UNIVERSITY OF CAPE COAST

EVALUATION OF THE PERFORMANCE APPRAISAL SYSTEM OF

THE MFANTSEMAN MUNICIPAL ASSEMBLY OF GHANA

MOHAMMED FAISAL

2013

UNIVERSITY OF CAPE COAST

EVALUATION OF THE PERFORMANCE APPRAISAL SYSTEM OF

THE MFANTSIMAN MUNICIPAL ASSEMBLY OF GHANA

BY

MOHAMMED FAISAL

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

THE   AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE

MANAGEMENT

MARCH 2013

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 Name: Mohammed Faisal

Signature: …………………………. Date:…..……………………..

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 Name: Prof. I. K. Acheampong

Signature:……………………….. Date:…………...……………

ABSTRACT

The study evaluated the Performance Appraisal system of the Mfantseman Municipal Assembly between 2010 and 2012. It also considered the measures adopted by the Municipal Assembly to address the issues of Appraisal within the Assembly. Data were collected from both Appraisers and Appraisees in five Departments. Eighty questionnaires were distributed to the respondents (70 appraisees and 10 appraisers) who were randomly selected for the interview. All the questionnaires were returned.

Data analysis was done using the simple frequency tables, cross tabulations across appraisees and appraisers, charts and percentages obtained from Statistical Product and Service Solutions (SPSS) version 17.0. The findings reveal that employees view the appraisal process to be relevant and indicated that the system should be devoid of favoritism, nepotism and biases. It was recommended that the central administration should organize periodic training on performance appraisal for all personnel. Also, the current feedback should be modified and finally, the Assembly should strongly link promotion with performance.

It can be concluded that the practice of performance appraisal is a well established system in the personnel of the Mfantseman Municipal Assembly and it was the view of personnel of the Mfantseman Municipal Assembly that the Assembly actually used the reports for its intended purposes. The way performance appraisal is undertaken in the personnel of the Mfantseman Municipal Assembly is encouraging but it can be more effective when the above recommendations are implemented.

DEDICATION

To my dearest friends: Joanna Lovera and Bonnie Scripps.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF ACRONYMS

BARS   Behavioral anchored rating scale

DCE   District chief executive

HR   Human resource

HRM   Human resource management

MMA   Mfantseman municipal assembly

MMDA   Metropolitan, municipal and district assemblies

MBO   Management by objectives

PA   Performance appraisal

SPA   Staff performance appraisal

SPSS   Statistical product and service solutions

SPA   Staff performance appraisal

CHAPTER ONE

INTRODUCTION

Background of the study

The Ministry of Local Government and Rural Development exists to promote the establishment and development of a vibrant and well resourced decentralised system of local government for the people of Ghana and to ensure good governance and balanced rural based development. This will be done by formulating, implementing, monitoring, evaluating and coordinating reform policies and programmes to democratise governance and decentralise the machinery of government both at the Metropolitan, Municipal and District Assemblies (MMDAs). The Ministry has the responsibility of ensuring that the MMDAs function efficiently and effectively to deliver social services to the people at the local level.

The mandate of enhancing the wellbeing and standard of living of the people at the local level can only be achieved if the local authorities have the ability to identify and remove impediments to personnel performance in the Assemblies and to monitor conditions, both internal and external that is preventing employees from doing what is expected of them. This is needed by MMDAs in order to improve their output and to restructure their service

philosophies, which require a deliberate realignment of organisational practices in tune with the policies of the Ministry.

It is generally believed that effective employee performance appraisal system which provides opportunity for dialogue between the appraisee and the appraiser will improve employee performance in the Metropolitan, Municipal and District Assemblies. Performance Appraisal System is regarded as the activities which contribute formally and informally to Personnel Performance. It collects and analyses data on the overall capabilities and potentials of individual workers in an attempt to make decisions in tune with a purpose (Bratton & Gold, 1999).

The overall aim of performance Appraisal System in an organisation is to establish a high Performance culture in which individuals and teams take responsibility for the continuous improvement of business process and for the improvement of their own skills and individual contributions within a framework provided by effective leadership. The Human Resource Management System is a source of organisational capabilities that allows firms to learn and capitalise on new opportunities in the areas of organisational effectiveness, human capital management, and reward management (Ulrich & Lake, 1990).

This study evaluated the nature of employee performance appraisal system of the Mfantseman Municipal Assembly in the Central Region between 2010 to 2012.

The study also examined the methods of appraisal and the interventions put in place by the Mfantseman Municipal Assembly to ensure regular appraisal of personnel.

Statement of the problem

Some authors and practitioners of HRM define the concept employee performance appraisal from the point of view of the purposes it serves (Lawrence, 1972; Armstrong, 2006). This gives credence to the importance and the purpose of performance appraisal. Furthermore, performance appraisal is one of the most expensive organisational processes in a workplace and should not therefore be undertaken just for the sake of it. It is used to foster well being and enhance performance (Surgent & Terry, 1998) and also provides employees with job satisfactions, motivation and involvement in the workplace (Parker, 1993).

According to Armstrong (2006) appraisal is a process of reviewing an individual's performance and progress in a job and assessing his/her potential for future promotion. It thus can be said to be a way of gathering, analysing and recording information about an employee. Performance Appraisal System is a key component in the Management of Human Resource in organisations. It serves as a tool for determining motivation, training and developmental needs of personnel in organisations by measuring their output in relation to how well they performed over a period of time in order to enable management take informed decision on such employees.

Unfortunately, many Managers view Performance Appraisal Systems as an annual ritual of assessing the performance of their subordinates. Buttressing

this assertion, Armstrong and Murlist (1998) noted that appraisals are more often made, recorded, filled and forgotten. They contend that issues regarding promotions, salary increase, training and development, transfers and dismissals are taken without recourse to Appraisal reports defeating the very purpose for which it was established. Assessor and Assessed conflict is another problem that bedevils employee performance appraisal systems in many organisations including the Metropolitan, Municipal and District Assemblies. The conflict is as a result of the fact that appraisal systems are shrouded in technicality with implementation problems that could cause serious doubts on how just and fair the whole process is.

Effective performance appraisal is conducted annually in organisations to determine and discover individual and departmental potential through self evaluation and personnel research. Managers also determine individual and organisational training needs and to communicate and clarify organisational goals and objectives to the staff. However, most Metropolitan, Municipal and District Chief Executives see it as a tool to penalise civil servants who do not conform to their mode of actions and leadership style. More importantly, the appraisal systems of the Municipal Assembly have never been tested since the inception of the decentralisation concept in 1993. It is in the light of these problems, the researcher sees it imperative and necessary to evaluate the Appraisal Systems of the Mfantsiman Municipal Assembly from 2010 to 2012.

Objectives of the study

The general objective of the study is to evaluate the Performance Appraisal System of the Mfantseman Municipal Assembly.

The specific objectives are to:

1. Find out whether personnel are promoted on the basis of Performance Appraisal System.

2. Examine how practice of Performance Appraisal System in identifying training needs in the Municipal Assembly.

3. Examine the effects of appraisal on termination of job in the Municipal Assembly.

Research questions

The study seeks to find answers to the following questions in order to meet the objectives of the study.

1. How are personnel of MMDAs promoted?

2. How is Performance Appraisal practice in identifying training needs in the Assembly?

3. How is job termination done as far as Performance Appraisal System is concerned?

Scope of the study

The study evaluated the Performance Appraisal System of the Mfantseman Municipal Assembly. The study covered six departments in the Assembly including finance, personnel, administration, works, planning and audit. The population for this study was 80 constituting both Appraisees and Appraisers of the Assembly. This number was to enable the study to be representative of the 102 target population. The data collected included the employee background, frequency of appraisal, relevance of appraisal and how appraisal help in training need identification and termination of job. The time period for the study is 2010 - 2012.

Significance of the study

The study is to evaluate the performance appraisal system of the Mfantseman Municipal Assembly. It is expected that the findings and recommendations from the study would bring to light the strengths and weaknesses of the current appraisal system and its impact on personnel performance, thereby serves as an input to administrators in their policy formulation. In addition, the study would make significant contributions to the study of Human Resource Management as well as the study of the relevance of Performance Appraisal on personnel output.

Organisation of the study

      The study has been organised into five chapters. The first chapter discusses the introduction, which highlights the background to the study, the statement of the problem, objectives of the study, research questions, scope of the study and significance of the study. Chapter Two would review the literature related to the study. Chapter Three describes the methodology used for the study. This involves the research design, population and sampling procedure, the research instrument, the pre-testing procedure, validity of the instrument, the procedure for data collection, fieldwork, field challenges, data analysis and ethical consideration. Chapter Four deals with results and discussion while the final chapter summaries the study and provides conclusion. Recommendations are given in the last section of the chapter based on findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter deals with review of the related literature on evaluation of performance appraisal systems and related issues. It begins with issues of theoretical and empirical literature on employee performance appraisal. The chapter also discusses the techniques of appraisal, factors to consider in appraisal, appraisal responsibilities, purpose of employee performance appraisal, Institutional responsibilities in appraisal, policies governing appraisal in the assembly, limitations and remedies of appraisal system. The chapter ends with conceptual framework which forms the basis of the review.

Review of the theoretical literature

Dessler (2000) stated that performance appraisal is a process which involves creating work standards and revaluating employee's actual performance relative to those work standards and giving feedback to employee so as to motivate him or her to improve the job performance or to eliminate performance deficiency. He contends that performance appraisal has the means to evaluate an employee's current and past performance relative to the employee's performance standards. It thus helps employees to realise their full potential in carrying out

8

their work. The opportunity for feedback to employees also serves as a vehicle for personal and career development.

According to Price, (2004); Raymond, Hollenbeck, Gerhart, & Wrigh (2004) in explaining performance appraisal, stated that is one of the many people management techniques that classify and order individuals hierarchically in evaluating specified areas of an employee performance. Murphy (1991) and Price (2004) argue that performance appraisal is part of guiding and managing career development by obtaining, analysing, and recording information about the relative worth of an employee to the organisation. They agree that to do this, performance of an employee should be evaluated generally in terms of quality, quantity, cost, and time, typically by the corresponding manager or supervisor. They contend that, assessors and assessed may have entirely different perceptions of both the reasons for performance appraisal and the criteria for judgment.

On the contrary, Agyenim- Boateng (2009) disagreed, to him, to appraise is to give worth and value, to determine the quality and usefulness of the staff working within the organisation. In support, Murphy (1991); Bratton and Gold (1999) as cited in Agyenim-Boateng (2009), maintained that it is the collection and analysis of data on the overall capabilities and potentials of an individual worker in an attempt to make decision in tune with a purpose. If we were to reason with the authors, then performance appraisal will be seen as an analysis of an employee's recent successes and failures, personal strengths and weaknesses, and his or her suitability for promotion, further training or termination.

9

In the view of Martin, Bartol, Barker, and Martey (as cited in Agyenim-Boateng, 2009) have observed that performance appraisal is the process of defining expectations for employee performance; measuring, evaluating, and recording employee's performance relative to performance standards which describes what the employee is expected to do in terms of   behaviours and results. Performance appraisal is usually conducted periodically within an organisation to examine and discuss the work performance of subordinate so as to identify the strengths and weaknesses as well as opportunities for improvement among employees. Performance appraisal judges an employee's performance in a job based considerations other than productivity alone.

Attieku; Dorkey; Tekyi and Marfo Yiadom (2009) took a systematic view of the concept. They view performance appraisal as the systematic evaluation of individual members of an organisation with respect to their performance on specific jobs and the potential each has for development. They explained that it is the activity that is used to determine the extent to which an employee is performing his or her job effectively. In a similar vein, Turkson (2002) indicated that appraisal is an important personnel practice in aiding promotion, demotions, lay-offs and transfers as it reveals the strengths and weakness of personnel.

In furtherance, Wayne, (1996); Robert, L., Mathis., & John, Jackson H (1994) opined that Performance appraisal is the systematic description of the job relevant strengths and weakness of an individual or group as compared to a set of standards with respect to their performance on the job and the potential for development.

In contrast, some authors such as French, 1990; William, Anthony, Palmela, Perrewe, Michael, Kacmar, 1999; Boachie-Mensah, 2006; Michael Armstrong, 2006; Moon, Lee, Jeong, Park & Lim, 2007 are of the opinion that performance appraisal is a periodic formal and systematic assessment of work achievement as a basis for future actions and decisions in relation to established standards and the communication of that assessment to employees. They agree that informal appraisal can occur when ever the supervisor feels communication is needed. They concluded that formal appraisal is used as a primary evaluation whiles the informal is used normally to recognised personnel who always exceed their targets.

However, Price (2004) commented that appraisals were solely a means of exercising managerial control. That performance appraisal tend to be backward looking, concentrating on what had gone wrong, rather than looking forward to future developmental needs. In agreeing, Armstrong and Murlis (1998) asserted that performance appraisal tend to degenerate into a dishonest annual ritual. They argued that employees have always resented the superficial nature with which appraisal have been conducted by managers who lacked the skills required, tend to be biased and are simply going through the motions.

McGregor, (1957), Ostroff, (1992), Murphy & Cleveland (1991) believe that managers are uncomfortable with the performance appraisal processes not because they dislike change or the techniques they must use, or because they lack skills, but because they are put in a position of "playing God". McGregor (1960) was very critical of formal appraisal as he commented that appraisal programs are

designed not only to provide more systematic control of the behavior of subordinates, but also to control the behavior of superiors. He thus sees them as promoting the cause of theory 'X' (a management style that assumes that people are unreliable, unable to take responsibility and therefore require close supervision and control).

In support, Deming's philosophy of management (as cited in Scholetes, 1987) argues that, there is no reason to "grade" individuals relative to each other. Nickos (2005) builds on the idea in stating that it destroys trust and team work and it delivers little demonstrable value at great cost. Most performance measurement systems are based on the premise that individuals work alone. In reality, work output is the product of a group of people. Price (2004) in support stated that 'identifying an individual's contribution to meeting an organisation goal is like listening to the sound of one hand clapping'. Scholetes (1987) emphasised that performance evaluation encourages lone rangers and is a divisive influence keeping individuals from working together consistently over time. The process he observed is firmly linked to material outcomes, thus a rise or cut in pay was bond to follow an employee performance.

In the view of Price (2004) appraisal is seen as essentially an exercise in personal power. It elevates the role of the supervisor by emphasising individualism and obscuring the social nature of work (Storey, 1989, p.14). Gabor (1992) supports this assertion by stating that organisations that retain individual evaluations may abandon them as a means of differentiating among employees for

the purpose of rewards instead of use it to help individual employees identify and meet their own career goals.

In contrast, a writer such as Drucker (1995) is enthusiastic about appraisal, to appraise a subordinate and his performance is part of the manager's job. Drucker view as a whole is that managers are responsible for achieving results. These results are achieved from the management of human, material and financial resources, all of which should be monitored. Monitoring, he added, means setting standards, measuring performance and taking appropriate action, in respect of people. This entails taking action to improve performance by means of training and help, (Management development). In a similar vein, Fletcher (2001) argues that performance assessment has widened both as a concept and as a set of practice, becoming more obviously part of human resource management strategic integration of human resource activities and business policies.

Similarly, Halachmi (2005) offers a list of arguments for the use of Performance Appraisal which also points to the role that Performance Appraisal fulfill within an organisation. Halachmi (2005), intimates that managers who cannot measure it do not understand it and definitely cannot control it. Halachmi (2005) view is that employees will achieve their targets if they know managers intend to measure results to determine success from failure. Halachmi (2005) contends that sustainability of success depends on its recognition and rewards. This he concludes will help management learn from their old mistakes and avoid wasting of resources. Halachmi's (2005) view stresses on the relevance of

Performance Appraisal on Organisational strategy and its contribution to organisational goal attainment.

Thus, most of the employers use the performance appraisal result to determine if a particular staff should be terminated or reinforced as an employee development and coaching tool to give a practical evaluation of their performance.

Review of the empirical literature

Anokye (2004) examined the effects and fairness of performance appraisal of the bank of Ghana on worker morale among junior staff using cross sectional survey. The studies revealed that the employees view the performance appraisal system in the bank as good and positive which could improve on personnel output. However it pointed out that there was no universal and wholehearted commitment to the importance and relevance of the appraisal system which negatively affects worker morale and motivation.

Kamal (2006) examined the effectiveness of the current performance appraisal systems within the Ghana Post Limited using an evaluated and descriptive research methods. In his analysis of the data using descriptive statistics, the findings revealed that the staff of the organisation were fully aware of the existence of the scheme but lack the understanding of how it operates due to lack of training. The results also showed that majority of appraisers and appraises(95% and 94.24% respectively) did not see the use of appraisal report in the areas of salary adjustments, promotions, payment of annual bonus, training,

transfers and rewarding hard workers. The magnitude of the findings was great as a result a policy recommendation on the training of appraisers was suggested. The findings gives credence to the fact that performance appraisal is subjective based.

Hendrick (2006) in an empirical study (University of Pretoria,) to determine a method to integrate the expectations of Managers and employees around performance appraisal with the aim of developing an organisation specific Performance Appraisal System using a survey type design. The findings revealed that the expectations of Managers and non- Managers concurred on career and employee development, salary increase and promotions, employee motivation and co-operate communication. It also revealed that reducing remuneration as a result of low score of an employee, quantification of key performance indicators and performance appraisal training as aspects lacking sufficient congruence between expectations of Managers and non- Managers.

Eric (2007) examined the effectiveness of the performance appraisal system of the Agricultural Development Bank using explorative research design. It revealed that the majority of the workers (90%) found the process to be unsatisfactory due to rater bias. Most of the appraisers (87%) share same sentiments indicating lack of formal training to conduct appraisal. The study also revealed that the majority (57%) of personnel had unclear defined roles and expectations resulting in erroneous role situation and conflicts between under rated personnel and appraisers which could undermine any objective standard appraisal based on performance indicators giving impetus to the findings of Kamal (2006).

Joseph (2007) examined empirically the performance appraisal systems of the First Allied Savings and Loans Ltd using descriptive analysis. It came to light that the graphic rating was most prevalently used in the Organisation where the employees were given the chance to register their approval or disapproval of the ratings assigned to them by their supervisors. The study also showed that there were no policy guidelines regulating the practice of performance appraisal neither was the employee given the opportunity to sit down with their supervisors at the beginning of the period in question to set performance goals and targets. The findings give credence to the lack of understanding of the Performance Appraisal Instrument by the Appraisers.

Mamford (2008) examined the relevance of the Performance Appraisal Systems at Value Added Tax by employing structured questionnaires and unstructured interviews. The study indicated that appraisal data are of little or no significance in determining salary increase or in provision of bonuses and other rewards. Rater bias was however seen to be in significant (18.2%) of the appraisers admitted that their ratings were frequently influenced by a combination of objective considerations. The findings also revealed that the appraisers had no training in administering the service Staff Performance Appraisal Systems at Value Added Tax (VAT).

Dexter (1984) in an earlier study into developmental performance appraisals: An analysis of the relevant literature using a survey study design, the findings revealed that performance appraisal has not met the criteria of an employee career development performance appraisal. It highlighted that

corporation's appraisal failed to be considered developmental since the appraisal has been predominantly concerned with past performance with no provision for employee to state future developmental goals or expectations. His findings concluded that there is a conflict between the purpose of the developmental approach and corporation's purpose for performance appraisal.

Appraisal techniques

The most commonly used techniques of performance appraisal are categorised into four major groups. Robert, L., Mathis., & John, Jackson H (1994); Teel, 1977) identified it as; Category Ranking Methods, Comparative Methods, Special Methods, and Written Methods

Category rating methods

This is the simplest method of appraising performance that requires the supervisor to mark an employee level of performance on a specific form. Among the types is graphic rating and forced choice methods.

Graphic rating scales

William et al. (1994) asserts that graphic rating is a method that allows the rater to mark employee's performance on continuum. This is backed by Wayne (1996) when he observed that it is the most widely used rating method because it is easily acceptable to raters and less costly to develop when compared with more sophisticated methods. According to Davar (2003), graphic rating is a method in which the individual is assessed on the quality or quantity of his work

17

as well as other factors which vary with the job but includes personal traits such as cooperation, loyalty, reliability as well as specific items such as communication. In continuing, Raymond et al. (2004) explained that is a method of performance measurement that list traits and provides a rating scale for each trait. They indicated that the employer uses the scale to indicate the extent to which an employee displays each trait. The major drawback of this method is that it leaves to the particular manager the decision about what is excellent knowledge or commendable judgment or poor interpersonal skills.

Forced - choice rating

Swan (1991) describes forced choice ranking as the tasking of the rating manager to rank employees reporting to them relative to other employees. This method is not popular outside the military service. To Schweiger and Summers (1994), forced ranking should be used as a higher level ranking occurring after actual appraisal methods has been used. Anthony et al. (1999) in support, describe the method as a scale designed to increase objectivity and decrease subjectivity in ratings by camouflaging the best responses. Often the weights are not disclosed to the rater so that he cannot play favorites.

Davar (2003) draws on the notion that force choice is a method where a rater is asked to select from among group of statements the one which best fits the individual who is being rated. Thereafter, the statements marked are weighted or scored. People who get higher scores are considered better performers. The

shortfall of this is the difficulty in developing items that are not related to performance but that appear to be.

Comparative methods

This method of appraisal requires that managers compare the performance of their employees against one another. Forced distribution and Paired comparison are discussed as examples of this method.

Forced distribution

Wayne (1996) stated that this method compares employees to each other and that the overall distribution of ratings is forced into a normal, or bell shaped curved under the assumption that a relatively small portion of employees are truly outstanding, a relative portion is unsatisfactory, and everybody else falls in between. In their view William et al., (1999); Raymond et al. (2004) this is a method of performance measurement that assigns a certain percentage of employees to each category in a set of categories. The categories could range from exceptional, exceeds standards, meets standards, room for improvement and not acceptable. They point out that the strengths of this method is, that it is very useful when large number of employees must be rated. This also eliminates clustering at the top (rater leniency), at the bottom of the distribution (rater severity), and in the middle (central tendency). However it can foster a great deal of employee resentment if an entire group of employees as a group is either superior or substandard.

Paired comparison

The argument of Wayne (1996) is that paired comparison is a systematic method for comparing employees to each other usually in terms of an overall category such as their present value to the organisation. William et al. (1999) builds on Wayne's (1996) view by indicating that when comparison method is used, the evaluator compares all possible pairs of subordinates on their overall ability to do the job. The rater's task is to choose the better of each pair, and each employee's rank is determined by counting the number of times she or he was rated superior. They indicated that the advantage of the use of the paired comparison method is that it gives more information about an individual employee than the other ranking methods. The major drawback however is the large number of comparisons that must be made. Also, it may be subjected to legal challenges as comparisons are made on overall basis but not in terms of specific job behaviors or outcomes.

Special methods

Special methods are result oriented which seeks to measure the performance of employees by examining the extent to which predetermined objectives are met. The notable examples are the Management by Objectives (MBO) and the Behavioural Anchored Rating Scale (BARS) methods.

Management by objectives

To Stewart and Stewart (1987) MBO works well if sufficient effort is invested, especially in a sales or production environment where objectives can easily be quantified. Swan (1991) describes Management by Objectives (MBO) as an Objectives and goal setting or work planning and review instrument. According to Robert, L., Mathis., & John, Jackson H (1994) MBO is a system of guided self- appraisal called appraisal by results, targeting coaching, work planning and review, performance objectives, and mutual goal setting. Livinston (2005) stated that the essence of MBO lies in an effort to be fair and reasonable to be able to judge performance more carefully.

Behavioural Anchored Rating Scale (BARS)

Some researchers (Swan, 1991; Schweiger & Summers, 1994) highlighted that the "BARS" method is based on a thorough and vigorous job analysis of each job that the system will be applied to. Robert, L., Mathis., & John, Jackson H (1994) extends this idea of "BARS" as a system that describes examples of good or bad behavior. They explained further that, these examples are "anchored" or measured against a scale of performance. This builds on the critical incidence and graphic rating approaches of appraisal.

 In support, William et al. (1999) stated that BARS is a sophisticated method of evaluating employee performance based on behavior rather than attitudes or assumptions about motivation or potential. It is a numerical scale anchored by specific narrative (positive or negative behavioral performance).

Similarly, Raymond et al. (2004) postulate that "BARS" is a method of performance measurement that rates behaviour in terms of a scale showing specific statements of behaviour that describes different levels of performance. All the authors are unanimous that BARS method intends to define performance dimension specifically, using statement of behavior that describes different levels of performance. The statements are anchors of the performance levels.

Written methods

This method allows the appraisers to prepare written statements about the employee being appraised highlighting specific strengths and weakness of the personnel and suggest a course of action. Critical incidents and Free form appraisal are among the types.

Trait/critical incidents appraisal

Swan (1991) stated that critical incidence revolves around a list of personality traits or qualities such as problem solving skills. Swan (1991) added that the rating manager adds a numeric value to each item indicating to which extent the individual possess this trait/quality. According to William et al. (1999) critical incident is a written description of a highly effective or highly ineffective performance.

Raymond et al. (2004) builds on it in defining critical incidence as a method of performance measurement based on managers records of specific examples of the employee acting in ways that are either effective or in effective.

The method contains a list of traits such as initiative, reliability, and co-operation, problem solving ability, punctuality, technical competence, motivation, and adaptability usually used as a proxy for performance. On the contrary, Coutts & Schneider (2004) state that the trait focused approach has been proven to be biased, ineffective for purposes of employee feedback and legally unjustifiable.

The Essay Appraisal or "Free – form" appraisal

Margulis and Swan (1991) stated that in this method, the rater is required to write a paragraph on the subordinate's strengths, weakness and so on. Margulis and Swan (1991) indicated that in some cases, the appraiser writes statements or complete essay on the performance of the appraisee during the assessment period which highlights on specific weakness and strengths of the staff. This is supported by Wayne (1996) in describing it as an absolute system of rating in which a rater describes in writing an employee's strengths, weakness, and potential, together with suggestions for improvement. Miller (1991) explained further that this method of appraisal is open ended, very flexible and permits the appraisers to examine almost any relevant issues or attribute of performance.

Factors to consider in appraisal

Factors that are judge in an appraisal tend to fall into two categories. Objective judgments and Subjective judgment. William et al. (1999) claims that objective judgment is the best strategic choice for an organisation in the formal appraisal system. William et al. (1999) contend that the employee is rated on

23

behavior rather than attitude, because in the legal stand point behaviours are easier to defend. In the view of John, Newstrom, and Liester, Brittle (2000) objective factors focus on hard facts and measurable results in terms of quantities, quality, and attendance in evaluating performance against specific standards.

For authors such as William et al. (1999) subjective method is desirable when identifying characteristics that are difficult to quantify such as communication skills or management potential. Similarly, John, Newstrom, & Liester, Brittle (2000) view subjective factors as those factors that tend to represents opinions, such as those about attitude, personality, and adaptability in evaluating how well an employee performs in general. John, Newstrom, & Liester, Brittle (2000) however stressed that the formal appraisal system should contain both objective and subjective measures of performance.

Appraisal responsibilities

Robert, L., Mathis., & John, Jackson H (1994) points out that the appraisal process can be very beneficial to the organisation and the individuals if done properly. Robert, L., Mathis., & John, Jackson H (1994) indicated that timing of the appraisal is very important. Managers should conduct appraisal once or twice a year and for new employees, an appraisal of 90 days after employment, and again at six months, and annually thereafter. John, Newstrom and Liester, Brittle (2000) indicated that twice a year for a formal performance appraisal would be a happy medium. John, Newstrom and Liester, Brittle (2000) added that employees'

behavior should be monitored routinely and compliment or criticise it on a timely basis.

Purpose of performance appraisal

What is measured and how it is measured should depend on the reasons for collecting the data. Mastrofski & Wadman, (1991); Robert, L., Mathis., & John, Jackson H (1994) identify three major uses of performance appraisal as discussed below.

Compensation administration

Pratt (1986) postulates that organisations either directly link the appraisal to salary reviews where the score obtained at the appraisal affects the increase obtained. The argument of Robert, L., Mathis., & John, Jackson H (1994) is that Performance appraisal serves as the link between the rewards an employee hopes to receive on his or her productivity. The linkage can thus be thought of as productivity, performance, and rewards. A failure in the link will lead most productive employees receiving less reward that could result to perceive inequity in the work place.

In buttressing this view, Edmonstone (1996) and Longenecker (1997) commented that appraisal should form the foundation for remuneration and reward based on performance. Grote (2000) in agreeing indicated that to transform the organisation from "best- effort" into result driven organisation, then performance appraisals should be used to reward best performers and directly target poor performers for improvement/termination.

To Raymond et al. (2004) administrative systems refers to the ways in which organisations use the systems to provide information for day-to-day decisions about salary, benefits, and recognition programmes. This approach to compensation is to ensure that increase in salary should be given to merit rather than seniority. In this system the manager's role is an evaluator of subordinates and the focus is usually on comparison of performance level among individuals.

Development purpose

Schweiger and Summers (1994) indicated that developmental purpose of performance appraisal are either judgmental where employees are categorised as good performers or poor performers or developmental outcomes which involves the process of enhancing the employee skills. Robert, L., Mathis., & John, Jackson H (1994) point out that performance appraisal has a developmental use when feedback is communicated to personnel in areas where they are doing well and where improvement is needed. Robert, L., Mathis., & John, Jackson H (1994) added that the developmental purpose is seen in positive reinforcement of behaviors the organisation desires.

In the view of Wayne (1996) appraisal feedback identifies and establishes objectives for training programmes. It also serves as a form of personal and career development. According to Raymond et al. (2004), the development purpose serves as a basis for developing employees' knowledge and skills. Performance feedback makes employees aware of their strengths and weakness and those

employees who meet their expectations can become more valuable when they discuss performance feedback.

Other administrative decisions

Olson (1981) indicated that Performance Appraisal provides a flow of job relevant information to enhance future managerial decisions on job assignments, promotions, transfers, and termination. McGregor (1957) in the classification of Performance Appraisal objectives, McGregor (1957) highlighted the administrative objective as providing an orderly way of determining promotions, transfers, and salary increase. McGregor (1957) linked this objective to the communicative objective of performance appraisal in providing management performance data of employees and their perceive strengths and weakness.

Robert, L., Mathis., & John, Jackson H (1994) points out that, other administrative decisions include several uses of performance appraisal such as promotion, termination, layoffs and transfer assignments decision often are made on the basis of performance. In the view of Wayne (1996), it serves as a key input for administering formal organisational reward and punishment system. In his view, layoffs, transfers, promotions can be justified in formal performance appraisal system in the organisation. It can thus be said that the system serves as a test validation by correlating appraisal result to justify both promotion and demotion based on the difference in performance. The data gotten provide the basis for management decision on issues of succession planning.

Who should evaluate performance?

In the words of Wayne (1996); Raymond et al. (2004) the most fundamental requirements to qualify for this task, a person should have an understanding of the job requirements and the opportunity to observe the ratee's job performance over a reasonable period of about six months .To them, they suggest these possible raters.

Line Manager

According to Robert, L., Mathis., & John, Jackson H (1994) the employee's immediate supervisor is the most qualified person to evaluate the employee's performance realistically, objectively, and fairly .The unity of command notion comes into play here. Raymond et al. (2004) continue that the supervisor is probably the most familiar with the individual's performance and in most jobs, has the best opportunity to observe actual job performance. Price (2004) contends that the immediate supervisor is the best person to relate the individual performance to organisational and departmental objectives.

Peer Assessment

According to Price (2004) this is where fellow team members, departmental colleagues or selected individuals with whom an employee has working relations provide assessments. In the view of (Robert, L., Mathis., & John, Jackson H, 1994; William et al. 1999) peer interactions are an excellent source of information about performance in a job where the supervisor does not

often observe the employee. In Jobs such as outside sales, law enforcement, and teaching, the immediate supervisor may observe a subordinate actual job performance only rarely and indirectly, through written reports. Raymond et al (2004) in a study reasons that peers have excellent knowledge of job requirements and bring different perspectives to the evaluation and can provide extremely valid assessment of performance. The major disadvantage of this method is that peer bias can arose when rivalries exist between friends. However, it can be overcome by requiring input from a number of colleagues.

Subordinate Assessment

The claim of Raymond et al. (2004) is that subordinates reporting to the manger often have the best chance to see how the manager treats employees. Subordinates know at firsthand the extent to which the supervisor actually delegates, how well he or she communicates, the type of leadership style he or she is most comfortable with, and the extent to which he or she plans and organises. In the view of Robert, L., Mathis., & John, Jackson H, (1994) this approach is used mostly in large organisations and in universities and colleges where students evaluate professor's performance in the class-room. Its weakness stems from the fact that subordinates are reluctant to say negative things about supervisors unless in anonymity.

Self Assessment

Robert, L., Mathis., & John, Jackson H, (1994) indicate that it is a self development tool that forces employees to think about their strengths and weaknesses and set goals for improvement. Price (2004) describes self-assessment as individuals assessing themselves against rating criteria or targeted objectives while Raymond et al. (2004) pointed out that no one has a greater chance to observe the employee's behavior on the job than does the employee. The opportunity to participate in the performance appraisal process, particularly if appraisal is combined with goal setting, improves the ratee's motivation and reduces her or his defensiveness during the appraisal interview. The obvious problem with self rating is that individuals have the tendency to be more lenient, more biased, and to show less agreements with the judgments of others. To overcome this, self appraisal should not be used for administrative purpose but for counseling and development.

Clients Assessment

According to William et al. (1999), the customer is in a perfect position to provide performance feedback in service organisations. Raymond et al. (2004) extend this idea when they observed that services are often produced and consumed on the spot, so the customer is the only person who directly observes the service performance and therefore, may be the best source of performance information. They stated a gain that this form of evaluation is relevant both in determining employee performance and for helping to determine whether the

organisation can improve customer service by making changes in the HRM activities such as training and compensation. The weakness of this approach is the high cost involved in its implementation.

Computer Aided Assessment

       William et al. (1999) indicated that, Computer Aided Assessment involves the use of computers to monitor, supervises, and evaluates employee performance electronically. They stated that evidence abound that employees spend a lot of time unsupervised by their bosses. Raymond, et al. (2004) continues that companies use personal computers to monitor productivity and other performance measures electronically. The benefits of computerised assessments include response-outcome dependency, effective feedback vehicle, and objective documentation. Despite these benefits, some law makers have viewed it as a serious invasion of privacy.

Appraisal policies in Mfantseman Municipal Assembly

       The policy on performance appraisal of the Mfantseman Municipal Assembly is an annual norm and non confidential. The procedure is developed by the chief personnel officer of the Municipal Assembly. This requires the setting and discussion of individual targets jointly by the appraisee and the reporting officer at the beginning of the year. The policy is that every senior and junior officer of the assembly must be appraised once every year.

Organisational responsibilities

In the frame work of the civil service organisations, the District Chief Executive (DCE) is the highest personnel at the District, Metropolitan and Municipal levels and has the responsibility to counter sign and comment on all appraisal of personnel in the Municipal Assembly Staff Performance Appraisal (SPA); Section 5 of the SPA of the Assemblies. The coordinating directors are the chief administrative officers of the assemblies and as such, are technocrats. The coordinating director is responsible for the smooth running of the assemblies. They super see all the units in the assembly and have the responsibility as the reporting officer and to comment on appraisal results of personnel in the various units Staff Performance Appraisal (SPA); Section 5b of the SPA of the Assemblies.

The Chief Personnel Officer is the custodian of appraisal results and disburser of appraisal forms. He is responsible for timely implementation of the appraisal process as required in the policy governing employee performance. The unit heads are the direct line managers who are operating in the various departments. Their responsibility is to assist their line subordinates to formulate their objectives and targets at the end of the year. The line managers are to appraise them against agreed targets set jointly by the supervisor and the employee in the following year (Section 4 of SPA).

Limitations of performance appraisal

Hallo and Horns Effect

According to William et al. (1999) hallo effect occurs when the rater allows a characteristic (positive) of the employee to over ride a realistic appraisal of other characteristics. An employee who always comes to work on time, a supervisor might allow this positive characteristic to influence his or her evaluation of this employee on other dimensions. This employee could be judge as a good performer not because of actual performance but because of the hallo effect. Raymond et al. (2004) indicated that Horns has to do with a rating error that occurs when the rater responds to one negative aspect by rating an employee low in other aspect. In this instance, a worker who is tardy, a rater can take this as a sign of inability, lack of motivation, and lack of responsibility to follow through his responsibility.

Stereotyping

According to William et al. (1999) stereotyping occurs where the rater places an employee into a class or category based on one or few traits or characteristics. A worker may be stereotyped as being slower, difficult to train, and unwilling to learn new approaches. In the view of Davar (2003) appraisals are in fact opinions, difficult to remove from them (raters) the subjective elements in making their judgments. Stereotyping is a major perceptual error which could negatively affect the overall performance evaluation.

Recency error/Attribution

William et al. (1999) stated that attribution is a rating error where the rater assigns causation for another behavior. A supervisor attributing an employee's good performance to external causes such as luck, holding an easy job, or receiving help from co workers are but few examples of attribution. Recency error occurs when performance is evaluated based on performance information that occurred most recently. In the words of Miller (1991) our ability to recognised real ability is contaminated by what we come to call the smile factor. Organisations seeking leaders for major responsibilities were apparently confusing demonstrated leadership with some of the behavioral characteristics which some leaders exhibited. Recency errors are more likely to occur when there is a long period of time between performance evaluations.

Central tendency error

According to William et al. (1999) this error occurs when the rater avoids the extremes of the performance scale and evaluate most employees somewhere near the middle of the scale. In their view, this error leads to most of the employees being rated as "average". Raymond et al. (2004 describe central tendency error as incorrectly rating of all employees at or near the middle of the rating scale. Employees are thus grouped together at the low, mid-point, or high end of the scale, and it is virtually impossible to differentiate performance levels among employees.

Leniency/strictness error

Raymond et al. (2004) view leniency as a rating of assigning inaccurately high ratings to all employees. Similarly, Raymond et al. (2004) agreed that strictness error occurs when the rater erroneously evaluate most employees unfavorably. In this case, a supervisor may simply want to appear "tough" or may have unrealistic expectations on performance. To William et al. (1999) leniency is an error in which most employees receive very favorable ratings, even though it is not warranted by their performance, this could be as a result of the supervisor being uncomfortable to confront an aggressive employee or just to avoid conflicts. In furtherance, William et al. (1999) stated that strictness error has to do with giving low ratings to all employees, holding them to unreasonable high standards.

Remedies in performance appraisal

Most researchers (William et al., 1999; Raymond et al., 2004) have come out with some remedies to the challenges in performance appraisal. Some of these remedies are discussed below.

Personal comparison systems

William et al. (1999) is of the view that using human resource comparison performance appraisal method can help alleviate most errors; that in comparing ratees, the evaluators will have the chance to rate the behavior of personnel rather than judge them which could remedy halo, leniency and strictness errors. To

Robert, L., Mathis., & John, Jackson H, (1994) they suggested that more useful information could be available if a committee of supervisors rates personnel.

Training of supervisors

Robert, L., Mathis & John, Jackson H, (1994) again observed that, training of appraisers and guarding against the tendency to reduce appraisal to power relations is very important. In addition, training should focus on minimising rater errors and providing a common frame of reference on how raters observe and recall information. They argue that training gives appraisers confidence in their ability to make appraisal and handle appraisal interviews. In the view of William et al. (1999) specialised training giving to supervisors and the avoidance of scales that are tied to performance standards could help reduce errors.

Giving performance feedback

Raymond et al. (2004) indicated that managers and others who measure employee's performance must provide them with feedback. In their view, it is only after the employee has received feedback can him or her begin to plan how to correct any shortcomings. Feedback should be timely and the approach should be "tell –and-listen" where the manager tells the employees their ratings and then let the employees explain their side of the story. Letting employees voice their opinions improve job satisfaction and general acceptability of the appraisal system. However, Adae (2006) defines feedback as comments about how well or badly someone is doing something, which is intended to help them to do it better.

Conceptual framework

The conceptual framework for performance appraisal in the Mfantseman Municipal Assembly (MMA) describes the shared vision of the Assembly. Focusing on human resource outcomes that seeks to prepare professional civil servants capable of applying knowledge and skills in identifying and solving problems in increasing, dynamic and complex decentralised institutions. The HR outcomes reflects in quality service delivery, professionalism, and increase in productivity of personnel. This framework reflects the assumption that evaluating performance appraisal would enhance the attainment of the goals of the organisation.

The model consists of five interdependent, and interrelated interacting components which the Assembly view as essential for shaping skilled and responsible personnel who can make a positive impact on the job. The outer square represents the assumptions that prospective employee brings to the Assembly their own values, knowledge and skills which must be re-oriented in the context of appraisal notice, setting objectives, evaluating the objectives and giving appraisal deadlines to personnel. This component of the conceptual model embraces the Assembly initial commitments to the preparation of employees to learn new ideas that is consistent with the Assembly service delivery policy.

The second component of the model indicates the setting in which the assembly interacts with the personnel in providing useful context for measurable performance. This context encompasses the general competence necessary for

effective delivery. These areas are appraisal techniques, limitations, and remedies of appraisal. The third and fourth components of the framework are the overlapping rectangles above and under the second component, representing the decision making context by the Assembly which embraces training and development, promotion and management succession on one hand, and non-promotability and termination on the other hand. This aspect is critical and must be handled professionally. The fifth component represents HR outcomes. All the other components of the model lead to the achievements of the desired HR outcomes. The outcome is service quality, professionalism in service delivery, and increase in output. The major causes impeding personnel delivery will be identified at the end of the study.

Management Succession
Promotion
Training and Development

Appraisal Notice
Objective Setting
Evaluating
objectives
Appraisal Deadlines

Appraisal Techniques
Appraisal Limitations
Appraisal Remedies

HR OUTCOMES
Quality Service
Delivery
Professionalism
Increased
Productivity

Termination
Non- Promotability

Feedback
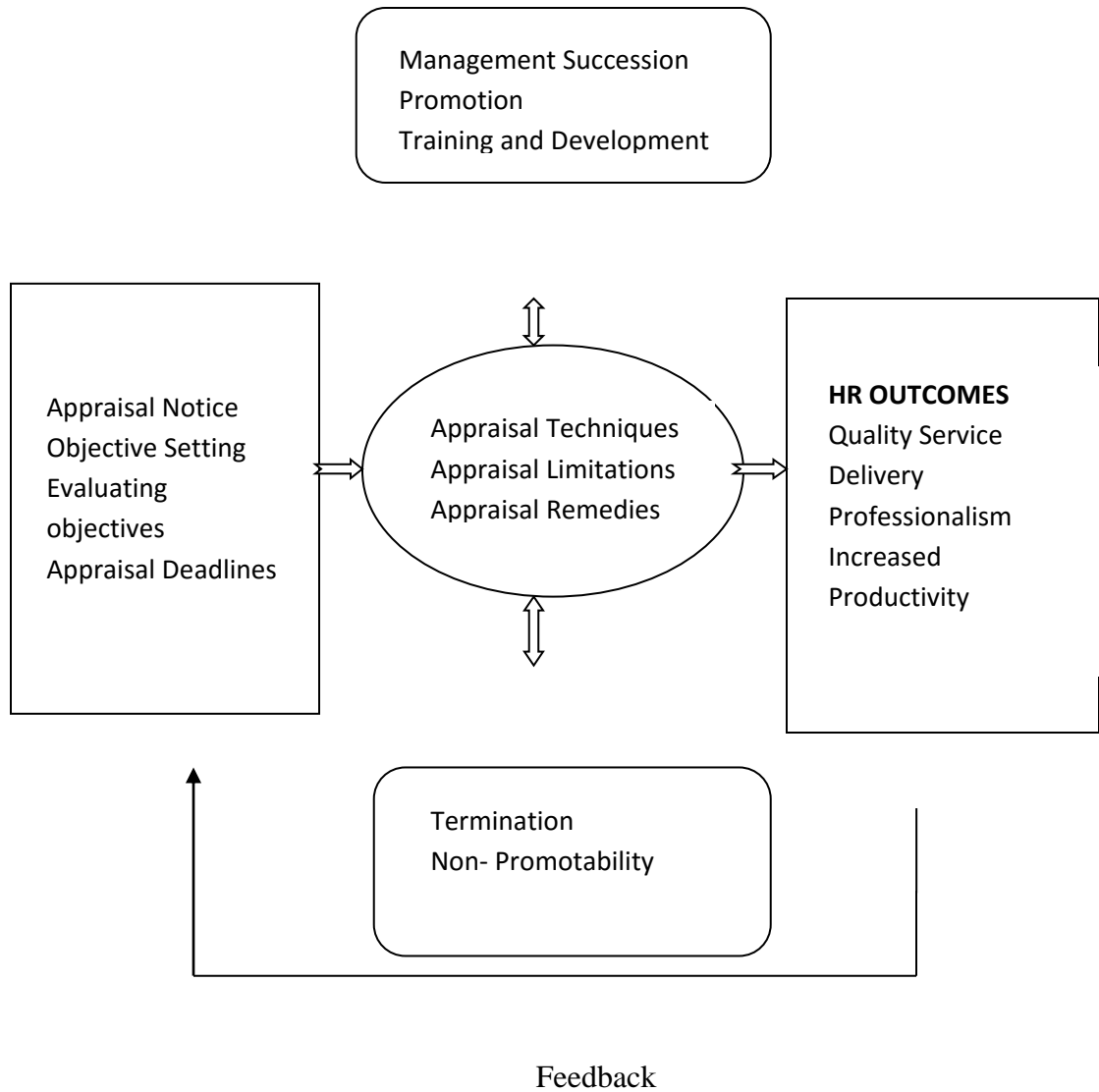
Figure 1: Conceptual framework for performance appraisal in the Mfantseman Municipal Assembly

Source: Authors construct

CHAPTER THREE

METHODOLOGY

Introduction

This chapter is focused on the design and measurement used for the study. It described the various procedures and processes that were employed to collect the data and the method of analysis used. It also contains discussions on the research design, the target population, the sample, the research instrument, validity of the instrument, pilot study, method of data collection, fieldwork ,field challenges and data analysis.

Research design

The research design that was used in conducting the study was the survey method. A survey method was found to be most appropriate because of the fact that it offers a greater opportunity to explain the links between performance appraisal systems and personnel output. This is because surveys estimate the opinions, characteristics, or behaviors of a particular population by investigation of a representative sample. This is done by administering questionnaires to many people to obtain information about a particular topic. Both open and closed-ended questions were used to elicit information on performance appraisal system.

Target population

The target population that forms the focus of the study is the personnel of the Mfantseman Municipal Assembly in Central Region. As at the time of the study, the records of the Assembly revealed that there were 102 employees working there and out of which 39 were females and 63 were males. The target population was made up of varied educational levels and also between senior grade and junior grade. The rationale for choosing the target population was to ensure that varied opinions from varied groups are collated in relation to the problem under investigation.

Sampling

Both purposive and simple random sampling techniques were used. The purposive sampling technique, which is a non-random sampling method, was applied to heads of department to obtain relevant information. The simple random sampling technique was applied to the remaining respondents. This was chosen as a result of its advantages and the consequent strength of the inferences.

Sampling for ten heads, seventy officers at the Assembly gives a stronger assurance of being representative of the population. Authorities in sample size determination such as Kirk (1995) indicated that, for a population of (100 to 109) required a sample size of 80 to be representative. In totality, 80 structured and unstructured questionnaires were administered. Out of which 70 were randomly

selected from the department, and units of the Assembly. The other 10 of the questionnaires were purposively administered to heads of departments who are directly linked to the processing of performance appraisal procedures.

Instrumentation

The research instrument was designed by the researcher himself, since the study was to assess the performance appraisal system and personnel output, the items were designed to suite the objectives of the study. The main research tool was the questionnaire. The Appraisee questionnaire consisted of 40 items and the Appraisers questionnaire had 39 items; both open-ended and closed-ended questions was used. Part one solicited participants' background information. Part two dealt with practice of appraisal. Part three is on understanding of appraisal. Part four dealt with the frequency of appraisal and feedback and part five is on the use of performance appraisal.

Pilot-testing of instrument

To establish the validity of the instrument, the questionnaire was administered to the staff of Ghana Education Service. Forty copies of the questionnaires were randomly distributed to both senior and junior staff. Out of this number, thirty five completed questionnaires were retrieved. Though there was a general consensus to return the filled questionnaire within three weeks from the day it was distributed, it took about one month to retrieve all the thirty five copies.

Validity of the instrument

According to Sarantakos (2005), validity is a property of a research instrument that measures its relevance, precision, and accuracy. Validity tells the researcher whether an instrument measures what it is supposed to measure and whether this measurement is accurate and precise. The relevance of the questionnaire was determined before it was used for data collection. The instrument was given to the supervisor of this work to vet and it was further pre-tested using Officers of the Ghana Education Service at Saltpond. The instrument was reviewed based on the comments made on its quality.

Data collection procedure

A pilot test was carried out at the offices of the Ghana Education Service at Saltpond. The purpose of the study was explained to the respondents. The respondents were each given a questionnaire to respond to which was later collected within a month. Where some of the respondents especially the Heads found some of the items difficult to answer, the researcher took time to guide them to provide answers to those items.

It was a vital instrument by which statements were made about specific population. Information from secondary data such as libraries, performance appraisal forms was also assessed. The appraises and appraisers were provided

with different set of questions. Although there were two different questionnaires some of the items were similar.

Field work

This is the means by which data was collated from the respondents. Self administered questionnaire was the method used to solicit the data.The senior and Junior staff of the Assembly was the target for the study. In all 80 questionnaires made up 39 items for the Appraisser's and 40 items for the Appraissee's was given to departmental heads to be given to the respondents. It took one month to administer and to retrieve the questionnaires. The questionnaires were hand-delivered on 4th June, 2011 and was collected on the 15th July, 2011.

Field challenges

Most of the subordinates were reluctant to fill the questionnaires. They thought it might lead to disclosure of confidential information. This was a major setback. To minimise this setback, I had to explain to them that it was solely for academic purpose and all information provided would be treated confidential.

Data analysis

The data collected was sorted and coded. The information gathered in the study was analysed using the descriptive and statistical analysis in the form of frequency tables and percentages. Serials and code numbers were given to each item on the questionnaire for easy identification before scoring them. All

responses were coded according to the various performance appraisal systems. After the collection of data, the Statistical Product and Service Solutions (SPSS) version 17.0 was used to analyse and report final data. Tables and percentages were used for data analysis where each helped to give a vivid impression of the information it sought to elucidate. The results were presented in a form of frequency and it served as a guide to make the final analysis.

Ethical consideration

Ethical issues such as appropriate methodology, inferences, conclusions and recommendations were followed. These practices were based on the actual findings, complete and accurate research reports. Respondents' right to the free consent, informed consent, confidentiality, privacy and the right to anonymity were followed.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The issues addressed in this chapter are socio-demographic characteristics of the respondents, promotion of personnel on the basis of Performance Appraisal System, practice of Performance Appraisal Systems in identifying training needs in the Municipal Assembly and effect of Appraisal on termination of job in the Municipal Assembly. The data gathered from the survey was also presented and analysed in this chapter. Frequency tables, cross tabulations and percentages across Appraisees and Appraisers were used for the presentation of the results.

Socio-demographic characteristics of the respondents

The main socio-demographic characteristics addressed were: staff category, age, academic qualification, gender and respondents departments.

Table 1: Staff category in grade

	Appraisees		Appraisers		Total	
Category	f	%	f	%	f	%
Senior officer	8	11.1	10	100	18	23.0
Junior officer	62	88.9	0	0	62	77.0
Total	70	100.0	10	100	80	100.0

Source: Field survey, 2011

Table 1 indicates that there were 80 respondents in the sample and out of these 70 were appraisees and 10 were appraisers. While 23 percent were senior officers, 77 percent were junior officers. Of the 70 appraisees, about 89 percent were junior officers while about 11 percent were senior officers. All the appraisers were senior officers. This result was expected as it is normal that senior officers appraise their junior officers.

The ages of the respondents were grouped according to the demographic classification of ages. The minimum and maximum ages were 29 and 65 years old respectively. Respectively, Table 2 reveals that most (73.7%) of the respondents were aged between the ages of 29 and 39 years with more (37.5%) belonging to the 30-34 age group. Of the 70 appraisees, 38.6 percent were in the 30-34 age group compared with 30 percent of the appraisers who were also aged between 30-34 years.

Table 2: Age distribution of respondents

Age	Appraisees		Appraisers		Total	
	f	%	f	%	f	%
24-29	13	18.6	0	0.0	13	16.2
30-34	27	38.6	3	30.0	30	37.5
35-39	15	21.4	1	10.0	16	20.0
40-44	3	4.3	2	20.0	5	6.3
45-49	6	8.6	2	20.0	8	10.0
50-54	5	7.1	1	10.0	6	7.5
55+	1	1.4	1	10.0	2	2.5
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

None of the appraisers was age between 24-29 years old. However, the overall age distribution of the respondents suggests that there were more young people in the Mfantseman Municipal Assemble. The findings reveals that promotions to higher office is by long service rather than skills and experience as it can be seen that all the appraisers are above age 35.

Table 3 shows that the majority (61.3%) of the respondents were male while 38.7 percent were female. Furthermore, there were more male appraisers (80.0%) than male appraisees (58.6%) and more (41.6%) female appraisees than female appraisers (20.0%). The high proportion of male in the sample is a reflection of the fact that most organisations in Ghana are generally male dominated.

Table 3: Sex of respondents

Sex	Appraisees		Appraisers		Total	
	f	%	f	%	f	%
Male	41	58.6	8	80.0	49	61.3
Female	29	41.6	2	20.0	31	38.7
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

With regard to academic qualification, most (36.3%) of the respondents had Higher National Diploma with more of both appraisers (50.0%) and appraises (34.3%) being at this level of education. The rest together (63.7%) had elementary and university education including first degree and above. The level of education of the respondents may be described as high given that about 73 percent of the respondents had first, second degrees or Higher National Diploma (Table4).

Table 4: Academic qualification of respondents

	Appraisees		Appraisers		Total	
Highest academic qualification	f	%	f	%	f	%
Elementary (Basic)	22	31.4	0	0.0	22	27.4
Higher National Diploma	24	34.3	5	50.0	29	36.3
First degree	21	30.0	0	0.0	21	26.3
Second degree/phd	3	4.3	5	50.0	8	10.0
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Table 5 shows the distribution of respondents across six departments. It is clear from this table that the majority (72.5%) of the respondents were from the Central Administration while only one respondent was from the works department. Furthermore, there were more appraisees (78.6%) than appraisers (30.0%) from the Central Administration. The high proportion of respondents in the sample from the Central Administration is not surprising, for in many organisations in Ghana, it is common to find that most of the workers belong to the Central Administration, perhaps, it is the hop around which most activities of the oraganisation occur hence the need for more hands.

Table 5: Department of respondents

Department	Appraisees		Appraisers		Total	
	N	%	N	%	N	%
Audit	4	5.7	1	10.0	5	6.3
Central Administration	55	78.6	3	30.0	58	72.5
Finance	6	8.6	1	10.0	7	8.8
Personnel	2	2.9	2	20.0	4	5.0
Planning	2	2.9	2	20.0	4	5.0
Works	1	1.3	1	10.0	2	2.4
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

With regard to who evaluates performance (Table 6), 46.3 percent of the respondents reported that it was their superior boss who evaluates their performance with more of both appraisers (50.0%) than appraisees (45.7%), an indication that their superior boss did the evaluation of their performance. The rest together (33.8%) indicated that it was either the immediate boss or self appraisal. Also, more (44.3%) of the appraisees than Appraisers (40.0%) reported that their immediate boss evaluates their performance. This has some implication for staff motivation and rewards. This finding corroborates with the literature of Murphy et al. (1991) and Price (2004) as it revealed that employee evaluation should generally be done by the corresponding manager or supervisor.

Table 6: Category of respondents and evaluation of performance

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Immediate boss	31	44.3	1	10.0	32	40.0
Superior boss	32	45.7	5	50.0	37	46.3
Self appraisal	7	10.0	4	40.0	11	13.8
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

On the issue of relevance of appraisal, most (85%) of the respondents reported that it was essential to do it. All the appraisers share the view that appraisal is necessary. This is to be compared with about 83 percent of the appraises who also felt that appraisal was relevant. About 16 percent of the

appraisees said that appraisal was necessary but not essential. For the majority of the respondents to report that appraisal was relevance shows the extent to which appraisal system in the Mfantseman Municipal Assembly is being used to evaluate staff performance. This finding is consistent with Fletcher (2001) as he opined that appraisal is obviously part of strategic integration of human resource activities and business policies.

Table 7: Category of respondent and relevance of appraisal

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Essential	58	82.9	10	100.0	68	85.0
Necessary but not essential	11	5.7	0	0.0	11	13.8
Not necessary	1	1.4	0	0.0	1	1.3
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Table 8 shows views of the respondents on the regularity of performance appraisal in the Mfantseman Municipal Assembly. About 43.8 percent of the respondents indicated that performance appraisal in the Assembly is carried out quarterly with more (47.1%) of the appraisees than appraisers (20%) indicating that the exercise is on quarterly. Another group of respondents (37.5%) were of the opinion that performance appraisal in the Mfantseman Municipal Assembly was done annually. In this case, more (80%) of the appraisers than appraises

(31.4%) reported that performance appraisal in the Mfantseman Municipal Assembly was done annually. Clearly, it appears that performance appraisal in the Mfantsiman Municipal is conducted as and when need arises since both appraises and appraisers seems to be saying that it depends on when one's appraisal is due. This finding is consistent with the literature of Robert, L., Mathis., & John, Jackson H (1994) stressing on timing of appraisal and that managers should conduct appraisal once or twice a year and that for new employees an appraisal of 90 days after employment and again at six months, and annually thereafter.

Table 8: Category of respondents and regularity of performance appraisal

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Annually	22	31.4	8	80.0	30	37.5
6 Monthly	4	5.7	0	0.0	4	5.0
Quarterly	33	47.1	2	20.0	35	43.8
Monthly	9	12.9	0	0.0	9	11.3
More regularly than monthly	2	2.9	0	0.0	2	2.5
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Table 9: Category of respondents and involvement in target setting improves performance

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Fully involved	58	82.9	10	100.0	68	85.0
Involved	11	15.7	0	0.0	11	13.8
Some how involved	1	1.4	0	0.0	1	1.3
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

To the suggestion that staff involvement in target setting would improve performance, Table 9 shows that the majority (98.8%) of the respondents, (both appraisers and appraises) stated that staff were either fully involved or involved in target setting to improve their performance. Only one appraisee reported that staff were somehow involved in target setting to improve their performance. According to the literature, this finding is similar to Dessler (2000) which describe appraisal as a process of creating work standards and giving feedback to employee so as to motivate him or her to improve the job performance or eliminate performance deficiency.

Another issue relating to objective one was that appraisal improves performance. In response to this suggestion, Table 10 shows that together 93.8 percent of the respondents with 70 percent of the appraisers and the majority

(97.2%) of the appraisees stating that appraisal improve performance. However, there were more (30%) of the appraisers than the appraisees (2.9%) who strongly disagreed that appraisal improves performance. This finding is consistent with the literature of Halachmi (2005). As it indicated that employees will achieve their targets if they know managers intend to measure results to determine success from failure.

Table 10: Category of respondents and appraisal improves performance

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	20	28.6	7	70.0	27	33.8
Agree	48	68.6	0	0.0	48	60.0
Strongly disagree	2	2.9	3	30.0	5	6.3
Disagree	0	0.0	0	0.0	0	0.0
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

When respondents were asked to indicate the extent to which they agree or disagree with the proposition that appraisal attains annual target, results of the survey as shown in Table 11 shows that together 97.5 percent of the respondents with all of the appraisers and the majority (97.2%) of the appraisees indicating that they strongly agreed or agreed that appraisal helps to attain annual target. This means that only 2.8 percent of the appraisees strongly disagreed or disagreed that appraisal did not help to attain annual target. Even though, the majority of the

respondents support the idea that appraisal helps in attaining annual target, the few respondents who did not share this view suggests that appraisal does not necessarily help to attaining annual target. This finding is similar to that of Dessler (2000) in postulating that it creates work standards and gives feedback to the employee that helps them to realise their full potential in carrying out the work.

Table 11: Category of respondents and appraisal attains annual target

Response	Appraisees		Appraisers		Total	
	Frequency	%	Frequency	%	Frequency	%
Strongly agree	17	24.3	5	50.0	22	27.5
Agree	51	72.9	5	50.0	56	70.0
Strongly disagree	1	1.4	0	0.0	1	1.3
Disagree	1	1.4	0	0.0	1	1.3
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Another aspect of objective one was to ascertain the extent to which respondents agree or disagree with the statement that appraisal outcome should be made known to subordinate. Table 12 shows that together 98.8 percent of the respondents with all of the appraisers and majority (98.5%) of the appraisees strongly agreed or agreed that appraisal outcome should be made known to subordinate. Only one of the appraisees strongly disagreed that appraisal outcome should not be made known to subordinate. For the majority of both appraisees and

appraisers to strongly agree or agree that appraisal outcome should be made known to subordinate is a reflection of the expectation of the staff of the Mfantseman Municipal Assembly that the appraisal should at all times be transparent. According to Raymond et al. (2004), this finding is consistent with the ongoing literature. They indicated that performance feedback makes employees aware of their strengths and weakness and those employees who meet their expectations can become more valuable when they discuss performance feedback.

Table 12: Category of respondents and appraisal outcome should be known to subordinate

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	12	17.1	5	50.0	17	21.3
Agree	57	81.4	5	50.0	62	77.5
Strongly disagree	1	1.4	0	0.0	1	1.3
Disagree	0	0.0	0	0.0	0	0.0
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Personnel   promotion   based on performance appraisal system

The second objective of the study was to find out whether personnel of the Mfantseman Municipal Assembly are promoted on the basis of Performance Appraisal System. Therefore, views of respondents on training on appraisal, need for refresher training, and conduct of training, place of training, understanding of appraisal system and causes of non understanding of appraisal system were sought. The responses are indicated and analysed in Table 13.

Table 13 shows that whereas 68.8 percent of the respondents fully understand or understand the performance appraisal, 33.3 percent have little understanding or do not understand the process at all.

Table 13: Extent of understanding of appraisal system

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Fully understand	14	20.0	9	90.0	23	28.8
Understand	31	44.3	1	10.0	32	40.0
Somehow						
understand	20	28.6	0	0.0	20	25.0
Not understand	5	7.1	0	0.0	5	6.3
Total	70	100.0	10	100.0	80	100.0

Source: Fieldwork, 2011

Furthermore, Table 13 also indicates that whereas 64.3 percent of the appraisees fully understand or just understand the appraisal practice in

comparison with appraisers (100%) who also fully understand or just understand the appraisal practice. On the other hand, 35.7 percent of the appraisees and none of the appraisers have little understanding or do not understand the appraisal system of the Mfantseman Municipal Assembly. The differences in the understanding of the performance appraisal by the appraisers and the appraisees could be attributed to the extent of training on performance appraisal for the two groups. This has implication for the credibility and reliability of the effectiveness and implementation of the performance appraisal system.

With respect to the appraisees who had little understanding or did not understand the appraisal system of the Mfantseman Municipal Assembly at all, the causes, in their view were of two-folds; 4 (80%) out of the 5 appraisees said that they were not trained to administer it while the remaining respondent indicated that it was a difficult task. This results buttresses Halachimi's (2005) that pointed to the fact that managers who cannot measure it do not understand it and definitely cannot control it.

Practice of performance appraisal system in identifying training needs

The third objective was to examine the practice of Performance Appraisal Systems in identifying training needs in the Municipal Assembly. The issues that were dealt with included performance appraisals is very essential, bosses are reminded for appraisal, time of the year for target setting, conduct of formal appraisal, report meet deadlines of management, causes of delays in appraisal.

On aspect of objective three was to find out the extent to which respondents agree or disagree with the proposition that performance appraisal is very essential. Responses on this issue are shown in Table 14.

Table 14: Importance of performance appraisal

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	18	25.7	7	70.0	25	31.3
Agree	49	70.0	3	30.0	52	65.0
Strongly disagree	2	2.9	0	0.0	2	2.5
Disagree	1	1.4	0	0.0	1	1.3
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Majority (96.3%) of the respondents strongly agreed or agreed that performance appraisal is very essential. Among the appraisees for instance, 95.7 percent of them strongly agreed or agreed that performance appraisal is very essential while all the appraisers strongly agreed or agreed that performance appraisal is very essential. However, only 4.3 percent of the appraisees strongly disagreed or disagreed that performance appraisal is very essential. Even though it is clear from the foregoing that the majority of both appraisees and appraisers strongly agreed or agreed that performance appraisal is very essential, the few respondents who differ in opinion suggests that not everybody is satisfied with all aspects of the performance appraisal system of the Mfanseman Municipal

Assembly. According to Storey (1989) appraisal is seen as an exercise in personal power and that it elevates the role of the supervisor by emphasising individualism and securing the social nature of work which is consistent with this results.

Another aspect of objective three was to ascertain from respondents the extent to which they agree or disagree that bosses are reminded for appraisal. From Table 15 it can be seen that over 50 percent of the respondents (53.8%) strongly disagreed or disagreed that their bosses are reminded for appraisal. Among the appraisees for instance, 51.4 percent strongly disagreed or disagreed that bosses are reminded for appraisal. Similarly, 70 percent of the appraisers strongly disagreed bosses are reminded for appraisal. This means that the bosses at the Mfantseman Municipal Assembly knew of the appraisal schedule in place. This results is similar to that of Kamal (2006) in analysing appraisal system of Ghana post, the findings revealed that the staff were fully aware of the scheme.

Table 15: Bosses are reminded for appraisal report

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	2	2.9	3	30.0	5	6.3
Agree	32	45.7	0	0.0	32	40.0
Strongly disagree	3	4.3	7	70.0	10	12.5
Disagree	33	47.1	0	.0	33	41.3
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Table 16 shows views of respondents on the regularity of conduct of formal appraisal in the Mfantseman Municipal. Most (52.5%) of the respondents indicated that conduct of formal appraisal in the Mfantsiman Municipal is carried out annually with more (80.0%) of the appraisers than appraisees (48.6%) also indicating that the exercise is conducted annually. Another group of respondents (32.5%) were of the opinion that conduct of formal appraisal in the Mfantsiman Municipal was done quarterly with most (34.3%) of the appraises than appraisers (20%) reporting that conduct of formal appraisal in the Mfantsiman Municipal was on quarterly basis. This results is similar to that of Robert, L., Mathis., & John, Jackson H (1994) stressing on timing of appraisal and that managers should conduct appraisal once or twice a year and that for new employees an appraisal of 90 days after employment and again at six months, and annually thereafter..

Table 16: Conduct of formal appraisal

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Quarterly	24	34.3	2	20.0	26	32.5
Semi annually	12	17.1	0	0.0	12	15.0
Annually	34	48.6	8	80.0	42	52.5
Total	70	100.0	10	100.0	80	100.0

Source: Fieldwork, 2011

Another aspect of objective three was to ascertain the extent to which respondents agree or disagree with the statement that performance appraisal

reports meet the deadline of management. Table 17 shows that together 75.0 percent of the respondents with all of the appraisers and the majority (71.4%) of the appraisees strongly agreed or agreed that performance appraisal reports meet the deadline of management. About 28.6 percent of the appraisees however, strongly disagreed or disagreed that performance appraisal reports meet the deadline of management. For the majority of both appraisees and appraisers to strongly agree or agree that performance appraisal reports meet the deadline of management is an indication of how well appraisal reports were managed at the Mfantseman Municipal Assembly. According to Armstrong and Murlis (1998) employees have always resented the superficial nature with which appraisal have been conducted, this contradicts the findings of the research.

Table 17: Performance appraisal reports meet the deadline of management

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	5	7.1	3	30.0	8	10.0
Agree	45	64.3	7	70.0	52	65.0
Strongly disagree	7	10.0	0	0.0	07	8.8
Disagree	13	18.6	0	.0	13	16.3
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Another aspect of objective three was to explore the causes of delay in appraisal. Table 18 reveals that of 80 respondents 20 of them responded to the causes of delay in appraisal and of these most of them (50.0%) pointed out that the cause of delay in appraisal was due to the fact that subordinates were too busy to complete the appraisal forms. Others (30.0%) felt that the cause of the delay was attributable to the fact that all staff must be assessed before reports are submitted. The rest (20.0%), were of the opinion that the period for assessment and reporting was too short for early submission of the appraisal report. The literature of Nikos (2005) is consistent with this results when it revealed that most performance measurement is based on the premise that individuals work alone, but in reality, work output is the product of a group of people.

Table: 18 Causes of delay in appraisal

Causes	Frequency	Percentage
Subordinates too busy to complete the appraisal forms	10	50.0
All staff must be assess before reports are submitted	6	30.0
Short period for assessment and reporting	4	20.0
Total	20	100.0

Source: Field survey, 2011

Effect of appraisal on termination of job

The main concern of objective four was to examine the effect of appraisal on termination of job in the Mfantseman Municipal Assembly. Specific issues dealt with under this objective were: bases for annual salary adjustment, bases for promotion, bases for annual bonuses, bases for nomination for training, Appraisal Report is the bases for transfers, manpower planning is based on appraisal, appraisal rewards hard workers and appraisal report is linked to termination.

When the assertion was made that salary adjustment of officers automatically depend on performance appraisal Table 19 shows that 87.1 percent of the respondents strongly disagreed or disagreed with the assertion. Only 11.5 percent strongly agreed or agreed with the assertion that performance appraisal is used to increase the salary of personnel.

Table 19: Salary adjustments depend on the report of performance appraisal

	Appraisees		Appraisers		Total	
Salary	f	%	f	%	f	%
Strongly agree	6	8.6	1	10.0	7	8.8
Agree	2	2.9	1	10.0	3	3.8
Strongly Disagree	26	37.1	7	70.0	33	41.3
Disagree	36	51.4	1	10.0	37	46.3
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Table 19 further shows that 88.5 percent of appraisees and 80 percent of appraisers strongly disagreed or disagreed that performance appraisal is used to increase the salary of personnel. It can be deduced from the views of the respondents that performance appraisal reports do not play any meaningful role as far as salary adjustment of personnel is concerned. This finding that salary adjustment does not depend on performance appraisal report could be attributed to the fact that personnel of the Mfantseman Municipal Assembly which is a public organisation depends on the annual increments of salary by government and not on performance appraisal report. This results is similar to that of Kamal (2006), when the findings revealed that 95% and 94% of appraisers and appraises respectively did not see the use of appraisal report in salary adjustment.

Furthermore, Table 20 reveals that majority of both appraisees and appraisers held the same view that the performance appraisal report is used by the Mfantsemen Municipal Assembly to promote personnel. Indeed, about 70 percent of the appraisers indicated that promotion depends on appraisal report while 50 percent of the appraisees also believe that performance appraisal is used for promotion in the Mfantseman Municipal Assembly.

Table 20: Promotion depends on appraisal report

Response	Appraisees Frequency	%	Appraisers Frequency	%	Total Frequency	%
Number of years served	30	42.9	3	30.0	3	41.3
Filling of incremental forms	3	4.3		0.0	3	3.8
Appraisal report	35	50.0	7	70.0	42	52.5
Confidential reports	2	2.9	0	0.0	2	2.5
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Other respondents (41.3%) including appraisees (42.9%) and apparaisers (30.0%) were of the opinion that promotion depends on number of years served. However, the rest (6.3%) of the respondents said that performance appraisal is used for filling in incremental and confidential reports forms. This results corroborates that of Wayne (1996) when it stated that appraisal serves as a key input for administering formal organisational reward and punishment system such as promotions, layoffs, and transfers.

On the issue of whether performance appraisal was a basis for award of annual bonuses to staff of the Mfantseman Municipal Assembly, the results in Table 21 suggest that most (37.5%) of the respondents reported that performance appraisal was a basis for award of annual bonuses for all staff. For instance, 38.6

percent of the appraisees and 30 percent of the appraisers attested to the claim that performance appraisal was a basis for award of annual bonuses to staff of the Mfantsiman Municipal Assembly.

Another group of respondents (50.0%) indicated that performance appraisal was a basis for award of annual bonuses for all hardworking staff with 50.0 percent of the appraisers and 21.4 percent of the appraisees indicating that performance appraisal was meant to reward hardworking staff of the Assembly. Other respondents (26.3%) denied that performance appraisal was a basis for award of annual bonuses to staff of the Mfantseman Municipal Assembly; rather it is just an appraisal report and therefore has no bearing on the award of annual bonuses for the staff. Similarly, about 11.6 percent of the respondents were of the opinion that performance appraisal was not a basis for award of annual bonuses to staff of the Mfantseman Municipal Assembly but that the award of annual bonuses to staff depended on the number of years worked with the Assembly.

The responses that have emerged with respect to performance appraisal as a basis for award of annual bonuses to staff of the Mfantseman Municipal Assembly suggest that the respondents have mixed perception of what performance appraisal at Mfantseman Municipal Assembly was used for. This results is inconsistent with the literature of Kamal (2006) when the findings revealed that 95% and 94% of appraisers and appraisees respectively did not see the use of appraisal report in annual bonus.

Table 21: Performance appraisal as basis for annual bonus

Response	Appraisees		Appraisers		Total	
	Frequency	%	Frequency	%	Frequency	%
Is just an appraisal report	19	27.1	2	20.0	21	26.3
For all staff	27	38.6	3	30.0	30	37.5
For hard working staff	15	21.4	5	50.0	20	25.0
Number of years served	9	12.9	0	0.0	9	11.3
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

On the issue of whether Appraisal Report was the basis for nomination of staff for training programmes, it was found out that most (53.8%) of the respondents believe that the Appraisal Report was the basis for nomination of staff for training programmes. According to the results in Table 22, 54.3 percent of the appraisees and 50 percent of the appraisers share the view that Appraisal Report was the basis for nomination of staff for training programmes. Other respondents (46.3%) reported that Appraisal Report was not the basis for nomination of staff for training programmes; rather nomination of staff for training programmes depended on either training needs identification or nomination by the Municipal Chief Executive (MCE). This finding is consistent with that of Wayne (1996) which revealed that appraisal results identifies and

establish objective for training programmes and serves as a form for of personal career development.

Table 22: Category of respondents and basis for nomination for training

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Appraisal report	38	54.3	5	50.0	43	53.8
Training needs identification	18	25.7	3	30.0	21	26.3
Recommendation by MCE	14	20.0	2	20.0	16	20.0
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Table 23 indicates that the majority (61.3%) of respondents strongly agreed or agreed that Appraisal Report is the basis for transfers. According to Table 23, 39 percent strongly disagreed or disagreed with the assertion that performance appraisal is used to transfer staff from one Municipal Assembly to another. About 70 percent of the appraisers strongly agreed or agreed and 60 percent of the appraisees strongly agreed or agreed with the assertion that performance appraisal report is used to transfer personnel from one Municipal Assembly to another.

Table 23: Use performance appraisal as basis for transfers

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	2	2.9	2	20.0	4	5.0
Agree	40	57.1	5	50.0	45	56.3
Strongly disagree	8	11.4	2	20.0	10	12.5
Disagree	20	28.6	1	10.0	21	26.3
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

On the other hand, 30 percent of appraisers and 40 percent of the appraisees strongly disagreed or disagreed with the assertion. This implies that the Mfantseman Municipal Assembly to some extent applies performance appraisal report to determine the transfer of staff from one Municipal Assembly to another and that transfer of staff is not necessarily based on the number of years spent at a particular place. The findings of Robert, L., Mathis., & John, Jackson H, (1994) pointed out that administrative decisions include several uses of performance appraisal such as transfers giving impetus to this results.

Table 24 indicates that the majority (90%) of respondents strongly agreed or agreed that manpower planning is based on appraisal. According to the Table 24, all (100%) of the appraisers and 88.5 percent of appraisees strongly agreed or agreed with that assertion that manpower planning is based on appraisal.

Table 24: Category of respondents and manpower planning is based on appraisal

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	8	11.4	4	40.0	12	15.0
Agree	54	77.1	6	60.0	60	75.0
Strongly disagree	2	2.9	0	0.0	2	2.5
Disagree	6	8.6	0	0.0	6	7.5
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

However, 10 percent of the respondents strongly disagreed or disagreed that manpower planning is based on appraisal. In this case, none of the appraisers and 11.5 percent of the appraisees strongly disagreed or disagreed with the assertion that manpower planning is based on appraisal. According to Halachmi (2005) Performance Appraisal, is relevant to an Organisational strategy and its contribution to organisational goal attainment, which is consistent with this results.

Table 25 shows that a large percentage of the respondents (86.3%) strongly agreed or agreed with the statement that performance appraisal report is used to reward hardworking personnel of the Mfantseman Municipal Assembly while 13.8 percent of the total respondents strongly disagreed or disagreed with the assertion that performance appraisal report is used to reward hardworking personnel of the Mfantseman Municipal Assembly. Additionally, an equally high

number of both appraisees (87.2%) and appraisers (80%) strongly agreed or agreed with the assertion that performance appraisal is actually used to reward hardworking staff. Again, for the majority of the respondents to agree with this assertion might mean a reflection of what is actually being practiced on the ground at the Mfantseman Municipal Assembly. This finding corroborates Wayne (1996) when he postulates that Appraisal serves as a key input for administering formal organisational reward and punishment system.

Table 25: Use of performance appraisal as a reward mechanism

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	13	18.6	5	50.0	18	22.5
Agree	48	68.6	3	30.0	51	63.8
Strongly disagree	4	5.7	0	0.0	4	5.0
Disagree	5	7.1	2	20.0	7	8.8
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Table 26 suggests that 52.6 percent of the respondents claimed that Appraisal Report is linked to termination of appointment. On the other hand, 47.4 percent of the respondents strongly disagreed or disagreed that Appraisal Report is linked to termination of appointment. It can be observed that while most of appraisees (55.7%) compared with 30.0 percent of appraisers indicated that Appraisal Report is linked to termination of appointment. On the other hand, most

(70%) of the appraisers compared with 47.3 percent of appraisees strongly disagreed that Appraisal Report is linked to termination of appointment. This finding contradicts, Gabor (1992) with his assertion that organisations that retain individual evaluations may abandon them as a means of differentiating among employees.

Table 26: Appraisal report is linked to termination

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	17	24.3	0	0.0	17	21.3
Agree	22	31.4	3	30.0	25	31.3
Strongly disagree	14	20.0	4	40.0	18	22.4
Disagree	17	24.3	3	30.0	20	25.0
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Performance feedback is one of the most important features of performance appraisal hence a question was structured to ascertain from the respondents whether feedback is given after their performance have been assessed. The outcome is presented in Table 27.

Table 27: Performance feedback should be given after assessment

	Appraisees		Appraisers		Total	
Response	Frequency	%	Frequency	%	Frequency	%
Strongly agree	19	27.1	2	20.0	21	26.2
Agree	47	67.1	0	0.0	47	58.8
Strongly disagree	0	.0	2	20.0	2	2.5
Disagree	4	5.7	6	60.0	10	12.5
Total	70	100.0	10	100.0	80	100.0

Source: Field survey, 2011

Table 27 suggests that 85 percent of the respondents claimed that feedback is given after assessment. On the other hand, 15.0 percent of the respondents reported of not given feedback after assessment. It is noted that while the majority of appraisees (94.2%) indicated that feedback is given after assessment, the majority (80.1%) of appraisers claimed they did not communicate feedback to their immediate boss or superior boss. This implies that there is a divergent view between appraisees and appraisers with regard to feedback after assessment.

General comments and recommendations from respondents

Attempt was made also to seek more information about the appraisal system from the respondents. Subsequently, respondents were asked to comment on issues ranging from usefulness of the scheme, challenges facing the conduct and administration of the system and finally suggestions that could improve the system.

- Most of the respondents agreed that the current appraisal system is useful because of the following reasons; according to some of them the system at least gives basic information about officers' attitude, comportment, and efficiency among others. Secondly appraisees not doing well or performing below expectation are identified and given "plain warning". Some other comments state that the scheme could be very useful if it is properly managed and implemented.

- With regard to the major challenges facing the conduct and administration of the current performance appraisal system in the service, some of the comments were that; the present system has unclear objectives. Again the system does not receive the needed support from the top management of the service with regard to the implementation of the reports from officers-in-charge of personnel. Some respondents were of the view that some officers- in- charge are not fair in the assessment of their subordinates. Others stated that the system is used as a tool for punishment, intimidation, and harassment instead of using it as corrective tool. Another challenge is that according to some respondents is the lack of training for officers to understand the system.

- Officers-in-charge of personnel should discuss the reports of the appraisal with officers to enable them identify their weaknesses and strengths.

- Officers-in-charge of personnel should explain the weaknesses and strengths that are associated with officers and also assist them to overcome these weaknesses.

- The system should be devoid of favoritism, nepotism and biases.

- Both superiors and subordinates should be made to undergo periodic training on how performance appraisal are conducted

- The Management of the Mfantseman Municipal Assembly should make the objectives of the performance appraisals clear to all officers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the main objectives of the study, method for data collection and analysis. It also highlights the main findings and conclusions. The chapter ends with an appropriate recommendations and suggestion for further research.

Summary

The main objective of the study was to evaluate the performance appraisal system of the Mfantseman Municipal Assembly. With regard to data collection, 80 questionnaires were distributed to the 70 appraisees and 10 appraisers who were selected randomly and purposively respectively for the interview. All the questionnaires were returned.

Data analysis was done using the simple frequency tables, cross tabulations across appraisees and appraisers, and percentages obtained from Statistical Product and Service Solutions (SPSS) version 17.0. Based on the objectives of the study, the views of most of the respondents of Mfantseman Municipal Assembly (MMA) were identified:

- Performance appraisals are conducted twice in a year. Even though some sort of feedback is given, officers do not clearly see it as such.

- With regard to the officers' understanding, officers who are assessed to a very large extent have little understanding or do not understand whereas appraisers fully understand or understand the performance appraisal system in the Mfantseman Municipal Assembly.

- Examining the uses of performance reports for its intended purposes it came to the fore that performance appraisal report Per se is not use for promotion in the personnel of the Mfantseman Municipal Assembly. This is according to the opinion of personnel of the Mfantseman Municipal Assembly

- On one hand, it was established that performance appraisal report is actually use for rewarding hardworking officers, motivation and controlling officers.

Conclusions

Based on the research questions and the findings, it can be concluded that the practice of performance appraisal is a well established system in the personnel of the Mfantseman Municipal Assembly.

Performance – related feedback is given in a way but not appreciated by the appraisees. Additionally, the level of appraisees' understanding is low whereas that of appraisers is high due to the fact that appraisers received training on performance appraisal.

With regard to the use of performance appraisal report, it was the view of personnel of the Mfantseman Municipal Assembly that the Assembly actually used the reports for its intended purposes in motivating and rewarding hardworking personnel but it is not used for promotion.

Presently, the way performance appraisal is undertaken in the personnel of the Mfantseman Municipal Assembly is encouraging but it can be more effective when the understated recommendations are implemented.

Recommendations

In spite of the usefulness of current performance appraisal of the personnel of the Mfantsiman Municipal Assembly, it could be more effective and useful tool for measuring performance if the following recommendations are considered.

1. The central Administration (Human Resource Department) should organise periodic training on performance appraisal for all personnel to increase their level of understanding especially the junior staff. This would enable personnel to better understand the appraisal processes.

2. Additionally, the current method of feedback should be modified; the Officer-in-charge of personnel should have one-on-one discussion with subordinate staff on their performance appraisal report. This would provide opportunity for the Officer - in -charge of personnel to discuss with subordinates about their performance and also agree on plans to remedy their weaknesses and reinforce strengths.

3. Again, the personnel of the Mfantseman Municipal Assembly should strongly link promotion with performance. Hence performance appraisal report should play an active role in personnel' promotion.

Suggestions for further studies

It is suggested that future studies on performance appraisal should be nationwide including all the Metropolitan, Municipal and District Assemblies in Ghana not only for comparison but also to develop a working document from the results obtained from the nationwide study.

REFERENCES

Adae, R. (Ed). (2006). *Macmillan english dictionary*. London: Bloomsbury Publishing.

Agyenim-Boateng, E. O. (2009). *Introduction to human resource management*. Cape Coast (In print), Yaci Publications.

Anokye, B. P. (2004). *The effectiveness and fairrness of performance appraisal systems on worker morale at bank of Ghana*. Unpublished master dissertation, University of Cape Coast, Cape Coast.

Armstrong, M., & Murlis, H. (1998). *Reward management* (4th ed.). London: Kogan Page.

Attieku, B., Marfo-Yiadom, E., Dorkey, T., & Tekyi, K. (2009). *Business management for senior high schools* (2nd ed.). Baatsona, Accra: Smartline Publishing Limited.

Boachie-Mensah, F. O. (2006). *Essentials of management.* Accra: Woeli Publishing Services.

Cole, G. A. (1997). *Personnel management theory and practice* (4th ed.). London, Ashford Colour Press.

Coutts, L. M., & Schneider, F.W. (2004). Police officer performance appraisal system: How good are they? *An Iinternational Journal of Police Strategies & Management. 27(1), 67.*

Davar, R. S. (2003). *Personnel management and industrial relations* (10th ed). Bombay, UBS Publishers.

Dessler, G. (2000). *Human resource management,* (8th ed.). New Jersey. Pearson Education.

Dexter, A. H. (1984*). Developmental performance appraisal: An analysis of the relevant literature*. Unpublished thesis, Mankato State University, Mankato, Minnesota.

Drucker, P. (1995). The information executives truly need. *Harvard Business Review*, 2, 54-62.

Edmonstone, J. (1996). *Appraising the state of appraisal. Health Manpower Management,* 22, 6-9.

Eric, K. F. (2007). *The effectiveness of performance appraisal on employees at agricultural development bank*. Unpublished master dissertation, University of Cape Coast, Cape Coast.

Fletcher, C. (2001). Performance appraisal and management: the developing research agenda. *Journal of Occupational and Organsational Psychology,* 74, 7-9.

French, C. (1990). *Organisational development: Behavioural science intervention for organisational improvement*. England: Prentice Hall.

Gabor, A. (1992, Jan. 26th). *Take this job and love it*. New York: Times.

Grote, D. (2000). Best practices in performance appraisals. *Human Resource Focus*, 77, 2-8.

Halachmi, A. (2005). Performance measurement is only way of managing performance. *International Journal of Productivity and Performance Management,* 54(7), 502.

Hendrick, J. L. (2006). *Integrating management and employee expectations in determining organisation- specific performance appraisal systems design.* Unpublished master dissertation, University of Pretoria, Pretoria.

John, W. Newstrom, Lester, R. Brittel, (2000). *Supervision management for results*, (8th ed.). New York: McGraw-Hill.

Joseph, A. (2007). *Evaluating the performance appraisal systems of first allied savings and loans limited.* Unpublished master dissertation, university of Cape Coast, Cape Coast.

Turkson, J. K. (2002). *Business management for Senior Secondary Schools.* Accra: GES.

Kamal, S. (2006). *Determining the effectiveness of the current performance appraisal systems of Ghana postal company limited.* Unpublished master dissertation, University of Cape Coast, Cape Coast.

Kirk, R. E. (1995). *Experimental design.* Pacific Grove: Brooks.

Levinson, H. (2005). *Management by whose objectives*, *Harvard Business Review on appraising employee performance.* Boston: Harvard Business School Publishing.

Longenecker, C. O. (1997). Why managerial performance appraisals are ineffective: causes and lessons. *Career Development International,* 2(5), 22.

Mamford, E. S. (2008). *The relevance of performance appraisal systems at vat service*. Unpublished master dissertation, University of Cape Coast, Cape Coast.

Mastrofski, S. D., & Wadman, A. (1991). Personnel dub: Agency performance Measurement in local Government Police management, W.A.

McGregor, D. (1957). An uneasy look at performance appraisal. *Harvard Business Review*, 35, 89-94.

McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.

Michael, A. (2006). *Human resource management practice*. United Kingdom: McGraw-Hill.

Miller, P. (1991). Strategic human resource management: an assessment of progresss. *Human Resource Management Journal*, 1(4), pp 23-39.

Moon, C., Lee, J., Jeong, P., & Lim, S. (2007). An implementation case for the performance appraisal and promotion ranking, in IEEE International conference on system, men and cybernetics.

Murphy, K. R., & Cleveland, J., N. (1991). *Performance appraisal: An organisational perspective. Needham heights*, MA: Allyn & Bacon.

Nickos, F. (2005). Don't redesign your company's performance appraisal system, scrap it! A look at the cost and benefit of performance appraisal systems' at http://home.att.net~nickols/scrap_it.htm(availableon03/09/05).

Olson, R. F. (1981). *Performance appraisal: A guide to greater productivity.* Toronto: John Wiley & Sons.

Ostroff, C. (1993). Rater perception, satisfaction and performance ratings. *Journal of Occupational and Organisational Psychology*, 66, 345-375.

Paker, L. E. (1993). When to fix it and when to leave: Relationships among Perceived control, self- efficacy, dissent, and exit. *Journal of Applied Psychology,* 78(6), 949-959.

Pratt, K. J. (1986). Effective staff appraisals: A practical guide. Berkshire: Van Nostrand Reinhold.

Price, A. (2004). *Human resource management in business context,* (2nd ed.). G. Canals & Co.

Raymond, A., Noe, J., Hollen, R., Beck, B., Gerhart, P., & Wright, M. (Ed.). (2004). *Fundamentals of human resource management.* Boston: John, E. Biernat.

Robert, L., Mathis., & John, Jackson H (1994). *Human resource management*, (7th ed.). New York: West Publishing Corporation.

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

Sargent, L. S., & Terry, D. J. (1998). The effects of work control and job demands on employee adjustment and work performance. *Journal of Occupational and Organisational Psychology*, 71, 219-236.

Scholetes, P. R. (1987). A new view of performance evaluation. Paper presented to G. William, Hunter Conference on Quality. Available from joiner Associates, Inc., Madison, Wis.

Schweiger, I., & Sumners, G. E. (1994). Optimising the value of performance appraisals. *Managerial Auditing Journal*, 9(8), 3.

Stewart, V., & Stewart, A. (1987). *Practical performance appraisal: Designing, installing and maintaining performance appraisalsystems.* Hamshire: Gower Publishing Company.

Storey, J. (1989). From personnel management to human resource management, In J. Storey, (Ed.). *New perspective in human resource management*. London: Routledge.

Swan, W. S. (1991). *How to do a superior performance appraisal*. New York: John Willey & Sons.

Ulrich, D., & Lake, D. (1990). *Organisational capability: Competing from the inside out.* New York: Wiley.

Wayne, F., Cascio. (1996). *Managing human resources: productivity, quality of work life, profits,* (3rd ed.). New York: McGraw-Hill.

William, P., Anthony, Palmela, L., Perrewe, & K. Micheal Kacmar, (1999). *HRM a strategic approach*, (3rd ed.). Harcour Brace: The Dryden Press.

APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR APPRAISERS

This questionnaire has been designed for the study of the evaluation of the performance appraisal system of the Mfantseman Municipal Assembly. Any information that you provide will be strictly treated confidential, you will contribute immensely towards this research if you respond to the items as frankly as possible. Please do not write your name or identify yourself on any part of the paper. Tick (√) or write responses where applicable. Thank you.

Section A: Personal information

Please tick (√) where it is appropriate

1. Age

(a) 25	(b)26-30	(c)31-35	(d) 36-45	(e)41-45	(f)46-55	(g)56-65

2. Highest Academic Qualification

(a)High National Diploma	(b)Degree	(c)Masters	(d) PhD

3. Gender

(a)Male	(b)Female

4. Department/Section/Unit …………………………………………………..

Section B: Personnel role

5. Do you currently fulfill a managerial/supervisory role? (people reporting to you)

(a)Managerial role	(b)Non-managerial role

6. How many years have you been in this role?

(a)3	(b)4-6	(c)7-10	(d)11-15	(e)16 and above

7. How many working experience do you have (in total)?

(a)3	(b)4-6	(c)7-10	(d)11-15	(e)16 and above

8. Has your performance ever been appraised?

(a)Yes	(b)No

9. Who evaluates you?

(a) Immediate boss	(b) Peers

10. How relevant are performance appraisals?

(a)Essential
(b)Necessary but not essential
(c)Not necessary

11. How regularly should performance appraisals be conducted?

(a)Annually
(b)6 monthly
(c)Quarterly
(d)Monthly
(e)More regularly than monthly

12.Do you evaluate your subordinate at Mfantseman Assembly

(a). Yes [ ]   (b). No   [ ]

13.Since when have you been assessing your subordinates?

……………………………………………………………

……………………………………………………………

14. Do you set performance target for your subordinates?

(a).[ ] always   (b). Sometimes [ ] (c). Rarely [ ]   (d). Never [ ]

15.Are the subordinates involved in setting the performance target

 a).[ ] always   (b). Sometimes [ ] (c). Rarely [ ] (d). Never [ ]

16.How do you engage them ?

(a).   [ ] I sit with them to set the target

(b).   [ ] They submit self determined target

(c) .   [ ] I set it and read it to them

(d).   [ ] They present proporsal and we discuss it

17. Subordinates involvement in target setting would improve their performance.

(a). [ ] Strongly agree (b). [ ] agree (c). [ ] Disagree (d). [ ] Disagree

18. Appraisal guides you in achieving your annual target

(a). [ ] Strongly agree (b). [ ] agree (c). [ ] Disagree (d). [ ] Disagree

19. Appraisal outcome should be made known to your subordinates

(a). [ ] Strongly agree (b). [ ] agree (c). [ ] Disagree (d). [ ] Disagree

Section C: Views on appraisal

Kindly indicate your views, on the ideal performance appraisal, on the following statements by making a tick in the appropriate block.

20. Have you ever received training on how appraisal is conducted?

 (a). [ ] Yes   (b). [ ] No

21. If no would you want to be given refresher training on performance Appraisal?

 (a). [ ] Yes   (b). No

22. If yes who trained you

(a)[ ] Immediate boss (b).[ ] personel officer   (c) coordinating director (d) Consultant

23. Where was the training done?………………………………………….

24. To what extent do you understand the current Appraisal system?

(a). [ ] Fully understand (b) [ ] Understand (c) Somehow understand (d) Not understand

25. If you do not understand what could be the cause

 (a). [ ] I was not trained to administer it

(b). [ ] It's too cumbersome a process

(c). [ ] Diffiicult targets

(e). [ ] others specify…………………………………………………..

Section D: Relevance of appraisal

26. Performance appraisals is very essential at Mfantseman Municipal Assembly

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(e)Disagree

27. Who reminds you to undertake appraisal of your subordinates?

(a)Self	(b)subordinate	(c) HRM DPT	(e)MCE

28. At what time of the year do you appraise your subordinates

(a)Quaterly	(b)semi annually	(c)Annually	(d)Others……………….. …………………………….

29. Performance appraisal reports meet the deadline of management

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

30. If you do not agree, to the above, what could be the cause ?.

   (a) [ ] completion of the forms takes time

   (b) [ ] subordinates are always busy

   (c) [ ] short period for assessment and reporting

   (d) [ ] all staff must be assess before reports submitted

Section E: Uses of appraisal

31. Which of the following is used for annual salary adjustment

(a)Automatic adjustment	(b)filling of incremental forms	(c)Appraisal Reports	(d)Confidential reports

32. Promotion depends on

(a)[ ] No of years served	(b)[ ] Filling of incremental forms	(c)[ ] Appraisal report	(d)[ ]]Confidential reports

33. Annual bonuses is paid based on

(a) Appraisal report	(b) for all staff	(c) for hard working staff	(d No of years served)

34. Nomination of staff for training is based on

(a) Appraisal report	(b)Training needs identification	(c)Recommendation by MCE	(d) Others specify

35. Transfers from one section to the other depends on appraisal reports

(a) [ ] Strongly agrees

(b) [ ] agree

(c) [ ] strongly disagree

(d) [ ] disagree

36. Appraisal reports is used for manpower planning

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

37. Appraisal report is use to reward hard working staff

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

38. Appraisal reports is used for termination of employment

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

39. Any other comment if any…………………………………………......

Thank you for participating in the study – your input is appreciated

APPENDIX B

QUESTIONNAIRE FOR APPRAISEES

This questionnaire has been designed for the study of the evaluation of the performance appraisal system of the Mfantseman Municipal Assembly. Any information that you provide will be strictly treated confidential, you will contribute immensely towards this research if you respond to the items as frankly as possible. Please do not write your name or identify yourself on any part of the paper. Tick (√) or write responses where applicable. Thank you.

Section A: Personal information

Please tick (√) where it is appropriate

1 .Age

(a) 25	(b)26-30	(c)31-35	(d) 36-45	(e)41-45	(f)46-55	(g)56-65

2 Highest Academic Qualification

(a)High National Diploma	(b)Degree	(c)Masters/phd	(d)Basic

3 Gender

(a)Male	(b)Female

4 Department/Section/Unit

………………………………………………..

Section B: Practice of appraisal

5   Does Mfantseman Municipal Practice Performance Appraisal

(a) [ ] Yes	(b) [ ] No

6   Has your performance ever been appraised?

(a)Yes	(b)No

7   Who evaluates you?

(a) [ ] Immediate Boss

(c) [ ] Superior Boss

(d) [ ] Self Appraisal

8. Since when have they started appraising your performance?………………

9. How has your supervisor involved you in setting the performance standards expected of you?

(a). [ ] Fully involved (b). [ ] Involved (c) [ ] some how involved (d). [ ] Not involved

10. Do you have clear idea of what is expected of you?

(a). [ ] Yes   (b) No

11. If yes briefly state the specific results expected of your job……………………………………………………………………………………

……………………………………………………………………………………

12. If no how do you know your contribution to the Assembly overall objectives?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

13. How relevant are performance appraisals?

(a)Essential
(b)Necessary but not essential
(c)Not necessary

14. How regularly should performance appraisals be conducted?

(a)Annually
(b)6 monthly
(c)Quarterly
(d)Monthly
(e)More regularly than monthly

15. Performance Appraisal guides you towards achieving your target?

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

16. Your involvement in target setting would improve your performance.

(a). [ ] Strongly agree (b). [ ] agree   (c). [ ] Disagree (d). [ ] Disagree

17. Appraisal guides you in achieving your annual target

(a). [ ] Strongly agree (b). [ ] agree (c). [ ] Disagree (d). [ ] Disagree

18. Appraisal outcome should be made known to you regularly

(a). [ ] Strongly agree (b). [ ] agree (c). [ ] Disagree (d). [ ] Disagree

Section C: Views on appraisal

Kindly indicate your view, of the ideal performance appraisal, on the following statements by making a tick in the appropriate block.

19. Have you ever received training on how appraisal is conducted?

(a). [ ] Yes   (b). [ ] No

20. If no would you want to be given refresher training on performance Appraisal?

(a). [ ] Yes   (b). No

21. If yes who trained you

(a)[ ] Immediate boss (b) [ ] personnel officer   (c) coordinating director (d)Consultant

22. Where was the training done?………………………………………….

23. To what extent do you understand the current Appraisal system?

(a). [ ] Fully understand (b) [ ] Understand (c) Somehow understand (d) Not understand

24. If you do not understand what could be the cause

 (a). [ ] I was not trained to administer it

(b). [ ] It's too cumbersome a process

(c). [ ] Difficult targets

(e). [ ] others specify…………………………………………………..

Section D: Relevance of appraisal

25. Performance appraisals is very essential at Mfantseman Municipal

Assembly

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

26. You have to remind your boss before your appraisal is completed?

(a) Strongly Agree	(b) Agree	(c) Strongly Disagree	(d) Disagree

27. At what time of the year is your target set for you?

(a)Beginning	(b) mid year	(c)At the end	(d)Others……………….. ………………………..

28. How often is the formal Performance Appraisal Conducted?

   (a) [ ] Quarterly (b) [ ] Semi annually (c) [ ] Annually (d)

29. Performance appraisal reports meet the deadline of management

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

30. If you do not agree, to the above, what could be the cause ?.

   (e) [ ] completion of the forms takes time

   (f) [ ] subordinates are always busy

   (g) [ ] short period for assessment and reporting

   (h) [ ] all staff must be assess before reports submitted

31. Performance feedback should is given after Assessment.

   (a) [ ] Strongly Agree (b)Agree (c)Strongly Disagree (d)Disagree

Section E: Uses of appraisal

32. Which of the following is used for annual salary adjustment

(a)Automatic adjustment	(b)filling of incremental forms	(c)Appraisal Reports	(d)Confidential reports

33. Promotion depends on

(a)[ ] No of years served	(b)[ ] Filling of incremental forms	(c)[ ] Appraisal report	(d)[ ]]Confidential reports

34. Annual bonuses is paid based

(a) Appraisal report	(b)for all staff	(c) for hard working staff	(d No of years served)

101

35. Nomination of staff for training is based on

(a) Appraisal report	(b)Training needs identification	(c)Recommendation by MCE	(d) Others specify…………..

36. Transfers from one section to the other depends appraisal reports

(a) [ ] Strongly agrees

(b) [ ] agree

(c) [ ] strongly disagree

(d) [ ] disagree

37. Appraisal reports is used for manpower planning

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

38. Appraisal report is use to reward hard working staff

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

39. Appraisal report is used for termination of employment

(a)Strongly Agree	(b)Agree	(c)Strongly Disagree	(d)Disagree

40. Any other comment if any………………………………………….....

Thank you for participating in the study, your input is appreciated.

APPENDIX C

STAFF PERFROMANCE APPRAISAL FOR SENIOR GRADE

Strictly Confidential

PSC FORM 5D

(To be completed in respect of officers in or above the category of Senior

Executive Officers and its analogous grades).

1) PERSONAL INFORMATION

Surname   Other Names

Mr/Mrs/Miss...

Surname on entry if different from above...........................Date of Birth..........

Ministry

/Department................................Region.......................District.............................

Present

Grade..Salary..

Date of Appointment to Present

Grade..................................Posting..

Present

Duties..

Qualifications..

Period of Report –

From...to..

Guidance notes for completion of performance appraisal form objectives

The main Objectives of Performance Appraisal are to –

a) Review the Appraisees performance and assist him or her to improve;

b) Set work Objectives for the following year, and

c) Discuss the Appraisee's future development including potential for promotion and training requirements

Use of this form

The key element of performance appraisal is structured discussion or interview. This performance appraisal form should be used to help structure the discussion to ensure consistency and to provide a written record of the discussion.

The appraisal process

The performance appraisal process is in three parts

Before the interview- The reporting Officer should.....

i)Give notice to the Appraisees of the interview;

ii) Consider previous objectives and the Appraisees performance

iii) Complete section 2 in draft;

iv) Provides a copy to the Appraisee before the interview

The Appraisee should.......

i)   Review his or her performance and list the main achievements

ii)   Prepare for the discussion of the reporting officers

comments.

During the Interview.....The Reporting Officer and Appraisee should

i)   Disccuss performance openly and frankly

ii)   complete section 2,3, and 4.

After the Interview, the Appraisee should record any comment on the appraisal,

Including areas of disagreement in section 5.

The reporting Officer and counter signing Officer (normally the Reporting

Officers direct manager) should record comments and any sections agreed

With the Appraisee in section 5.

2) REVIEW OF PERFORMANCE

a) Meeting Objectives

Has the Appraisee met the objectives agreed for the period?.

Description of Agreed Objectives	Comments on Performance
1)	
2)	
3)	
4)	

b) What is your Assessment of the Appraisee's performance in the past

year?

1- Outstanding

2- Performance well a bove requirements

3- Performance meets fully the normal requirements

4- Performance does not meet requirements , some improvement

necessary

5- Performance not acceptable

	1	2	3	4	5	COMMENTS
(i) Technical skills and knowledge(specify main technical skills or duties of the job)						
Project reporting Coordinating of activities						
Research and data analysis						
(ii) Work Activity						
. Quality of work . Output of work . Ability to work under pressure						
(iii)Management and Administration						

. Overal judgement					
. Administration Skills					
. Ability to plan and Organise work					
. Ability to motivate other Staff					
. Ability to initiate and innovate					
(iv) Communication					
. Oral Communication					
. Written Communication					
. Ability to train and deve lop subordinates					
(v) Working Relationship					
. Ability to get on with Other staff					
.Ability to gain respect from others					
.Ability to work well					

with the public						
(f) Overfill performance rating for the grade						

3) FUTURE DEVELOPMENT

a) Training and Development Needs

Indicate any specific training need(s) identified to improve the

Appraisee's performance in the present job or to prepare the Appraisee

for future

post…………………………………………………………………

…………………………………………………………………

b) Promotion Assessment

Assess the Appraisee's potential to perform the duties of the next

grade, taking account of the assessment of performance in section 2

above.

Please	Outstanding should be	Suitable for	Likely to be ready for	Not ready for promotion	Unlikely to be
tick	Promoted as	promotion	promotion	for at least	promoted
on	Soon as		In 2 to 3	3 years	further
bar	possible		years		

4) SETTING OBJECTIVES

Agree with the Appraisee no more than 4 key objectives for the next

period. Where possible quantify these objectives.

1. ....

....

2. ....

....

3. ....

....

4. ....

....

5) Record of appraisal interview

    A. Appraisee's Comment- Relate Comments to these points(use separate sheets)

        a) Were your objectives reviewed and clarified at regular intervals with your superior?.

        b) (i) Did you receive adequate guidance, counselling and on- the job training?

        (ii) If yes, elaborate on the nature of the direction/training

        c) Did you feel that you received encouragement from your superior? (Give examples).

        d) Appraisee's Comment on his or her performance assessment by the Reporting Officer.(Include any Specific Comments on points of disagreement on the appraisal and Specify clearly any agreed action to be taken by either the Appraisee, the Reporting Officer or the Countersigning Officer).

    B. Reporting Officer's Comment

        ………………………………………………………………………

        ………………………………………………………………………

Signature.....................................Grade..

Name in

Capitals..Date..

C. Countersigning Officer's Comments

 (Indicate how much you see of the person's work and how far you can confirm the comments and ratings given. Record any areas of disagreement which may remain after discussion with the Reporting Officer)

…………………………………………………………………………………

…………………………………………………………………………………

Signature..Grade..

Name in

Capitals..Date...

PERSONNEL DEPARTMENT ACTION

APPENDIX D

STAFF PERFROMANCE APPRAISAL FOR JUNIOR GRADE

Strictly Confidential

PSC FORM 5D

(To be completed in respect of officers in or above the category of Senior Executive Officers and its analogous grades).

    6) **PERSONAL INFORMATION**

Surname   Other Names

Mr/Mrs/Miss...

Surname on entry if different from above.....................Date of Birth......................

Ministry/Department.......................Region........................District........................

Present Grade..............................Salary..

Date of Appointment to Present

Grade................................Posting...

Present Duties...

Qualifications..

Period of Report – From.................................to...

GUIDANCE NOTES FOR COMPLETION OF PERFORMANCE APPRAISAL FORM

OBJECTIVES

The main Objectives of Performance Appraisal are to –

    d) Review the Appraisees performance and assist him or her to improve;

    e) Set work Objectives for the following year, and

    f) Discuss the Appraisee's future development including potential for promotion and training requirements

USE OF THIS FORM

The key element of performance appraisal is structured discussion or interview. This performance appraisal form should be used to help structure the discussion to ensure consistency and to provide a written record of the discussion.

THE APPRAISAL PROCESS

The performance appraisal process is in three parts

    Before the interview- The reporting Officer should.....

        i)Give notice to the Appraisees of the interview;

        ii) Consider previous objectives and the Appraisees performance

        iii) Complete section 2 in draft;

        iv) Provides a copy to the Appraisee before the interview

    The Appraisee should.......

        i)Review his or her performance and list the main achievements

ii)Prepare for the discussion of the reporting officers comments.

During the interview.....The Reporting Officer and Appraisee should

    i)   Discuss performance openly and frankly

    ii)   complete section 2,3, and 4.

After the Interview. The Appraisee should record any comment on the appraisal,

Including areas of disagreement in section 5.

The reporting Officer and countersigning Officer (normally the Reporting

Officers direct manager) should record comments and any sections agreed With

the Appraise in section 5.

7) REVIEW OF PERFORMANCE

    c) How well has the appraisee met the main tasks and objectives of the
job during the last period? Give examples of tasks that have been
particularly well done and those which have not been so well done.

        …………………………………………………………………………

        …………………………………………………………………………

    d) Assess the Overall strengths and weaknesses of the appraise in terms
of the following characteristics;

      6- Outstanding;

      7- Performance well a bove requirements;

      8- Performance meets fully the normal requirements;

      9- Performance does not meet requirements , some improvement
necessary;

10- Perfrmance not acceptable;

8) FUTURE DEVELOPMENT

c) Training and Development Needs

Indicate any specific training need(s) identified to improve the Appraisee's performance.

d) Promotion Assessment

Assess the Appraisee's potential to perform the duties of the next grade, taking account of the assessment of performance in section 2 above.

Please	Oustanding should be	Suitable for	Likely to be ready for	Not ready for promotion	Unlikely to be
tick	Promoted as	promotion	promotion	for at least	promoted
on	Soon as		In 2 to 3	3 years	further
bar	possible		years		

9) SETTING OBJECTIVES

Agree with the Appraisee no more than 4 key objectives for the next period. Wherever possible quantify these objectives and set deadlines for completion.

5. ....

....

6. ....

....

7. ....

....

8. ....

....

10) RECORD OF APPRAISAL INTERVIEW AND AGREED ACTION

B. Appraisee's Comment- Relate Comments to these points(use separate sheets)

e) Were your objectives reviewed and clarified at regular intervals with your superior?.

f) (i) Did you receive adequate guidance, counselling and on- the job training?

(ii) If yes, elaborate on the nature of the direction/training

g) Did you feel that you received encouragement from your superior? (Give examples).

h) Appraisee's Comment on his or her performance assessment by the Reporting Officer.(Include any Specific Comments on points of disagreement on the appraisal and Specify clearly any agreed action to be taken by either the Appraisee, the Reporting Officer or the Countersigning Officer).

....

Signature   Date

B) Reporting Officer's Comment

Signature.....................................Grade...

Name in Capitals......................Date...

C. Countersigning Officer's Comments

(Indicate how much you see of the person's work and how far you can confirm the comments and ratings given. Record any areas of disagreement which may remain after

Discussion with the Reporting Officer)

Signature..Grade..

Name in Capitals...................................Date..

PERSONNEL DEPARTMENT ACTION