the effective appraisal of teachers in the school?

- i. ....
- ii. ....
- iii. ....

(b) Recommendations in order of significance you would give to help improve the appraisal system at the school level?

- i. ....
- ii. ....
- iii. ....

Thank you.

## APPENDIX B

### QUESTIONNAIRE FOR HEAD TEACHERS

Dear respondent, I am a student of the Institute for Development Studies of the University of Cape Coast pursuing an M.A degree in Human Resource Management. I am researching into teachers' perception about performance appraisal system in the Offinso Municipal Directorate of Education. Your participation in this study is voluntary and your cooperation is very much solicited.

All responses are for research purposes only. Please answer the questions as honestly as possible remembering that all your responses are held in strict confidence and your anonymity is assured. Please respondents are not expected to write their names or registered numbers on the questionnaire.

#### Section A: Personal Information

Check/fill the option(s) that are most appropriate.

1. Gender       Female               Male
2. What is the total number of years you have been working as a head teacher?.....
3. Age .....
4. What is your highest qualification attained?  
 Diploma     Degree       Postgraduate degree     Others (please specify) .....
5. What is your present rank? .....

6. Previous employment/occupation before entering the Ghana Education Service.....

**Section B: Views on standards for measuring teachers’ performance.**

This section seeks to find out how head teachers view performance standards presently used in the directorate. Please check the option(s) that are most appropriate.

7. Indicate 4 for ‘Very high’ to 1 ‘Very low’ the extent to which you agree with the following activities as standard measure of performance of basic school teachers. Please tick in the appropriate boxes.

Area of activity	Very high (4)	High (3)	Low (2)	Very low (1)
i. Lesson planning				
j. Lesson presentation				
k. Knowledge of subject matter				
l. Evaluation of learner ability				
m. Punctuality and attendance				
n. Relationships and co-curricular activities				
o. Communication skills				
p. Personality traits				

8. I am involved in setting the job standards of my teachers?

Fully Agree  Agree  Uncertain  Disagree  Fully Disagree

9. Are the job standards set for teachers clearer?

Very clear  Clear  Not clear  Not very clear

10. Are teachers able to successfully accomplish the set standards in a given time frame?

Never  Occasionally  Frequently  Always

**Section C: Views on purpose of performance appraisal in basic schools.**

This part seeks to find out the views of head teachers on purpose of performance appraisal at the school level.

Check/fill the option(s) that are most appropriate.

11. In order of importance (4 for 'Very high' to 1 for 'Very low') rank the following reasons for conducting performance assessment of teachers at the school level. Please tick in the appropriate boxes.

Areas of assessment	Very high (4)	High (3)	Low (2)	Very low (1)
Promotions				
Best teacher awards				
Salary adjustment				
Training				
Discipline				

12. Do you give feedback to teachers after an assessment of their performance?

Never  Occasionally  Frequently  Always

13. Indicate the ways teachers' performance should be rewarded by ranking from 4 for 'Very high' to 1 'Very low' the options below. Please tick in the appropriate boxes.

Areas of reward	Very high (4)	High (3)	Low (2)	Very low (1)
Promotions				
Best teacher awards				
Salary adjustment				
Transfer/Release				
Training				

14. How many refresher courses have you attended in the last two years in the directorate? .....

**Section D: Perception of head teachers about performance appraisal system**

This section seeks to find out what head teachers know and how they view the performance appraisal system at the school level. Please check the option(s) that are most appropriate.

15. I give performance appraisal forms to my teachers to fill as part of an assessment of their work.



Fully Agree  Agree  Uncertain  Disagree  Fully Disagree

16. To what extent do you subscribe to the idea that teachers' performance be measured?

Strongly agree  Agree  Uncertain  Disagree  Strongly disagree

17 (a) Should performance appraisal be carried out frequently among teachers?

Fully Agree  Agree  Uncertain  Disagree  Fully Disagree

17 (b) If agree how often?  Weekly  Termly  Half yearly  Yearly

18. Do you subscribe to the idea that the performance appraisal system for teachers in the school is effective?

Strongly agree  Agree  Uncertain  Disagree  Strongly disagree

### **Section E: Preparation and involvement of head teachers in performance appraisal process**

This section seeks to find out the extent of preparation and involvement of head teachers in the performance appraisal process at the school level. Please tick in the appropriate boxes.

19. Indicate 1 for 'Never' to 4 for 'Always' the extent to which you perform the following activities.

Activity	Never (1)	Occasionally (2)	Frequently (3)	Always (4)
e. Do you appraise your teachers?				
f. Do you give notice prior to appraisal?				
g. Do you and your teachers set targets (standards) in the course of the academic year?				
h. Should teachers be part of the process of measuring their performance?				
i. Have you been trained how to conduct appraisal of your teachers?				
j. Are you able to successfully supervise the accomplishment of targets in a given frame of time?				

20 (a) Should appraisal of teachers be carried out frequently by head teachers?

Fully Agree  Agree  Uncertain  Disagree  Fully Disagree

20 (b) If yes how often?  Weekly  Termly  Half yearly  Yearly

21. In your view what three (3) main

(a) Challenges or difficulties face the effective appraisal of teachers in the school?

.....  
 .....

.....

(b) Recommendations in order of significance you would give to help improve the appraisal system at the school level?

i. ....

ii. ....

iii. ....

Thank you.