

UNIVERSITY OF CAPE COAST

IMPACT OF PERFORMANCE APPRAISAL PRACTICES ON JOB
PERFORMANCE OF SENIOR STAFF OF VOLTA RIVER AUTHORITY

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PERFORMANCE OF SENIOR STAFF OF VOLTA RIVER AUTHORITY

BY

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IN HUMAN RESOURCE MANAGEMENT

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DECLARATION

Candidates' Declaration

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

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Signature: Date:

Supervisor's Declaration

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

Supervisor's Name: Dr. Kwabena Barima Antwi

Signature: Date:

ABSTRACT

The study examined Performance Appraisal Practices among senior staff of Volta River Authority. Descriptive research design was adopted for the study. The study focused on employees' views on the implementation of performance appraisal systems and the linkage to VRA mission, vision and corporate objectives; employees' involvement in PA systems and its effect on job performance, as well as training associated with PA and measures that could be adopted for improving the PA systems. These objects were motivated by the fact that the appraisal system in VRA had lent itself to some subjectivity; appraisal outcomes were not linked to reward and generally the PA system were not being implemented to its optimum.

A descriptive survey design was adopted for the technique. This technique employs quantitative techniques – probability sampling methods as well as technique of data analysis - in addressing the research questions.

Results pertaining to the perception on implementations of the performance appraisal show that there is a positive perception on the implementation of PA systems in the organisation. Generally, staff were pleased with the idea of appraisal and showed some positive involvement in the appraisal process. Appraisal effect was positive generally although many staff thought it does not enable them get requisite tools to execute their duties. Others employees believed the process put them on the defensive. It was recommended that management increase education on appraisal system and make good recommendation following appraisals.

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DEDICATION

To my late father Robert Kweku Oduro.

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LIST OF ACRONYMS

| | | |
|-------|---|--|
| BARS | - | Behavioural Anchored Rating Scale |
| BOS | - | Behavioural Observation Scale |
| ECG | - | Electricity Company of Ghana |
| HRM | - | Human Resource Management |
| KS | - | Kolmogorow Smirnow |
| KSA | - | Knowledge Skills and Abilities |
| MBO | - | Management by Objectives |
| PA | - | Performance Appraisal |
| SMART | - | Specific, Measurable, Achievable, Reliable and Time bound |
| SPSS | - | Statistical Package for Service Solution |
| VRA | - | Volta River Authority |

CHAPTER ONE

INTRODUCTION

Background of the study

One of the essential aims of Human Resource Management (HRM) is taking part in reaching companies objectives by managing its personnel. This means to obtain and keep quality, professionally capable, responsible and loyal workforce for the organization. It does also imply attempting to create a system of managing human resources in a company, where individual functions of HRM are in mutual association and unison (Narcisse & Harcourt, 2008). Most modern organizations rely upon some form of Performance Appraisal (PA) system to help the organization make decisions about issues like promotions, pay increase and other rewards among its employees at all levels of the organization.

Identifying the proficient employees and presenting them rewards (bonus) as a sign of motivation, in order to improve their performance are among the essential factors in Performance Appraisal (Hamidi, Najafi, Vatankhah, Mahmoudvand, Behzadpur & Najafi, 2010) Kavussi Shal (cited in Hamidi et al., 2010) believes that the appraisal system is a good instrument to improve the quality and quantity of the manpower's performance. Nowadays, performance appraisal is considered as an important aspect in human resource management and a part of the control process in administration (DeNisi & Pritchard, 2006). To hire qualified employees is not enough. In today's globalising world, there is a need to anticipate their potential and expectation

and orientate on their utilization and satisfaction in order for the organization to be competitive.

There are numerous studies that show that much attention had been given to the problems and weaknesses that institutions and organizations encounter in appraising their employees. However, there is a gap between research and practice with regards to performance appraisal. One possible explanation, according to DeNisi and Pritchard (2006) is that academic research has provided answers, but that practitioners are simply not aware of the relevant research findings. The other reason is that much of the academic research on performance appraisal has focused on measurement issues which had not helped practitioners who might find ways to improve performance.

PA has been in widespread use in many organizations in both developed countries and developing countries. Practitioners continue to complain about how academic research in this area has been of limited use to practitioners, and academics continue to bemoan the state of affairs on the professional practice. Despite the challenges in performance measurement systems and other weaknesses in most public organizations in Ghana (Ohemeng, 2009). Until 2002, many public institutions used the standardized Civil Service forms for appraising employees. However, institutions such as the VRA have developed their own system and forms for PA.

The objectives of PA in VRA are: hold employees to account for their performance over a stated period. Employees are made to face “the day of reckoning”. This is aimed at basically inculcating the spirit and culture of responsibility and accountability in the workforce; reward for satisfactory performance by way of progression (annual increment of salary); and assess

performance gaps and offer remedial intervention or solutions. Thus, it is against this background that this study seeks to examine the practice of PA and employee performance in VRA and whether the organizations objectives are achieved through PA of employees.

Statement of the problem

Most modern organizations rely upon some form of performance appraisal system to provide employees with feedback about their performance and help the organization make decisions about such things as pay increases and promotions (DeNisi & Pritchard, 2006; Narcisse & Harcourt, 2008). Appropriately carrying out appraisal of organisations' employees creates great assets not only for managers but for employees which makes it profitable for whole organization. Information obtained in this process is not only related to employee's performance at work, rather individual potential and future needs could also be identified but it also provides HR managers with valuable information for identification education and development requirements, how to motivate employees to improve themselves, uncovers their strengths and weaknesses, create the basis for rewarding employees, career management and placing employees.

Information gathered from the Human Resources Department of the Volta River Authority indicates that the appraisal system in VRA had lent itself to some subjectivity, appraisal outcomes were not linked to reward and generally the PA system were not being implemented up to its optimum (Volta River Authority Annual Report, 2011). There is anecdotal evidence that these problems were more associated with junior and senior staff.

According to HR department in VRA, most employees are not involved in the PA process. Thus appraisal outcomes are not communicated to employees and do not attract any reward package; PA effect on job performance is not known. These concerns raise a number of questions which has to be answered.

Objectives of the study

The general objective of the study is to examine PA practices and its effects on job performance among senior staff in the Volta River Authority. Specifically the study sought to:

1. Determine employees views on the implementation of PA systems and the linkage to VRA objectives;
2. Assess employees involvement in PA systems;
3. Determine the functionality of PA in relation to job performance
4. Examine training associated with conduct of PA;
5. Identify measures that could be put in place for improving the PA systems in VRA.

Research questions

The study was guided by the following research questions:

1. What are the perceptions of staff on the implementation of PA systems in VRA?
2. To what extent are employees involved in PA practices?
3. How does the function of PA influence job performance?
4. What training needs or preparations are associated with conduct of PA?

Significance of the study

The study is significant for a number of reasons. The study provides additional information regarding standards in appraisal work performance. Also Human Resource Managers will be informed of some of the lapses in their practices and be aware of the best ways of improving of these lapses. Results of the study will be a good source of information for HR practitioners in making decisions on recruitment, selection, planning and implementation of PA system in and organization. This research work will also serve as a guide to human resource (HR) managers and appraisers on what is expected of them as they appraise employees while at the same time set standards in assessing actual work performance of employees. It will identify training needs and evaluation of work performance. Results of the study will finally add to the already existing literature in Human Resource Management and serve as a source of reference for students and policy makers who wish to conduct a study in performance management in organizations.

Scope of the study

The study is restricted to only senior staff of Volta River Authority in the Tema and Akosombo areas of the organization. Though there are many areas of performance appraisal that could be investigated, the study would be limited to the implementation of PA in the study organization, the nature of involvement in appraisals, training and preparations by rate as well as the functionality of PA in relation to job performance. There are no limitations to inclusion in the sample on the base of gender, religion, department of any special skill.

Organisation of the study

The study is organized into five chapters. Chapter one outlines the background to the research problem, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study as well as the organization of the study. The second chapter reviews related literature of the study. Chapter three contains a description and explains the methodology of the study. This includes the organization as a case study, research design, population, sample and sampling procedure and data analysis procedures. Chapter four will present and discuss the findings in relation to the reviewed literature. The final chapter outlines summary and conclusion of the study based on the findings. Recommendations and suggestion for future research in potential areas will also be discussed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews related literature on the subject under investigation, namely performance appraisal. To have a broader perspective on the subject the literature review covered the following: Human Resource Management and associated theories; Concept of Performance Appraisal; Performance Appraisal practices; and Human Resource Training needs.

Definition of human resource management

HRM is essentially concerned with all the activities that contribute to successfully attracting, developing, motivating, and maintaining a high-performing workforce that result in organizational success.

Inyang (2001) considers HRM as “a set of organization-wide and people-oriented functions or activities deliberately designed to influence the effectiveness of employees in the organization” (p 8). Storey (1995) sees HRM as a distinctive approach to employment management which seeks to achieve a competitive advantage through strategic deployment of highly committed array of culture, structure and personnel techniques. The human resource is, in fact, one significant resource and a source of distinctive competence in the organization, which must be planned for to enhance organizational survival and growth (Inyang, 2000; Oribabor, 2000).

Human resource practices

Hornsby and Kuratko (2003) defined HRM practices in five major areas: job analysis and description, recruiting and selection, training, performance appraisal and compensation. Huselid (1995) defined HRM practices as employee recruitment and selection procedures, compensation and performance management systems, employee involvement and employee training. Jeffrey and Donald (2003) viewed HRM practices as job analysis, recruitment, selection, compensation, benefits, incentive, performance appraisal and training. Monday et al. (2002) avers that practices of HRM include five basic functions, including staffing, human resource development, compensation and benefits, safety and health, employee and labour relations and so on. Pawan (2000) identified HRM practices as pay and reward, recruitment and selection, training and development, health and safety and work expansion or reduction.

From the above discussion, the suggestion of six key HRM practices by Jeffrey and Donald (2003) that are likely to be positively associated with firm performance, product quality, production cost, and job performance is discussed. The six HRM practices are: training and development, teamwork, compensation or incentives, HR planning, performance appraisal, and employment security.

Training and development refers to the amount of formal training given to employees. Organizations can provide extensive formal training or rely on acquiring skills through selection and socialization. Training is targeted on skill development, whether technical, clinical or soft skills such as team working, leadership and interviewing (Delery and Doty, 1996). According to Harel and Tzafrir (1999), training can influence performance in two ways: first, training

improves relevant skills and abilities; and second, training increases employees' satisfaction with their current job and workplace. Training can consist of on-job training, off-job training, formal training, skill training, cross-functional training, team training, literacy training and so on (Gomez-Mejia, Balkin and Cardy 2004).

Teamwork refers to a group of employees created on purpose to carry out a particular job or to solve problems. The idea of teamwork is people share knowledge, skill, judgement, and ideas among one another to get better results (Sang 2005). According to Jeffrey and Donald (2003), teamwork provides many advantages: (1) teamwork depends on peer-based work rather than hierarchical, which leads to more effective achievement; (2) teamwork facilitates flows of ideas from team members and finally, an innovative solution; and (3) teamwork helps save the administrative costs arising from paying specialists to watch people.

Compensation or incentive is contingent on performance (e.g., individual or group incentive pay). One of the primary means organizations use to enhance employee motivation is providing performance-contingent incentive compensation to align employee and shareholder interests (Delaney and Huselid 1996). According to Gomez-Mejia et al. (2004), there are three kinds of compensation plan: first is base-compensation (fixed pay to employees). Second is pay incentives (bonuses and profit sharing). Third is indirect compensation (health insurance, vacation, unemployment compensation). Normally, compensation is based on two categories: financial incentives and non-financial incentives.

HR planning includes the forecasts of personnel requirements, the budget on selection staff, the numbers of people involved in selection, and structured and standardized interviews (Chang and Chen 2002). Firms need to predict the supply of labour required to meet future demand. According to Sang (2005) firms have to take the following things into consideration: (1) What is the rate of availability of a future workforce? (2) Are there enough potential young workers in the labour market, in the next two years or five years? (3) What is the level of education of those potential workers? (4) Do firms need to help invest in the educational system to help upgrade education of the potential workers or not?

Performance appraisal is used to evaluate employee performance. The purpose of performance appraisal is to improve goal setting and feedback processes in order that employees can direct, correct and improve their performance. It can be based on results or behavior. Considerable evidence shows that the extent and sophistication of appraisal are linked to changes in individual performance. According to Sang (2005), performance appraisal helps the top level of management to clarify and communicate organizational objectives and expectations to internal employees and helps them understand the capability of its own workforce.

Human resource management theories

This review presents some theories in HRM that serve as background of which PA systems in organizations were derived. Some of these theories are: the scientific management model, the human resources supervision model and the clinical supervision model.

The scientific management theory (SMM) concerned itself with the most efficient way of producing goods and services (Baguley, 2003). Money was viewed as a motivator in this context and employees were supposed to be paid according to their productivity (Trompenaars and Hampden-Turner 2004). The theory also saw the importance of wage incentives where the employee was paid for what he does and only receives a bonus if he exceeds a set target of production (Boachie-Mensah, 2006). According to Boachie-Mensah (2006), the scientific management model has the legacy of the development of mass assembly line work. Also, the theory efficiency techniques have been applied to many organizations outside industry making us aware that any job can be made more efficient and rational. With time, the model fell out of favour because of its classical-autocratic philosophy which reduced teachers to tools considered to be 'economic animals' solely motivated by material gain, thus compromising the employee's professional integrity.

According to Mabey et al - as cited in Pretorius & Ngwenya (2008) - while the scientific management theory was increasing productivity through the most efficient and effective ways, the human relations movement was a direct reaction and challenge to the scientific management model which gave precedence to the needs of the individuals rather than the task. The difficulty with this model is that human needs let alone the means to satisfy them can be elusive, particularly if each lower-order deficiency is viewed as a potential motivator for the higher ones (Baguley, 2003).

In respect of the Human Resource Supervision Model, the unpopularity of the human relations movement led to precedence of the human resources supervision model which proceeded from a revisionist view of staff supervision.

This model sought to solve the imbalances caused by excessive task and human orientations respectively (SurrIDGE, 2000). According to Evans (as cited in Pretorius & Ngwenya, 2008) the model's main contribution to staff supervision was the principle that human beings are not motivated by material gains, but continuous improvement which would lead to actualization of their potential so that they could meet the ever-increasing demands of the work itself.

The behaviourist scholars assumed that humans are endowed with various skills, talents which need tapping and developing through a partnership agenda with the ultimate aim of attaining institutional goals. This implies that employees would be motivated by the challenges of work when there is no gap between their work schedules and skills required, job rotation and enrichment, restructuring the working conditions to suit the present environment and redirecting the task to avoid monotonous schedules.

The Clinical Supervision Model, according to Holifield and Cline (1997), is unique and was derived from the real world of professional practice. The proponents of this model argue that employees as unique beings are professionally qualified and should be professionally responsible for their performance yet to open impressions from others (Pretorius & Ngwenya, 2008). This model was however, regarded by managers of larger institutions as laborious and time-consuming in execution, although proponents assert that the cycles can be expedited over time by ironing out the time consuming obstacles.

The above mentioned models or theories in HRM share some similarities and differences. For example, the scientific management theory could be applied to all business in modern work organizations. One major similarity between both scientific management theory and the human relations model has

to do with mass production where scientific techniques are widely used as the most economical way of producing the greatest number of products. Similarly, the scientific management theory has laid down functions of management where workers are selected scientifically through aptitude test so that each worker would be given responsibility for the task for which he/she was best suited.

However, some of the theories have been criticized on some grounds. For example, the human relations theory has been criticized that it is vague and simplistic; critics do not believe that supportive supervision and good human relations will lead automatically to higher morale and hence to better job performance (Boachie-Mensah, 2006).

This study will employ the human resource supervision model with part of the model being used by the VRA human resource department in appraising its staff. It is generally acknowledged that an organization's most important resources are the people who supply their work and drive to the organization (Cole, 2005).

Performance appraisal

Training and development of employee in and organization also involve performance appraisal which forms one of the important tasks of the manager. This section of the review looks at performance appraisal, methods or process of PA, uses of PA and problems of the PA systems in and organization.

According to Boachie-Mensah (2006), performance appraisal is a periodic formal assessment of work achievement as a basis for future actions and decisions. In the definition of Boachie-Mensah (2006), PA can be divided into two forms, there are: Informal and formal Appraisal. He considers the

Informal Appraisal as the process of continually feeding back to subordinates, information about how well they are doing their work for the organization. This is done on a day –to –day basis. Under the Formal performance appraisal systems, the appraisal is a formalized process for rating current subordinate performance, identifying subordinates deserving raises or promotions and identifying subordinates in need of further training.

It is also important to put on record that formal systems of performance appraisal are not intended to replace but to complement the informal appraisal process (Boachie-Mensah, 2006; Narcisse & Harcourt, 2008). In a related meaning of performance appraisal, DeNisi and Pritchard (2006) defines performance appraisal as a “discrete, formal, organisationally sanctioned event, usually not occurring more frequently than once or twice a year which has clearly stated performance dimensions and /or criteria that are used in the evaluation process” (p. 254). DeNisi and Pritchard further sees performance appraisal as an evaluation process, in that quantitative scores are often assigned based on the judged level of the employee’s job performance on the dimensions or criteria used, and the scores are shared with the employee being evaluated.

Winston and Creamer (1997) define PA as an organisational system comprising deliberate processes for determining staff accomplishments to improve staff effectiveness. The implication is that PA needs to measure current performance levels and must contain mechanisms for reinforcing strengths, identifying weaknesses and feeding the information back to the employees and organisation in an attempt to improve upon future performance. It is also important to stress that performance appraisal is a systematic and coordinated assessment of the current and past performance of employee relative to their

performance standards. This process involves the identification, measuring and development of human performance in the organization (Cole, 2005). Gomez-Mejia et al. (2004) have mentioned that performance appraisal system can be used for administrative purposes which are related to employee's work conditions, including promotion, termination and rewards. However, some scholars and managers argued that performance appraisal brings demoralisation to a workplace and low productive rate, and should be eliminated from practices (Cole, 2005). Thus, some firms adopt performance appraisal in a careful way.

All definitions of performance appraisal by the various authors above is an indication of PA being a process involving systematic and measurement process as well as communicating purposeful feedback to employees. The process involved in PA should be in harmony and conformity with management's goals and objectives (Narcisse & Harcourt, 2008).

Managers' understanding of employee's appraisal

It is important to define what is employee's performance and how should employers understand this before starting appraising employees. Employee's performance is not only the quantity and quality of his/her work, which is very often the mistaken opinion of many managers, but is also includes attentiveness, approach to work, work behaviour, discipline in following safety measures, presence and absence at the workplace, relationships with colleagues, and other co-worker who an employee comes in contact with within performing his or her job (Blstakova, 2010). Expected performance will not be accomplished if any of these conditions is missing. For instance, no matter how

perfect the workplace equipped is and how qualified and employee is, if he or she is not willing to do the job, the performance will never be as expected.

Managers paradoxically very often underestimate appraising employee. Even if managers often know about its importance, the process of appraising employee's performance is just not something they are willing to pay as much attention to, as it requires.

Correctly performed appraising employees' performance creates great assets not only for managers but for employees who makes it profitable for whole organization (DeNisi & Pritchard, 2006; Blstakova, 2010). Information obtained in this process is not only related to employee's performance at work, his or her potential and future needs, but it also provides HR managers with valuable information for identification education and development requirements, it crates the basis for rewarding employees, career management and placing employees. One of the objectives of employees' appraisal is to ascertain whether the goals of employees are harmonized with the goals of the organization.

According to Blstakova (2010), for better and more quality understanding of the importance of employees' appraisal system in and organization it is important to state some information which can be obtained by correctly performed appraisal. Some of them have to do with information about present level reached in performance of individual employees; information about employees' interests, expectations and needs; information about deficiencies and potential barriers of employees' development; finding ways how to support increase of employees' performance; and information basis for creating variable components of employees' rewarding. The others are finding

ways for increasing employees' motivation; information basis for identification of education and development needs of individual employees, for evaluating effectiveness of training activities, and for employees' placement; uncovering failings in recruitment and selection process; actualization of employees' personnel information and improvement of relationship between employees and their supervisors.

Purpose and benefits of performance appraisal

One of the essential aims of Human Resource Management is taking part in reaching companies objectives by managing its personnel. To hire qualified employees is not enough, there is the need to anticipate their potential and expectation and orientate on their utilization and satisfaction (Armstrong, 2003).

From the traditional perspective, performance appraisals have been conceptualised to be intended to change the behaviour of the incumbent in a position. Following Campbell's model of job performance (Campbell, 1990; Campbell, McCloy, Oppler, & Sager 1993), performance appraisals are aimed at altering the motivation or the knowledge, skills, and abilities (KSAs) of the person in the position (or both). For example, supervisors may give rewards-based feedback based on skills deficits identified through performance appraisal. According Cole (2005) there are several reasons why appraisal are carried out in an organizations. Cole summarizes these reasons as follows: to identify an individual's current level of job performance; his strengths and weaknesses and to enable employees to improve their performance. Others still are to provide a basis for rewarding employees in relation to their contribution to organization goals; motivate individuals; identify training and development

needs and also potential performance as well as provide information for succession planning.

However, the most likely reason for the adoption of employee appraisal is to draw attention to present performance in the job in order to (a) reward people fairly, and (b) to identify those with potential for promotion or transfer (Cole, 2006). Cash (1993) believes that the best way to look at the purposes of PA is to consider the different viewpoints of the main stakeholders. He argues that PA has four-fold purposes from the employee's point of view.

These are firstly, to tell the employees what the organization wants them to do in terms of performance; secondly, how well they have performed their duties; thirdly, it helps employees improve upon their performance and finally, rewards employees for doing well. The implication is that the PA must identify the job content, procedures to be followed in achieving the set objectives, training and development needs of the staff and assist in the distribution of rewards to staff.

Performance appraisal process

It is important for managers to prepare adequately for appraising their subordinates. The very frequent mistake of managers is considering employees' appraisal easy and spending insufficient effort preparing for it, even if doing something well does not mean spending lots of time doing it (Blstakova, 2010).

In a study by Blstakova (2010) who studied employees' appraisal as an indication of the quality of human resources management in organizations in Slovakia outline steps in appraising employees. The very first step should be setting the goal, i.e. determining the expected outcome of the process of formal

employees' appraisal. Next step would be selection of methods which the manager wants to use. The most universal and most frequently used approach appears to be appraisal interview. The manager, indeed, should inform employees about their appraisal, in written and official way. This should happen approximately 10 days ahead, so they can properly prepare, and the date and time should come out as an agreement between manager and employee. It is not only polite, but this way the manager shows respect to employee's schedule, which proves that manager values his subordinate's work and treats him as a partner for reaching common goal.

The appraisal process has been summarized by Cole (2005) and is presented in Figure1. The figure shows that the appraisal process start with a preparatory stage by completing an appropriate appraisal form. This stage is followed by an interview in which the manager discusses progress with the member of staff. The result of the interview is some form of agreed action. The action according to Cole generally transforms into a job improvement plan, promotion to another job or to a salary increase.

According to Rue and Byars (1995) every employee going through appraisal should be provided with the information regarding appraisal form, so he or she is enabled to prepare for the appraisal. There are many appraisal forms, and it is impossible to determine one as the universal, which could be recommended for any organisation. Each manager should have professionally elaborated appraisal form adjusted to each type of job within the organisation. The purpose of providing employees with appraisal form is to give them proper information, which increases productivity of the appraisal interview (Rue and Byars, 1995; Cole, 2005; Blstakova, 2010). Before the manager begins appraisal

interview, he or she should be familiar with job description of appraised employee.

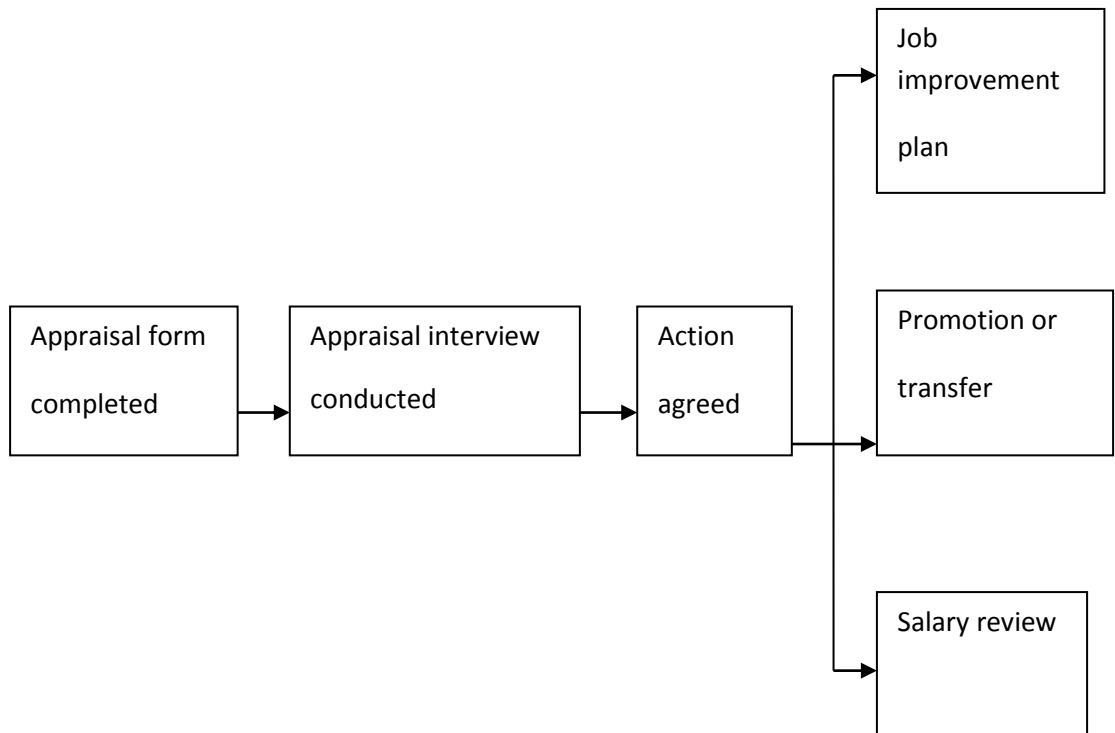


Figure 1: Appraisal process

Source: Cole (2005: 299)

A study by Maley (2009) attests that employees happen to be criticized for neglecting certain activities even if they are not covered in their job description but it happened that managers often just didn't know. Well elaborated job description should not exceed one page and it should at least contain following requisites: Characteristics of the job, responsibilities, work equipment and tools, work conditions, risks. Job description should be periodically actualised, or adjusted if any change appears. Another requirement

on manager's preparation for appraising interview is to read over former appraisal form of the employee. This form should be part of personal file of individual employee.

Many managers filling out the appraisal forms emphasise the employees' seniority. In this way, they put an end to the spirit of the creativity, perseverance and sincerity of the junior employees. There are several times that the excellent grades are periodic, so that the unit supervisor gives grade with the question "whose turn is this year?", before she or he fills up the forms (Javadein, 2001). In addition, the HR department (personnel department) changes the appraisal grades in such a way that the high grades will be allocated to the approved persons. Nonetheless, even if an employee obtains a high grade, this will be no benefit to him or her according to the minimum entitlement (ibid).

Performance appraisal methods

Appraisal criteria are generally either person-oriented or results oriented. Within each of these orientations appraisers still have to measure individual performance. According to Boachie-Mensah (2006), there are several methods of appraising employees in an organization. These methods include: Graphic Rating Scale, Essay appraisal, Checklist, the Behaviourally Anchored Rating Scale (BARS), the Behaviour Observation Scale (BOS) and Achieving Objectives. These methods are discussed in turn as follows:

In a landmark study, Locker & Teel cited in Harris and DiSimone (1994) found that the three most common appraisal methods in general use are Rating Scales Method (56%), the Essay Methods (25%) and Results- oriented or MBO

methods (13%). Certain techniques in performance appraisal have been thoroughly investigated, and some have been found to yield better results than others.

Research studies show that employees are likely to feel more satisfied with their appraisal result if they have the chance to talk freely and discuss their performance. It is also more likely that such employees will be better able to meet future performance goals (Krein, 1990). Employees are also more likely to feel that the appraisal process is fair if they are given a chance to talk about their performance. This is especially so when they are permitted to challenge and appeal against their evaluation.

It is very important that employees recognize that negative appraisal feedback is provided with a constructive intention, i.e., to help them overcome present difficulties and to improve their future performance. Employees will be less anxious about criticism, and more likely to find it useful, when they believe that the appraiser's intentions are helpful and constructive. (Rue and Byars, 1995). In contrast, other studies such as Baron (1988) reported that "destructive criticism" - which is vague, ill-informed, unfair or harshly presented - will lead to problems such as anger, resentment, tension and workplace conflict, as well as increased resistance to improvement, denial of problems, and poorer performance.

It has been shown in numerous studies that goal-setting is an important element in employee motivation. Goals can stimulate employee effort, focus attention, increase persistence, and encourage employees to find new and better ways to work (Byars and Rue (1994). The use of goals as a stimulus to human motivation is one of the best supported theories in management. It is also quite

clear that goals which are "...specific, difficult and accepted by employees will lead to higher levels of performance than easy, vague goals (such as do your best) or no goals at all." (Harris & DiSimone, 1994)

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

Rating scale method

The rating scale method offers a high degree of structure for appraisals. Each employee trait or characteristic is rated on a bipolar scale that usually has several points ranging from "poor" to "excellent" (or some similar arrangement). The traits assessed on these scales include employee attributes such as cooperation, communications ability, initiative, punctuality and technical (work skills) competence. The nature and scope of the traits selected for inclusion is limited only by the imagination of the scale's designer, or by the organization's need to know (Mullins, 2007).

According to Cole (2005) the greatest advantage of rating scales is that they are structured and standardized. This allows ratings to be easily compared and contrasted - even for entire work forces. Each employee is subjected to the same basic appraisal process and rating criteria, with the same range of responses. This encourages equality in treatment for all appraisees and imposes standard measures of performance across all parts of the organization.

A challenge associated with the rating scale methods has to do with perceptual errors. This relates to well-known problems of selective perception (such as the horns and halos effect) as well as problems of perceived meaning. Selective perception is the human tendency to make private and highly subjective assessments of what a person is 'really like', and then seek evidence to support that view (while ignoring or downplaying evidence that might contradict it). An example is the supervisor who believes that an employee is inherently good (halo effect) and so ignores evidence that might suggest otherwise. Instead of correcting the slackening employee, the supervisor covers them and may even offer excuses for their declining performance. On the other hand, a supervisor may have formed the impression that an employee is bad (horns effect). The supervisor becomes unreasonably harsh in their assessment of the employee, and always ready to criticize and undermine them. The horns and halo effect is rarely seen in its extreme and obvious forms. But in its more subtle manifestations, it can be a significant threat to the effectiveness and credibility of performance appraisal (Boachie-Mensah, 2006).

Essay method

In the essay method approach, the appraiser prepares a written statement about the employee being appraised. The statement usually concentrates on describing specific strengths and weaknesses in job performance. It also suggests courses of action to remedy the identified problem areas. The statement may be written and edited by the appraiser alone, or it be composed in collaboration with the appraisee (Cole, 2005). The advantage of the method is that it permits the appraiser to examine almost any relevant issue or attribute of

performance, but it has a demerit of being time consuming and difficult to administer.

Management by objectives

Management by Objectives (MBO) first used by Peter Drucker in 1954, is an approach that requires all managers to set specific objectives to be achieved in future and encourages them to continually ask what more can be done (Pfeiffer, 1998). In MBO, managers and subordinates sit down and jointly set specific objectives to be accomplished within a set time frame and for which the subordinate is then held directly responsible. The MBO approach injects an element of dialogue into the process of passing plans and objectives from one organizational level to another. The superior brings specific goals and measures for the subordinate to a meeting with this subordinate, who also brings specific objectives and measures that he or she sees as appropriate or contributing to better accomplishment of the job. Together they develop a group of specific goals, measures of achievement, and time frames in which the subordinate commits himself or herself to the accomplishment of those goals.

In Management by Objective performance appraisal, employees are obliged to deal with overcoming empirical challenges. The evaluator is more interested in outcome than the process. Hence the MBO does not give evaluators the opportunity to see how employees resolve their problems or challenges over a work period. This therefore neglects more or less a scrutiny of the efficiency of resources used to achieve given results. Thus, productivity may seem to be high or low, relative to the cost of the employee to the organisation. Employees' performances may be influenced by the work environment and yet

this is not factored in analysis. For example, the work environment may be compensating for the employee's inefficiencies or ineffectiveness. A reverse scenario is that the employee may be producing at a superior rate despite the daunting challenges in the work environment. Huang (2001) still maintains that comparative evaluation is still useful as a benchmark where the workplace environment is an implicit factor in output, but such evaluation is only proximal and secondary. Pfeiffer (1998b) indeed, lists more merits of the MBA noting the following:

- Gain greater commitment and desire to contribute from subordinates by (a) allowing them to feel that the objectives they are working toward were not just handed to them but are really theirs because they played a part in formulating them, (b) giving subordinates a better sense of where they fit in the organization by making clear how the subordinates' objectives fit into the overall picture, and (c) injecting a vitality into organizational life that comes with the energy produced as a worker strives to achieve a goal to which he or she has taken the psychological and (sometimes economic) risk to commit.
- Gain better control and coordination toward goal accomplishment by (a) having a clearer picture of who is doing what and how the parts all fit together, (b) having subordinates who are more likely to control and coordinate their own activities because they know what will help and what will hinder their goal achievement, and (c) being able to see which subordinates consistently produce and which do not.

There are many other performance appraisal methods or formats. Some make use of strong quantitative techniques and other do not. Bhattacharyya

(2011) offers that many organisation follow the more traditional methods who are less complicated. Bhattacharyya (2011) lists about fifteen other methods: the traditional methods being straight ranking method, paired comparison techniques, man-to-man comparison, grading method, graphic or linear rating scale, forced choice description method, forced distribution method, checklist method, free easy method, critical incident method, work standard approach, group appraisal method and field review method. These methods suffer from the lack of obvious emphasis on assessing the individual performance, considering it as an isolated factor (ibid). He classifies the MBO method as a modern method. Other modern methods apart from the MBO and ACE methods are the Human Asset Accounting method, Behaviourally Anchored Rating Scales (BARS), Behaviourally Observation Scales (BOS), the Mixed standard scales and the Behavioural Checklist Method. The scope of this study may not necessarily warrant a discussion of all this methods for now so is omitted.

Appraisal interviews

The appraisal interview is the formal face-to-face meeting between the job holder and his or her manager at which the information on the appraisal form is discussed, after which certain key decisions are made concerning salary, promotion and training (Cole, 2005). The approach in which a manager conducts an appraisal interview will be strongly influenced by his or her understanding of the purpose of the interview. Some researchers (Cole, 2005; Scoltani, 2005) have outlined several purposes of appraisal interviews. They are to evaluate the subordinate's recent performance; formulate job improvement plans; improve communication between superior and subordinate and provide

feedback on job performance to the employee. It also helps to identify training and development needs and provide a rationale for salary review.

However, despite the numerous benefits in conducting appraisal interviews, Row (cited in Cole, 2005) study of six firms in the United Kingdom, revealed some challenges in conducting appraisal interview. Appraisers were reluctant to conduct appraisals, finding ways of evading full completion of the appraisal forms. And there were inadequate follow-up to the appraisals, in terms of their effect on transfer, etc.

Appraisal interview is mostly performed by manager, the immediate supervisor of employee, he/she could get unwanted feeling of inferiority, which could cause discomfort and could lead to negative influence on appraisal interview and depreciate its results (Blstakova, 2010).

Potential rater errors in performance appraisal

Despite the benefits of PA, the effectiveness of any system relies heavily on the quality and reliability of assessment. Robbins (1993) describes types of errors that could creep into PA; Leniency Error occurs in PA when ratings are grouped at the positive end instead of being spread throughout the performance scale (continuum). Central tendency on the other hand occurs when appraisal statistics indicate that most employees appraised are near the middle of the performance scale. Regency occurs when evaluation is based on work performed most recently, generally, work performed one or two months prior to evaluation. Halo effect is where an employee's strengths in one area are spread to other areas. The appraiser allows a single prominent characteristic of an employee to influence his or her judgment on each separate item. Contrast error

is the tendency to rate people relative to other people rather than to performance standards.

Potential problems in performance appraisal

Apart from errors identified above as some potential errors in PA system, there are other challenges that go with any appraisal process. Mullins (2007) attests “the evaluation of the performance of individuals in the workplace is fraught with difficulties even at the best of times” (p. 499). The difficulties are compounded when there are allegations of bias in such evaluation. According to Boachie-Mensah (2006) some managers allow their personal biases such as prejudices regarding sex, colour, and religious affiliation to distort their ratings.

Many problems with PA systems arise from the application of the systems rather than inherent deficiency in the systems themselves. A study by Blstakova (2010) outlined some managers’ mistakes which very often appear at appraising employee’s performance. These include managers’ poor preparedness for appraising interview and the fact that managers do not inform employees about their appraisal in sufficient advance. There is also the wrong choice of time and place for realization of appraisal interview and managers tend to be either too tough, or too charitable. There are many other influences bordering on prejudices, unfair comparisons and revealing appraisal results to the public.

It is important that a formal PA system does not result in managers’ failing in their responsibility for reviewing performance on a day-to-day basis.

The appraisal method used by VRA incorporates the management by objectives (MBO) method and the rating scale method. The VRA appraisal system for senior staff seeks to measure employee performance by examining the extent to which predetermined work objectives have been met through objectives such as improving business efficiency, improving customer satisfaction etc. which is typical of the MBO method. These objectives have measurement criteria and indicators which are rated from 5 (exceptional) to 1 (failed to meet expectation) which is a rating scale method.

Under the MBO method, objectives are jointly established by the supervisor and subordinates where employee is expected to self-audit, identify skills needed to achieve the objectives are practiced by appraisers and appraisees.

It has also remained a necessity for managers to make decisions about employee training as an avenue for skill acquisition, and to provide career advice to subordinate workers. Many economies in the world over, including Ghana have begun to recognise the important role that employees play in their economic success. Therefore, they have been committing themselves to strong human resources development (HRM) departments and other agencies responsible for developing effective workforce.

Training denotes efforts to increase employee skills on present jobs and the term development refers to efforts oriented towards improvement relevant to future jobs. According to Bartol, and Martin (1998), upgrading skills in present jobs usually improves performance in future jobs. The organ responsible for this role is the human resource, a unique formation generally designated as department comprising human resource managers, specializing in various aspects of human resource management.

It is a fact that as jobs demand change, employee skills have to be altered and updated. This requires deliberate efforts on the part of the human resource development managers as a specialized segment of the corporate human resource management who are regarded as in-house or organization based employee development professionals.

PA as an answer to training needs assessment

A training needs assessment is used to determine whether training is the right solution to a workplace problem. It is an on-going process of gathering data to determine what training needs exist so that training can be developed to help the organization accomplish its objectives (Brown, 2002). Stated differently, Barbazette (2006) defines training needs assessment as the process of collecting information about an expressed or implied organizational need that could be met by conduction training. Essentially, information is collected and analysed so a training plan can be created. The assessment determines the need for training, identifies what training is needed, and examines the type and scope of resources needed to support a training programme.

According to Rossett cited in Cakada (2010) a company conducts training needs assessment to seek information about optimal performance or knowledge; actual or current performance or knowledge; feelings of trainees and other significant people and; causes of the problem and solutions to the problem.

A training needs analysis often reveals the need for well-targeted training (McArdle, 1998). By conducting an effective assessment, a company verifies that training is the appropriate solution to a performance deficiency.

Training cannot solve problems caused by poor system design, insufficient resources or understaffing (Sorenson, 2002). In some cases, increasing an employee's knowledge and skills may not resolve the problem or deficiency, so training would waste valuable resources and time.

A training need assessment can help determine current performance knowledge levels related to a specific activity, as well as the optimal performance or knowledge level needed. By conducting needs assessments, the company can gather information regarding the competence of workers or the task itself; such information helps identify causes of problems (Sadler-Smith and Lean, 2004).

Those who conduct the assessment must have a clear understanding of the problem and must consider all solutions, not just training, before they present their findings to management and determine the best solution. "When properly done, a needs analysis is a wise investment for the organisation. It saves time, money and effort by working on the right problems" (McArdle, 1998, p. 4). Failure to conduct a training needs assessment or conducting one ineffectively can lead to costly mistakes. For example, suppose a company relies on training to fix a problem when another solution may have been more effective or uses training to solve a problem without addressing the skills needed to perform a task.

Challenges of PA systems

Challenges of PA systems would refer to activities or elements that hinder the conduct and outcome of a successful performance appraisal system.

Levinson (1990) mentions the problem of PA systems lacking provision for a modus operandi once a set of objectives have been agreed on. He chronicles the various sections of the performance appraisal and discovers that nowhere in the set of questions in any PA system examined does a question border on how the person is to attain the ends he or she is charged with reaching. Noting the argument that the ideal way of managing it is to give a person charge and leave him or her to accomplish stated goals, he mentions that the principle is oversimplified in both theory and practice. He explains that people need to know the topography of the land they are expected to cross, and the routes as perceived by those to whom they report.

Warner (2002) identifies a number of common mistakes that are made for which many appraisal systems go wrong. They are: (1) inadequate defined standards of performance; (2) Over-emphasis on recent performance; (3) Reliance on gut feelings; (4) Misunderstanding or confusion about performance standards; (5) insufficient or unclear performance documents; (6) inadequate time allocated for the discussion; (7) too much talking by the manager/supervisor and (8) lack of follow-up planning/ action. These mistakes represent de-motivators for the performance appraisal system. For example, if a manager mentions to an employee that he is not trying enough, the employee may respond: 'compared to what? What was the standard against which you held me? How do I know what you expect of me? If I was performing up to the standards, how would you know it and how could I prove it'. Now if there are no good answers to the questions, one may not only have a disgruntled employee, but also a potentially invalid performance appraisal. This example is in reference to the lack of inadequate defined standards of performance.

Empirical literature review

Studies carried out at the beginning of 1990s found that between 74 and 89 percent of organisation operated a formal appraisal system at the time (Harris, 1994). The prevalence of PA has risen further as it is applied increasingly to all parts of the organisational hierarchy, including professional senior and middle managers, clerical employees, and blue –collar workers. This suggests that some workforce may have been subjected to PA systems more recently than others and there may be value in determining whether and how appraisals ought to be conducted differently for different functions (Krausert, 2009)

In the study by Cleveland, Murphy and Williams (1989), they found that the use of performance appraisal to simultaneously make distinctions between and within individuals is common. Canonical correlation analyses revealed that organizational characteristics were significantly related to uses of performance appraisal. Watson Wyatt – cited in Pulakas (2009) found that only 30% of workers felt their company’s performance management system helps them improve their performance. Again less than 40% said their systems provide clear performance goals, generate honest feedback, or use technology effectively. This suggests that the majority of the people are not very motivated by the performance appraisal system in place. This question the efficacy of such a PA system or rather calls to disrepute managers’ approach to conducting performance appraisal interviews. The study by Kuvaas (2006) presents quite different results but in a different context. In his cross-sectional survey of 593 employees from 64 Norwegian savings banks, results showed that performance appraisal satisfaction was directly related to affective commitment and turnover

intention. The relationship between performance appraisal satisfaction and work performance, however, was both mediated and moderated by employees' intrinsic work motivation. This result gives some credence to the motivation theory which mainly links motivation to merit pay, as from Kuvaas study, turnover intention was a clear drive. He also noted that the form of moderation was, however, positive for those with high intrinsic motivation. This incursion of this result seems to give some impetus to the study by Mohrman and Lawler (1981) who used the term PA behaviour. They argue that Performance appraisal) PA) behaviour can be analysed as any other organizational behaviour since the purpose of performance assessment create contexts that give PA behaviours unique and complex meanings.

Tuytens and Devos (2012) study was related to the educational system. They examined the relationship between procedural justice, charismatic leadership and feedback reactions (i.e. perceived feedback utility and feedback accuracy). The results showed that there is a mediating effect of charismatic leadership. This demonstrates that besides the appraisal system, charismatic leadership is important for feedback reactions. This results particular offer a solution in terms of determining some factors that are likely to motivate employees in the appraisal system. The authors conclude that supervisors should take into account that they have an important function to fulfil when conducting performance appraisals and not see performance appraisal as just another perfunctory system in human resource management. Jawahar (2010) study corroborates Selvarajan and Cloninger (2012) and perhaps Tuytens and Devos, but provides a more in-depth insight. He notes that feedback influences performance and is thus seen a motivating factor; nonetheless, the effect of

feedback on performance is not uniformly positive. He proposed a model where reactions to feedback, not the feedback influences performance and suggests that feedback-related characteristics are central to models of performance feedback that also corresponded with the three characteristics of the due process model which served as antecedents to reactions. His longitudinal study results showed that strong support for the proposed model as antecedents substantially related to ratees' reactions, and ratees' reactions indeed influenced subsequent performance. His recommendations thereof reflects the importance of feedback

Summary

The review of related literature revealed that HRM refers to the effective development, reasonable utilization and scientific management of human resources. Six HRM practices were outlined namely: training and development; teamwork; compensation or incentives; HR planning, performance appraisal, and employment security (Chang & Chen, 2002; Jeffrey & Donald, 2003; Sang, 2005). They review reported several models in HR practices through the Human resource supervision model was adapted for the study. There were similar studies which reported the benefits and purposes of Performance Appraisal (Armstrong, 2003; Cole, 2006; Mullins, 2007) however, other studies reported of potential problems associated with PA systems in organisations (Maley, 2009; Blstakova, 2010). Several PA methods were revealed by the literature review, however, it came to the fore that VRA incorporates the rating scale and the management by objectives methods in its appraisal system. Training need assessment was also reported in the literature to help determine current performance knowledge levels related to a specific activity, as well as the

optimal performance or knowledge level needed (Sadler-Smith & Lean, 2004; Cekada, 2010).

CHAPTER THREE

METHODOLOGY

Introduction

In this chapter, the methodology used for the study is described. This includes the research design, population, sample and sampling procedure, the instrument used in the data collection, pilot testing of instrument, administration of instruments, and data analysis.

Study organisation

The Volta River Authority (VRA) was established on April 26, 1961 under the Volta River Development Act, Act 46 of the Republic of Ghana with the core business to generate and supply electrical energy for industrial, commercial and domestic use in Ghana. VRA started with the development of the hydroelectric potentials of the Volta River and the construction and maintenance of a nation-wide grid transmission system. Today, it has expanded into distribution of electricity in the northern sector of Ghana, and thermal generation to complement inadequate capacity for hydro generation. The VRA's major bulk customer is the Electricity Company of Ghana (ECG). Power sold to ECG caters mainly for domestic, industrial and commercial concerns. Bulk sales are also made to a number of mining companies, including AngloGold Ashanti, Newmont Ghana Gold Ltd., Goldfields Ghana Ltd. and Golden Star Resources Group. Others are Aluworks, Akosombo Textile Ltd., and Diamond Cement

Ghana Ltd. International energy sales to neighbouring countries include Togo and Burkina Faso.

According to the Human Resource Department of VRA, the organization has a total of 21 departments with area offices across the nation and a Headquarters in Accra. Just like any big organization, the VRA has top executives and mid-level managers as well as supervisors for various units and sectional heads. There is a large operational force which cuts across all facets of functionality of the organization. Hence, though it is a company that produces power, it has experts in supply chain, strong administrative staff, and people with technical expertise in engineering, persons with knowledge in finance and accounting, auditors, and HR experts to wheel the organization on. A critical look at the designation system shows that there is long hierarchical system. Senior Staff in VRA come from various parts of the country, thus have varying cultural and social backgrounds and indeed differing levels of understanding and the ability to learn and unlearn.

Research design

This study was a simple descriptive survey design which used employed both quantitative and inferential statistical techniques to assess the effect of Performance Appraisal (PA) on job performance among employees in VRA. A survey design was deemed more appropriate for the study because according to Fraenkel and Wallen (2006), survey research deals basically with obtaining data to determine specific characteristics of a group. The study seeks to obtain information about managers' practice of PA systems, the effect of PA practices on job performance etc.

The objectives of the study made it more suitable to employ survey design because as Cohen and Manion (2008) posit, “surveys gather data at a particular point in time with the intention of (a) describing the nature of existing conditions, or (b) identifying standards against which existing conditions can be compared, or (c) determining the relationships that exist between specific events” (p. 97). Descriptive survey design has numerous advantages. The design provides a more accurate and meaningful picture of events and seeks to explain peoples’ perception and behaviour on the basis of data gathered at a particular time (Gravetter & Forzanu, 2006). This allows for in-depth follow – up questions and items that are unclear to be explained. The main advantage of descriptive survey design is that it has the potential to provide a lot of information from quite a large sample of respondents (Sarantakos, 2005).

Notwithstanding the advantages, the descriptive survey design has some disadvantages. Sarantakos (2005) argue that there is the difficulty in ensuring that the questions answered using the descriptive survey design is clear and not misleading. Hence, it may produce unreliable results and there is difficulty obtaining adequate number of questionnaire completed and returned for meaningful analysis to be made in some cases.

In spite of these disadvantages, the descriptive design was deemed most appropriate for the study. The study design will also adopt evaluative methods to examine strengths, weaknesses and opportunities in the performance appraisal systems.

Population of the study

A population consists of the entire universe of cases the researcher is interested in for a study. The target population of the study was all senior staff in VRA, however, the accessible population at the time of the study was all senior staff in three branch offices of the VRA namely; Akuse, Tema and Aboadze. The total staff strength of Senior Staff of the three branch offices VRA as 20th November, 2011 was 600 with various departments such as Administration; Generation; Procurement etc. Table 1 present sample distribution of staff who were able to return completed questionnaire from the various departments.

Table 1: Sample Staff distribution by department

| Department | N | Sample size |
|----------------|-----|-------------|
| Generation | 162 | 50 |
| Finance | 84 | 35 |
| Procurement | 36 | 10 |
| Real Estate | 48 | 20 |
| Engineering | 84 | 35 |
| Administration | 186 | 70 |
| Total | 600 | 220 |

Source: Researcher's Field Data, (2011)

Sample and sampling procedure

According to Pilot and Hungler (1995), sampling is the process of selecting a portion of the population to represent the entire population of the

study. A sample is a subset and representative proportion of the population used for a study. It is chosen to represent the population on which a study is conducted.

The study employed the multi-stage sampling technique. Stratified sampling procedure was adopted after all the three of the branches namely Akuse, Tema and Aboadze had been purposively selected for the study. Quota was given to each section or department based on the proportion in the total population result in strata. According to Sarantakos (2005), for a target population of 600 the theoretical sample size should be 217, hence due to the homogeneity of respondents the table of random numbers were used to select 217 senior staff.

However, 300 questionnaires were sent out to the respondents and 220 questionnaires were returned, hence the sample size used for was 220 respondents. The administration of 300 questionnaires was informed by the seeming level of apathy during the pilot stage and pretesting of the questionnaire and it was to ensure that the sample size was attained. Table 1 provides the distribution of the respondents sampled in the various departments

Research instruments

The instrument used to elicit relevant data for the study was a researcher developed likert structured questionnaire. One set of questionnaire was designed for respondents to fill. According to Saratakos (2005), the questionnaire serves as the most appropriate data-gathering device in a research project when properly constructed and administered. Sarantakos (2005) asserted that the use

of the questionnaire provides a wider coverage, since researchers can approach respondents more easily.

He further noted that the questionnaire is less expensive, produces fast results, stable, constant and gives less opportunity for bias caused by the presence or attitude of the researcher. Sarantakos (2005) however was of the view that since the questionnaire is anonymous, researchers are not sure whether the right people have answered the questions. He again stated that there are also no opportunities for motivating the respondents to answer the questions with the use of the questionnaire.

The researcher used the Likert scale type of questionnaire to collect data for the study. Lehmann and Mehrens (1998) posited that the Likert scale appears to be the most popular method of attitude scale construction. Likert scales are easier to construct and score than the Thurstone and Guttman Scales. Likert scale closed-ended questionnaire has a high return rate which makes it advantageous compared with open-ended questionnaires (Amedahe, 2002; Sarantakos, 2005).

The questionnaire was of a five-point Likert scale with few open-ended items. This scale had score values for positive statements as: Strongly Agree (SA), Agree (A), Not Sure, Disagree (D) and Strongly Disagree (SD) which were rated 1, 2, 3, 4 and 5 respectively..

The questionnaire administered to senior staff in Volta River Authority had two main parts of which Part 1 was made up of four sections. The items focused on topical issues raised in the research questions. Items on Section A of Part 1 examined staff perception on the implementation of performance appraisal (PA) practices in VRA. Section B focused on training needs of the

staff in VRA; Section 'C' examined the nature of involvement in Performance appraisal practices while the last section, Section D focused on the effect of PA on employees' performance. Part two of the questionnaire dealt with background information which included sex, number of years staff had worked with the organisation, job title or designation and the number of performance appraisal that the employee has been subjected within the past two years. This was to provide information on variances in the frequency of conduct of PA in different offices or branches but at the same time give a perspective on the level of consistency with which PA are conducted by supervisors. A couple of questions included in Part two has to do with (1) respondents indicating their training needs identified in the last appraisal and how it has been addressed so far; and (2) suggestion from staff to improve the performance appraisal process..

Validity of instrument

To ensure validity of the study, self-developed questionnaire was submitted to the researcher's supervisors at the Institute for Development Studies, University of Cape Coast for expert appraisal. There was content related evidence to the items and they ensured that the items related to the research questions and comprehensively covered the dimensions of the study. Suggestions made were factored in to refine the content and improve the questionnaire before the final administration.

Reliability of instrument

Reliability is important to social researchers. The reliability of the instrument was established using Cronbach's Alpha measure of internal

consistency. This statistic provides an idea of the average correlation among all of the items that make up the scale of the measurement. In effect it measures the level of consistency of the items in measuring the intended variable. The statistic varies from 0 to 1, and though alpha has several interpretations, the cutoff value is more useful in determining whether a scale is reliable. The standard rule of thumb is that alpha must be greater than approximately 0.6 to conclude that the scale is reliable (Field, 2005). George and Mallery (2003) provides another perspective, not too different, but perhaps more detailed and informative. He submits that where alpha “ $\geq .9$ – Excellent, $\geq .8$ – Good, $\geq .7$ – Acceptable, $\geq .6$ – Questionable, $\geq .5$ – Poor, and $< .5$ – Unacceptable.

In the view of Ary, Jacobs and Razavieh (1990), the Cronbach Alpha measure of internal consistency is useful when measures have multiple scored items such as attitudinal scale. The reliability co-efficient of the instrument was determined after correlating the results from the data collected from the pre-test. The Statistical Package for Social Sciences (Version 15.0) was used for the calculations. The final instruments the respondents had an internal consistency reliability coefficient of 0.78.

Pre-testing of research instrument

To improve validity of the instrument, a pre-test was conducted for the study. This involved the use of selected senior staff at the Takoradi branch of VRA who were not included in the actual study. This was done to test the reliability and validity of the instrument; whether they meet what they were expected to test and whether same or similar results may be received. It also

provided information on which process in the data collection process works or does not.

Data collection procedure

The questionnaire was administered by the researcher to the respondents personally during normal working hours. The main aim was to enhance cooperation and participation by respondents. It was also to obtain a high return rate of questionnaire. First, an introductory letter was obtained from the researcher's institute, that is, Institute for Development Studies (IDS) of the University of Cape Coast. The letter spelt out the purpose of the instrument, the need for individual participation, assurance of anonymity as well as confidentiality of respondents' responses.

After establishing the necessary contacts with the senior staff in the Aboadze, Tema and Akuse areas of the organization, permission was granted for the administration of the questionnaire. The purpose of the study and procedure for responding to the questionnaire were explained to the respondents. Respondents took one week to complete the questionnaires. It took approximately 12 minutes to complete a questionnaire.

Data analysis

Descriptive statistics were used for the analysis and discussion of data collected from the field. The questionnaires collected from respondents were given serial numbers for easy identification. They were edited to eliminate errors, sorted and categorized. Responses to sections A, B, C, and D, and E of the questionnaire were scored using a five point Likert scale for all the

statement as Strongly Agree (SA)=1, Agree (A)=2, Not Sure (NS)=3, Disagree (D) = 4, and Strongly Disagree (SD) = 5 as appears in the questionnaire.

For easy analysis of the data collected for the study, the Statistical Package for Service Solution (SPSS Version 20.0) was used for respondents' responses for the questionnaire. Data bordering on research questions 1, 2, 3 and 4 were analysed using relative percentages and statistical tests to determine the significance of opinion as will be suggested by the descriptive statistic. To Best and Kahn (1993) and Sarantakos (2005) frequency and percentage tables enable the researcher to gain an overall view of the findings from the study. Statistical tests included both parametric and non-parametric methods. The parametric test – Analysis of Variance (ANOVA) which is a General Linear Model – was used to test the significance of perception on implementation of the PA system. It must be noted that the response on items expresses the view of the respondents but at a level of intensity. Given that an employee's response may not be the exact expression of the objective situation, its construct on implementation of PA systems is best described as a latent construct for which an overall perception can be measured. The use of a parametric test such as ANOVA was possible since the variable generated thereof becomes a ratio variable and normality assumption was verified using the Kolmogorov- Smirnov (K-S) method. The level of intensity or degree with which respondents agree or disagree with statements necessitated the choice of the Wilcoxon signed rank test (rather than a binomial or chi-square test) for the other sections - on involvement, effect and training associated with PA - of the questionnaire since they had fewer items and statistical reliability was not verified. Hence the test took into consideration the magnitude of the differing view, whether negative or positive, from a

hypothesised response which is conveniently chosen as the point of neutrality (as in responses such as ‘not sure’ or ‘undecided’) in the scale construct. The hypothesized medians are duly quoted for the tests in the analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion of the study. The chapter is divided into six sections where the first section focuses on background information and the other sections relate to results and discussions based on the objectives or research questions of the study. In presenting the results of study, the computation of percentages, which statistically are approximations may yield summated values with a variance of $\pm .5$. A final paragraph summaries the chapter.

Background information

The background information of staff constitute their demographic characteristics as well as relevant information that could put results into perspective, such the length of service of the respondent in the given organisation and number of performance appraisals had within the given period. Sex and level of education may be classified under demographic characteristics.

Results show that about two - thirds of the samples are males while approximately (32%) are females (Figure 2). Some (4%) of respondents did not disclose their sex in the self-administered questionnaire.

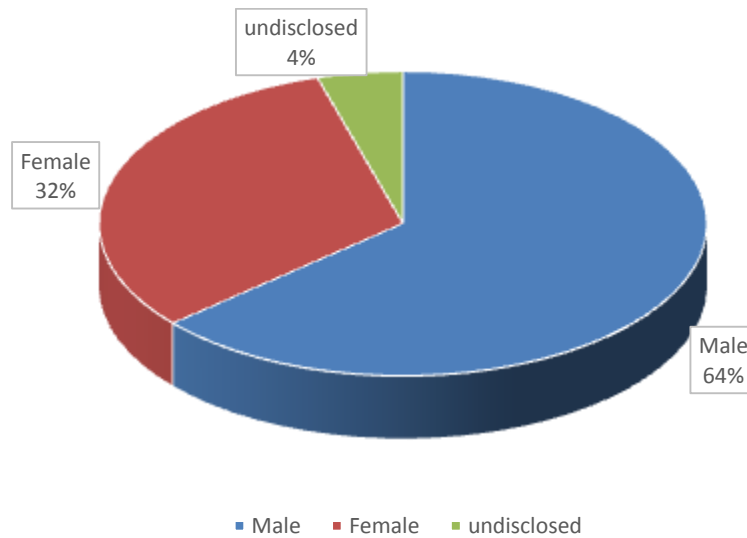


Figure 2: Sex of respondents

Source: Field Data, (2011)

The level of education of the workers ranged from diploma to masters. Many of the workers (42%) had a diploma while only a third had a first degree (33%) with less than (10%) with a master's degree (Figure 3). It seems reasonable that almost all the senior staff did not have qualifications higher than a degree.

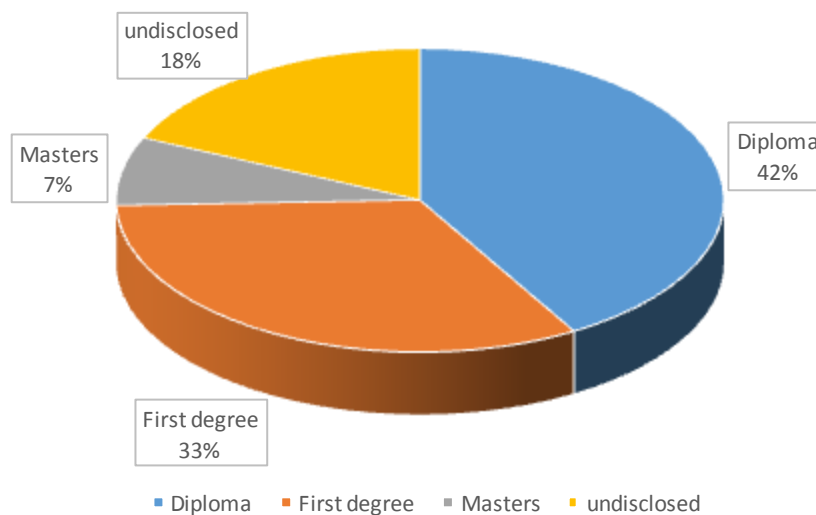


Figure 3: Level of education of senior staff

Source: Field Data, (2011)

The length of service rendered by staff had high variability (standard deviation is 7.421) and was skewed towards lower years of service. While the minimum length of service render was a year, the maximum was 36 years. Together, with some five other staff members who had been in the organisation for at least 30 years, these were regarded as outliers. Thus the trimmed average length of service, having removed the extremes, is approximately 9 years and 5 months. Table 2 shows the distribution with length of service put in various classes.

Table 2: Distribution of length of service

| Length of service (classes) (in years) | Number | Percent |
|--|------------|--------------|
| 01-5 | 42 | 19.1 |
| 5.1 - 10 | 76 | 34.5 |
| 10.1 - 15 | 32 | 14.5 |
| 15.1 - 20 | 24 | 10.9 |
| 20.1 - 25 | 2 | 0.9 |
| 25.1 - 30 | 8 | 3.6 |
| 30.1 - 35 | 2 | 0.9 |
| 35.1 - 40 | 2 | 0.9 |
| Undisclosed/ NR | 32 | 14.5 |
| Total | 220 | 100.0 |

Mean = 10.06; 5% trimmed mean = 9.39; Std Dev. = 7.421; skewness 1.295; kurtosis = 1.661

NR = non response

Source: Field Data, (2011)

Clearly, more than half of the respondents have spent not more than 10 years in the organisation. The upper quartile of respondents have spent not less than 15 years in the organisation while less than 5% of staff have served 30 years or more. The modal class of length of service is however, 5.1 – 10 years. About 15% of staff did not state their length of service.

Staff members had various designations, some connoting an upgrade but in the same level. For example, while some senior staff members are technician engineers, others are senior electrical technician engineers. The same can be said of some staff designated as supplies officer and senior supplies officer. Other designations were inventory controller, accounting assistants, mechanical engineer, finance officer, safety officer, secretary, Administrative assistants, shipping officer, lab technician, security officer, among others. Together there were about 20 different designations showing wide cross-section of staff included in the survey.

The last of the background information is on the number of performance appraisals held within a period of the last two years. Results showed that the number of PA that staff went through were quite different from station to station. Many of the staff (21.8%) had been appraised twice during the period, suggesting one PA held each year. Others (18.2%) have had it eight (8) times suggesting that PA was held quarterly. Still, others have had PA 3 times (3.6%), 5 times (.9%), 6 times (13.6%), 7 times (1.8%) and above 8 times(3.6%). These show the irregularities in the number of appraisals held. Only 2 staff members (.9%) submitted that they have never been appraised before and about a quarter of staff were silent on the subject.

Table 3: Frequency of appraisal

| No. of appraisals | Frequency | Percent |
|-------------------|-----------|---------|
| 0 | 2 | 0.9 |
| 1 | 14 | 6.4 |
| 2 | 48 | 21.8 |
| 3 | 8 | 3.6 |
| 4 | 8 | 3.6 |
| 5 | 2 | 0.9 |
| 6 | 30 | 13.6 |
| 7 | 4 | 1.8 |
| 8 | 40 | 18.2 |
| 9 | 4 | 1.8 |
| 12 | 4 | 1.8 |
| Undisclosed/ NR | 56 | 25.5 |

Source: Field Data, (2011)

The perceptions of staff on the implementation of PA systems

This section presents the results and discusses findings on the perception of staff on the implementation of performance appraisal systems. Since the variable perception on the implementation of PA systems is a latent construct, it is feasible to treat it as a unidimensional construct or otherwise, for which reliability analysis could be performed on it and central tendency and spread measures computed on it to measure the nature of perception. Reliability analysis using Cronbach's alpha are presented. Mean and standard deviation, followed by test of significance of perception held by staff is also done. Finally,

tests of significance on item in the scale are constructed to identify which issue staff are most critical about.

Reliability of the variable: Perception on implementation of performance appraisal systems

Cronbach's alpha measures how well a set of items (or variables) measures a single unidimensional latent construct. Usually a statistic equal to or greater than 0.7 is said to be good. However, when data have a multidimensional structure, Cronbach's alpha will usually be low. Thus, Cronbach's alpha is a coefficient of reliability (or consistency). The rule of thumb for accepting a scale construct as a good measure of a variable is provided by George and Mallery (2003) where alpha " $\geq .9$ – Excellent, $\geq .8$ – Good, $\geq .7$ – Acceptable, $\geq .6$ – Questionable, $\geq .5$ – Poor, and $< .5$ – Unacceptable"(p.231). At least an acceptable measure paves the way for further analysis using the construct as a legitimate variable of measurement. The resulting alpha value for perception on implementation of PA systems is 0.872 (Table 4) which is very good.

Table 4: Reliability statistics using cronbach's alpha

| Variable | No. of items | N | Cronbach's alpha |
|---------------------------------------|--------------|-----|------------------|
| Perception on Implementation of PA | 21 | 220 | .872 |

Source: Field Data, (2011)

The average score on perception on implementation showed that the general perception was favourable towards implementation of PA ($M= 48.54$, $SD =10.902$) and this was significant ($p<.001$). All the further tests performed produced similar results. Given the small proportions of the sample found in the upper classes of 'service length', it was prudent to collapse them to increase the size of subjects in order to make comparisons meaningful. Results after tests show that staff held a positive perception on the implementation of PA ($p<.001$) even though lower scores for 'length of service' below 10 years would suggest a more favourable perception compared to long serving staff (Table 5).

The perception of males and females on the implementation of PA are also positive ($p<.05$) and the same can be said of the staff in the various levels of education ($p<.05$), though in these cases males and staff of lower level of education exhibited more positive perception about the implementation of PA systems than their counterparts. Statistically, there is no difference in perception between staff in the various levels of education ($F= 2.003$, $p>.05$). However, though the perception in respect of sex or service length showed significant difference among the various levels ($p<.05$), the perception among staff in the various sub groups are generally positive. Hence it is concluded that workers are pleased with the way performance appraisal is implemented. Irrespective of the sex or the level of their education, they hold a positive perception on the implementation of PA.

Table 5: Mean and standard deviation of perception on implementation of PA

| Factor | Factor level | Mean Development | Std. P-value | Factor test | Interpretation |
|--------------------|--------------|------------------|------------------|---------------|----------------|
| Sex | Male | 47.471 (11.603) | -15.835 (p=000) | 4.077 (p=045) | Significant |
| | Female | 50.600 (8.155) | - 12.722 (p=000) | | |
| Length of service | 01-5 | 44.286 (4.850) | -25.005 (p=000) | 4.484 (p=002) | Significant |
| | 5.1-10 | 46.579 (12.293) | -11.645 (p=000) | | |
| | 10.1-15 | 51.688 (12.935) | -4.947 (p=000) | | |
| | 15.1-20 | 52.083 (8.712) | -6.138 (p=000) | | |
| | 20.1-40 | 53.857 (11.114) | -3.078 (p=000) | | |
| Level of education | HND | 46.935 (12.31) | -12.234 (p=000) | 2.003 (p=138) | No significant |
| | First degree | 49.917 (8.589) | -12.926 (p=000) | | |
| | Masters | 50.875 (6.582) | -7.369 (p=000) | | |
| | PhD | - | | | |
| Overall | All staff | 48.545 (10.902) | -6.028 (p=000) | | Significant |

Test of Normality using K-S with Lilliefors significance correction (K-S = .086, $p < .001$) shows that the variable distribution is normal.

Higher scores denote negative perception while lower scores denote positive perception

Tests is significant at .05

F-test yields the same values as the independent samples t-test when the levels to a factor are two

Summated midpoint value for 21 items have been used for one sample t-test. Test value is 63 for the scale continuum for 21 – 105 which is the range of the perception scale.

Source: Field Data, (2011)

The mean values suggest that the workers who have worked relatively few years hold a more positive perception than long serving staff. It suffices to reason that, as people stay in an organisation for a long time, they tend to perceive a slower implementation of policy. It is also possible that long serving workers have reach their saturation point in terms of promotion in their scale level or within the boundaries that their level of education could allow them and so do not see any more improvement that the system could bring to them. As Cole (2006) points out one reason for PA is to identify those with potential for promotion or transfer. Hence, when a person does not seen any advancement in position – as indicated by some senior staff when they indicated what should be done to improve the system – the appraisal system almost becomes irrelevant to them.

It is very difficult, nevertheless, possible though not established in this research, that the situation painted by Soroush (2000) and Javadein (2001) that high grades, showing a commendable appraisal score, which is of no benefit to an employee in the case of a certain minimum entitlement, could pertain in this Ghanaian organization. It is this kind of system that will make people call for a change in the system, as some employees did in the response they provided for suggestions on improvement of the PA system.

In spite of the above results, a more detailed investigation shows that apart from the item: 'Comments from supervisors during PA are more stereotyped (usually has to do with pre-coded responses', more than half of the staff generally agree to all the other statements which were written on a positive note. Comparing their opinion to the hypothesised median score (representing 'not sure') shows that statistically, staff members had a positive perception of implementation of PA systems. The items with the highest positive score (of statistical significance) are:

- I usually have my PA completed (84.5%)
- Competencies used as basis for Performance Appraisal (PA) are really linked to those used for my recruitment (78.2%)
- There is high commitment of top management (78.2%).

This seem to suggest that the strength of the PA systems as perceived by staff currently were that appraisal are completed and competencies used as basis for appraisal were still linked to the skill set taken into consideration during recruitment. This seems to suggest that there is not much rotation of staff. This should be the case in a field that demand technical proficiency. For example, one will not expect a staff employed as technician or engineer based

on his skill set as an engineer to be rotated to a supply officer or an administrative assistant, all things being equal. It is however possible for people to be rotated so far as their new posts demand the same skill set. The result showing high commitment of top management is commendable. The number of appraisals held within a year for some staff which is more than twice for many persons, is indicative of the level of commitment in terms of time and energy directed towards appraisals. Indeed, almost (70%) of staff affirms that supervisors were on top of issues in PA. Sang (2005) seem to provide a motivation for such top management involvement. He explains that performance appraisal helps the top level of management to clarify and communicate organizational objectives and expectations to internal employees. Hence as many meetings are held provides more opportunity to communicate such organisational objectives and relay expectations to employees.

For Table 6, note must be taken that the intrinsic hypothesis of the tests (Wilcoxon signed tank test) associated the statements is that the average (median) scoring on the statement is equal to the hypothesised median of 3 (representing 'not sure'). Thus the decision following the test either rejects this null hypothesis or otherwise.

Tables 6: Statistical significance of position held by staff on implementation

| Variable | % that generally agree | Standardised test statistics (W) | Sign | Decision |
|---|------------------------|----------------------------------|-------|------------------------|
| A1 Competencies used as basis for performance appraisal (PA) are really linked to those used for my recruitment | 78.2 | -10.114 | 0.000 | Reject null hypothesis |
| A2 Competencies used as basis for PA are really linked to my training | 72.7 | -9.867 | 0.000 | Reject null hypothesis |
| A3 There is high commitment of top management | 78.2 | -10.68 | 0.000 | Reject null hypothesis |
| A4 Expectations around PA are clearly established | 69.1 | -9.598 | 0.000 | Reject null hypothesis |
| A5 High level managers are subjected to same systems | 70.0 | -10.214 | 0.000 | Reject null hypothesis |
| A6 There seem to be a strong performance culture | 70.0 | -9.202 | 0.000 | Reject null hypothesis |
| A7 Communication of issues on PA system is regular | 65.5 | -7.713 | 0.000 | Reject null hypothesis |
| A8 Change management or education in the event of changes in performance management is very clear to me | 54.5 | -7.482 | 0.000 | Reject null hypothesis |
| A9 I get feedback on comments or question on the PA system | 53.6 | -4.747 | 0.000 | Reject null hypothesis |
| A10 Advertisement of PM system using slogans campaigns from HR, marketing materials is impressive | 52.7 | -5.581 | 0.000 | Reject null hypothesis |

Tables 6: Statistical significance of position held by staff on implementation (cont)

| | | | | | |
|-----|--|------|---------|-------|------------------------|
| A11 | Extent to which system has been automated is good | 65.5 | -8.107 | 0.000 | Reject null hypothesis |
| A12 | PA system here is time efficient | 70.9 | -8.118 | 0.000 | Reject null hypothesis |
| A13 | Resource, development and maintenance costs are within acceptable limits | 54.5 | -7.328 | 0.000 | Reject null hypothesis |
| A14 | Comments from supervisor during PA are more stereotyped (usually has to do with pre-coded responses) | 44.5 | -4.045 | 0.000 | Reject null hypothesis |
| A15 | Attendance at PM briefing are encouraging | 70.0 | -9.039 | 0.000 | Reject null hypothesis |
| A16 | Supervisor seem to be on top of issues in PA | 69.1 | -8.358 | 0.000 | Reject null hypothesis |
| A17 | Provision of PM aides is accessible | 54.5 | -7.322 | 0.000 | Reject null hypothesis |
| A18 | List of supervisor responsibility on administering PA is communicated | 61.8 | -8.369 | 0.000 | Reject null hypothesis |
| A19 | I receive adequate briefing/training before PA is conducted | 54.5 | -4.313 | 0.000 | Reject null hypothesis |
| A20 | I usually have my PA completed | 84.5 | -12.009 | 0.000 | Reject null hypothesis |
| A21 | Narrative descriptions used on PA match ratings | 65.5 | -10.08 | 0.000 | Reject null hypothesis |

W=standardised Wilcoxon signed ranked test statistic. Test is significant at .01
Source: Field Data, (2011)

Involvement of staff in performance appraisal

This section presents results and discussion relating to staff involvement in the performance appraisal process. It is a matter of necessity and requirement that for a successful performance appraisal system, staff involvement in that PA system should be positive. Barbazette's (2006) assertion that commitment and participation in PA practices are very paramount to successful PA is synonymous with this. Four (4) items described the nature of involvement of staff in the performance appraisal process and results show that the senior staff of the organisation paid particular attention to staff appraisal. Statistically, the workers agree positively to all the items describing their level of involvements (Table 7). Generally, staffs were pleased with the idea of appraisal and showed some positive indulgence.

It can thus be concluded that senior staff of the organisation were positively involved in their appraisal process. Many, as indicated were generally motivated to be fully involved perhaps because of what appraisal meant to them or what administration uses appraisals for. Results on implementation and other questions give a clear idea of the outcome of appraisal. Clearly, it is observed that appraisal are used for identifying training gaps for which the Authority seeks to bridge such gaps by organising training programme for deficient staff. Again, the fact that almost two-thirds (see section below) of the staff affirms that PA is a leading tool for advancement in the organisation attest to the fact of promotional purposes of the appraisal system. Since usually advancement is tied to remunerations, it is enough motivation for staff to take keen interest. This argument re-emphasises the assertion by Delaney and Huselid (1996) that performance-contingent incentive compensation which aligns employee and

shareholder interests enhances employee motivation. On the other hand, the human resource supervision model could also explain staff positive indulgence when one considers that people seek their welfare not only in material gains, but in continuous improvement of skill which is provided by various training opportunities falling out of the appraisal process. Evans, as cited in Pretorius & Ngwenya (2008) concludes that this leads to the individual's actualisation of their potential. Indeed, the employees' positive involvement could be borne out of both the monetary motivation which is seen in an improved remuneration and the supervision level.

Further on the results, notable among them, was the fact that over 70% of staff affirmed that they were generally motivated to be fully involved in the performance appraisal process. Two – thirds of staff by way of preparation made an assessment of the strengths and weakness as well as consulted where necessary but only half went to the extent of doing some research relating to their appraisal. While it is quite difficult to suggest whether the proportion of staff who do research for their PA is low or otherwise, because, there is no reference incidence to compare with, it is clearly recognised that in a highly computerised economy where most of the younger generation are computer savvy, it is expected that the level of information literacy should provide adequate impetus to staff to do enough research towards their appraisal. Usually the research would be related to the duties and roles and the dynamics involved rather than research on what or how PA is all about. This line of preparation become more meaningful and inures immense benefit to the entire process.

Another reason to hazard for the level of research for PA may be linked to the availability of computers and internet with which to do the research. Also,

difficulty or otherwise in accessing library materials (hard copy text) in the institution may also determine interest in research relating to individual appraisal experience.

Table 7: Statistical significance of position held by staff on involvement in performance appraisal

| Variable | % that generally agree | Standardised test statistics (W) | Sign | Decision |
|---|------------------------|----------------------------------|-------|------------------------|
| B1 I usually spend a lot of time on PA | 55.5 | -5.442 | 0.000 | Reject null hypothesis |
| B2 I do a lot of research relating to my PA | 50.0 | -5.072 | 0.000 | Reject null hypothesis |
| B3 I make preparations (assessment of my strengths and weaknesses, as well as consult) well before PA | 66.4 | -8.176 | 0.000 | Reject null hypothesis |
| B4 I am generally motivated to be fully involved in PA | 73.6 | -9.450 | 0.000 | Reject null hypothesis |

W = standardised Wilcoxon signed ranked test statistic. Test is significant at .01
 Source: Field Data, (2011)

Effect of PA on employee's job performance

While the effect of PA on employee job performance could be measured more empirically by factoring out that part of productivity of the employee that could be attributed to the outcomes of performance appraisal, it is investigated here using the employee perspective. Both criteria may have measurement errors, though of different types. In this instance, the measurement error may arise out of subjectivity in responses. It can be logically deduced that the risk from this subjectivity which can flaw findings could be akin to or the same as the risk spoken about by Cole (2005) and Boachie-Mensah (2006) that subjective scores from raters can be a significant threat to the effectiveness and credibility of performance appraisal. Only that in this study there are different respondents. A second source of error may arise from the fact the range of items measuring effect may not all adequately cover the possible effects of PA that individuals may count or consider. Nonetheless, the items used, gleaned from various theoretical underpinnings and pretest represent some dominant variables such as training needs, advancement, practical arrangement such as best worker award, personal improvements, provision of working material and a general disposition of the employee (Table 8).

Table 8: Statistical significance of position held by staff on the effect of PA practice on employees' job performance

| Variable | % that generally agree | Standardised test statistics (W) | Sign | Decision |
|---|------------------------|----------------------------------|-------|------------------------|
| C1 PA helps to assess my training needs | 57.3 | -7.925 | 0.000 | Reject null hypothesis |
| C2 PA is the number one criteria for advancement at this organisation | 63.6 | -7.807 | 0.000 | Reject null hypothesis |
| C3 Results of appraisal have motivated me through establishment of the best worker award. | 55.5 | -6.942 | 0.000 | Reject null hypothesis |
| C4 Monitoring in the PA process has helped me change for the better | 63.6 | -7.924 | 0.000 | Reject null hypothesis |
| C5 PA process usually puts me on the defensive | 47.3 | -5.118 | 0.000 | Reject null hypothesis |
| C6 PA usually leads to a situation where I am provided with the requisite tools to work | 54.5 | -5.462 | 0.000 | Reject null hypothesis |

W = standardised Wilcoxon signed ranked test statistic. Test is significant at .01
Source: Field Data, (2011)

Many people agree that PA is the number one criteria for advancement at the organisation and this is a significant proportion over those who disagree ($p < .001$). This falls in the domain where PA is used for administrative purposes which covers promotions and other analogous activities. Interestingly, the same proportions of workers – almost two-thirds - mention that monitoring in the PA process has helped them change for the better. This implies in the first place that there is some sort of monitoring for the performance appraisal system. While the study does not focus on the nature of monitoring, one can easily glean that the fact that there are more than one appraisal held in the year is able to keep people in check as they look forward to another appraisal after the first has taken place.

A simple majority of staff (57.3%) confirm that one function of performance appraisal in the Authority is to assess the training needs of the individual. Training keeps workers abreast with modern trends and help to increase their productivity. Bartol, and Martin (1998) indicate clearly upgrading skills in present jobs usually improves performance in future jobs. Theories on human resource development espouse the idea of constant learning, whereas learning theories suggest that every individual has his level of ability of assimilating and practicalising or applying knowledge acquired and at the same time unlearning what has been learnt.

It is very possible that a subsequent appraisal would demand that the employee makes an effort to unlearn some old practice that was acquired through training sessions as fallouts from the performance appraisal process. At least more than half of the staff have been encouraged through a best worker award, where the establishment of the best worker award is inspired by the PA

process. The motivation effect of PA in such an area is very encouraging as aiming at goals (such as the best worker award) are drivers of productivity. They help employees to become more innovative in solving problems, against all odds thereby increasing their productivity significantly. However, there may be questions about how such a motivation plays out in projecting teamwork. Sang (2005) mentions that there is sharing of knowledge, skill, judgement, and ideas among one people to get better results in teamwork.

The self – seeking element that may show forth in people gunning for a best worker award for example, may be inimical to teamwork, unless the virtues of team work are incorporated into such as award scheme. Indeed, teamwork has many advantages for which if a provision such as best worker award should be so designed to factor the virtues that make for a better team player.

Finally a significant number of employees submit that PA usually puts them on the defensive. This could be a bad effect of performance appraisal process. The mood of being defensive could translate towards a person's work ethics and his normal daily life in the office since his activities in a normal day contributes to his PA in the future. He would be on the alert to be able to defend his actions all the time. The attitude of being defensive arises out of a subordinate not agreeing with the supervisor on some issues or even two colleagues of the same level in a 360 appraisal system for example. Clearly a negative effect of PA is being defensive.

Training needs associated with performance appraisal

The training needs associated with performance appraisal that is discussed in this section is of two types, and partially different from what has

been indicated in previous sections. In previous sections, it is stated that one of the paramount uses of performance appraisal is to identify training needs or better still skill gaps. This is highlighted and discussed here. The second type of training is directly associated with the PA process where employees are trained to complete and use the PA system to get the full benefit of the PA process. Training needs analysis in this study show that about a third of staff (32.7%) stated the training need arose out of the last performance appraisal.

This proportion of staff stated 92 specific training needs of 21 variants. Some of them are technical training, training in procurement, IT training, specialised software training (AutoCAD), office procedures, report writing, handling of office equipment, training in gas turbines, leadership, conflict management, time management, effective communication, human resource management, effective supervising, engineer estimations, CCTV, Oracle training, defensive driving, et cetera. Out of these specific needs, only 44 (48%) training needs have been addressed; eight of them (9%) are scheduled to be addressed in the course of the year while the rest (over 40%) have not been addressed or indicated to be addressed at all. Given that many training needs are not addressed the organisation risks the benefits of PA as identified by Harel and Tzafir (1999) that suggest that training improves relevant skills and abilities.

In discussing the second aspect of training associated with the conduct of performance appraisal, it is important to note that before a performance appraisal is implemented; all stakeholders involved must understand the system very well. This is in direct resonance with Byars and Rue (1994). When there is that understanding, then the organisation can receive full cooperation in that

regard. Blstakova (2010) puts it quite differently that it increases the productivity of the appraisal process.

Usually, employees are in a better position to provide some real perspective to whether the appraisal system is communicated very well and the ratings given to various items in the appraisal form are accurate or not. Table 9 presents some results of the study in this regard. At a glance the results show that many staff hold perception on training needs that are positive and significantly different from a point of indifference. It is however noted that there is a generally high agreement to statements bordering on understanding the rating system used, setting of expectations and goals, accuracy of evaluations and the importance of feedback.

One thing that employees emphatically agreed on is that they knew how to set their expectations and goals (87.3%). This is very important to the success of the appraisal system, since the PA is about the employee and the organisation. When employees are able to set their goals and expectations and this are discussed with their supervisors, such goals set in the remit of the organisational goals become personalised. In that instance the propensity of achieving such goals is higher. The proportion of staff answering this question in the affirmation is not exhaustive, suggesting that some small number of staff are not clear on how to set their expectations and goals. This is not good enough. Setting goals is an activity that every employee should be able to do. It seems logical to conclude that the amount of training associated with setting goals and expectation is not enough.

Results also show that about two-thirds of the staff understand the rating system used. The others were either not sure whether they have the right understanding of it or they simply did not understand it at all.

Table 9: Statistical significance of position held by staff on training associated with PA

| Variable | % that generally agree | Standardised test statistics (W) | Sign | Decision |
|--|------------------------|----------------------------------|-------|------------------------|
| D1 I understand the rating system used | 68.2 | -10.058 | 0.000 | Reject null hypothesis |
| D2 I know how to set my expectations and goals | 87.3 | -12.179 | 0.000 | Reject null hypothesis |
| D3 Evaluations done during PA are accurate evaluations | 62.7 | -8.209 | 0.000 | Reject null hypothesis |
| D1 I understand the rating system used | 68.2 | -10.058 | 0.000 | Reject null hypothesis |
| D2 I know how to set my expectations and goals | 87.3 | -12.179 | 0.000 | Reject null hypothesis |
| D3 Evaluations done during PA are accurate evaluations | 62.7 | -8.209 | 0.000 | Reject null hypothesis |
| D7 feedback received does maintain self-esteem, | 56.4 | -7.619 | 0.000 | Reject null hypothesis |

W = standardised Wilcoxon signed ranked test statistic. Test is significant at .01

Source: Field Data, (2011)

This is also an unfortunate occurrence. Understanding of the rating system helps one to appreciate what exactly goes into the entire performance appraisal process. Understanding helps to change perception about the process and actually makes for a more objective perception rather than one which is flawed. Quite relatedly, over 60% mention that that in their opinion, the evaluations done are accurate. This is a positive vote of confidence from more than half of respondents. It still leaves a lot of work to be done by HR who would have to do a lot of convincing. The apparent perception of inaccurate evaluation could be borne out of cases where employees did not agree with their supervisors evaluations of them. Hence a significant minority disagree or is not sure that PA has minimised error ratings. This is backed by the fact that close to half of respondents believe that some ratings are inflated, either for themselves or for colleagues.

Further results show that less than half of employees opine there is constructive and specific behavioural feedback. It is thus not surprising that only a slight majority would agree that feedback received does maintain self-esteem. This tells a lot on how people are trained to receive feedback. But then, it also has implications for how PA is practiced. They may be the need to put strategies in place to make employees appreciate feedback more.

Improving performance appraisal practices

Results on improving the PA system are varied. Some are more technical while others are fall into personal organisation. For example, one employee advised that people should be taught how to keep a log of their daily activities. While this may be enhanced through the organisation giving planners to

employees to aid in such an activity, the success of such an activity may test on the individual's sense of discipline.

Other reasons which could be classified as technical as they border on the exercise proper are that performance appraisal should focus on results that is tied to tangible and measurable outcomes. Another suggestion is to supervise and eliminate subjectivity and emotion from the system. Other are to that appraisal should be done promptly; it should be done quarterly when other think it should be done yearly; it should be standardised and forms are changed every now and then there is the need to increase monitoring and evaluation; responses or written assessment are stereotyped; PA feedback should be well communicated and PA should address culture and attitude as well as it should be full automated. Other suggestions, perhaps to buoy the process rests on education- more education of junior staff members, more staff involvement and resources should be made available to staff to help them achieve targets. Indeed, the purpose of PA is defeated, if for appraisal after appraisal, tools that help employees perform better are not provided. Other concerns noteworthy are that PA process outcome do not reflect the amount of resources that is devoted to it; that the effect of PA is yet to be seen and promotion should be encouraged to make the PA meaningful. Indeed, promotion is one of the important outcomes of the PA process (Cole, 2006).

Summary

The senior staff of the Volta River Authority involved in the study constitute more males than females and their level of education is were mainly first degree and Diploma holders. The range of years of service rendered by these staff to the organisation is from 1 year to 36 years though more than half

of the respondents have served their organisation not more than 10 years. In respect of performance appraisal, two staff members submitted that they had not been appraised for the past two years. However, results show that the average number of appraisals was twice a year while others had appraisal every quarter. This is indicative of an appreciable level of commitment from stakeholders.

Results on perception on implementation of PA systems show that staff members generally had a positive perspective about the implementation of appraisals in the organisation. However, males exhibited a more favourable attitude, based on descriptive scores, as compared to females; and people in lower level of education had a more favourable perception than person with higher education. Also persons who have had longer service in the organisation exhibited a less positive perception of the implementation of PA systems. The complaint by staff that the system does not seem to advance the worker underpins this perception. The findings defeat the very purpose of PA that Cole (2006) points out. It was also discovered that elements or features that were emphatically affirmed by staff in the implementation process has to do with the fact that PA are usually completed; competencies assessed during PA are linked to those for recruitment of staff members and a high level of commitment of top management.

Results also show that the workers agree positively to all the items describing their level of involvements, in effect, they spent a lot of time on PA, did some research relating to their PA, made other preparations and were generally motivated to be fully involved in the PA systems. Effect of PA system on job performance is positive from the employee point of view. PA assesses training needs of staff, helps in career advancement, and the level of monitoring

in the PA process has indicated by employees has helped change them for the better.

Further, workers had varied training needs, from clerical and office or administrative incapacities to technical knowledge gaps. Some had been dealt with others, quite significant, have not been dealt with. Training regarding the process of PA shows that staff were made to understand the PA process, know how to set their expectation and goals among other things. Suggestion for improvement bordered on linking results to tangible and measurable outcomes and that appraisals should be done promptly. Many also felt that more education was needed on the system.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study sought to examine the PA practices at the Volta River Authority. The study focused on employees views on the implementation of PA systems and the linkage to VRA objectives, employees involvement in PA systems and its effect on job performance, training needs of employees and measures that could be adopted for improving the PA systems in VRA. The researcher adopted descriptive survey design which employed quantitative techniques in addressing the research questions. The study employed the multi-stage sampling and simple random techniques in selecting the sample for the study.

Summary of key findings

Results pertaining to the perception on implementations of the performance appraisal show that there is a positive perception on the implementation of PA systems in the organisation. This basically answers the research question: What are the perceptions of staff on the implementation of PA systems in VRA? Additionally, there was no significant variation or differences in this perception with regards to differences in gender, differences in educational levels, differences in length of service offered to the organisation.

The second research questions inquired about the extent to which employees are involved in performance appraisals systems. Generally, staff

were pleased with the idea of appraisal and showed some positive indulgence or involvement in the appraisal process. Many staff made their assessments of strength and weaknesses, they were highly motivated to be fully involved and so spent a lot of time on the PA., they however did little research.

The third research question inquired about effect of PA on employees' job performance. Agreeably, PA was used as an advancement tool in the organisation, and is a form of monitoring which helped employees changed for the better. Just about half thought it helped them get requisite tools to execute their duties and some thought it put them on the defensive.

The fourth research question inquired which training needs are identified by the performance appraisal system and how they are addresses. Many training needs were addressed. Some were technical in nature and others were administrative such as training in the use of office equipment, use of computers and softwares, among others. Others pertained to soft skills, such as conflict management, leadership, and communication. Less than half of training needs had been dealt with, but many were earmarked to be addressed in the course of the year. It was also observed that training associated with the conduct of PA was very good as many workers intimated that they understood they understood the PA system and about half attest that PA done have minimised rating errors. Nonetheless, there is the perception of inflation of ratings as well as a lack of constructive and specific behavioural feedback.

The fifth research question sought to find out about measures put in place to improve on performance appraisal practices in the organisation. While many were silent on the matter, the minority of workers who responded offered that efforts should be made to eliminate subjectivity and emotion from the

system. Appraisals needed to be done promptly and PA feedback should be well communicated. There was the idea to make PA address culture and attitude as well and more education for junior staff. Also tools to ensure productivity should be made available to give more meaning to the role of the PA process.

Conclusions

Performance Appraisal which forms part of human resource practices is good for a large sub regional organization such as VRA to adopt and practiced. It helps to a large extent to measure the performance of employees, based on setting of objectives and to ensure that developmental needs are taken care of appropriately. Some conclusions are drawn based on the results of the study.

The factors needed for a successful implementation of a performance appraisal system such as competency assessment are still linked to skill set for which the employee was appointed; competencies are linked to training; high commitment by top management, expectation are clearly established, and there is a strong performance culture. These perhaps could explain why the performance appraisal system is still thriving in the organisation in spite of the few misgivings that people have about the PA system. The practice of performing at least 2 appraisals on average per year is indicative of the level of commitment in terms of time and energy directed towards appraisals. It is very easy to conclude that the frequency of appraisals has ensured that top level of management clarify and communicate organizational objectives and expectations to employees to make such a big organisation maintain its growth.

Results show that involvement of staff is inspired by the expectation of a reward or compensation in the form of remuneration or advancement in the

organisation which is again a function of pay incentive. Preparation for PA was commendable though there is the need to improve upon research relating to people line of work by staff.

With regards to the effect of PA which is the concern of the third research question, it is used as an advancement tool in the organisation which is a paramount feature of PA systems. Nonetheless, the effect of PA on the whole cannot said to be optimal especially when it puts people on the defensive which has its own implications for productivity and some workers still do not get the requisite tools to work. In this instance the PA as a medium to identify and provide working tools fails in this function.

While it is clear that the organisation makes efforts to ensure that the training needs identified following the conduct of appraisals, there is still more room for improvement. Many staff indicated that they do not know when their training need would be addressed and this tells negatively on the organisation and its attention to the PA system. The PA system does not end at appraisals but its use is seen in how it addresses organisation problems related to performance.

The fifth research questions focuses on improvement in the PA system. It is quite evident that the PA system could be improved to attain optimum results if what the system is intended to address is adhered to. Training and provision of tools for work as well as educating person on the PA system still remain paramount. It comes strongly that workers know what has to be done to improve the PA system and the managers of the organisation can join hands with employees at any level to mutually address the challenges in the performance appraisal system

Recommendations

On the basis of the findings and the conclusion drawn from the study, the following recommendations are made:

Since what is practised does not seem to conform strictly with processes and procedures, management needs to set up a monitoring system to ensure that due process is followed by both team leaders and subordinates, to ensure that measures are put in place to ensure effective performance reviews are adhered to all the time in terms of the face-to-face, objective quarterly meetings.

It may be necessary to improve the perception that employees have about the implementation of the PA process. Though significantly more than half of employees affirmed many statements to suggest good implementation, it would be necessary to improve objectivity and accuracy of rating scores as highlighted in the discussion. This is because, while systems to conduct a PA may be perfect and top management involvement assured, what happens during the conduct of the exercise itself could defeat all the efforts put in the system when employees begin to mistrust the process.

The lack of research in preparing for performance appraisal could be improved by educating staff about the importance of research on the World Wide Web. The research should help them gain more knowledge about their roles and organisation and inspire profound interest in the organisation. Through research, the employees can discover how things could be done differently to improve their lot and suggest it accordingly. Closely related to this, computers and internet connectivity should be made easily accessible to ensure this.

Performance appraisal should not put people on the defensive but the results showed that it does. It is recommended the interaction that takes place

between supervisor and subordinate be improved. This could be done through a mutual agreement on measuring parameters for the agreed on objectives for the subordinate. Again, the organisation could encourage all employees to make efforts to instil some cordiality and positive disposition in the appraisal system.

In respect of the many gaps that staff identified to which they made some recommendations, it is recommended that frequent impact assessment, taking a meta- analysis approach could help identify strongly all the flawed areas in conduct of PA as well as mitigating factors that thwarted the success of the PA. It could also reveal which areas the organisation has consistently ignored and reveal systematic flaws in administration.

There is the need to develop a good feedback system to ensure that appraisals are not completely separated from the actual performance development or performance management process. Only this can ensure that poor or weak performers get the chance to develop and catch up with the rest of the team, for team work to be effective and geared towards achieving organizational goals.

Suggestions for further research

The following suggestions are made for further research to be carried out based on the findings of the study:

It is suggested that research should be conducted on the performance appraisal practices at the junior employees' level in order to discover more facts about its conduct and further the course of providing scholarly materials for future references.

It is also that more research is done to intensify education on performance appraisal as a tool to increase employee commitment in its conduct and to improve employee performance in organisations

It is again suggested that further research be done in other public sectors on the conduct of performance appraisal in order to do comparative analysis on the system prevailing in those sectors. This suggestion comes against the backdrop that the study has a limited scope thus involving senior staff of Akuse, Tema and Aboadze area offices of VRA.

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APPENDIX A

QUESTIONNAIRE FOR SENIOR STAFF

Questionnaire on Performance Appraisal (PA) among Staff of VRA

This questionnaire seeks to solicit opinion among staff on the performance appraisal practices and the use of performance appraisal data for effective human resource decisions in the Volta River Authority. Please be assured of complete confidentiality as the work is solely for academic purpose. Thank you for accepting and making time to answer this questionnaire

On a scale of 1 to 5 how you would rate your level of agreement as the statement applies to you. If the statement does not apply or the practice is not in existence, tick [0] for NA. Shade or tick.

| Statements | Strongly agree | Agree | Not sure | Dis - agree | Strongly disagree | NA |
|--|----------------|-------|----------|-------------|-------------------|-----|
| IMPLEMENTATION OF PA | | | | | | |
| 1 Competencies used as basis for . Performance Appraisal (PA) are really linked to those used for my recruitment | [1] | [2] | [3] | [4] | [5] | [0] |
| 2 Competencies used as basis for PA . are really linked to my training | [1] | [2] | [3] | [4] | [5] | [0] |
| 3 There is high commitment of top . management | [1] | [2] | [3] | [4] | [5] | [0] |
| 4 Expectations around PA are clearly . established | [1] | [2] | [3] | [4] | [5] | [0] |
| 5 High level managers are subjected . to same systems | [1] | [2] | [3] | [4] | [5] | [0] |
| 6 There seem to be a strong . performance culture | [1] | [2] | [3] | [4] | [5] | [0] |
| 7 Communication of issues on PA . system is regular | [1] | [2] | [3] | [4] | [5] | [0] |

| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 8 Change management or education in the event of changes in performance management is very clear to me | [1] | [2] | [3] | [4] | [5] | [0] |
| 9 I get feedback on comments or question on the PA system | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 advertisement of PM system using 0 slogans, campaigns from HR, marketing materials is impressive | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 Extent to which system has been 1 automated is good | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 PA system here is time efficient 2 | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 Resource, development and 3 maintenance costs are within acceptable limits | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 Comments from supervisors during 4 PA are more stereotyped (usually has to do with pre-coded responses) | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 Attendance at PM briefing are 5 encouraging, | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 supervisor seem to be on top of 6 issues in PA, | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 Provision of PM aides is accessible 7 | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 list of supervisor responsibility on 8 administering PA is communicated to me | [1] | [2] | [3] | [4] | [5] | [0] |
| 1 I receive adequate briefing/ training 9 before PA is conducted | [1] | [2] | [3] | [4] | [5] | [0] |
| 2 I usually have my PA completed 0 | [1] | [2] | [3] | [4] | [5] | [0] |

| | | | | | | |
|--|----------------|-------|----------|-------------|-------------------|-----|
| . | | | | | | |
| 2 Narrative descriptions used on PA 1 match ratings . | [1] | [2] | [3] | [4] | [5] | [0] |
| | | | | | | |
| TRAINING ASSOCIATED WITH PA | | | | | | |
| 2 I understand the rating system used 2 . | [1] | [2] | [3] | [4] | [5] | [0] |
| 2 I know how to set my expectations 3 and goals . | [1] | [2] | [3] | [4] | [5] | [0] |
| 2 Evaluations done during PA are 4 accurate evaluations . | [1] | [2] | [3] | [4] | [5] | [0] |
| 2 PA done have minimised rating 5 errors . | [1] | [2] | [3] | [4] | [5] | [0] |
| 2 Some ratings seem inflated, either 6 for me or colleagues . | [1] | [2] | [3] | [4] | [5] | [0] |
| 2 There is constructive and specific 7 behavioural feedback, . | [1] | [2] | [3] | [4] | [5] | [0] |
| 2 feedback received does maintain 8 self-esteem, . | [1] | [2] | [3] | [4] | [5] | [0] |
| | | | | | | |
| | Strongly agree | Agree | Not sure | Dis - agree | Strongly disagree | NA |
| NATURE OF INVOLVEMENT IN PA | | | | | | |
| 2 I usually spend a lot of time on PA 9 . | [1] | [2] | [3] | [4] | [5] | [0] |

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| 3 0 I do a lot of research relating to my PA . | [1] | [2] | [3] | [4] | [5] | [0] |
| 3 1 I make preparations (assessment of my strengths and weaknesses, as well as consult) well before PA . | [1] | [2] | [3] | [4] | [5] | [0] |
| 3 2 I am generally motivated to be fully involved in PA . | [1] | [2] | [3] | [4] | [5] | [0] |
| | | | | | | |
| EFFECT OF PA | | | | | | |
| 3 3 PA helps to assess my training needs . | [1] | [2] | [3] | [4] | [5] | [0] |
| 3 4 PA is the number one criteria for advancement at this organisation . | [1] | [2] | [3] | [4] | [5] | [0] |
| 3 5 Results of appraisal has motivated me through establishment of the best worker award. . | [1] | [2] | [3] | [4] | [5] | [0] |
| 3 6 Monitoring in the PA process has helped me change for the better . | [1] | [2] | [3] | [4] | [5] | [0] |
| 3 7 PA process usually puts me on the defensive . | [1] | [2] | [3] | [4] | [5] | [0] |
| 3 8 PA usually leads to a situation where I am provided with the requisite tools to work . | [1] | [2] | [3] | [4] | [5] | [0] |

Part II

1. Sex: Male [] Female []
2. Designation: _____
3. Length of service in the organisation: _____ years and _____ months
4. Level of education: HND [] first degree [] Masters [] PhD []
5. How many Performance appraisals have you had in the past two years?

6. What training needs were identified in the last Performance appraisal and how has it been addressed so far?

| Training need | How it was addressed |
|---------------|----------------------|
| 1. | |
| 2. | |
| 3. | |

7. Any suggestion you have to improve on the PA system?
