

**EVALUATING THE EFFECTIVENESS OF PERFORMANCE APPRAISAL AT THE
KUMASI METRO OFFICE OF THE GHANA EDUCATION SERVICE.**

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STATEMENT OF AUTHENTICITY

We have read the university regulations relating to plagiarism and certify that this report is all our own work and does not contain any unacknowledged work from any other source. we also declare that we have been under supervision for this report herein submitted.

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ABSTRACT

This study evaluated the effectiveness of performance appraisal at the Kumasi Metro Office of the Ghana Education Service. The objectives were to identify the methods of performance appraisal programme at the Ministry of Education, consider the impacts of performance appraisal on employee performance and finally make recommendations on performance appraisal.

With a study population of one hundred, thirty respondents were selected through purposive sampling techniques. In assessing data quantitatively, questionnaires were administered to ten officers and twenty subordinates. The study though under scored the effectiveness of the performance appraisal in the Ministry under study, the study found out that, performance appraisal is effective in the various departments under the outfit under study, thus, Kumasi Metro Office of the Ghana Education Service.

The researchers identified that, performance appraisal helps management in making compensation decisions and also designing training and development programmes to help improve the skills of employees.

Also, the study established that, performance appraisal in GES, specifically; Kumasi Metro Office is done with no strictness and halo effects. Performance has helped management in making staffing decisions has generally improved the office.

The researchers recommend that, a longitudinal study should be carried out in the other Ministries to assess the effectiveness of performance appraisal.

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DEDICATION

This project is dedicated to the almighty God for given us the ideas and vision for writing this project and to all students.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND STUDY

Performance Appraisal is a major subject of controversy in management circles. While business leaders see the need for appraisal systems, they are frequently disappointed in them. One of the responsibilities of management is to ensure that an organization functions effectively and efficiently. In order to achieve these goals, managers must be able to determine and assess performance levels of both an organization and its individual employees (Kurt 2004).

Modern businesses depend upon measurement and analysis of performance. Measurements must derive from the company's strategy and provide critical data and information about key processes, outputs and results. Data and analysis support a variety of company purposes, such as planning, reviewing company performance, improving operations, and comparing company performance with competitors' or with 'best practices' benchmarks (Averson, 1998).

1.2 STATEMENT OF THE PROBLEM

It has been noted that productivity and quality of services in the public sector has gone down considerably because employees are not allowed to discuss issues concerning the organization. This has greatly affected the performance, quality of services and productivity of such organizations. Employees are at risk of losing their jobs when they confront management to appraise their work and motivate them at the workplace.

Firstly, the most common error that exists in any appraisal method is conscious or unconscious rater bias. Such biases are not related to job performance but from personal characteristics such as age, sex, disability. Etc

Sometimes, supervisors consistently give low ratings even though some employees may have achieved an average or above average performance level. Also, Central tendency occurs when the rater or appraiser evaluates everyone as average. It also occurs as a result of fear that a supervisor or rater may be reprimanded if he rates individuals too high or too low.

Halo effect is another cognitive bias in which one's judgments of a person's character can be influenced by one's overall impression of him or her. Employees may, as a result, withhold information that might be useful to the organization which can lead to dissatisfaction among employees which manifests itself in absenteeism and perhaps other undesired behaviors.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study have been grouped into general and specific objectives.

1.3.1 General Objective

The general objective of the study is evaluating the effectiveness of Performance Appraisal at the Ministry of Education, Ashanti Regional Office.

1.3.2 Specific Objectives

The Specific Objectives of the study are to:

- I. Identify the methods of Performance Appraisal Programme at the Ministry of Education.

- II. Consider the impact of Performance Appraisal on employee performance at Ministry of Education.
- III. Make recommendation on Performance Appraisal

1.4 RESEARCH QUESTIONS

- I. What are the methods of Performance Appraisal Programmes at Ministry of Education?
- II. What are the impacts of this Performance Appraisal on employee performance at Ministry of Education?
- III. What can be done to improve Performance Appraisal Programmes at Ministry of Education?

1.5 SIGNIFICANCE OF THE STUDY

The result of this study would come out with recommendation for developing a comprehensive plan for creation of evaluating the effectiveness of employee performance appraisal programmes in organizations. It would also help managers to evaluate job progress and to design training for further development of skills and strength for the employees in an organization and also to enhance better quality. It would maximize returns on investors of an organization. It would help Human Resource managers to monitor employees' performance, motivate staff and improve company morale. It would also provide literature for review in further research.

1.6 SCOPE OF THE STUDY

The research was restricted to the management and employees of Ashanti Regional Office of Education. It was also limited to data on performance appraisal of the organization between the year 2008 and 2012.

1.7 OVERVIEW OF METHODOLOGY

The methodology explains the research design. It also gives details about the population, sample and sampling techniques and the research instruments used in collecting data for the study. It also discusses the data collection methods and data analysis plan. It also gives brief outline of the organization profile.

1.8 ORGANIZATION OF THE STUDY

The study is organized into five (5) chapters

Chapter One highlights background of the study, problem statement, objectives of the study, scope and significance of the study. It also briefly looks at the research question and organization of the study.

Chapter Two is review of related literature and the conceptual framework of the study.

Chapter Three describes the research methodology used in this study. It explains the research design, and details about the population, sample and sampling procedures.

Chapter Four is presentation of data, discussion and analysis.

Chapter Five presents the summary of findings, conclusion and recommendations for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, literature is reviewed according to the research questions used in the study. Various books, journals, and articles on performance appraisal and the internet helped the researcher to extract information to examine the concept of performance appraisals in organization. Performance appraisal has been given several definitions or meanings by different authors.

2.2 DEFINITION OF PERFORMANCE APPRAISAL

Performance Appraisal may be defined as “a structured formal interaction between a subordinate and supervisor, North (2005) that usually takes the form of a periodic interview (annual or semi-a annual), in which the work performance of the subordinate is examined and discussed with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development”

The performance appraisal can be regarded as an administrative tool for planning and control the conduct of the work so that the planned results are obtained (Patten 1982, p.5) Performance is always in the eye of the beholder and the performing employee. The important point is for both the superior and the subordinate to avoid prejudicial views and examine behavior.

According to Marshal Sashkin, “Performance Appraisal has been with us for all of human history and it as a distinct and formal management procedure used in the evaluation of work performance. For many organizations, one result of this trend is a justifiable obsession with

quality and productivity. It is therefore more important than ever to accurately measure job performance so rewards can be distributed fairly. Appraisal, it seems is both inevitable and universal (North, 2005). In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally informally and arbitrarily.

Performance appraisal systems began as simple methods of income justification. That is the appraisal was used to decide whether or not the salary or wage of an individual was justified. The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand if their performance was better than the supervisor expected, a pay raise was in order.

Little consideration, if any, was given to the developmental possibilities of the appraisal. It was felt that a cut in pay or a raise should provide the only required impetus for an employee to either improve or continue to perform well.

A few decades ago, the performance appraisal was a procedure of very limited utility, largely confined to hourly wage earners and used to pinpoint coarse distinctions between good and bad performers. Today many more types and levels are subject to performance appraisals, and the performance appraisal is used for decisions about salaries, promotions and placement, to pinpoint performance problems, improve performance, for career counseling and to help implement the strategies and instill the values of the organization (Swan, 1991). In many organizations today, appraisal results are used, either directly or indirectly to help determine reward outcomes. That is, the appraisal result is used to identify the better performing

employees who should get the majority of available merit pay increases, bonuses, and promotions (www.performance-appraisal.com/intro.)

Judging from the preceding paragraph and the perspective given by Swan, performance appraisal has become more important today because of the business is conducted, with emphasis on both quality and quantity. Employees, who are found wanting, stand to lose their jobs. The WBS (Warehouse Management System) was introduced to enhance employee performance. One novel feature of this system is the use of a hand held scanner to perform virtually all the operations: from picking, packing to stocking parts.

With the launching of WMS, a whole lot of paperwork was eliminated, productivity was significantly increased, errors were reduced and the quality of work was improved. WMS geared toward enhancing the performance of all employees. This system also brought with it a very effective way to track employee productivity. Poor performers were constantly being reminded to improve. With WMS in place, performance appraisal became easily identify employees that need to improve, employees also found it incumbent on them to find on their daily output in a conscious and determined effort to make improvement where there is a weakness. For temporary employees, there is no room for poor performance.

A growing number of organizations including the likes of Ford, Microsoft and Conoco ,(North ,2005) have adopted performance appraisal models in which best- to- worst ranking methods are used to identify poor performers, who are then given a period of time to improve. If they fail, they must leave. The departure is often sweetened with a severance package, but if the poor refuse to exit gracefully, they face the possibility of termination

without compensation. The strategy is known as “rank and yank”([www.performance - appraisal .com/news. tm](http://www.performance-appraisal.com/news.htm)).

According to Time magazines, forced ranking appraisal systems have spread to around 20 percent of US companies in recent year. For example, California –based Sun Microsystems ranks its 43,000 employees into three groups. The top 20 percent are rated as “superior,” the next 70 percent as “standard” At the bottom is 10 percent band of “Underperformers.” The underperformers are told frankly that they must improved are offered a “prompt exit package” (North 2005).

This uncompromising stance with underperformers goes to show how the emphasis on continuous improvement has given the performance appraisal a frightening and terrifying meaning. Little wonder why performance appraisal is dreaded by both employees and managers. Some commonly listed reasons (Sashkin 1986, p 18) for appraisal are:

- Providing feedback to employees:
- Making promotion decisions;
- Making tenure decisions;
- Helping individuals plan their development
- Identifying and solving problems
- Inventorying skills’ planning human resources records;
- Allocating non-financial rewards

After considerable thought Douglas McGregor, Author of: “An Uneasy look at Performance Appraisal” concluded that the aims listed above, and others could all be covered three basic purposes:

- Letting people know where they stand, providing them with performance feedback;
- Identifying an individual's training and development needs in terms of correcting deficiencies as well as helping that person develop his or her potential to the fullest extent
- Providing accurate performance data for organizational decision making, both micro-term hiring and development plans
- The three key aims of performance appraisal could thus be summarized as feedback, development and assessment

2.3 THE HISTORY OF PERFORMANCE APPRAISAL

In the late 1960s performance appraisal was used by many companies that experienced cutbacks in government contracts to make layoff and retention decisions. Yet in a broader sense, the practice of appraisal is a very ancient art. In the scale of things historical, it might lay claim the world's second oldest profession (North, 2005).

Sometimes this basic system succeeded in getting the results that were intended but more often than not it failed (www.perfomance-appreasal.com/intro.htm). For example, early motivational researchers were aware that different people with roughly equal work ablates could be paid the same amount of money and yet have quite deferent levels of motivation and performance. These observations were confirmed in empirical studies, pay rates were important, yes; but they were not the only element that had an impact on employee performance. It was found that other issues, such as morale and self-esteem, could also have a major influence. As a result the traditional emphasis on reward outcomes was progressively rejected.

In the 1950s in the United States of America, the potential usefulness of appraisal as a tool for motivation and development was gradually recognized. The general model of performance appraisal, as it is known today, began from that time (North, 2005).

The business climate has changed during the last ten years (Swan, 1991 p.3). It seems that no industry is immune to a shakeup as a direct or indirect consequence of deregulation or competition from abroad. For many organizations, it is important to know the history of performance appraisal, to understand the changes that have taken place, the reasons behind these changes and how performance appraisal has evolved from being an unofficial and arbitrary judgment to a motivational and developmental tool.

2.4 TYPES OF PERFORMANCE APPRAISALS

2.4.1 The 360 Degree Appraisal

The 360 Degree Appraisal which refers to a method of appraisal which involves wallowing other employees to fill a questionnaire detailing their experiences with a specific employee. The feedback of peers can be reviewed by the manager and considered during the appraisal.

2.4.2 General Performance Appraisal

This method involves ongoing communication between the manager and employee throughout the entire year. At the end of the year, you will determine whether the preset goals and objectives were met, provide feedback and set new goals.

2.4.3 Employee Self Assessment

Employee Self Assessment refers to a type of appraisal and is most dreaded by employees as no one seems to enjoy rating themselves. Most often the self assessment completed by the manager and then discussion regarding the differences follows.

2.5 METHODS OF APPRAISING PERFORMANCE

2.5.1 Work Standards

This method is mainly used for appraising production workers where a level of output is set for each employee and employees performance is determined against the output or the standard set. Time and motion studies can be used to set output criteria for persons on particular jobs.

2.5.2 Ranking

This method of performance appraisal involves ranking employees from most effective to least effective. It must be noted that the ranking method is comparative in that supervisors judge employees performance in relation to each other instead of against absolute standards.

2.5.3 Essay Method

With this method of appraisal, the supervisor or appraiser writes an essay in narrative style, describing the employee's performance, specifying examples of strengths and weaknesses. The problem associated with method of appraisal is that, it can be time consuming since it requires the appraiser to write an essay about each employee.

2.5.4 Checklist of Critical Incidents

This method of performance appraisal focuses on developing a checklist of critical behaviors related to an employee's performance. Here, the appraisal form may contain about 20 to 30 critical items for one specific job. What the entire appraiser has to do is to simply tick whether the employee has performed in a superior manner in any one of the incidents. If an employee is performing very well, then that employee will receive many ticks whilst non-performing employee will receive less or few ticks.

2.6 CHALLENGES OF PERFORMANCE APPRAISALS

For employees receiving performance appraisals, feelings of dread are easy to understand; they are being judged, after all Employees know well in advance when judgment will pronounced ,but often they have a much vaguer idea of what standards they are being judged by (Swan ,1991 p4).

Among those who know their performance has shaky, the appraisal more doesn't take account of their perception of their true worth? From a practical standpoint, many things hang in the balance: salary, promotions, and perhaps the specific responsibilities that will be expected of them in future.

Performance appraisal is also one of the most emotionally charged procedures in management (Swan, 1991).People have very strong feelings about being evaluated. Employees can feel vulnerable at this point. If their work has not been satisfactory, now is when the boom will fall. If they are personally pleased with what they have accomplished during the appraisal period, they may know from experience that their idea of good

performance may be completely at odds with their managers and they may be due for a rude awakening.

Who knows what insidious little check marks are being made on forms that will go into their permanent record, informing any future manager that they “lack initiative” and “have difficulty facing that fact” about themselves. Employees may try to dispute the assessment, but they know their word carries much less weight than their boss ‘supposedly expert opinion. The process may seem completely irrational to them, but they don’t have much to say about it (Swan 1991).

No wonder employees who are comfortable in their jobs most of the year can feel like victims of authority, whether in the form of an arbitrary manager or due to the abstract expectations of the organization, as performance appraisal time approaches.

The performance appraisal is a chore that employees dismiss (at least since the last recession 1989/90) because a good appraisal does not necessarily mean more money or job security (Kennedy,1999).Once organizations began to disconnect raises from performance, the appraisal process was on the ropes. Why bother to labor over a detailed record of attitude problems, errors or missed assignments, when drop-kicking the individual into a lay-off pool was simpler? And given today’s turn over, appraisal are too infrequent and too irrelevant to a highly mobile workforce to provide much than a historical record.

A look at the data on the effectiveness of performance appraisals reveals some disturbing facts. A 2004 survey of Canadian workers (a cross-section in gender, age, industrial sector, union status and non-supervisory status) found that less than two-thirds said they understood

the measures used to evaluate their performance, and even fewer thought their performance was rated fairly. Less than half of them said their managers clearly expressed goals and assignments, and only about two-fifths reported regular timely performance reviews.

Even fewer still (30%) reported that their performance review was helpful in improving their on-the-job performance, fewer than 2 in 10 reported a clear, direct and compelling linkage between their performance and their pay.

For most employees, appraisal is at best, a highly stressful process with little connection to their compensation. At worst they see appraisal as a figurative whip in the hands of management (Davis, Landa CMA 73, No. 2 March 1999).

Ironically, the manager, who is beginning to loom so large in the employee's consciousness as the day of reckoning nears, usually feels no better about the performance appraisal. It is a chore that managers hate because of its paperwork, difficult choices and discomfort (Kennedy Vol.36 No. 1 January 1999).

Managers can list even more reasons for their lack of enthusiasm. Most do not like to sit in judgment of other people. It is much worse when by so doing they risk offending someone, whose continuing enthusiastic cooperation is a necessary for the manager's success. In most performance programs, the appraisal—its fairness, accuracy, and effect on future productivity and employee morale—are entirely the responsibility of the employee's immediate supervisor (Swan,1999).

Among other things, the supervisor or manager will have to ponder over: What if what you believe is an accurate appraisal leads to an Equal Employment complaint? Can you be sure of avoiding that, even if you believe you are doing everything right? How can you really be fair and objective anyway, when the tasks the employee performs are so hard to measure, when it is so hard to separate one employee's contribution from the overall team effort? So much seems to fall on the shoulders of the manager doing the performance appraisal; it is no wonder that many managers do not relish the task.

The performance appraisal, which is almost always the manager's sole responsibility, is generally handed down from on high. The performance appraisal form and system may come down quietly, accompanied by a simple memo, or it may arrive with a great deal of pomp and formality. The form and procedures may be the product of a day's work, or they may be the final result of years of planning by human resources professionals. Perhaps, it is no mere form or collection of forms; perhaps it is a carefully engineered system –some of the things it does are very basic; others are subtle (Swan, 1991).

In some organizations the performance appraisals is the linchpin for an organization's human resources programs, including salary administration, human resource planning, and career patching. Of all human resource programs, the performance appraisal may even be the only formal mechanism for communicating to employees what their job is. And, increasingly, the performance appraisal is used as validating promotion decisions.

Undoubtedly, the performance appraisal has expanded in scope for many reasons, none of them whimsical, but whatever the motive, the result is the same: an increased burden on the manager who has to conduct the appraisal. While most managers and employees have valid

reasons to dislike performance appraisals, it may be a mistake to discontinue them (Kennedy Vol. 36 No. 1 January 1999). Instead of looking at the process as a “Judgment Day” Do- I-Get a raise or not “scenario, consider ongoing assessment a retention tool, a way to identify latent leadership skills, and a way to chart changes in the firm’s expectations (that is, a historical record of what is being measured and appraised).

Formal systems of appraisal are neither nor evil, as some critics have implied (Oberg, 2005). Nor are they panaceas as many managers might wish. A formal appraisal system is, at the very least, a commendable attempt to make visible and hence improbable a set of organizational activities. Personal judgments about employee performance are inescapable and subjective values and fallible human perceptions are always involved. Formal appraisal systems, to the degree that they bring these perception and values into the open, make it possible for at least some of the inherent bias and error to be recognized and reminded.

By improving the probability that good performance will be recognized and rewarded and poor performance corrected, a sound appraisal system can contribute both to organizational morale and organizational performance. Moreover, the alternative to a bad appraisal system need not be no appraisal program at all, as some critics have suggested. It can and ought to be a better appraisal program. And the first step in that direction is a thoughtful matching of practice to purpose (Oberg, 2005).

To lessen the obvious burden of performance appraisal on the manager, William S. Swan gives this prescription the superior value of Performance management in comparison with a once –a-year performance appraisal. He stresses the values of integrating the performance appraisal into a larger performance management process.

Performance management means more than assessing an employee's performance at regular intervals. It unites a number of related tasks: monitoring coaching, giving feedback, gathering information, and yes, assessing an employee's work. It accomplishes those tasks in the context of objectives of the department and the overall goals of the organization. And it carries them out systematically, throughout the year (Swan, 1991).

To further lessen the burden on the shoulders of the manager or supervisor, Winston Oberg, Professor of Management at Performance at the Graduate School of Business Administration, Michigan University, takes the position that "performance appraisal programs can be made considerably more effective if management will fit practice to purpose when setting goals and selecting appraisal techniques to achieve them "in a recent article, make performance appraisal more relevant ,Oberg discusses the most commonly used appraisal techniques, which include: Easy appraisal ,Graphic rating scale ,Field review, Forced –choice rating, Critical incident appraisal, Management –by- objective approach, Work-standards approach, Ranking methods ,and Assessment.

Each of these, he points out, has its own combination of strengths and weaknesses, and none is able to achieve all the purposes for which management institute performance appraisal systems. Nor is any one technique able to evade all of the pitfalls. The best anyone can hope to do is to match appropriate appraisal methods to a particular performance appraisal goal appraisal (Oberg, 2005)

2.7 EVALUATION OF PERFORMANCE APPRAISAL

Managers in an effort to make performance appraisal more relevant and effective takes a comprehensive view on how to conduct an effective performance appraisal. He reviews each factor explains its significance to the performance appraisal cycle, and presents practical

suggestions on making the factors part of the appraisal strategy. By incorporating these entire factors into the performance appraisal approach, the manager will succeed in making the appraisal process a more meaningful and progressive management instrument (Lombardi, 20, p.300).

2.7.1 Performance Appraisal Must Be Comprehensive in Scope.

The appraisal, as well as the documentation and performance observation leading to the appraisal, must be all- encompassing and take in the entire breath of the performance. In addition to assessment of performance in all aspects of the job position, there should be appraisal of organization values or work personally traits essential to doing the fob By failing to be comprehensive the manager risk the employee's focusing on just one aspect of job performance at the neglect of other essential job elements.

2.7.2 The Performance Appraisal Must Be Seen As A Process Intended To Elicit Stellar Performance And Encourage Professional Growth And Development.

With this in mind performance appraisal should cover critical incidents relative to the job, job related training and development activities, and other motivational data. This perspective helps provide the employee with a full view of the job position, and provides comprehensive insights into how improvement might be made within the scope of the job position.

2.7.3 Performance Appraisal Must Be An Ongoing Process.

Performance should be evaluated continually, feedback should be provided on an ongoing basis, and the opportunity for work discussion should be available at all times. Unless the appraisal process is continual, there is likelihood that performance will not improve in the course of the year.

2.7.4 The Performance Appraisal Must Be Individualized.

This means that individual aspects of the job, as well as the particular talents and skills of the employee under review, must be assessed. Nothing demeans the validity of the appraisal more than identical appraisals on different individuals in the same job position. This sort of appraisal destroys manager credibility and sends a distinct message to the employees that the performance appraisal is no more than a paper exercise not to be taken seriously. It must be examined within the job role to ensure the validity of the appraisal.

2.7.5 The Performance Appraisal Should Take Individual Situations Into Consideration.

Each job role should take into consideration the situation in which the employee operates and performs everyday. The manager's sensitivity to environmental conditions will convey a sense of fairness while encouraging the employee to achieve even under adverse conditions.

2.7.6 The performance appraisal has the potential to be a motivational Tool.

For strong performers, the appraisal affords two opportunities to give positive motivation. One is by providing high performance ratings. The other is by allowing employees to offer input on how they can enhance performance even further. For steady performers (those who achieve at a satisfactory level) the appraisal can be a shot in the arm and a step toward reaching a higher performance level. For poor performers, the performance appraisal can be an opportunity for the manager to present in exclusive one-on-one interchange, new parameters for performance and give notice of consequence(s) for failure to improve. With strong documentation and the techniques for delivering performance the manager can clarify requirements and consequences for underachievers.

2.7.7 The Performance Appraisal And Job Description Should Be Prioritized.

This can be accomplished by listing the job requirement on a scale from one to ten, with one as the most important and ten as the least important. Another way of prioritizing job elements is the weighted value approach. Whether one uses a listing technique or a weighted-value technique, it is important to express a sense of priority so that the employee's focus is appropriate and well calibrated.

2.7.8 All Terms Used In the Performance Appraisal Form Itself Should Be Easily Understood By, and Meaningful to the Employee.

Ensure that the employee understands the terminology and applicability of the scoring mechanism as it relates to his or her job and potential pay rises. From an overall perspective, the evaluation process should be user-friendly. An unclear form promotes distrust and destroys any opportunity to use the performance appraisal as an education tool – the employee simply does not understand what the manager is trying to get at. During the discussion as well as the review process, use language that is clear, concise, and relevant to the employee's particular job scope.

2.7.9 A good performance appraisal should provide the employees insight on with it the organization expects from the employee and what standard and measurements are being used to judge performance.

The appraisal should clarify employee's expectations of the job, and should make clear the manager's expectations and desires. From another perspective, the performance appraisal should be an education for the manager for providing insight into how effectively the manager is managing his assigned human resources. Moreover, it should spell out what is

deemed as stellar performance and enlighten employees on how they might improve performance and methods.

2.7.10 the performance appraisal should be a tool for long-term employee development.

The performance appraisal form should include a section for a development plan. A good strategy is to ask employees to cite areas in which they can improve, and list activities or training opportunities they desire to improve skills or acquire new ones.

2.7.11 The performance appraisal should also provide short-term direction for the following year's performance.

In addition to encouraging long-term development, a strong set of objectives should be established for the coming rating period. Give employee a clear picture of expectations for the following year and underscore the ongoing nature of the performance appraisal.

2.7.12 The performance appraisal form should be user-friendly and comprehensive.

The appraisal must be viable in scope and application. The appraisal exercise should be a communication exercise in which all practical participate so that the goals listed for the following year realistic and practical, goals that everyone can level with.

2.7.13 The performance appraisal should be measurable.

The appraisal should use clear-cut quantitative measures and rating scales that are understandable and relevant to the employees. Otherwise employees lack a standard or benchmark to which they can aspire or against which to compare their performance last year. For employees who want to be challenged, and want to increase or improve their performance, clear measurements should give them motivation.

2.7.14 Financial considerations must also be taken into account in a performance appraisal sequence.

Evaluations should distinguish between individuals who receive a cost-of-living increase and those who do not, as well as separate those who will be trained from those who should be terminated. In organizations whose quality improvement assign the ratings “above expectation,” “meet expectations,” or “below expectation,” raises are given to those who exceed expectations, cost-of – living adjustments are given to those meet exportations, and disciplinary probation is the fate of individuals who fall below expectations.

2.7.15 The performance appraisal should be legal in content and Scope.

No undue bias or prejudice should be introduced into the process. The individual’s performance not ethnic origin, gender, religion, or any other protected category- should be the only consideration.

2.7.16 the performance appraisal should be objective.

The manager should use objective information collected from his documentation efforts, and use a preponderance of evidence rather than opinion to make the case for negative, neutral and positive performance.

2.7.17 The performance appraisal should be cumulative.

The need for appraisal is continual, in that it shows rises or fall in performance levels throughout the grading period. Both negative and positive trends should be looked into.

2.7.18 All information on performance appraisal should be drawn from factual evidence backed up by a logbook.

If the manager does a good job of compiling a documentation logbook, the appraisal should rest on fact. The more factual they are, replete with points of evidence throughout the course of the year, the more validity they will have for the employees, and the more employees will learn from the exercise. ‘

2.7.19 The performance appraisal should be ethical.

It should be fair, respectful of the employees’ dignity, and maintain allegiance to the organization. The individual employees should be given the opportunity to discuss any aspects of their performance and have maximum opportunity for input. However, the manager has ultimate control and must guide the performance appraisal accordingly.

By embracing all these tenets enumerated, a manager can conduct a meaningful performance appraisal that will be building block for organizational, departmental and individual development.

Lombardi’s twenty-point guide for performance appraisal is reflected in the works of other authors. Thomas H. Patten Jr., in his *A Manager’s Guide to Performance Appraisal*, provides guidelines to managers in conducting a meaningful appraisal. He gives a simple and straightforward analysis that any manager can understand. Michael A. Holszchuin his *Complete Employee Handbook* gives all the legal implications in conducting a performance appraisal. This legal guide is aimed at manager of small and medium-sized firms in a bid to avoid law suits resulting form a performance appraisal that is not properly conducted. Randi Toler Sachs, in the *Productive Performance Appraisals*, provides an insight into how to make

a performance appraisal a collaborative effort between manager and employee. For performance to be useful, he stresses, it should reflect the input of the employee. M. R. Williams, in his Performance Appraisal in Management, takes the position that performance appraisal is a natural and inevitable function of management.

2.8 IMPROVING PERFORMANCE APPRAISALS

Although performance appraisals can be so easily biased, there are certain steps that can be taken to improve the evaluations and reduce the margin of errors through the following;

2.8.1 Providing Feedback To Raters.

Trained raters should provide managers who evaluated their subordinates with feedback, including information on rating from the managers. This reduces leniency errors.

2.8.2 Training

Training creates an awareness and acceptance in the people conducting the appraisals that within a group of workers, they will find a wide range in different skills and abilities.

2.8.3 Subordinate Participation

Subordinate Participation also improves performance. By allowing employee participation in the evaluation process, there is employee-supervisor reciprocity in the discussion for any discrepancies between self ratings and supervisor ratings thus increasing job satisfaction and motivation.

2.9 IMPACT OF PERFORMANCE APPRAISAL

It is human nature for employees to be affected by how well they score on a performance appraisal. Depending on the outcomes, employees may feel motivated or disappointed.

2.9.1 Negative Impact

If a supervisor gives an employee a score on his appraisal, the employee may feel a loss of motivation in the workplace. Consequently, this can impact the employees productivity and performance.

2.9.2 Positive Impact

Employees who receive good scores on their appraisals are generally motivated to perform well and maintain their productivity. Positive feedback on appraisals gives employees a feeling of worth and value especially when accompanied by a voice.

2.9.3 Identifying Areas of Strength

The results of performance appraisals can be assessed to identify areas of strong performance across all employees by department. Standardized performance assessments allow companies to aggregate, calculate and analyze results to show where performance is strong.

2.9.4 Identifying Training Need

Evaluating the results of performance appraisals can provide managers, human resource departments and organizations with an indication of where additional training and development may be necessary says Lin-Grensing Pophal, author of Human Resource Essentials.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter presents the methodology used for the study. It explains the research design, the sources of data, the research population, sample size and sampling techniques used in the study. It explains the data gathering instruments and data analysis. It also gives a brief outline of the organizational profile.

3.2 RESEARCH DESIGN

The descriptive survey was the method used in designing the research. This method is said to be particularly useful when one is said to be interested in the attitude and opinions of people as well as the relationship of such attitude of behavior (best 1970). This research design was chosen on assumption that the possibility of generating the necessary information existed and that the researcher will not encounter any problem. The study therefore was an attempt to unearth such information to help find out the relationship between employers and employees of the Ashanti Regional Office of Education.

3.3 SOURCES OF DATA

Data was collected from both primary and secondary sources

3.3.1 Primary Data

Primary data is data collected specifically for the research project being undertaken. Primary data was collected using interviews and questionnaires. Structured interviews were formalized and involved standardized questions for the respondents (Abdullah, 2004).

Unstructured interviews were undertaken by taking note of responses to a list of questions on the subject matter.

3.3.2 Secondary Data

Secondary data is data that have already been collected for some other purpose, perhaps processed and subsequently stored. Journals, textbooks, handbooks and manuals, review articles and editorials, literature review, informal discussions with experts, colleagues, seminars and conferences as well as published guides were used as sources of secondary data.

The importance of consulting secondary sources of data and information was recognized in the study. Hakim (1982) noted the need for researchers to consider the possibility of re-analyzing an existing data in order to answer their research questions and meet their research objectives.

3.4 POPULATION

To ensure effective efficient and credible work, the study was confined to cover thirty stakeholders in the regional office, whose decision making situation promote development. These stakeholders formulate and coordinate policies or performance appraisal to ensure effective, efficient and credible.

3.5 SAMPLE SIZE

A sample of the staff at the Ministry of Education Ashanti Metro branch in the Kumasi metropolis was selected for the study. The choice of the sample size was influenced by the following: the confidence needed to have on the data in respect of the total population, the

margin of error that can be tolerated; and the type of statistical analyses to be undertaken (Ihenacho, 2005).

A sample size of thirty was taken. Ten senior staff and twenty employees.

3.6 SAMPLE TECHNIQUES (PURPOSIVE SAMPLING)

The sample for the study was made of the Ashanti Regional Branch of the Ministry, of Education (Kumasi).

A total sample size of thirty respondents made up of 10 officers and 20 employees.

The research was made up of thirty questionnaires for Ministry of Education, Ashanti Metro Office (Kumasi), to elicit information about personal data, and information as well programs of performance appraisal.

3.7 RESEARCH INSTRUMENTS

The instruments used for the study were questionnaires and interviews. The interviewee was to talk freely, intervening only to refocus the discussion or probe for additional insights into a key area. The questions asked were more open-ended, with the interviewee providing responses in their own words. The respondents had more control over the conduct of the interview in that they were often allowed to discuss issues as they arise and not necessarily in an order predetermined by the interviewer. The interview ensured a high contact and response rate and also helped clarify certain issues on the topic. The researcher was able to probe for specific meanings of responses made by supplementing respondents' responses with observations of them. A disadvantage was that it took a long period of time to complete.

3.8 METHODS OF DATA ANALYSIS

The data resulting from the study could be both quantitative and qualitative and as such, need processing and analysis. The essence is to put the data in contextual form to enable the researcher answer the research questions as well as address the research objectives (Ihenacho, 2005).

Consequently, quantitative analysis using simple tables, pie-charts and bar charts were carried out in order to establish the relationships between the various variables. The analysis carried out enabled the researcher establish the relationships between variables and trends in patterns of associations.

3.9 DESCRIPTION OF THE SURVEY

The survey, seeking the perspectives of managers and employees on the relevance and effectiveness of performance appraisal, consists of twenty-five statements measured on the basis of the Likert scale – a survey system comprised of YES OR NO

YES NO

One survey will be conducted for this research to find out how officers and employees view performance appraisal.

The survey statement has a general stance pertaining to performance appraisal in the work place.

The researcher's intentions are to elicit positive or negative reaction to performance appraisal in order to draw conclusions regarding its relevance and effectiveness as a management.

3.10 SAMPLE

The objective of this survey is to determine the effectiveness of performance appraisal by drawing conclusion from the perspectives of offices and employees. Each participant has spent at least three (3) years in the education services. The total of thirty participants will be surveyed; 10 top management and 20 junior staff. The junior staffs and top management will be surveyed on paper at the regional office.

The completed paper survey from fellow employees will be collected by researcher. The result of each response to the statements will be calculated. Responses from officers through G.E.S will be collected. The response to each statement will be calculated. The total result from both officers and employees will be compared to find out if more managers think performance appraisal is an effective management tool; or more employees think performance appraisal is an effective management tool.

3.11 PURPOSE OF THE SURVEY

The primary purpose in developing this survey is to access how officers and employees perceive performance appraisal. It is quite evident from the literature examined that both officers and employees dread performance appraisal. The researcher wants to find out if there is any validity to that claim.

As an officer, the researcher wants to find out the relationship between theory and practice: how he can relate what he has read to his own work environment. The experience of planning and carrying out this survey gave the researcher the freedom to go beyond the literature and get inputs from top management and junior staff. In a way, this survey enabled the researcher to put theory into practice.

The final analysis and conclusion will be based on the responses to these statements. The researchers will go on to do a performance appraisal on the fellow teachers by using a basic summary form and a criterion – based performance appraisal form to determine the superstar, steady, and effective for non – exempt employees. Conclusions are drawn from our own personal observation as non – exempt employees.

The secondary sources of data include journals from Ashanti Region Offices of Education as well as the administrative records and other information's from their website

3.12 DATA COLLECTION TECHNIQUES

An introductory letter from the BBA department – CSUC, Kumasi was first presented to the Ashanti Regional Office of Education, Officers and all employees. Like any other research, there were a few problems encountered during the administration of the questionnaire. It was difficult to convince the members and employees to give their response, yet they finally accepted and their responses were normal. The questionnaire was completed researchers in their presence and under the supervision of the researchers. The Questionnaire was collected immediately and was completed by the respondents.

3.13 DATA ANALYSIS

The data resulting from the study could be both quantitative and qualitative and as such, need processing and analysis. The essence is to put the data in contextual form to enable the researcher answer the research questions as well as address the research objectives (Ihenacho, 2005).

Consequently, quantitative analysis using simple tables, pie-charts and bar charts were carried out in order to establish the relationships between the various variables. The analysis carried out enabled the researcher establish the relationships between variables and trends in patterns of associations

3.14 ORGANIZATIONAL PROFILE OF THE GHANA EDUCATION SERVICE.

The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974 by NRCDC 247 and subsequently amended by NRCDC 252, 357 and SMCD 63. The GES is governed by a fifteen-member council.

3.15 VISION OF THE GHANA EDUCATION SERVICE

The vision of Ghana Education Service is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in school and promote management efficiency within the Service.

3.16 MISSION OF THE GHANA EDUCATION SERVICE

The GES is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with quality formal education and training through effective and efficient resource management that will facilitate the making of education delivery relevant to manpower and social needs of the nation.

3.17 DIVISIONS OF THE GHANA EDUCATION SERVICE

The GES has the following divisions, Human Resource Management and Development, Administration and Finance, Basic Education, Secondary Education, Technical/Vocational,

Teacher Education, Special Education, Inspectorate, Curriculum, Research and Development and Supplies and Logistics Divisions.

3.18 FUNCTIONS OF THE GHANA EDUCATION SERVICE

The three key functions of GES are teaching/advising, research and service. The establishments continually re-evaluate course offerings, testing/grading procedures, admission requirements, student services, and the employee skills and personal traits (Willis & Taylor, 1999). The Ghana Education Service is responsible for the implementation of approved national policies and programs relating to pre-tertiary education. Its mandate is to provide and oversee basic education, senior secondary education, technical education and special education; register, supervise and inspect private pre-tertiary educational institutions; submit to the Minister, recommendations for educational policies and programs; promote the efficiency and full development of talents among its members; register teachers and keep an up-to-date register of all teachers in the public system; carry out such other functions as are incidental to the attainment of the other functions specified earlier and maintain professional standards and the conduct of its personnel.

3.19 GHANA EDUCATION SERVICE COUNCIL

The Ghana Education Service has a governing council known as the Ghana Education Service Council. It is headed by a Chairman. The Chairman and the other members of the Council are appointed by the President of the Republic in consultation with the Council of State. In 1982, PNDC Law 42 section 33 sub section 2 (1982) dissolved the council and transferred its function under NRCDC 247 to the Secretary for Education. It was, however, restored by Act 506 (1995) to continue to govern the activities of the GES. The Ghana Education Service Council has general control over the management of the Service and

performs functions such as ensuring the implementation of the functions of the Service; submitting to the Minister recommendations for pre-tertiary educational policies and programs; promoting collaboration between the Ministry of Education and the Service, and advising the Minister on such matters as the Minister may request.

3.20 DIRECTORS-GENERAL

The Director-General is the Chief Executive of the Service and oversees the day-to-day management of the Service. He/she is directly assisted by two Deputy Directors-General, namely: Deputy Director-General (Management Service - M/S) and (Deputy Director-General - Q/A). The two Deputies supervise the work of the ten (10) Divisional Directors at the Headquarters and ten (10) Regional Directors in the Regions as well as One Hundred and Thirty-Eight (138) District Directors.

CHAPTER FOUR

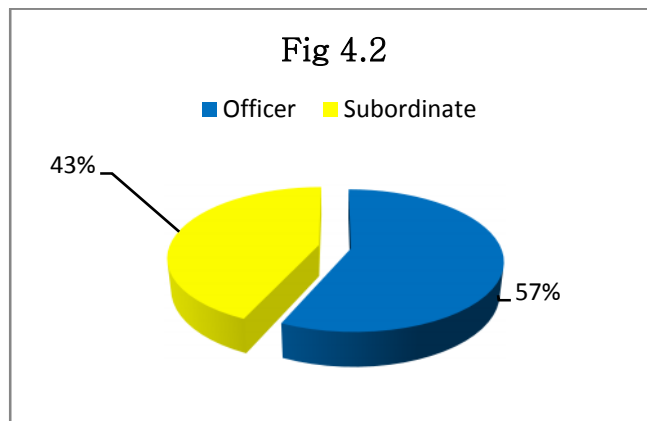
DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

This Chapter deals with the presentation and analysis of the data collection, which is the respondents view about performance

4.2 POSITION OF RESPONDENTS

In this study, the researchers were interested in the various positions of the respondents. To make analysis easy, they were allowed to choose between *officer* and *subordinate*. The Figure labeled 4.2 gives the details on these findings.

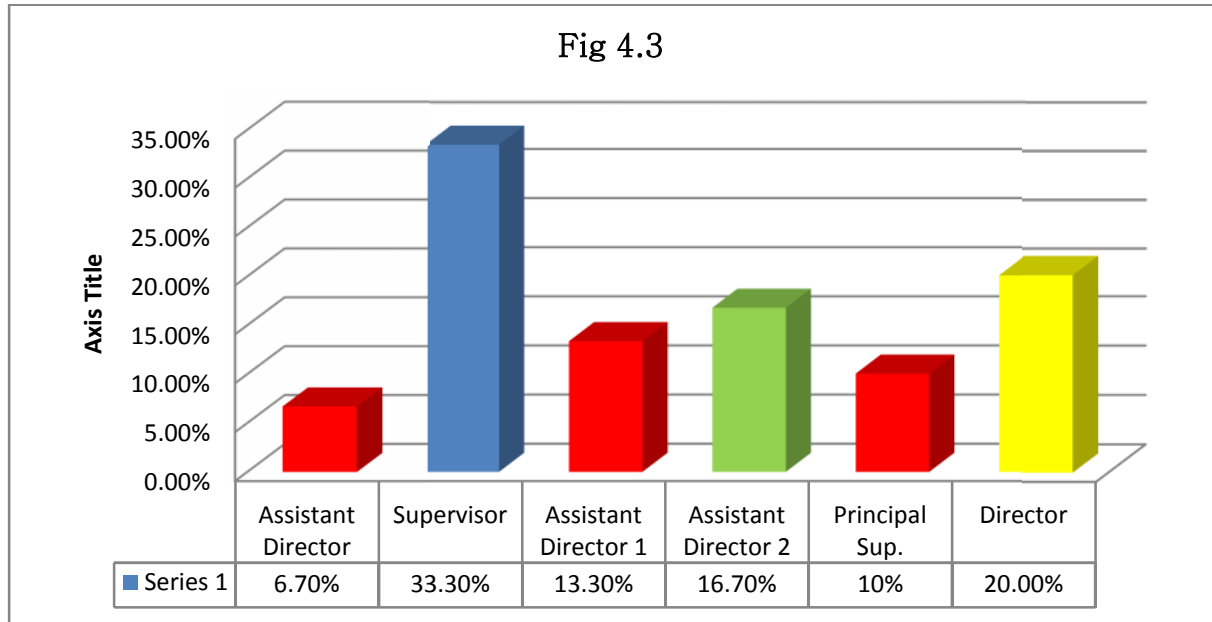


4.2.1 Analysis and Discussions on positions of respondents.

From the figure above, a little below a half, thus 43% of the respondents are subordinates. This can be attributed to the fact that, some of the employees at GES Kumasi Metro Office are ranking below Assistant Director 1. Majority of the respondents representing 57% of the respondents are officers. A good number of the employees at the outfit under study rank above Assistant Director 1. This has results in the organization having more officers than subordinates.

4.3 TITLE OF POSITIONS OF RESPONDENTS

This variable investigates the particular rankings of our respondents. In the education sector, educationists are in different ranks and each rank has its level of influence. The details can be seen in the Fig 4.2 below.

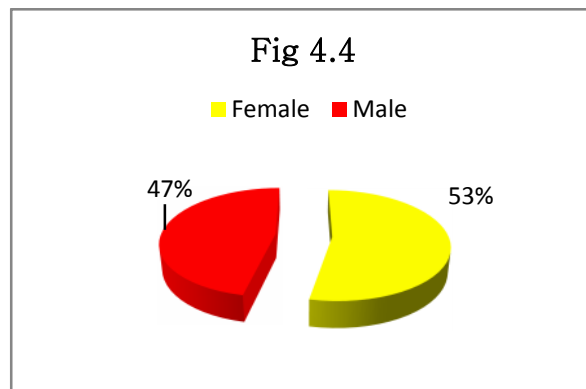


4.3.1 Analysis and Discussions on title of respondents.

From the table above, it can be observed that, majority of the respondents are officers. The officers have a cumulative percentage of more than a half of the respondents, thus, 56.7%. This is a reflective of the number of officers of the findings in the preceding question, thus, 4.1 where a majority of the respondents are officers. The principal superintendents and the supervisors also had a cumulative percentage of less than a half of the respondents representing 43.3% of the sample population. This is a reflective of the data gathered in 4.1 which indicated that, 43.3% of the respondents are subordinates. It will be fair to assume that, teachers found in the offices are those ranking above Principal Superintendent, those below this rank are mostly found in the classroom, this has therefore reflected in the data above in which a few of the employees are subordinates.

4.4 GENDER OF RESPONDENTS

It is important for any study that tries to evaluate performance appraisal gather respondent's opinions. Respondents comprised of both males and females. As such, the researchers in Evaluating performance appraisal at the Kumasi Metro office-GES followed the trend thus the views of both males and females were sort males.



4.4.1 Analysis and Discussions on Gender of respondents.

As the table shows, there were more female respondents than male respondents for the study. The higher female numbers is a reflective of the female staff population. It is important to note that, at GES, various departments are been created to cater for children and female needs. As a result, most of the females are employed into such units. An example is the Girl child unit. This department cannot be headed by a man because of the purpose the department is to serve.

4.5 MARITAL STATUS

The study is dealing with adults, the researchers also investigated the marital status of the respondents and the result can be seen in fig 4.5

Marital Status of Respondents.

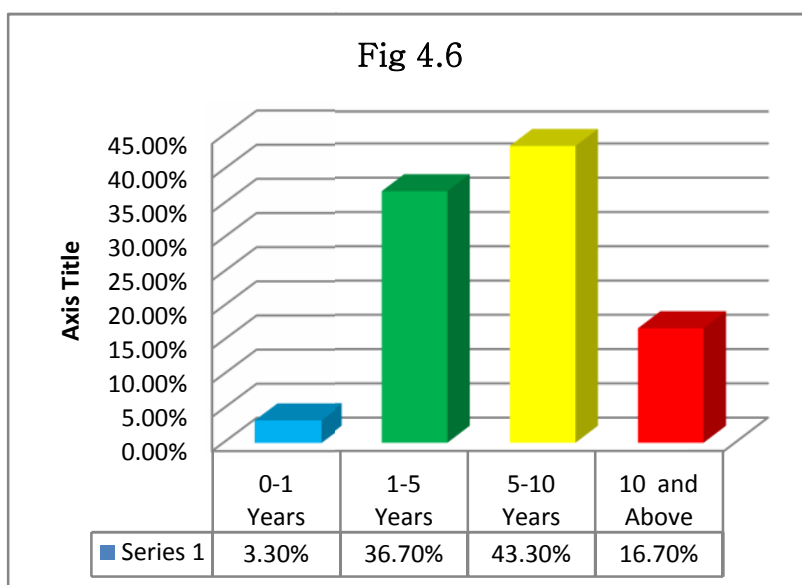
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Divorced	2	6.7	6.7	6.7
Married	21	70.0	70.0	76.7
Never married	1	3.3	3.3	80.0
Separated	3	10.0	10.0	90.0
Widow	3	10.0	10.0	100.0
Total	30	100.0	100.0	

4.5.1 Analysis and Discussions on the marital status of respondents.

The researchers observed that, the employees at the outfit under study were all above 30 years. A majority of the respondents representing 70% of the sample population are married. Three of the respondents have lost their partners and two are divorced. Only one respondents never got married. The marital status of the respondents gives a fair view of the kind of people constituting our sample population.

4.6 NUMBER OF YEARS OF WORKING WITH GES.

Experience is a factor which can influence the various responses we can get from our respondents. We also investigated the number of years our respondents worked with GES. The results can be seen in fig. 4.5 below.

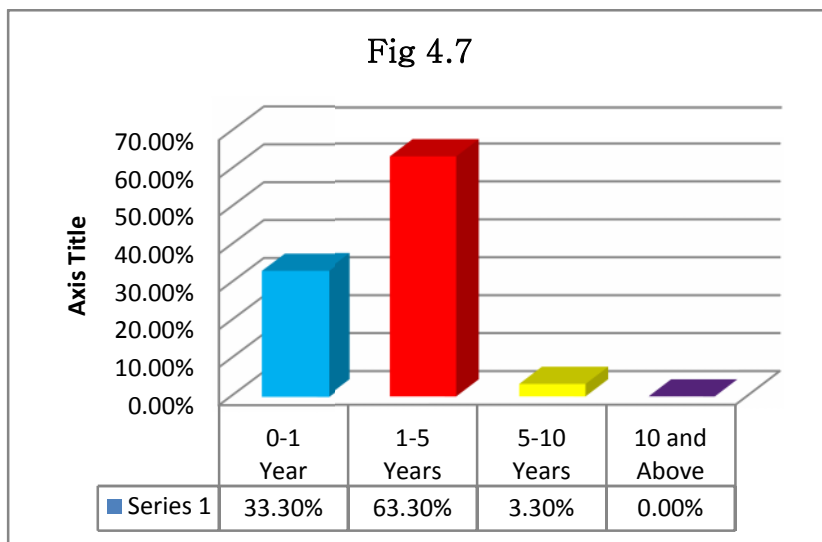


4.6.1 Analysis and Discussions of the number of years working with GES.

From the figure above, it can be observed that, the employees at the organization under study who have worked for more than five years have a cumulative percentage of more than half, thus, 60% of the sample population. This is as a result of the number of years it takes the junior staff to be promoted. It will be fair to assume that, most of the employees that are part of the 60% are officers. However, employees that worked less than five years had a cumulative percentage of less than a half of the respondents.

4.7 HOW LONG HAVE YOU SPENT ON YOUR PRESENT POSITION?

In the Education sector, staffs get their promotion within some number of years. Sometimes it takes a staff 5 years to move to the next position. The researchers were interested in finding out how long the respondents occupied their present positions. The results are shown below.



4.7.1 Analysis and Discussions on number of years on current position.

From the table above, employees that happen to be spend between 1-5 years on their positions constitute a cumulative percentage of more than two-thirds, thus, 96.6%. This results can be attributed to the fact that, promotion within the Ministry of Education is done after some number of years which is close or less than 5 years. Only 3.30% of the respondents have been on their position for more than 5 years, this can be as a result of some factors beyond their control. There are common errors in the Ministry of Education where employees due for promotion are not called for interview.

4.8 METHOD OF APPRAISAL USED.

Every organization has its own method of appraisal. The researchers therefore investigated the types of appraisal used in GES and its various departments. The results are shown below in fig 4.8.

Method of Appraisal System Used

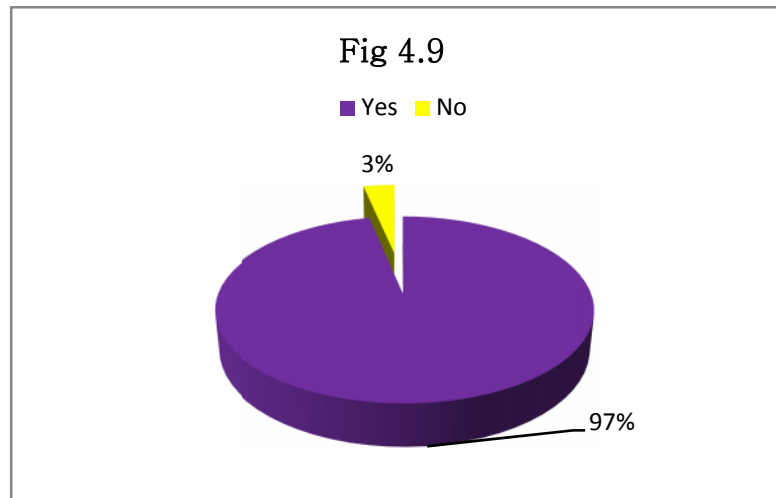
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Graphic rating scale	5	16.7	16.7	16.7
Behavior anchored rating scale (Bars)	10	33.3	33.3	50.0
Narrative Technique	8	26.7	26.7	76.7
Critical-incident method	7	23.3	23.3	100.0
Total	30	100.0	100.0	

4.8.1 Analysis and Discussions on appraisal method used.

From the table above, it can be observed that, the Behavioral Anchored Rating Scale (BARS) is the most used method of appraisal in the outfit under study. One-third of our respondents representing 33.3% affirm this fact. This response can be attributed to the fact that, the BARS approach is based on specific behavior. The Narrative Technique and Critical-Incident Method had 26.7% and 23.3% respectively. The least method used is the Graphic Rating Scale with 16.7% of the respondents affirming this fact.

4.9 DO YOU KNOW THE RATIONALE BEHIND APPRAISAL SYSTEM?

It is very important to know if our respondents have a fair knowledge on some key themes within the research. The researchers therefore asked the respondents the above question since it is going to help the researchers meet the research objectives. The results are below.

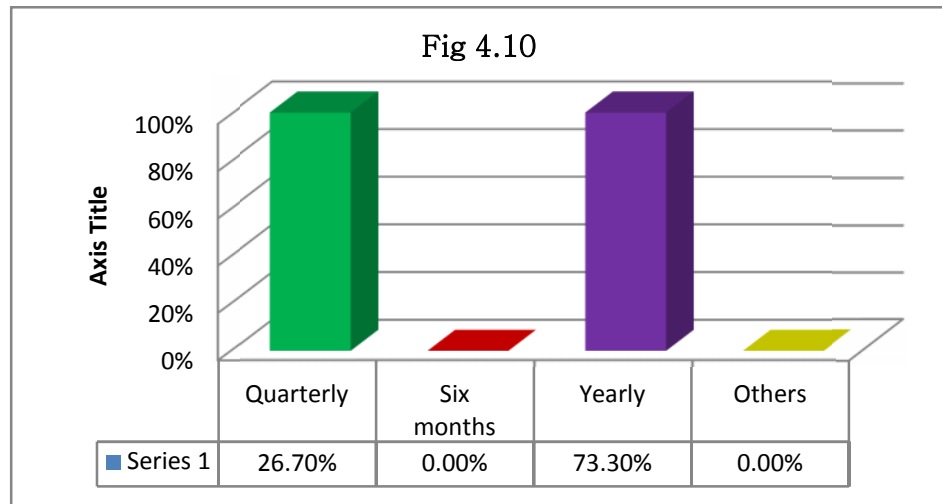


4.9.1 Analysis and Discussions on rationale behind performance appraisal.

From the Fig 4.9, we can conclude that, majority of the respondents representing more than two-thirds of the respondents, thus, 97% of the sample population do know the rationale behind performance appraisal. It is important that, all employees know the rationale behind performance appraisal. Therefore, organizations must do their best to educate their employees to understand and appreciate performance appraisal. Only 3% of the respondents admit that, they are unaware of the reasons behind performance appraisal.

4.10 AT WHAT FREQUENCY IS APPRAISAL CONDUCTED WITHIN A YEAR?

A good number of respondents have different periods within which they have their appraisal. Some are monthly, weekly just to mention but a few. We were thus interested in knowing how often appraisal is done in the outfit under study. The results are shown in fig. 4.10 below.

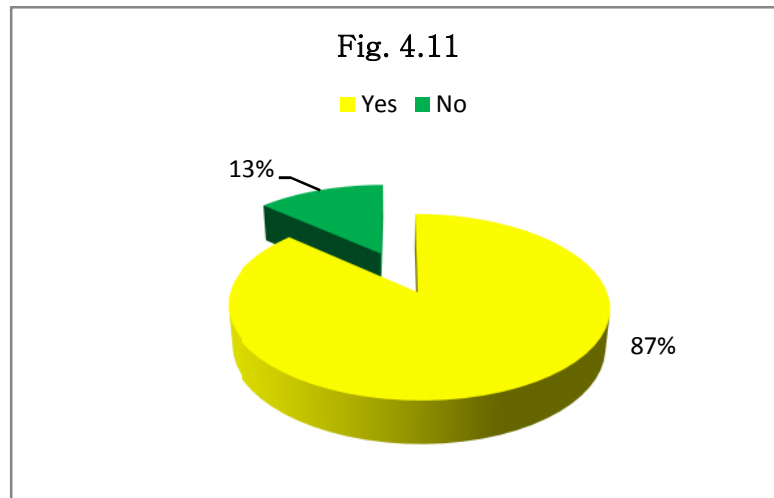


4.10.1 Analysis and Discussions on rate of occurrence of performance appraisal.

From the figure above, performance appraisal is mostly done yearly in the various units in the organization under study. Even though some respondents representing 26.7% of the sample population admit that appraisals are done quarterly, 73.3% of the sample population affirms that, performance appraisal is done at the end of each year. This might be as a result of busy schedules of management and the time consuming factor that comes with performance appraisal.

4.11 ARE THE SET TARGETS REALISTIC?

Performance appraisal is down with its own objectives and targets. This also varies from department to department. It is very important to measure how achievable and realistic the targets within the departments were. The results are show below.

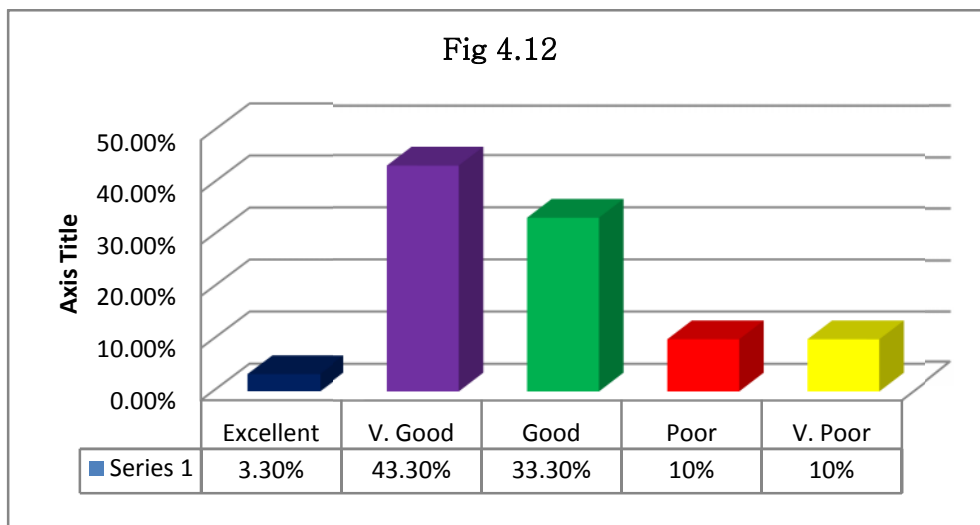


4.11.1 Analysis and Discussions on the realistic and achievable nature of targets set.

For performance appraisal to be described as successful, it should be able to meet the set targets and objectives. From the data collected, the researchers can confidently establish that, the set targets are always achievable since more than two-thirds, thus, 87% of the respondents support this statement while only 13% stated that, the set targets were not realistic and achievable.

4.12 HOW DO YOU SEE THE GRADING SYSTEM?

The researchers were also interested in how they see the grading system within their outfit. They were given the options Excellent, V. Good, Good, Poor, V. Poor. The results from our respondents can be seen below in figure 4.12.

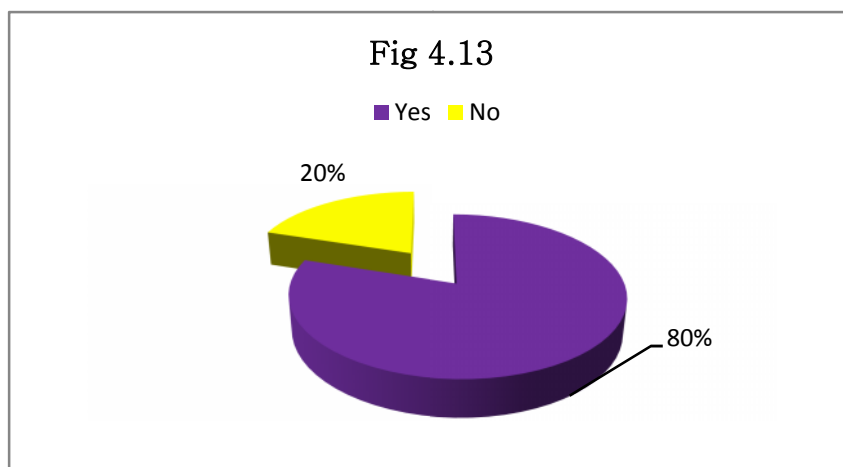


4.12.1 Analysis and Discussions on grading system of respondents.

From the figure above, it can be observed that, 3.3% of the respondents see the grading system to be *Excellent* while 43.3% admit that it is *Very Good*. One third of the population representing 33.3% indicated that, the grading system is good. From this, we can establish that, majority of the respondents see the grading system to be very favorable. The unfavorable response made up of *Poor* and *V. Poor* made up only 20% of the responses.

4.13 HAVE YOU BENEFITED FROM THE PERFORMANCE APPRAISAL?

A good number of researches have shown that, performance appraisal has helped a lot of workers in developing themselves and also motivates staff. In addition, workers do benefit from performance appraisal be it monetary or non monetary. The researchers therefore investigated the various benefits respondents get from performance appraisal. The results are shown in the figure below.



4.13.1 Analysis and Discussions on benefits of performance appraisal.

From the table above, it can be recognized that more than two-thirds, thus, 80% of our respondents have benefited from performance appraisal. A little below two-thirds, thus, 20% of the respondents have not benefited from performance appraisal. The next analysis, thus, 4.14.1 states specifically the kinds of benefits employees benefit from performance appraisal.

4.14 SPECIFY THE TYPE OF REWARD.

It is important to note that, we have different types of reward. It can either be monetary or non-monetary. The researchers were interested in the kind of reward respondents get from performance appraisal. The results are shown below.

If YES, specify the type of reward

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	3	10.0	10.0	10.0
Monetary	7	23.3	23.3	33.3
Non-Monetary	13	43.3	43.3	76.7
Promotion	7	23.3	23.3	100.0
Total	30	100.0	100.0	

4.14.1 Analysis and Discussions on specific benefit respondents derive from appraisals.

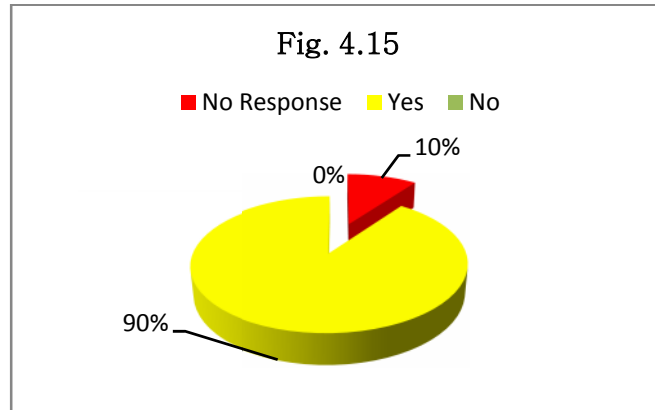
Three respondents could not answer this question because they answered *No* in the preceding question. From the table above, it can be concluded that, the non-monetary rewards were mostly given to high performing employees since a majority of 43.3% of the respondents affirm this fact. Close to two-thirds, thus, 23% of the respondents indicated that, they benefited financially and also get their promotions through performance appraisals.

4.15 DID YOU FIT FOR YOUR REWARD?

The respondents were interested in knowing if they deserve the rewards given to them.

Sometimes due to rater partiality, some of the respondents might feel cheated. We were

therefore interested in knowing if they fit for the reward. The responses are shown below.

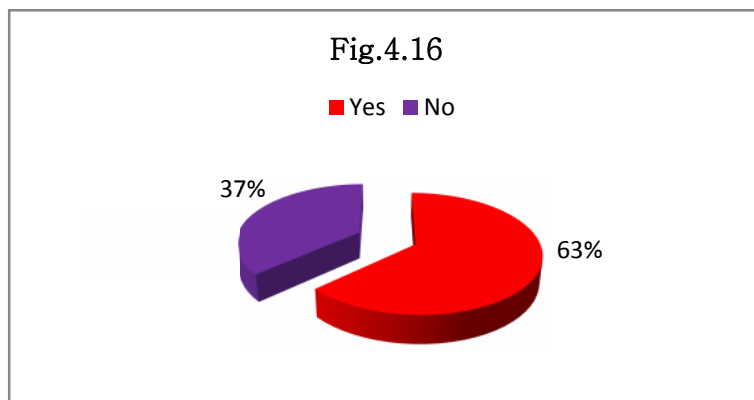


4.15.1 Analysis and Discussions on whether respondents fit for their rewards.

From the table above, it can be observed that, 3 of the respondents representing 10% did not answer this question. This is because they stated categorically that, they do not benefit from performance appraisal. The rest of the respondents representing 90% of the sample population indicated that, they fit for the reward.

4.16 HAS PERFORMANCE APPRAISAL IMPROVED THE OFFICE?

Performance appraisal is to help managers evaluate job progress and to design training for further development skills for the employees in an organization and it also enhances better quality. The researchers investigated the improvement performance appraisal has brought to the various units. The responses from our respondents are below.



4.16.1 Analysis and Discussions on improvement in the office due to appraisals.

From the table above, close to two-thirds of the respondents, thus, 63% indicate that, performance appraisal has helped improved the office. This can be attributed to management's implementations of the findings they make after analyzing the appraisal of employees. Only a little over one-third of the respondents indicated that, performance appraisal has not helped in improving the Kumasi Metro Office of GES.

4.17 IS PERFORMANCE APPRAISAL SUBJECTED TO ANY HALLO EFFECTS?

A Halo effect is a cognitive bias in which one's judgments of a person's character can be influenced by the one's overall impression of him or her. The researchers were interested in knowing if performance appraisal is subjected to any halo effects. The results are below shown below.

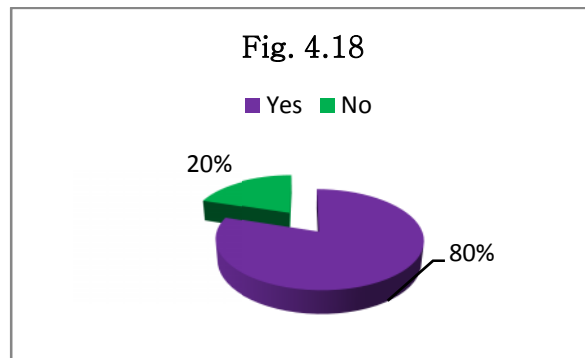
Is it subjected with any halo effects?					
		Frequenc	Percent	Valid Percent	Cumulative Percent
	Yes	20	66.7	66.7	66.7
	No	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

4.17.1 Analysis and Discussions on whether performance appraisal is subjected to halo effects.

From the table above, a little over two-thirds of the respondents indicated that, performance appraisal is not subjected to any halo effects. This results can be attributed to the fact that, raters do not subject themselves to judging a persons overall character by just an aspect of that individuals character. However, one-third, representing 33.3% of the respondents indicated that, performance appraisal is subjected to halo effects.

4.18. IS THERE STRICTNESS IN CARRYING OUT PERFORMANCE APPRAISAL?

Performance appraisal is done in different forms depending on the department. Some are done under strict supervision while others are done in a friendly environment. The researchers were interested in finding out how strict performance appraisal is done in their departments. The results are below in fig 4.18.



4.18.1 Analysis and Discussions on the level of strictness attached to performance appraisal.

From the figure above, conclusion can be drawn that, performance appraisal in the outfit under study is done with no strictness attached to the process. Performance appraisal in a favorable environment will allow the employees to freely express themselves and this is a plus to management. More than two-thirds of the respondents, representing 80% indicated that, performance appraisal in the outfit under study is done with no strictness attached to it.

One 20%, constituting less than two-thirds of the respondents indicated that, strictness is attached to performance appraisal.

4.19. HAS PERFORMANCE APPRAISAL HELPED THE ORGANIZATION IN COMPENSATION DECISIONS?

The researchers were also interested in finding out how helpful performance appraisal is when it comes to compensations. The respondents gave varying responds and these results are shown below.

Has performance appraisal helped the organization in compensation decisions?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	23	76.7	76.7	76.7
No	7	23.3	23.3	100.0
Total	30	100.0	100.0	

4.19.1 Analysis and Discussions on the impacts of performance appraisals in compensation.

From the table above, majority of the respondents agreed to the fact that, performance appraisal has help the organization in compensation decisions. Performing employees are identify through performance appraisal and rewarded accordingly. This has resulted in 76.7% of our respondents affirming that, performance appraisal has helped in compensation decisions while a little below two-thirds of the respondents representing only 23.3% indicated that, it has no impact in compensation decisions.

4.20 HAS IT HELPED IN IDENTIFYING TRAINING AND DEVELOPMENT NEEDS?

One impact of performance appraisal is to help managers evaluate and design training in order to develop the skills of the staff. The researchers were therefore interested in finding out if performance appraisal has helped the various units under study. The responses are shown below.

Has performance appraisal helped in identifying training and development needs in education?

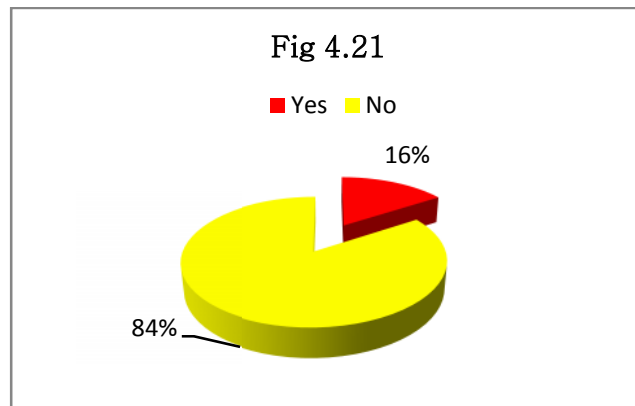
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	21	70.0	70.0	70.0
No	9	30.0	30.0	100.0
Total	30	100.0	100.0	

4.20.1 Analysis and Discussions on the impact of performance appraisal in identifying training and development needs.

From the table above, more than two-thirds of the respondents indicated that, performance appraisal has helped in identifying training and development needs of employees. As indicated earlier, performance appraisal helps managers help evaluate job progress and also design training programs in order to develop the skills within the employees. This statement is a reflective of the findings made above. This has resulted in 70% of the respondents admitting that, performance appraisal has contributed in identifying training and development needs of employees while 30% disagree to the fact that, performance appraisal contributes identifying training and development needs.

4.21 CAN PERFORMANCE APPRAISAL SERVE AS A MEANS OF GETTING FEEDBACK ON EMPLOYEE’S PERFORMANCE?

Performance appraisal helps human resource managers to monitor employee’s performance, motivate staff and improve company morale. The question was posed to know how performance appraisal has helped in getting feedback on employee’s performance. The results can be seen below.



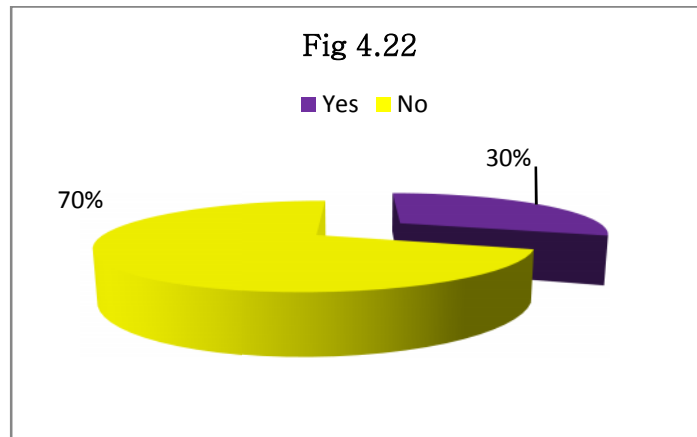
4.21.1 Analysis and Discussions on performance appraisals as a means of getting feedback on employees’ performance.

From the figure above, 84% of our respondents acknowledge that, performance appraisal can serve as a means through which management get feedback on employee performance. This result can be attributed to the kind of responses management gets from employees on job performance. When employees are open in their responses, they serve as the best medium through which management get feedback on employee performance. Only 16% of the respondents disagreed.

4.22 IS PERFORMANCE APPRAISAL SYSTEM SUBJECTED TO RATER BIASES?

The researchers were also interested in knowing if performance appraisal is rater bias. This is also an effective factor which contributes to the effectiveness of performance appraisal. If

there is rater bias, then the results are questionable. The researchers were interested in finding out if the appraisal done in their units is rater bias. The results are shown below.



4.22.1 Analysis and Discussions on whether the appraisal system is subjected to rater biases.

Rater bias is one of the most common errors that exist in any appraisal method. This bias may come as a result of preference, sex, disability, just to mention but a few. From the data gathered, we can conclude that, rater bias at GES Kumasi Metro is low. A majority of 70% of the respondents affirms that, performance appraisal in the outfit under is free from performance biases, while 30% indicate that, performance appraisal is rater bias.

4.23 HAS PERFORMANCE APPRAISAL IMPROVED UPON STAFFING?

Since performance appraisal helps human resource managers to identify the various gaps within the departments. The researchers were interested in finding if appraisal has helped in staffing the various departments. The results are shown below in figure 4.23.

Has performance appraisal improved upon staffing?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	18	60.0	60.0	60.0
No	12	40.0	40.0	100.0
Total	30	100.0	100.0	

4.23.1 Analysis and Discussions on the impacts of performance appraisal on staffing needs.

From the table above, we can conclude that, performance appraisal in the organization under study has contributed to staffing needs in the various departments in the outfit under study. Close to two-thirds of the respondents affirm this fact. The results can be due to the fact that, analysis made after performance appraisal has helped management in putting the right employees in the right positions. A little over one-third of the respondents, representing 40% of the respondents disagreed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 INTRODUCTION

This study was carried out to evaluate the effectiveness of performance appraisal at the ministry of education, specifically the Kumasi Metro Office. This chapter presents the summary of major findings, recommendations and conclusions drawn on the findings.

5.2 SUMMARY OF FINDINGS

In the previous chapter, data collected for the study were analyzed. The key findings from the analyses were as follows:

5.2.1 Method of Appraisal Used.

It is vital that, the researchers examine the method of appraisal system used. Performance Appraisal is a formal management procedure used in the evaluation of work performance. In relation to this study, the method of appraisal mostly used at the Kumasi sub-metro office is the Behavioral Anchored Rating Scale (BARS). A majority of one-third of our respondents representing 33.3% indicated that the BARS system is used in their outfit. Therefore, the researchers' conclusion on this finding is that, at GES, Kumasi Metro Office, apart from the various appraisal methods used, the widely used is the Behavioral anchored rating scale.

5.2.2 Rationale behind Performance Appraisal.

It was also important that, the researchers investigate the respondents view on the rationale behind performance appraisal. The ability of the respondents to identify and understand the rationale behind performance appraisal is a reflective of the importance they attach to it. Per

our findings, a majority of more than three-fourth, thus 96.7% of the respondents understand and know the rationale behind performance appraisal and this is a favorable response.

5.2.3 The Rate of Recurrence of Performance Appraisal.

The outmost desire of most organizations is to make sure they get the best staff on the job. The expertise of the employee determines the kind of task the employee is assigned to. Performance appraisal helps management to identify the weaknesses and strengths of employees. The frequency of performance Appraisal show the importance organizations attach to it. Since performance appraisal helps in measuring the efficiency of the staff, it was important for the researchers to find out the regularity of performance appraisal within their outfit. Per our findings, some departments have their appraisals done quarterly while others are done yearly. The researchers' conclusion on this finding is that, Performance appraisal is done mostly yearly.

5.2.4 Benefits from performance appraisal

It is important to note that, until employees benefit from performance appraisal, they might have a negative perception about it. The researchers sought out from the respondents the benefits they derived from performance appraisal. A majority of respondents, constituting 80% of our respondents, indicated that, they benefit from performance appraisal. The researchers' conclusion on this finding is that, performance appraisal has brought a lot of benefit to our respondents and these rewards include both monetary and non-monetary.

5.2.5 Improvements as a result of performance appraisal.

As one of our research objectives stated, the researchers were interested in finding out the impact of performance appraisal on the employees. A majority of a little over a half of the respondents representing 63.3% indicated that, performance appraisal has improved the office. The researchers therefore conclude that, as per the analysis made in chapter four, performance appraisal has helped improve the organization under study.

5.2.6 Conditions under which performance appraisal is organized

The conditions under which appraisals are undertaken affects the kind of results the appraisal presents to managements. In some organizations, the staffs are allowed to have a friendly and tension-free appraisal. This allows them to flow freely. It will be fair to assume that, this type of appraisal will be preferred by a good number of employees as compared to an appraisal under a strict condition. The researchers' conclusion on this finding is that, performance appraisal at GES Kumasi Metro is done under a conducive condition with no strictness attached to the process.

5.2.7 Performance Appraisal and its impact on training and development needs.

A study done by McGregor indicated that, performance appraisal helps identify an individual's training and development needs in terms of correcting deficiencies as well as helping that person develop his or her potential to the fullest extent. The study found out that, performance appraisal in the organization under study has helped management in identifying the weaknesses and skills of employees and thus influence their decisions to put together workshops to help them improve upon their skills. The researchers can conclude confidently that, performance appraisal has helped the organization in identifying training and

development needs for the employees. A majority of the respondents, constituting more than half of the respondents, thus, 60% affirm this fact.

5.2.8 Performance appraisal as a means of getting feedback on employee performance.

According to Sashkin (1986), providing feedback is one of the most common reasons for employee appraisal. Based on the feedback, management designs training programs for employees, rewards high performing employees and also identify problems within the organization which is affecting employees' performance. Based on the data collected, the researchers can confidently say that, performance appraisal is a channel through which management gets feedback on employee performance.

5.3 LIMITATIONS OF THE STUDY

This research had several limitations that suggest that different approaches for future researches may be useful in further exploring the issue investigated in this study. In as much as the study was largely a success, the following limitations were encountered.

The first limitation was in relation to the sample population. The entire research and its conclusions were based on the views of only 30 respondents who were chosen through purposive sampling from the various Departments. The sample was limited to the extent of the responses of the respondents even though they were encouraged to be as honest as possible, their views certainly cannot be said to genuinely represent the views of the larger population. Again, the challenge of financial constraints to carry out the work cannot be overlooked as well as time available were all limitations to the study.

5.4 RECOMMENDATION

In line with the key findings and conclusions from the study, the following recommendations are worth implementing; First of all, the researchers recommend that, performance appraisal should be done quarterly. This will help management in identify problems as more often as compared to yearly appraisal.

In addition, employees should be educated on performance appraisal and its impact on the organization. By so doing, employees will identify themselves with performance appraisal. This will help in creating a positive image in the minds of employees. Furthermore, a longitudinal and in-depth study should be carried out in other Ministries in Ghana to evaluate the effectiveness of performance appraisal.

5.5 CONCLUSION

In conclusion, the study made clear that Performance Appraisal at the ministry of education, specifically Kumasi metro office is very effective. Performance Appraisal has a positive impact on the employees at Kumasi Metro Office of the Ghana Education Service.

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APPENDIX

CHRISTIAN SERVICE UNIVERSITY COLLEGE
Department Of Business Administration Investigation Report.
Questionnaire Administered to the Kumasi Metro Office Of The Ghana Education
Service (Ashanti Region).

1. Name of institutional department
2. Position or status
 - a. Officer
 - b. Subordinate
3. Title of position Director
 - a. Assistant Director
 - b. Supervisor
 - c. Assistant Director1
 - d. Assistant Director 2
 - e. Principal Superintendent
4. Sex
 - a. Female
 - b. Male
5. Marital status
 - a. Divorced
 - b. Married
 - c. Never married
 - d. Separated
 - e. Widow
6. Number of years worked
 - a. 0-1 year
 - b. 1-5 years
 - c. 5-10years
 - d. Others specify
7. How long have you spent on your present position.
 - a. 0-1year
 - b. 1-5 years
 - c. 5-10years
 - d. Others specify
8. What method of appraisal system is been used in your outfit
 - a. Graphic rating scale
 - b. Behavioral anchored rating scale (BARS)
 - c. Narrative technique
 - d. Critical-incident method
 - e. Others

9. Do you know the rationale behind an appraisal system? Yes No

10. At what frequency is appraisal conducted within a year?

- a. Quarterly
- b. Every six months
- c. Yearly
- d. Others

11. Are the set targets realistic and achievable in your department? Yes No

12. How do you see the Grading System?

- a. Excellent
- b. V. Good
- c. Good
- d. Poor
- e. V. Poor

13. Have you benefited from the performance appraisal? Yes No

14. If yes specify the type of reward

- a. Monetary
- b. Non- Monetary
- c. Other

15. Did you fit for the reward? Yes No

16. Has performance appraisal improve the Ashanti Regional Office of Education (Kumasi)
Yes No

17. Does performance appraisal system subjected to rater bias Yes No

18. Has performance appraisal improved upon the staffing decision? Yes No

19. Is it subjected with any halo effect? Yes No

20. Is there any strictness in carrying out performance appraisal? Yes No

21. Has performance appraisal helped the organization in compensation decision? Yes No

22. Has performance appraisal helped in identifying training and development needs in the education service? Yes No

23. Can performance appraisal serves as a means of getting feedback on employees performance

Yes No