REVIEW ARTICLE

APPRAISING TEACHERS' PERFORMANCE IN THE GHANA EDUCATION SERVICE: A CASE OF BIRIM CENTRAL DIRECTORATE OF GHANA EDUCATION SERVICE (G.E.S.)

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ABSTRACT

This study assessed the effectiveness of performance appraisal system in the Ghana Education Service. The study specifically examined the nature of performance appraisal in GES, teachers' perception about the performance appraisal system, and teachers' satisfaction with the performance system. Considering the objective of the study, the researcher adopted a descriptive survey design. The mixed research approach was adopted in addition to the research design. Teachers in basic schools in Birim Central Directorate constitute the population of the study. The study sampled 184 respondents for the study. Both questionnaire and interview guide were used to solicit data from respondents. Research instruments were personally administered by the researcher. The quantitative data were analysed using the Statistical Package for Social Science (SPSS), while the qualitative data were analysed manually. The study finds out the effectiveness of performance appraisal in GES and the result showed that GES has a performance appraisal system, and performance appraisal is mostly done more than thrice a year. The study also indicated that GES has several methods of appraising employees. Also, it was generally revealed that respondents perceived performance appraisal system positively and that they are satisfied with the performance appraisal system. The study recommends that appraisal should be carried out by experts so that it will serve its purpose. The study highlighted that there is a need for a more formal method to be adopted so that the overall purpose of performance appraisal can be attained. It is again recommended that there is a need for appraisers to adequately discuss every final appraisal report with appraisees. Finally, the study recommends that employees' appraisal report should be sent to the education office for an effective and efficient decision on training and development program.

KEYWORDS

performance appraisal system, Ghana Education Service, descriptive survey design, Statistical Package for Social Science (SPSS).

1. INTRODUCTION

Globally, human development through formal education has been the center stage for holistic development. The relevance of education to human development is evident with the United Nations Development Programmes implemented approximately two decades now. The Millennium Development Programme (2000 – 2015), had a goal of achieving universal basic education by the end of the implementation period. Again, the Sustainable Development Programme (2015 – 2030) goal four speaks to achieving quality education for all. Developing countries process of migrating from the periphery to the core of world development is rooted in the quality of education of the human resource. According to the Africa Union Agenda 2063 (2014), the continent has a goal of achieving quality education and skills of human resources which is pivotal to science, technology, and innovation. The focus of this policy goal is to develop the human capacity of Africa to meet 21st-century skills and knowledge (Africa Union, 2014). Ghana as a member of the UN has been implementing several educational programmes which drive to achieve international education goals such as the United Nations Sustainable

Development Goals (2015 – 2030), the Education for All (EFA) - Dakar Principles and African Union Educational Goals (Obed, 2018). National education programmes such as the Free Compulsory Basic Education, National School Feeding Programme and the Free Senior High School Programme are all geared towards access to the quality and adequate education.

According to Adu-Agyem and Osei-Poku (2013), every government implements policies and programmes towards providing quality education at levels. This shows the relevance of education in national development, especially in developing countries. According to the Ghana Living Standards Survey 7th edition (2018), education has a direct relationship with poverty levels among households. In spite of the importance of education to a country and the world at large, education in Ghana and that of other developing countries are faced with challenges and constraints. At the basic level, Ghana education is faced with overage attendance, overage entry, and child labor as a result of household needs (Akyeampong, 2009). In terms of transmitting knowledge from the teacher to the learner, the process is challenged with availability and

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adequacy of audiovisual materials and inadequate reading materials respectively (Alemna, 2014). The inclusive of all persons in education has also been perceived by teachers as having a weak positive attitude, and minimal levels of self-efficacy in its implementation (Kuyini, Desai & Sharma, 2018). The physical environment for effective teaching and learning is also faced with poor classrooms, inadequate desk and chairs, low teacher to pupil ratio and low teacher and student attendance (Alemna, 2014).

These educational challenges outside the policy level affect the primary building blocks of education, that is, the learner, the teacher and the environment. The underperformance of any of the building blocks undermines the quality of impact of education. In establishing the level of performance of the building blocks requires an appraisal to ascertain the state of education in relation to the primary building blocks. According to Agag & Alkathiri, (2018), performance appraisal entails the methods and processes undertaken by organizations in assessing the performance of their workers and making decisions based on the feedback. Performance appraisal has been seen as one of the relevant tools for assessing the output of employees, hence very key to human resource activities. The findings of performance appraisal provide a basis for management interventions to either maintain standards or improve on standards. In another perspective, performance appraisal has been viewed as a motivating factor to employees. The direct relationship between performance appraisal and effective management decisions is key to the achievement of organizational goals which is the educational goals for the purposes of this study. Management decisions emanate from the outcome of the performance appraisal, hence the actions and strategies adopted are directed towards addressing existing problems in the organization. This provides a sense of direction to the organization (Cintrón & Flaniken, 2011).

The understanding of employees' perception of the performance appraisal process and practices are relevant for a healthy relationship with employees and organizational activities. Performance appraisal is geared towards employees' ability to achieve organizational targets, goals, and outcomes (Manzoor, 2012). The process and practices of performance appraisal may be the basis for receptive and supportive of an appraisal of employees. The relevance of performance appraisal is accepted if it seeks to address organizational challenges other than pulling or exposing employees (Mullins, 2007). The perception of employees on performance appraisal as a useful tool and approach to enhance opportunity and organizational capacity will aid in employees embracing and contributing effectively to the performance appraisal process (Dobre, 2013; and Phillips, 2012). The findings of performance appraisal can be used as the basis for taking strategic and operational decisions of an organization. However, the decisions taken by an organization based on performance appraisal will be embraced by employees if employees see the process as the best tool (Agag & Alkathiri, 2018).

A critical case is where award or punishment is given based on the outcome of performance appraisal but employees see beneficiaries of the reward or punishment as being favored. Hence, the actions and inactions of the organization will not be fully accepted by employees. However, when employees perceive performance appraisal as a tool for management to query and closely supervise their duties and responsibilities, it may result in resistance and oppression. According to DeNisi & Smith (2017), the study of improved performance at work has been long due in management and organizational activities. Attempts made has centered on individual level performance other than management performance. Studies have centered on performance appraisal as employee motivation in financial institutions (Akuoko, 2012), the relationship of fairness of performance appraisal and organizational commitment (Salleh, Amin, Muda & Halim, 2013), and the impact of performance appraisal on employee engagement (Gupta & Kumar, 2012). Other studies focused on the effects of performance appraisal satisfaction in relation to rating, leader-member exchange, utility and organizational justice (MacGregor, 2014).

Literature, however, has been limited to employees in the education sector perception on the effectiveness of performance appraisal. This study seeks to address this knowledge gap. Kagema & Irungu, (2018) suggested that future studies should focus on application of the appraisal system to motivate teachers and thereby improve the performance of learners. For this reason, the current research attempted to assess the perceptual

effectiveness of performance appraisal in Ghana's education system. Providing information and understanding of the perceptual effectiveness of performance appraisal of employees makes the study relevant. This study will contribute to addressing the knowledge gap in the area. The study findings will inform management in terms of the processes for conducting a performance appraisal and the perception employees have on the effectiveness of appraisal. The methods, approaches, and techniques used in undertaking the study will provide a stepping stone for other researchers on the performance appraisal in other professions. Again, the research findings and recommendations of this study will open up other areas for research inquiries. In summary, the research will provide a scientific basis for the employees' perception of the effectiveness of performance appraisal which can be a disincentive to achieving maximum efficiency. The findings will also inform future management actions in relation to performance appraisal across various sectors and professions of the country.

2. LITERATURE REVIEW

2.1 Perception

According to (Rogers, 2017), the term perception can be explained from two points of views. The first perception can be deduced from an experience of actions such as hearing, touching, smelling and seeing. This perception is developed through the knowledge an individual gather through subjective experience. On the hand, a perception has also used the processes that guide individual to extract knowledge and information about the things that surround them. The perception of how effective performance appraisal depends on the ability to achieve set goals or purpose (Bulto & Markos, 2017).

2.2 Performance Appraisal

The concept of performance appraisal as defined by Deb, (2009), entails systematic and formal approach and a process of establishing the strength and weakness relating to the employee's roles and functions by means of identifying, observing, measuring, recording and developing. The relevance of appraisal is the fact that it provides the means for effective diagnoses of performance. Performance is a result of an individual's actions. Performance assessment is the frequent review of the individual performance related to their task in an organization (Ainsworth, Booth, Pratt, Ekelund, Yngve, Sallis & Oja, 2002). According to Mondy, Noe, & Premeaux (2002), performance appraisal is a formal organizational assessment and evaluation of an individual's or a group of individual's performance. The key word in the definition is formal because managers are mandated to review the performance of employees on a continuous basis. Hence, performance appraisal is relevant to the success of management and the organization at large. According to Robert (2002), performance appraisal is the practice of assessing how well employees execute their tasks according to set standards and communicating the feedback. Performance appraisal is the process of recording the success of an individual or organization has achieved in performing tasks (Alo, 2009). Performance appraisal helps management to identify the strengths and weakness of employees and form the basis of recommending actions that will result in improved employee's performance (Gardner, 2008).

According to Shelley (1999), performance appraisal is the process of analyzing and taking records of information about the value of employees. The main focus of performance appraisal is improving the performance of employees. Usually, performance appraisal measures what employees do in an organization (Shelley, 1999). This allows management to reward employees based on their performance. She further stated that performance appraisal is the heart of human resource management. Performance appraisal is very identical to performance evaluation and performance review (Dessler, 2011). Performance appraisal can also be referred to as ways of setting employees job expectations. This allows employers to set new standards and goals (Dessler, 2011). Performance appraisal allows organizations to achieve organizational goals and objectives through developing the performance of employees (Lansbury, 2008). Performance appraisal is the process of developing, measuring and observing human resource in institutions (Carrol & Scheider, 2002). Moat's (1999) agrees with Shelley's (1999) position and added that performance appraisal is a process of evaluating employee's performance based on the set objectives. Moats further stated that the main aim of performance appraisal is helping managers to use human resources

effectively and eventually improve productivity in an organization. When performance appraisal is conducted effectively, it serves the purpose Shelley described by i) showing workers how to improve their performance ii) helps managers to assess their subordinates in order to promote, demote, train or compensate them, and iii) setting organizational goals for employees.

The above explanations were given by scholars jointly stated that performance appraisal is a concise, impartial and consistent way of rating performance of employees in their given responsibility as well as finding the extent which employee's careers can develop. The benchmark of performance appraisal is a job description of an employee with the stated objectives of an organization (Moats, 1999). Equally, appraisals have become multidimensional with a wide range of different criteria and ways to ensure effective performance appraisal process and help determine reasons behind the performance of employee (Bodil, 2007). Moats (1999) added that standards and appraisals have to redirect towards decentralization. Furthermore, responsibility for managing the entire evaluation process has moved closer to workers who are being evaluated. Past performance reviews were developed and administered by centralized management or human resources officers. Performance appraisal in the 1990s was usually conducted by line managers directly above (supervisors) the employee. The objectives or purpose should be prepared before designing an appraisal in detail. This is because the objectives dictate the methods of appraisal so managers, employees, and management should discuss to obtain a well-accepted view (Fletcher, 2004). The main purpose of an appraisal is to review performance, training and career development. An appraisal is also used to determine whether to reward employee financially for their performance (Derven, 2000). The appraisal gives the managers and employees an opportunity to discuss the progress and to find a way to build on the strength (Grote, 2002). Reward review is mostly different from performance review but the information from the latter will help in assisting (Einstein, 2009).

According to Wesley (2004), some of the objectives of performance appraisal include:

- To review performance of employees over a specific period of time
- Assist management to exercise management control
- To review the gap between stated and desired performance of employee
- To help in strengthening the relationship between subordinate and employee.
- To identify the strength and weakness of employee in order to develop and train them to meet future needs.
- To provide feedback to subordinates
- Provide information for other personal decision regarding the organization.
- The clearly state the responsibility of employee expected to be performed.
- To be able to solve the problem of employees.

Good performance appraisal of an employee in a firm helps to improve the effectiveness of the overall entity. According to McGregor (2005), the three main functions of appraisal are: informative, motivational and administrative. Administrative role of performance appraisal is determining salary rise and other rewards and decentralizing authority to capable employees (Latham et al, 2001). The information aspect is when the appraisal supply data on employee weakness and strength (Moats, 1999). Finally, Bodil (2007), explained the motivational role as creating a learning experience that inspires employees to improve their performance.

When performance appraisal is effectively used, it will help managers to establish goals for the next evaluation (Latham & Wexley, 2001). McNamara (2000), stated that appraisal can be done with the following objective in mind:

- To identify strengths and weakness of employee in order to place right men on a right job
- To provide feedback to employees no matter the results
- To maintain records for a proper potential court case and in order to determine wage structure.
- To assess and maintain the promotional and training programmes
- The examine the basis for inducing behavior of employees

- Again Wesley (2003), also identifies the objectives of appraisal to include:
- To make a decision on the gap between the desired and actual performance
- To assist managers in applying organizational control
- To evaluate the performance of workers over a specified period of time
- To help in strengthening the relationship between managers, subordinates and supervisors.
- To develop training and development needs f depending on the strength and weakness of the worker.
- To provide information to assist management in other decisions in the firm
- To provide feedback to workers regarding their previous performance.
- To provide clarity of responsibilities of employee's functions.
- To reduce complaints of the workers

The performance appraisal is a process which starts with the identification of performance goals and objective. It starts by Identifying specific performance goals, establishing performance criteria and communicate them to employee, examine work performance, appraise performance, and discuss appraisal with employees. Managers are to select a specific goal that is believed to be realistic and achievable since the evaluation system cannot serve every desired objective. Many performance appraisals fail to meet its intended purpose because management expects much from one method. The second step is establishing performance standards and communicating with those concerned. The work is performed by the employee and supervisors evaluate their task. After the appraisal period, managers and employee review the appraisal and assess them with the established performance standards. These review processes examine how well employee met these standards and reveal deficiencies and correct the problems by developing a better plan. This will also help in setting goals for the next evaluation period.

Multi-rater performance appraisal / 360 Degree: This type of performance appraisal is one of the main types that have recent years gained much attention in large and small-sized organizations (Lepsinger & Lucia, 2009). The 360 degree comprises the opinions of different groups who have an influence on employees in an organization. Such groups consist of the managers, supervisors, peers, and customers of the organization. In these types of appraisal, employee's opinions about them are very important (Grund & Przemec, 2012). A study conducted by Horng, Hsu, Liu, Lin, and Tsai (2011), identifies four main assessments that constituent a 360 appraisal system. They consist of subordinate assessment, immediate supervisor assessment, and self-assessment. The fundamental reason behind the use of 360-degree performance appraisal is that significant data on employees can be obtained by using multi-sources (Sahoo & Mishra, 2012). Also, 360 degrees PA allow the gathering of information about an employee from different angles. The use of multiple assessment sources ensures that the performances of employees are double checked (Deb, 2009).

The study also revealed that 360 degree helps solve halo errors, prejudice, and subjectivity which describe the traditional appraisal system (Hsu, Baht, Adolfs, Tranel, and Camarer, 2005). According to Espinilla, Andres, Martinez, and Martinez (2013), the use of 360-degree evaluation makes it unlikely for managers to solely blame employees. This is professed by employees as the most accurate and insightful in performing their responsibility (Sahoo and Mishra, 2012). Multi-rater performance appraisal provides effective comprehensive information that can be used to determine the training needs of employees. Several problems have been identified in the literature that hinders the effective performance of 360 appraisal system. Espinalla et al., (2013), further added that the use of a single type of expression such as numerical in 360-degree system limits the ability to gather comprehensive information that managers provide. Moreover, the quantitative assessments mostly do not represent the qualitative information which usually makes it hard to interpret information accurately (Hsu et al., 2005).

Management by Objective: This type of appraisal is defined as result based evaluation program (Choon & Embi, 2012). The goals of performance Appraisal from management by objective are consensually defined by stakeholders such as employees, employers, supervisors, and subordinates. Management by objective involves several steps. The first

step is the establishment of clear job-related objectives for an employee. Development of an action plan should provide a clear objective of the appraisal. The next step, employees are allowed to implement the action plan. This will allow PA to be done in an objective way. This will allow for corrective actions to be taken and provide new objectives for future purposes (Sillup & Klimberg, 2010). The main key aspect of management by objective as identified by Huang, Durcikova, Lai, and Lin (2011), is the importance and value of involvement of employees. This type of appraisal gives attention to a weakness in the performance system. McGregor (2005), advocates for the way in which subordinate set their own short term goals with the help of the superior and performance evaluated against these goals (Stein, 2010). A deep study of management by objective literature reveals that irrespective of its benefits, it is not without limitations. One of the limitations of this type of appraisal is the fact that it does not allow reviewers to see how employee copes with consequence within a period of time. This mostly recognizes on the focus of the outcome (Bipp & Kleingeld, 2011). Furthermore, Bipp and Kleingeld (2011), affirmed that management by objective gives a little consideration for comparative evaluation.

Graphical rating scale: This type of performance appraisal is the most use in organizations (Woods, 2012). The rating scale entails performance appraisal rating checklist. The checklist allows the manager to rate employee from the range of excellent to poor depending on the characteristics being evaluated. The graphical scale is popular because it is used for a variety of jobs (Woods, 2012). The benefit of the scale rating includes minimal cost, time and training effort. Panari, Van Rooy, & Viswesvaran (2010), identifies a lot of performance factors that can be measured effectively using graphical rating scales. The rating scale can be used to evaluate the quality of work of employees. The scale allows managers to periodically meet the job requirement, expectations and objectives are assessed. Also, the scale can be used to assess the productivity of employee whether they make use of work plan, work time and complete assignment on schedule. In addition, employee knowledge can be assessed by the manager. According to Panari et al., (2010), these relevant skills include experience and on the job training. Despite their importance, various studies of literature reveal a number of issues on the use of a scale rating scale. Firstly, the even nature of the scales superintends the traits relevance (Armstrong, 2009). Armstrong (2009), emphatically stated that some traits are more important in some jobs than others hence the specific work should be taken into consideration. In addition, rating scales may suffer from a systemic advantage in which case relevant indicators of performance may be excluded and hence the inability to achieve results that reflect the employees 'full value' (Woods, 2012).

Factors for ensuring Effectiveness in Performance appraisal: The effectiveness of a system is how well it meets the demand of various groups that are involved with it (Pfeffer and Salancik, 2008). Effectiveness is a qualitative measure set by managers. According to Moller and Torronen (2003), the effectiveness of a system is the ability to create and produce solutions that provide worth to management of a firm. According to Moats (1999), the most effective appraisal performances are (i) relevant (ii) pragmatic (iii) uniform. Pragmatic helps to ensure that the system is simply understood by employees and successfully put into use by managers (Bodil, 2007). Moats (1999), further added that systems that are not relevant to the job may delay time and waste resources. Successful appraisal systems only evaluate and identify behaviors that add to the success of an organization. Moats further stressed that uniformity in performance appraisal is important because it ensures that employees are evaluated on the same scale or criteria. An evaluation that are not uniform, are less effective because it becomes meaningless. Moats (1999), emphasize the need for appraisal to address four decisions when preparing performance appraisal systems:

- Who should prepare appraisal?
- What should be assessed?
- How will the result be communicated?
- Which method should be utilized?

Bodil (2007), stated categorically that, the most important in determining what to evaluate is the behavior that leads to the results, not the results alone. The results that are measured will depend on several specific factors to specific firms and companies (Shelley, 1999).

3. METHODOLOGY

3.1 Research Design

The researcher upon considering the objective of the study adopted the descriptive survey design. This design specifies the nature of a given phenomenon, determines, and also reports the way things are. Descriptive research design entails the collection of data in order to provide answers to research questions concerning the current status of a phenomenon under study. Best & Khan (2010) referred to descriptive survey research design as a design concerned with the condition or relationships that exist such as determining the nature conditions, practices, attitudes, and opinions that are held, and also processes that are on-going or trends that are developed. According to Blumberg et al. (2011), in descriptive survey design, accurate description of activities, processes, objects, and persons are the objectives. This design was chosen among others because, it seeks to determine the nature, condition, practices, attitudes and opinions of human resource personnel in Ghana Education Service (GES) regarding the effectiveness of performance appraisal in GES. Since the study is a survey, detailed description of existing phenomenon with the intent of employing data to justify current conditions and practices, and to make intelligent plans for enhancing them were utilised. In addition to the descriptive survey design, the mixed approach to research design was adopted for the study. This approach entails both quantitative and qualitative research approach. Quantitative approach is concerned with numerical values, while qualitative is concerned with obtaining data through open-ended and conversational communication. Both qualitative and quantitative approaches have weakness, and so the researcher's intention to minimise the influence of the weakness on the study adopted the mixed approach to research design. Also, the researcher adopted the mixed approach design in order to have a deeper understanding of the phenomenon under study.

3.2 Population and Sampling Technique

The entire group of individuals or entity a researcher is interested in studying can be referred to as a researcher population. A target population is the actual entity a researcher is interested in its study. Even though the researcher was interested in knowing the performance appraisal system in the GES, the target population was the head teachers and teachers in the selected basic schools (primary and junior high schools) under Birim Central Directorate. The Directorate has fifty-six (56) Kindergartens, sixty-six (66) primary schools, and sixty-two (62) junior high schools. Thus, there are 184 basic schools in the Birim Central Municipal Education Directorate. This population was chosen because the researcher believe answers to the research questions can be provided using this population. That part of a population a researcher is interested in gathering data from is the sample of a study. In other words, a sample of a study is a subset of a population from which generalisation of research findings can be made. The researcher sampled one hundred and ten (110) respondents out of one hundred and eighty-four for the study. These respondents were sampled using purposive sampling technique.

A sampling technique can be explained as a technique used in selecting a representative sample for a study. Saunder et al. (2009) pointed out that sampling techniques provide a range of methods that enable a researcher to minimise the amount of data one need to gather by considering only data from a subgroup rather than all possible cases or elements. The choice of sampling technique is mostly influence by the objective of the study and a researcher's perception of how to answer research questions. Basically, sampling technique has been categorised into two: probability sampling technique and non-probability sampling technique. The probability sampling technique ensures that respondents have equal chance of being part of a study, which the non-probability sampling technique does not give respondents equal chance. In this study, both the probability and non-probability sampling techniques were used for the study. The researcher adopted the purposive sampling technique (a non-probability sampling technique) to select basic schools in the directorate. Basic schools under the directorate are more than second cycle institutions, and so the researcher in order to get enough respondents to strengthen generalization purposively sampled basic schools.

Since the researcher could not survey all basic schools in the directorate, the researcher adopted two probability sampling techniques which are stratified and simple random technique. The one hundred and eight- four

(184) basic schools in the directorate were stratified into four (4) strata. Each stratum comprised of forty-six (46) schools. The simple random sampling technique was used to select twenty-six (26) schools from each stratum, using the simple random sampling by the researcher. In all, one hundred and four (104) four school were used for the study. The convenient sampling technique (a non-probability sampling technique) which is mostly used based on the researcher's convenience was used to select the two hundred and forty-seven (247) respondents. Respondents who were available and willing to respond to the questionnaire items during the time of the study were given questionnaire, and also, some respondents who were willing were interviewed. In using this technique, the researcher ensured that teachers from each of the schools used for the study were selected.

3.3 Data collection

The data collected for the study was primary. Primary data refers to the data collected for the first time from the field. It has been explained as data that has been collected for the purpose for which it is originally used. In this study, questionnaire and interview guide were used to gather primary data. A self-developed questionnaire was utilised to gather data from respondents. The researcher used questionnaire because it is a research instrument used to gather data from a larger group of respondents and also gather the knowledge, attitudes, beliefs and behavior of respondents (Cooper & Schindler, 2000). Questionnaire can enable a researcher to gather a large amount of data from a sample of a study. Questionnaire is also noted for allowing respondents time to think before responding and also impose uniformity on the information gathered by asking all the respondents the same questions. One disadvantage for utilising questionnaire is that there is no flexibility for respondents. The question items on the questionnaire were mainly the closed-ended type of question. This was done because interview was utilised to supplement finding from questionnaire. The questionnaire was of four sections. Section one (1) comprises of question items on the socio-demographic characteristics of respondents, Section two (2) comprises of question items on the nature of performance appraisal in GES. The third (3) section entails question items on teachers' perception on the appraisal system of the GES, while the fourth (4) section was on teachers' satisfaction of the performance appraisal. Respondents were asked to respond to question items using a five point Likert scale from strongly disagree to strongly agree. The purpose of the study and instructions on how to respond to question items were presented on the questionnaire.

Some head teacher and teachers who were given questionnaire were also interviewed. The question items on the interview guide centred on the main objectives of the study. The intent of using interview was that interview is noted for its flexibility and adaptability in controlling the response situation, scheduling a mutually convenient time and place, and also controlling the sequence and pacing of the questions asked. Also, interviews can probe deeply into researcher respondents' beliefs, attitudes, and inner experiences by following up with questions to gather adequate data and clarify vague statements (particularly from questionnaire). The researcher took an introduction letter from the Business of Kwame Nkrumah University of Science and Technology to head teachers of the selected basic schools under the Birim Central Directorate for permission to gather data from their school. Prior to the administration of the questionnaire for the main study, the questionnaire was first pilot tested using some basic school under Kumasi Metropolitan Directorate. Response to the question items proved positive and this gave way to the main study to take off. In all, twenty-two teachers were used for the main study. Prior to the administration of the questionnaire and the interview, the researcher paid regular visits to the schools in order to familiarize and also establish rapport with respondents. This was done in order to get the attention of respondents to the study, and also get more respondents to respond to question items on both the questionnaire and interview guide. Interview with some head teachers were personally done by the researcher, while administration and collection of questionnaires was done by two employed research assistants. Respondents were given two days to respond to question items on question. This was done to minimize the loss of questionnaire from respondents. It took the researcher three weeks to gather from respondents through interview. The researcher thanked all respondents who participated in the study.

3.4 Data Analysis Technique

The processes of data analysis involved editing, coding, and tabulation of data gathered into manageable summaries. In order to ensure easy analysis, the questionnaire was coded in accordance to each variable of the study to ensure accuracy during analysis. The study analysed the data using the statistical package for social sciences. Descriptive statistics was used to summarise data gathered from respondents. Tools used include Mean, Standard Deviation, Frequency, and Percentages. The descriptive statistics was used to determine the commonality and deviation in respondents' responses. The Frequency and Percentage were used to analyse data on respondents' socio-demographic factor, while the Mean and Standard Deviation were used to analyse data on the research objectives. Results are presented using tables.

3.5 Reliability and Validity of Research Instruments

Reliability is the consistency in research results. Neuman (2006) referred to reliability as the dependability or consistency. The aim of assessing reliability is to minimise errors and biases in a study. The reliability was first assessed using results from the pilot study. Also, the researcher adopted the Cronbach alpha to assess the reliability of the study, table 1 presents the reliability analysis. The ability of a research instrument to measure what it is supposed to measure is termed as validity. The validity of the study was assessed by giving the questionnaire to the researcher's supervisor and some human resource experts to examine whether the question items are good for measuring the objectives of the study. The healthy comments from these individuals were considered before the final draft was produced.

Table 1: Cronbach's Alpha for Constructs		
Constructs	Cronbach's Alpha	Number of items
Methods of Performance Appraisal	.891	6
Teachers' Perception on Appraisal System of GES	.767	7
Teachers' Satisfaction of the Performance Appraisal system	.804	7

3.6 Teachers' Perception of the Appraisal System adopted by the District

Teachers' Perception on Appraisal System of GES

Teachers' Satisfaction of the Performance Appraisal system

3.7 Ethical Considerations

The researcher did not look down upon ethical principle governing an academic research. The researcher sought the consents of respondents used for the study. This was done by taking introduction letter from the researcher's school to the director in charge of the directorate and head teachers whose schools were used for the study. Letter from the director (allowing the study to be carried) in addition to the introduction letter were sent to head teachers of the schools used for the school. These head teachers informed their teacher about the purpose of the study. Also, respondents were not forced to partake in the study. Respondents were also told they can quit any time they want to. That is, the voluntary participation of respondents was sought. The issue of confidentiality was not jeopardized. Data gathered from respondents were used for academic purpose. In order to ensure anonymity, respondents were asked not to indicate anything on the questionnaire that will show their identity nor write their name on the questionnaire.

4. DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Nature of Performance Appraisal in GES

The researcher sought data from respondents on the nature of performance appraisal in GES in order to achieve the first objective of the study. Results are presented below. Respondents were asked whether there exists performance appraisal system in their workplace. It was found that 246 (99.6%) of them responded "yes", while the remaining one (1) (0.4%) responded, "no". Based on majority response, it was concluded that there exists performance appraisal system in the studied organization. Interviewees also confirmed that there exists performance

appraisal system in their school. Result is presented in Figure 2.

Table 2: Existence of Performance Appraisal System (N = 247)		
Responses	Frequency (N)	Percentage (%)
Yes	246	99.6
No	1	0.4

Source: Field Data, 2020

Regarding the frequency of appraisal, 20(8.1%) of the respondents responded they are appraised once a year, 17(6.9%) of them indicated they are appraised twice a year, while the 23(9.3%) of them reported they are appraised three times a year. The remaining 187(75.7%) respondents indicated they are appraised more than three times a year. Majority of respondents indicated their organisations use more than one appraisal method. Some indicated that vetting of lesson and marking of students' assignment and exercises are most commonly used ones. These according to majority of respondents are done once a week by their head teachers. For instance, an interviewee mentioned that,

"A teacher's failure to prepare lesson note results in serious problem between them and their head teacher". Another interviewee also mentioned that; *"GES is interested in lesson notes preparation and not what goes on between the teacher and students in the classroom".*

It was also reported that some Circuit Supervisors visit schools thrice every month to check teachers' attendance and also find out whether they have marked students' exercises. This however suggests that performance appraisal is frequently done in the studied schools.

Table 3: Frequency of Appraisal		
Responses	Frequency	Percentage
Once a year	20	8.1
Twice a year	17	6.9
Three times a Year	23	9.3
More than Three Times a year	187	75.7

Source: Researcher's Field Data, 2020

4.2 Individuals Responsible for Performance Appraisal

Concerning the individuals responsible for performance appraisal in respondents' workplace, it was found that 139(56.3%) of the respondents indicated their head teacher is responsible for performance appraisal, 56(22.7%) of them reported their Circuit Supervisor is responsible for performance appraisal, while 50(20.2%) of them reported their human resource officer is responsible for performance appraisal. The remaining two (2) (0.8%) of the respondents reported teachers are responsible for performance appraisal. The majority response indicates that head teachers are mostly responsible for performance appraisal at the basic school level. All interviewees admitted that performance appraisal in GES can be done anybody in authority, whether the person is trained or not trained. Majority of respondents indicated that appraisals in basic schools are done by the head teacher or a person appointed by the Municipal Education Office to do so. Head teachers were found to be the in charge of performance appraisal in basic schools. An interviewee reported that:

"The head teachers do the appraisal in basic more than any person in GES. This is because the head teachers are closer to the teachers than the others". An interviewee also reported that: *"The human resource and the circuit supervisors mostly appraise teachers when it is time for promotion".*

Table 4: Individual Responsible for Performance Appraisal		
Personnel	Frequency	Percentage
Head teacher	139	56.3
Circuit Supervisor	56	22.7
Human Resource Officer	50	20.2
Teacher	2	0.8

Source: Researcher's Field Data, 2020

4.3 Methods of Performance Appraisal

In assessing the methods of performance appraisal in the studied organisation, respondents were asked to respond to five question items, using a five point Likert's scale from strongly disagreed, disagree, not sure, agree to strongly agree. The mean and standard deviation scores of respondents were computed. The mean score was used to find out variation in respondents responses, while standard deviation was utilised to find out variation in respondents' responses. Results are presented in Table 5.

Table 5: Methods of Performance Appraisal		
Methods	Mean	Standard Deviation
Teachers' lesson notes are evaluated	3.65	1.2
Individuals in charge of appraisal hold after class supervision discussion with the teachers	2.43	.938
Appraisers go around to ensure teachers attend their lessons	2.60	1.1
Teachers lesson attendance are checked	3.64	1.3
Students results are assessed in order to evaluate my performance	3.70	1.4

Source: Researcher's Field Data, 2020

From table 5, it was found that mean score of the question items ranges from 2.43 to 3.70. The questionnaire item, "students' results are assessed in order to evaluate my performance" had the highest mean score of 3.64, while the question item, "individuals in charge of appraisal hold after class supervision discussion with teachers" had the lowest mean score of 2.43. From the result, it is evident that only the mean score of the questionnaire items that had the lowest mean score was below the midpoint scale of 2.5. This suggests that majority of respondents disagreed that individuals in charge of appraisal hold after class supervision discussion with teachers, while majority of respondents agreed that teachers lesson notes are evaluated, appraisers go around to ensure teachers attend their lessons, teachers lesson attendance are checked, and student's results are assessed in order to evaluate any performance. This result was based on the fact that the mean score is above the midpoint scale. Apart from the questionnaire item, the standard deviation score of all questionnaire items were one (1), and it indicates that the variation in respondents' responses were large.

Generally, it can be said that the nature of performance appraisal in GES is not bad. To some extent, the organisation has put in place structures to assess the performance of teachers. This indicates that the organisation has put in place structures to enhance teachers' performance as well as the organisational performance. Moats (1999) pointed out that the purpose of performance appraisal is to improve the performance of employees, group, and the entire organisation. Based on the finding on the nature of performance in GES, it can be said that the performance appraisal system practiced in GES captures the three main function of performance pointed out by Lathan et al. (2001) and McGregor (2005). McGregor (2005) categorised the functions of performance appraisal into informative, administrative, and motivational. In short, it can generally be concluded that performance appraisal system in GES is effective.

4.4 Teachers' Perception of the Appraisal System adopted by the District

Respondents were asked to respond to a set of questionnaire items, using a five-point Likert scale from *strongly disagree*, *disagree*, *neutral*, *agree* to *strongly agree*. The mean score of each question item, which was used to find commonality in respondents' responses, was computed, while the standard deviation score used to find out variation in respondent's responses was also computed. Results are presented in Table 6.

Table 6: Teachers' Perception on Appraisal System of GES		
Perceptions	Mean	Standard Deviation
The outcome of the assessment are openly explained and discussed with teachers	3.06	1.1
The evaluation scheme is precise with respect to the gratified and determination.	3.26	1.0
Employees consider the appraisal process as waste of time	2.46	.931
Manner of assessment are decent and fair	3.55	1.2
It is pertinent and consistent	3.78	1.1
It recognizes staff achievement and performance objectively	3.12	1.0
It is premeditated to persuade workforces	2.47	1.0
The evaluation structure of my organisation is to encourage workforce	3.62	1.3
Employee believe the appraisal process is only used as a tool for victimizing some workers	2.47	1.0
The intention of the evaluation contrivance is suitable to the perquisite of the teachers	3.62	1.2

Source: Researcher's Field Data, 2020

From table 6, it was found out that the mean scores of the questionnaire items posed to measure respondents' perception of performance appraisal system of GES ranged from 2.46 to 3.78. The questionnaire item with the lowest mean score was "Employees consider the appraisal process as waste of time", while the questionnaire item, "It is pertinent and consistent" had the highest mean score. It was found out that the two questionnaire items; "Employee believe the appraisal process is only used as a tool for victimizing some workers", and "Employee consider the appraisal process as waste of time" had the mean score below the scale midpoint of 2.5. This suggests that ninety-eight respondents disagreed with these questionnaire items, and agreed to the remaining questionnaire items. Deducing from the result, it can generally be concluded that One hundred and thirteen respondents perceive performance appraisal in GES positively. In other words, majority of respondents agreed that the outcome of the assessment is openly explained and discussed with teachers, the evaluation scheme is precise with respect to the gratified and determination, the manner of assessment is decent and fair, it is pertinent and consistent, it recognizes staff achievement and performance objectively and the evaluation structure of the organisation is encourage workforce. It was also agreed by sixty-eight respondents that the intention of the evaluation contrivance is suitable to the perquisite of the teachers.

It must be pointed that result from interviewees confirmed that teachers in basic schools have positive attitude performance appraisal in basic schools. Some interviewees pointed that performance appraisal is important in every organisation, and it is geared towards improving the performance of teachers or employees in order to achieve organisational goals. An interviewee reported:

"Performance appraisal to some extent has put me on track to performance my duties as a classroom teacher".

Other interviewees were of the view that the impact of performance appraisal is not effective in their schools. An interviewee stated that:

"My performance is only appraised when my head teacher has issues with me, and the aim of such an appraisal is to victimize or speak ill about me". This sometimes creates quarrels between me and my head teacher since he mostly writes bad report about my performance. My head teacher's appraisal about my performance is not consistent with my actual performance".

Generally, interviewees pointed out that performance appraisal has done better than harm by improving their performance development, and also, it has motivated them to deliver as professional teacher. This is an advantage to GES. This is because employees' positive perception towards performance appraisal plays significant role in the organisation. Employees' positive perception about performance appraisal have been found to be connected with effective commitment of employees, reduction in employee's decision to quit the job, and enhance work in performance (Fakhimi & Raisy, 2013). Naji et al. (2013) also pointed out that it enhances employees' contribution to organisational goal and work performance. It therefore suggests that performance appraisal should be designed in such a way to induce the interest of employees in participating in it. That is, employees should not see performance appraisal as a tool to threaten them.

4.5 Teachers' Satisfaction of he Performance Appraisal system

In order to ascertain whether teachers were satisfied with the performance appraisal system, they were asked to respond to a set of questionnaire items, using a five-point Likert scale from strongly disagreed, disagree, neutral, agree and strongly agree. The mean and standard deviation scores were computed. Result is presented in table 7.

Table 7: Teachers' Satisfaction of Performance Appraisal

Satisfaction	Mean	Standard Deviation
The workers are contented with the technique they are actually appraised and graded	4.04	.818
I am satisfied with the way in which my superior uses the performance appraisal system	3.17	1.4
I believe that the goal I had to achieve as part of my last performance appraisal were fair and achievable	3.12	1.4
The performance appraisal system that my organisation allows input from other sources, such as work colleagues	2.52	1.4
My superior does not know enough about my work to give me a fair performance appraisal result	2.68	1.5
I don't believe that the performance appraisal system takes account of all my work achievements	3.36	1.4
The overall performance appraisal system helps me to identify areas to improve my work	3.68	1.6
My organisation's performance appraisal process is a fair assessment of my performance in relation to other workers in my organization	2.24	1.2

Source: Researcher's Field Data, 2020

Table 7 also presents the mean and standard deviation scores of respondents' responses on their satisfaction with performance appraisal. The mean scores of respondents' responses to questionnaire items were found to range from 2.24 to 4.04. The questionnaire item, "My organisation's performance appraisal process is a fair assessment of my performance in relation to other workers in my organisation" had the lowest mean score of 2.24, while the questionnaire item, "The workers are contented with the technique they are actually appraised and graded had the highest mean score" of 4.04. From the result, it is observed that the mean of questionnaire item, "My organization's performance appraisal process is a fair assessment of my performance in relation to other workers in my organisation" was below the midpoint scale of 2.5, and it suggested that majority of respondents disagreed to the questionnaire item. Also, the mean score of the questionnaire item, "The performance appraisal system that my organisation allows input from other sources, such as work colleagues" was 2.52 which with the midpoint scale, and so it was clear to conclude whether majority of respondents agreed or disagreed to the question item. Apart from these questionnaire items, the mean scores of the remaining questionnaire items were above the midpoint scale and so it was concluded that majority of respondents agreed to these question items. It can generally be concluded that majority of respondents are satisfied with the performance appraisal system in GES.

In other words, majority of the respondents agreed that employees are contented with the technique they are actually appraised and graded with. They are satisfied with the way in which their superior uses the performance appraisal system, they believe that the goal they had to

achieve as part of their last performance appraisal were fair and achievable, and their superior does not know enough about their work to give them a fair performance appraisal result. Seventy-four of the respondents also agreed that they do not believe that the performance appraisal system takes account of all achievements, and finally, the overall performance appraisal system help them to identify areas to improve their work. Results from interviewees indicated that they have mixed feeling about how they are satisfied with the current performance appraisal system. While some interviewees were satisfied with the current performance appraisal, others showed their dissatisfaction with the performance appraisal system. Interviewees who showed their satisfaction pointed out that the mode of performance appraisal is done in an unprofessional way. An interviewee for instance stated that: The individuals who carry out the appraisal are not professional and so they do the appraisal in order to tarnish the image of teacher. Another interviewee also reported that:

"GES performance appraisal always favours head teachers' favorites and this sometime makes it difficult to understand what performance appraisal really stands in for."

Interviewees who were satisfied with the performance appraisal system pointed out the appraisal help them to identify their shortfalls and are able to work on them as fast as possible for external officers from the regional office come in to assess their performance. Another interviewee mentioned that:

"Performance appraisal serves as a source of motivation for them to deliver well".

The above result calls for GES to put measures in place to motivate employees. The finding suggests that employees in GES understand the essence of performance appraisal system and are ever ready to reap the benefit of sound performance appraisal. The finding also suggests that GES to some extent has explained the concept of performance appraisal to its employees or employees understood the concept of performance appraisal taught in their tertiary institution. The finding is consistent studies by other researchers. For instance, the finding is consistent with studies by Bosire et al. (2014) who found employees were satisfied with promotion, job analysis, demotion, training and reward, transfer, and performance measures. The study is also in line with studies by Karimi et al. (2011), and Fakhimi & Raisy (2013). It can be pointed out that the study has helped to strengthen existing findings.

5. SUMMARY OF FINDINGS

This study assessed the effectiveness of performance appraisal system in the Ghana Education Service. The study specifically examined the nature of performance appraisal in GES, teachers' perception about the performance appraisal system, and teachers' satisfaction with performance system. Considering the objectives of the study, the researcher adopted the descriptive survey design. The mixed research approach was adopted in addition to the research design. Selected teachers in selected basic schools in the Birim Central Municipal District Metropolis constituted the population of the study. The study sampled 247 respondents for the study. Both questionnaires and interview guides were used to solicit data from respondents. Research instruments were personally administered by the researcher. The quantitative data was analysed using the statistical package for social science (SPSS), while the qualitative data were analyzed done manually.

5.1 Nature of Performance Appraisal

It was found out that there exists performance appraisal system in the Ghana Education Service. This was based on majority responses. The study also brought to light that twenty-three of the respondents reported they were appraised at workplace more than three times a year. Majority of respondents also indicated head-teachers were in charge of performance appraisal in the school. One hundred and forty-five of respondents disagreed that individuals in charge of appraisal hold after class supervision discussion with teachers. One hundred and two respondents agreed that teachers' lesson notes were evaluated, appraisers go round to ensure teachers attend to class lessons, teachers lesson attendance are checked, and students' results were assessed in order to evaluate any performance. This result was based on the fact that the mean score of 2.43 was above the midpoint scale.

5.2 Teachers' Perception about Performance Appraisal

One hundred and eighteen respondents agreed that the outcome of the assessment was openly explained and discussed with teachers, the evaluation scheme is precise with respect to the gratified and determination, the manner of assessment is decent and fair, it is pertinent and consistent, it recognizes staff achievement and performance objectively and the evaluation structure of the organization is encouraged workforce. It was also agreed by sixty-eight respondents that the intention of the evaluation contrivance is suitable to the perquisite of the teachers.

5.3 Teachers' Satisfaction with Performance Appraisal

Sixty-one respondents agreed that employees were contented with the methods used to appraise them. They were also satisfied with the way in which their superiors use the performance appraisal system. They believe that the goal they had to achieve as part of their last performance appraisal were fair and achievable, and their superiors did not know enough about their work to give them a fair performance appraisal result. Seventy-four respondents also agreed that they don't believe that the performance appraisal system takes account of all their work achievements, and finally, the overall performance appraisal system help them to identify areas to improve their work.

6. CONCLUSION

The study found out the effectiveness of performance appraisal in the Ghana Education Service. The result also showed that GES has performance appraisal system, and carried out more than thrice a year.

The study also indicates that GES has several methods of appraising employees. Also, it was generally revealed that respondents perceived performance appraisal system positively and that they are satisfied with the performance appraisal system. Even though employees are satisfied with the performance appraisal system, there is the need for GES to put structures in place to strengthen its performance appraisal system. Performance appraisal should be well explained to employees and should be well implemented so that it will achieve its purpose. Also, the content of the appraisal must be looked so that it can achieve its purpose. This is because the mere presence of appraisal system in an organization does not yield result unless its content satisfies the purpose

6.1 LIMITATIONS OF THE STUDY

Though the study was successfully done, it wasn't without limitations. The researcher was confronted with two challenges. Time was a big challenge to the researcher. The researcher is a full time worker and also a family woman and so combining her academic work, job responsibilities, and other responsibilities was not easy at all. However, the researcher made effort to balance her responsibilities. The researcher did this by spending nights in writing the thesis and also took a week leave from work to gather data. The researcher during the conduct of the study also found it difficult having access respondents for the interview due to the tight schedule of respondents (the human resource staff at the directorate). Some respondents during the administration of the research instruments (questionnaire and interview) saw it to be a waste of time, since they felt the study was for only academic purpose, which will not shake the government and its official to put appropriate measures in place to enable performance appraisal to achieve its goal.

6.2 RECOMMENDATIONS

Based on the objectives of the study, the following recommendations are made.

6.2.1 Performance Appraisal Should Be Carried Out by Experts

It was found that performance appraisal was mostly left in the hands of head-teachers who lack or have little knowledge of performance appraisal, and so it is recommended that performance appraisal should be carried out by experts so that it will serve its purpose. Also, head-teachers who are in charge of performance appraisal at the basic schools must be trained in how to effectively appraisal employees so as to achieve results. This is because an individual's knowledge in performance appraisal plays critical role in achieving the objectives of performance appraisal.

6.2.2 The Need for a More Formal Method

It was also made evident from interviewees that vetting of lesson notes was the most relied upon performance appraisal method used in basic schools. There is a need for a more formal method to be adopted so that the overall purpose of performance appraisal can be attained. The human resource expert at the district or even regional office must develop a formal performance appraisal system that can yield result.

6.2.3 Authorities In-Charge of Performance Appraisal to Send Appraisal Report to the Regional Education Office

The study also made it evident that appraisal report or results most at times do not go beyond the school, which sometimes create problem in designing an appropriate training programmes for basic schools in the municipality. These call for the need for head-teachers or individuals in charge of performance appraisal to send appraisal report to the regional education office, so that the weaknesses of teachers or gap in teachers' performance can be identified. This will enable the Municipality to come out with appropriate training to fill employees' performance gap.

6.2.4 The Need for Appraisers to Adequately Discuss every Final Appraisal Report with Appraisee

It must also be emphasized that employees' feedback plays significant role in every performance appraisal system, and so there is a need for appraisers to adequately discuss every final appraisal report with appraisee. Doing this will enable employees (appraisees) to accept their weaknesses or gaps in their performance at workplace so that they can put measures in place in order to improve upon them. The acceptance of gaps in performance by appraisees enables them to participate in a

training program that will enhance their performance.

6.2.5 Recommendation for Future Research

6.2.5.1 Future study should consider Senior High Schools

This study focused on only basic schools in Brim Central Municipal District municipality, and so there is a need for future studies to consider senior high schools in the municipality. This will help broaden the understanding of the effectiveness of the performance appraisal system in Ghana Education Service. Both the basic and senior high school are under the Ghana Education Service. In addition to this future study must also consider the performance appraisal system adopted by private schools in the municipality.

6.2.5.2 Studies must Investigate the Effectiveness of Performance Appraisal in GES

The need for a regional based research will also throw more light on the effectiveness of performance appraisal in Ghana Education Service. In this case, school outside Birim Central Municipal District can be included, and this can help strengthen generalization. Finally, future studies can also explore the views of human resource officials in education offices about the effectiveness of performance appraisal in Ghana Education Service.

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