UNIVERSITY OF GHANA
COLLEGE OF EDUCATION

PERFORMANCE APPRAISAL SYSTEM IN THE GHANA EDUCATION SERVICE AND ITS EFFECTIVENESS ON TEACHERS’ PERFORMANCE IN THE ADA EAST DISTRICT

BY

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THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

DEPARTMENT OF EDUCATIONAL STUDIES AND LEADERSHIP

JULY 2019
DECLARATION

I do hereby declare that this work is the result of my own research and has not been presented by anyone for any academic award in this or any other university. All references used in the work have been fully acknowledged.

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MOSES PAAFIO KWAO DATE

Student
CERTIFICATION

I hereby certify that this thesis was supervised in accordance with procedures laid down by the University

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DR. JOSEPH COBBINAH  DATE

(PRINCIPAL SUPERVISOR)

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DR. EMMANUEL ADJEI-BOATENG  DATE

(CO-SUPERVISOR)
DEDICATION

I dedicate this thesis to my wife, Anne Buerkie Puplampu-Kwao (Mrs) and children; Edmond, Kizita, Karis and Annabel for their unbounded love and support towards the completion of the work.
ACKNOWLEDGEMENT

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Finally, I am graciously thankful to Madam Valerie Nunoo for reading through my work and giving out suggestions to make this a reality and God for His faithfulness and the gift of life to successfully complete this study.
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Institution</td>
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ABSTRACT

Performance Appraisal helps to improve the performance of individuals and institutions thereby increasing their productivity, quality of performance and encouraging positive work. This research is about Performance Appraisal System in the Ghana Education Service and its effectiveness on teachers’ performance using Ada East District (AED) as a case study. The purpose of the study seeks to examine stakeholder’s perspective on the practices of appraisal of teachers in Ghanaian schools with specific reference to AED. The study adopted interpretive philosophy with qualitative single case study research design. Data was obtained through interview with the use of semi-structured interview guide with circuit supervisors, headteachers and teachers in the AED. The data was analyzed qualitatively using thematic analysis based on themes that were gathered from respondents. A sample size of 24 respondents was drawn from some selected public basic schools in the AED using purposive and simple random sampling techniques. The results of the study showed some gaps in the effective use of Performance Appraisal (PA). The study revealed that respondents acknowledged the importance of PA and for that matter seriousness must be attached to it usage. Challenges such as inadequate knowledge on the PA Policy, time constraints and among others were identified in the study. In order to ensure that PAS works effectively, the study recommended that regular in-service training for teachers, teachers should be monitored and supervise effectively, earning of teachers should be also based on their performance, adequate logistic materials should be provided and finally award system should be instituted so as to make PAS effective.
CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Performance in general is that which is accomplished, done or carried through especially an action or task. Performance involves a task. Any individual when given a task is expected to perform this task within a given time frame. Ones performance is said to be better when one is able to accomplish more work in a given period of time using less resources. The study is directed towards Performance Appraisal (PA) in terms of job performance. Performance Appraisal is one of the ingredients to promote institutional performance. Without it an institution may not be able to harness the full skills of its workforce for institutional development. This is buttressed by Kumari (2017), who intimated that, job performance is that which is expected of the individual. It could be stated in terms of results or efforts, work done and the quality of work done specifically to the conditions under which the work is to be delivered.

Although, many efforts have been employed to guarantee high level of job performance, Performance Appraisal (PA) have been touted as a crucial method of assessing and enhancing job performance (Selvarajan & Cloninger, 2008; Smither & London, 2009). Performance appraisal is an indispensable tool used by many institutions to achieve positively competitive workforce and continuously bring about improvements in the performances of its employees (Bratton & Gold, 2007). Many institutions are now employing the use of PA but the educational sector has not been left out. This is because the educational system of any country forms the fundamental building blocks of its human capital for economic growth and development (Lockheed, Veerspoor, & Associates, 1991). PA in educational sector is an
indispensable tool especially in Ghana’s quest to realized Sustainable Development Goals (MDGs) by the year 2030 (UNESCO, 2008). This goal can be achieved with an effective teacher performance appraisal (PA) put in place. The tool used to assess PAS is the performance appraisal.

Performance Appraisal (PA) is prominent in private sector, industrial sectors and has now grown rapidly to the public sector organisations (Redman, Snape, Thompson, & Ka-Ching, 2000). PA is one of the most relevant and practical methods institutions adapt in their quest to achieve their set targets, objectives and goals (Acheampong, 2006). It is a process of determining and communicating to employees their strengths and weaknesses in performing their job for appropriate managerial remedial action such as training, promotion and salary decision. PA is the methodical, regular and orderly account intended as a critical evaluation of the performance of staff. This account is documented and done at regular time intervals. The performances of the staff in the past, present and future are all taken into consideration by the employees’ immediate line managers (Anderson, 1992).

PA affords the employer and the employees the opportunity to build an effective working relationship which helps to improve performance in an institution. According to Bratton & Gold (2007), it is generally believed that effective PA provides opportunity for dialogue between the appraisee and the appraiser and it improves employees’ performance in the Metropolitan, Municipal and District Assemblies. It collects and analyses data on the overall capabilities and potentials of individual workers in an attempt to make decisions in tune with a purpose.

Besides, application of effective PA serves as a form of motivation that brings out performance in employees. The overall aim of a PA in an institution is to develop
highly the performance levels of individuals and teams in discharging their duties so as to bring about continuous improvement of institutional processes. It is also to provide improvement of individual’s own skills and also increase the individual’s contributions within a framework when factors like effective leadership and cooperation are in place (Lado & Wilson 2004).

Teacher PA serves as one distinguishing feature used to examine teachers’ performances against a given level of attainment (Dessler, 2003). Outcomes of PA are used to design in-service training courses for professional development as well as deployment of teachers. These outcomes also provide feedback to teachers on their actual performance in association to the required standards. PA is also sometime considered as “tool for rating especially when it is used to award salary or for wage increments of teachers based on their performance” (Graham, 2016, p.98).

Generally, PA deals with how institutions assess and grade their employee’s accomplishments and work attitudes. This is where the strengths and weaknesses of employees are indentified and performances are evaluated so that the employee would know which areas need improvement. PA has been propounded by many as a management mechanism to check on employee(s) performance in order to produce quality work and promote accountability and bring about a high competence level in employees. Naji, Mansour & Leclerc (2015) demonstrated that should employees see the PA as unfair, the probability of these employees using the feedback from the appraisal to improve their performance is less. Sing & Vadivelu (2016) defined PA as a planned and organised device because of the method used in gathering, analyzing and recording relevant information that has to do with the individual who is under
assessment in an institution. If institutions are to make any progress toward the achievement of their goals and targets, it is imperative to have comprehensive performance appraisal measures designed to measure outputs. Likewise, the PA should be able to bring about improvement in performance when weaknesses are identified. It is within this context that PA starts in an institution. The overall vision of PA is to transform the quality of service being delivered while ultimately acknowledging and rewarding hardworking employees. This explains why modern institutions establish their performance appraisal system on a culture which is dedicated to providing good service to the public in a way that is customer centered and the service is delivered with professionalism and integrity to the benefit of the wider society.

Institutions which operate in this sense frequently see a high performance in their work system. The institution is always learning and is flexible in their operations with mutual or high commitment models (Appelbaum & Butt, 1994). According to André, Mansour & Abdelhadi (2015), making good, thorough or careful use of PA process can be beneficial to an institution in diverse ways. One of the benefits is that it helps institution to identify the employees’ skill level and it also serves as a means of identifying the employees’ developmental needs and creates career ambitions in employees which will propel them to work hard in achieving institutional goals.

However, in GES, PA is seldomly done and so its effectiveness cannot be proven. In Ada East District (AED) if one is not going for promotion, he or she will not be appraised for the whole of his or her teaching life. It is for this reason the researcher is delving into the PA in GES and its effectiveness on teachers’ performance in the AED.
1.1 Statement of the Problem

PA is a universal phenomenon which has played a vital role in the development of many institutions. As a result, G.E.S has adopted it in the Headteachers’ Handbook (2010) that each teacher in the institution must be periodically appraised and this serves as a way of informing them about their performance levels.

In spite of these huge efforts the G.E.S is making to provide quality education through PA, in the Ada East District (AED), it has been observed that PA is done only when employees are going for promotion and as such not properly executed. What the schools are currently doing cannot be ascertained and therefore PA is seen as a mere formality. Additionally, little is known about the extent to which the PA is effective in the enhancement of job performance among teachers. This assertion was supported by Naji et al (2015), by indicating that both the appraisers and appraisees do not act in accordance to a performance appraisal system until they deem it as a fair process.

The purpose of PA is to make available knowledge which is gathered as a result of processing data on work performance and it is used for making decisions on issues such as salary adjustments, training, promotion, discipline and other administrative action. These decisions are based generally on information provided through the PA. This information gathered also makes it possible for employees to make critical assessments about their work performance founded on the standards established in the job presentation and analysis (Boswell & Boudreau, 2002). The above statement corroborates with what Gkolia, Belias, & Koustelios (2014), said, that teachers who are happy or pleased with their job performance most of the time show a high degree of professional capabilities and willingness to work more in achieving institution objectives and goals.
However, in GES, the story does not reflect the assertion above. Most teachers and even the headteachers have little or no knowledge on how the PA is done. This is justified by Kurt, (2004) who says that some institutional directors are sometimes let down when implementing the performance appraisal system because the expected outcomes are difficult to acquire. This study therefore seeks to examine the PA in the GES (AED) and its effectiveness of teachers’ performance

1.2 Research Objectives

The research was guided by the following objectives;

1. To establish understanding of PA for teachers in Ada East District.
2. To ascertain the effectiveness of PA to teachers’ in Ada East District.
3. To find out the challenges associated with the appraising of teachers’ in the Ada East District.
4. To suggest ways to improve PA in the Ada East District to enhance the work of teachers.

1.3 Research Questions

The study sought to address the following questions;

1. How do teachers perceive PA available at Ada East District?
2. How effective is the PA in the Ghana Education Service in the Ada East District?
3. What challenges are associated with the PA in the GES?
1.4 Significance of the Study

Performance appraisal is a very important Human Resource tool employed by many institutions today. The research findings would be beneficial in many ways. The research report would be a body of knowledge on the effective use of PA in Ada East District of the GES.

Also, the research findings would be useful for policy decision making in determining which PA is best for efficient and effective job performance. It will also provide feedback on policies driving existing PA for G.E.S, Ministry Of Education and Government of Ghana.

Furthermore, the research would be a reference material and a guide for researchers who would want to research into similar areas of study. The study would contribute to literature, drawing lessons from experiences of teachers and headteachers in their use of PA to improve upon their performances.

1.5 Scope of the Study

The study is focused on the PA in the GES and its effectiveness on Teacher’s Performance in the Ada East District. Respondents used for the research work were teachers, headteachers and Circuit Supervisors in the public basic school level in the AED.

1.6 Limitations of the Study

The achievement of one’s aim or objective in a study is mostly dependent on the availability of respondents and documents. However, this study had the difficulty in getting the people that is the respondents for the interview session due to their tight
work scheduled. Also, bureaucratic bottlenecks were encountered. Getting access to respondents in the District was challenging. Additionally, the time and financial resources available to undertake this study were inadequate for a research. Due to this, the study focused on only public schools in the AED Education Unit in the Greater Accra Region of Ghana. In spite of this, the quality of the study was of standard and the outcome of the study was favourable.

1.7 Organization of the Study

Every successful research work depends on its organisation. This study has been organized into five chapters. Chapter one consists of an introduction to the study; the background of the study, statement of the problem, the purpose of the study and objectives of the study. Other areas covered are the research questions, significance of the study, delimitation and limitations. Chapter Two dealt with the review of related literature to the study from documents published and unpublished, including books, journals, newspapers to the study. Chapter Three focused on the research methods used in the study. Content of this chapter includes the research design, study area, population, sampling procedure, data collection instruments, data collection procedure as well as the data processing and analysis plan. Chapter Four focused on the results of the study and discussions. Chapter Five dealt with the summary of findings, conclusions drawn from the study, recommendations and suggestions for further research studies.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Performance appraisal and job performance are very important activities in the effective management of educational institutions. It is one of the tools if used effectively can help identify ineffective teachers within the institution. It will also help develop them to be able to meet the institution’s objective and to encourage productive teachers to strive for more. This chapter shall critically consider the existing literature on PA and job performance by teachers and it will consider empirical reviews existing on the subject.

2.1 Overview of Performance Appraisal

Many institutions face many challenges when it comes to managing human resources in order to achieve the desired goals such as increasing competence level, answerability, and degree of accessibility with regards to the services they provide. Performance appraisal is among the major issues with respect to human resource management. It is undertaken almost by every institution, irrespective of its objectives in the assessment of its employee’s job performance. It helps to identify skill gap, measure performance and manage human resources in educational institutions (Endale, 2015). For the effective functioning of HR in educational institutions as well as enhancing job performance, a regular review of job performance evaluation and career development activities must be conducted. This can be achieved through the use of performance appraisal (Ruddin 2005). Although much progress has been made in the use of PAS, undoubtedly, there are still many challenges to overcome to ensure
that there is sustenance of what have been achieved, so that it can serve as a solid foundation upon which further progress would be made.

According to Lawler & McDermott (2003) PA system shifts from a system which focuses primarily on assessing an employee’s distinguishing features only, to one that makes assessments based on employee’s output of work as well as rewards good performance and puts in place suitable measures to correct poor performance. It is in this context that the PAS is introduced.

According to DeNisi & Smith (2014), the establishment of Appraisal System (AP) is a method or a course of action used for achieving the ends of better customer-focused, results-oriented and accountable results in the public sector. Its aim is to intensify performance level of individuals and teams as well as help them take responsibility for the continuous improvement of business processes and also for their own skills. Another objective is to improve contributions of employees within a framework provided by effective leadership. One of the key intentions of appraisal is to focus on people who are doing the right things in achieving the goals of the institution (Neeraj, 2017). Efforts are being made to help shift from a system which is to a limited degree subjective which focuses primarily on assessing an employee’s distinguishing features, to one that makes assessments based on employee’s output of work as well as rewards good performance and puts in place suitable measures to correct poor performance.

To Qureshi & Hassan (2013), PAS in recent time is designed with increased stress on quality of incentives, the growth and appropriate use of human resources with the aim of achieving a client focused and result oriented public service. The system is
uninterruptedly tracked and measured over time and modifications are made as lessons are learnt from experiences. Shelley (2009), further stated that for the public sector to have a well directed change for a strong performance appraisal culture it would take time for the results to be sufficiently achieved. This is not an easy task and workers should be ready to face it because there are numerous demands for improvement in public services.

2.2 History and Development of Performance Appraisal

According to Grint (1993), early evidences of Appraisal System can be traced back to Robert Owen’s New Lanark Textile Mills in Scotland in the 1800s. Appraisal is a very ancient art of assessing ones performance. For instance, “hanging a piece of coloured wood, over machines to indicate the superintendent’s assessment of the previous day’s conduct (white for excellent, yellow, blue and then black for poor performance). These colours that where displayed were employed as way of clearly differentiating employee’s performance” (Grint, 1993 p.66). Historically, before World War II, not many institutions carried out well-structured and planned performance appraisals. Only a few companies and the military were the ones who used a structured system of appraisal. The appraisals done were centered mostly on the individual’s personality and traits rather than on their actual achievements and goals. Further analysis of their behaviors was used to produce results (Grote, 2002).

According to Dulewicz (1989), appraisal is an essential, necessary and natural disposition employed for making important decisions concerning both the employee and employers of an institution. It is considered unavoidable and worthwhile. Without
a system of appraisal that is thorough and shows concern for details, people are likely to form opinions about the level of performance of their own colleagues, subordinates and superiors in an institution either inherently, non-formally or based on their own discretion.

Grote (2002), went further by saying that the human tendency to make judgments can conceive motivational, ethical and legal problems which deserve careful thought in the work place. In the absence of a well organized appraisal system, the opportunity to ensure that the judgements made are allowed by law, reasonable, right just correct will be lost.

PA began as a means of determining if ones income earned was reasonable and acceptable. Meaning, appraisals were used by employers to decide whether or not the salary or wage of an individual employed was acceptable or correct because there was a good reason for it. The process was strictly connected to material outcomes. When it is determined by the employer that an employee's work performance is less satisfying according to the institution’s standards, there is a cut in the employee’s pay. On the other hand, if the performance of the employee is seen as exceptional the employee receives a salary increment.

Cleyeland & Murphy (1998) stated that the likelihood of the appraisal system developing into greater lengths was not taken into account. The increments and decrements in employee salaries were seen as the stimulating factor that would cause the employee to either better the previous performance or continue to maintain their good performance level. Occasionally, this basic system was able to accomplish the task which it was intended for in other cases that were not successful.
Bayon (2013), in his research demonstrated that early researchers whose fields of study were on motivation discovered that; different people with almost equal work abilities could be paid the same amount of money although they might have quite different levels of motivation and performance. These discoveries were then confirmed through observation, experiment and experiences rather than theories. Although pay rates were important, yet they were not the only fundamental powers that influenced employees’ performance. It came to light that other factors such as the amount of confidence and optimism and the opinion one has of him/herself could also have a major influence on ones performance. As a result of this, the belief that existed long ago that to ensure performance, appraisals should be done for increment or decrement in wages was progressively rejected (Jindal, Laveena & Navneet 2015). In the 1950s in the United States, the unrealized ability of appraisal as a means to cause positive change in the performance of employees as well as a means for development was gradually discovered. The model of PA known today began from that time. The aim of performance appraisal then was to enhance and animate performance, foster competition and possibly recompense for good work performance (Bayon 2013). PAS in recent times is being used for many purposes than previously. The table below outlines some of the uses of PA;
Table 1: Uses of PA

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<tr>
<td>Growth In Performance</td>
<td>Outcomes of employee performance allows the employee, manager and personnel specialists to come out with a structured system that will help enhance the performance of the employee in areas where there are challenges to ensure growth both in the aspect of the employee as well as the institution.</td>
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<td>Modification</td>
<td>Performance assessment helps decision-makers to make changes such as salary increment, promotion and demotions.</td>
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<td>Ranking</td>
<td>Employees are promoted to a higher position, moved to different sectors of the job or brought to lower rank based on their previous or expected performance.</td>
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<td>Impartation and Skill Acquisition</td>
<td>Employees are taken through activities that will impart more skills and help them develop more.</td>
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<td>Profession Planning &amp; Development</td>
<td>Feedback from performance appraisal of an employee helps the employee to formulate course of action that will help them in the development of their profession.</td>
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<td>Strength &amp; Weakness Identification</td>
<td>When strengths and weaknesses are identified through performance appraisal, it helps in the supply of employees for various tasks. It helps the employer know which employee is suitable or not for which task.</td>
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<tr>
<td>Correction Of Errors In Information</td>
<td>False statements may have led to inappropriate hiring, training, promotion, demotion or counseling decisions thus performance appraisal when well-structured and effectively executed can help correct these errors.</td>
</tr>
<tr>
<td>Lapses In Work Design</td>
<td>Performance Appraisals help identify some of the faults in the work design so as to prevent employers from blaming employees for poor performance.</td>
</tr>
<tr>
<td>Even Hiring Chances</td>
<td>Efficiently and effectively executed PA that actually measures job related performances makes it possible for everyone to have the opportunity of being employed for various task equally without any bias.</td>
</tr>
<tr>
<td>Identification Of Outside Factors</td>
<td>Performance appraisals help to identify contributing agents to poor performance which are not internal; that is factors that are outside the work environment. Factors such as health, finances and other personal obligations.</td>
</tr>
<tr>
<td>Adequate Use Of Human Resources</td>
<td>PAS helps an institution to determine whether or not it is making appropriate use of the human resource at its disposal and if so determine also how efficiently it is being use.</td>
</tr>
</tbody>
</table>

Adapted: Bayon (2013)

PA has not only become more methodical, it is also designed to help the individuals and institutions to achieve their desired outcomes.
2.3 Conceptual Framework on Performance Appraisal

Muhammed (2014), stated that conceptual framework provides the skeletal items that researchers seek to address in a particular thought as directed to a specific purpose as well as the means of achieving it. A result oriented performance appraisal system’s purpose does not only make known a worker’s current performance level but it also brings out areas that can be maximized for them to unlock their full potential. For the human resource which is one of the most vital assets of any institution to progress through sequence of stages, it needs a good performance appraisal system. It is in an institution’s best interest to continually develop its workforce if it wants to grow.

DeNisi & Smith (2014) emphasized that theoretical studies on performance appraisal processes were at the beginning centered on accuracy but, in the context of performance management in institutions, the prevalent trend is to direct the research towards ameliorating employee’s poor performance and to propel the employee to improve his/her performance.

Avasilcai & Rusu (2016) went further to state that PAS design is to raise performance level, throw more light on the importance of steering research towards improving employee performance and less on performance accuracy. Concentration on PM and on strategic Human Resources Management (HRM) brings a new point of view in this field, the role of employee performance appraisal context and identifying contextual factors with a major influence on the performance appraisal process. According to them, the proposed model underlines the new trends in the field, taking into consideration the strategic integration of (HRM), the role of contextual
factors influencing the PA process, and adopting customized performance criteria and standards adjusted to the institutional context where PA is implemented.

For many years scholars and practitioners have found people’s performance at work (performance appraisal) intriguing. Lately, there has also been a growing interest in the process of managing performance. PA “refers to a structured process, which occurs seldom, by which employees are assessed by some judge (typically a supervisor) who evaluates the employee’s performance against a given set of measures, assigns a score to that assessment, and then usually informs the employee of his or her formal rating. Institutions typically base a lot of decisions concerning the employee partially on this rating” (DeNisi & Murphy, 2017, p.134). According to Jindal, Laveena & Navneet (2015) PA is a method by which the level of performance of an employee in doing a job is judged. Muhammed (2014) recommended in his study that employee PA is an operative tool or device for assessment of employee performance and implementation of strategic initiatives for the advancement of employee performance. Performance appraisal can also be seen as a “process of ascertaining how well any institution staff executes their duties in connection to the set level of quality and then conveying that information to those employees” (Ruddin, 2005, p.122).

Performance Appraisal (PA) is known as performance evaluation, merit rating, progress rating evaluation and assessment among others. Various definitions have been given to PA. According to Dijk (2015 p.716), “appraisal is a systematic description of the job and relevant strengths and weaknesses of an individual”. From this definition, appraisal means evaluating the performance of the individual in
accordance to the job description so that the individual’s strengths and weaknesses are identified and addressed. For a better appraisal, therefore, the individual needs to be made aware of what is expected of him/her in the institution. Rinku & Sanjeev (2014) further explained appraisal as a means of determining how efficient employees are at their jobs compared with a set of attainments. These standards are however communicated to the employees concerned for counseling and guidance to help them to build upon their performance.

Dawra (2001) also defined PA as the ordered evaluation of the set of qualities of an employee and the performance level of each employee by his superior or some other person equipped in the techniques of merit rating. It can be said that PA is not a thing to be done once in a working time of an employee or done within a few days. Rather, it is a systematic process, that is, a procedure that follows a planned as well as an organized format to fairly judge the accomplishment of an employee in respect to the job or task.

Based on the various definitions above, it is observed that in evaluating, the innovation and initiative of the employee is taken into consideration. These enable the supervisor to recommend further training, either formal or informal to help develop the potential of the employee for the advantage of the organisation. Also, the employee can be evaluated if the job or the task to be performed is clearly defined, as asserted by Dijk (2015). Therefore, when there is job description with clearly defined scope, the employee’s highs and lows can clearly be seen. This, as opined by Rinku and Sanjeev (2014) will determine how well the employees are performing in comparison to the set standards.
A further elaboration was given on Performance Appraisal as “sets of procedure for identifying, examining and advancing the work performance of teachers in the institution, so that the institutional aspirations and desires are more effectively achieved as well as benefitting employees in terms of recognition, receiving feedback, catering for work needs and offering career guidance” (Bekele, Tensay, & Shigutu, 2014). To Dessler (2005), it is about judging an employee’s recent or previous performance in association to his or her accepted range of performance. “The appraisal process therefore comprises:

1. Setting work standards
2. Assessing the employee’s actual performance relative to the set standards
3. Providing feedback to the employee with the aim of motivating that person to eliminate performance deficiencies or to continue to perform above par” (Dessler, Human Resource Management, 2000).

Mughal & Akram, (2014) also added that accurate evaluation of the performance of teachers can be used effectively in the institution through the use of performance management system and performance evaluation system. It is conceived that this system will result in an all-encompassing progress in the quality of public service delivered. Performance appraisal in a wide scope defined as procedures used by institutions to assess teacher’s performance and develop their abilities to enhance performance and distribute rewards (Fletcher, 2001).

According to Maimona, (2011) Performance Assessment also known as PA becomes a series of survey of job related task achievements or failures of the individuals within the institution. A significant consideration in performance improvement includes the formation and use of performance measures or indicators which are the measurable
characteristics of products, services, processes, and operations the company uses to monitor and improve performance.

Analyzing the definitions of PA, Alo (1999 pp.112) suggested that “PA practices should be purposeful and not by chance and that, it calls for thoughtful approach to knowing how the individual is doing in executing his or her tasks”.

Dessler (2011) made known that “Performance Appraisal (PA) is greatly connected to employee performance review, performance evaluation, and other terms and combinations of terms. According to Dessler (2011), performance appraisal concerns;

1. an instrument or form to assess an employee's job performance,
2. an interview where an employee's job performance is assessed and feedback is given to the employee,
3. a system of setting employee job expectations/ employee actual job performance/assessing that performance/ feedback to the employee on the performance assessment and how to improve it in the future or setting new goals and expectations for another period, or
4. Performance management with job performance appraisal as part of it”.

From the above definitions the study defined performance appraisal to mean all the systems put in place by an institution to monitor, evaluate and ensure improvement in the abilities of an employee in an organisation. In this context the employee refers to a teacher who is teaching in Ghana Educational Service.

All organisations, whether they are factories, commercial entities, hospitals or schools, exist to provide products or services to the satisfaction of their clients or customers. According to Cyril & Doreen (2013), performance appraisal is a means of
achieving promotion through the use of certain techniques and procedures. Performance appraisal is the process of assessing how well employees are doing their jobs (Chuck, 2006). Graham (2016), also defined PA as the judgement of an employee’s performance on a job, based on considerations than productivity.

In highlighting the pivotal role performance appraisal plays between the manager and the employee, Bottomley, (2014 p.110) stressed that “the conventional approach to performance appraisal places the manager in the untenable position of judging the personal worth of his subordinates and of acting upon those judgements”. When employees are trained and settled into their jobs, one of management’s next concerns is how employees will perform to support the organisational objective.

The appraisal on the performance of employees could be assessed at regular intervals for many reasons according to Griffin (2008). First and foremost, PA when assessed on regular bases can serve as the foundation for making amends and remuneration as well as decisions for employee promotion and training. Secondly, regular assessment of employee is helpful in checking the validity of strategies employed to help improve employee performance. Furthermore, it is beneficial in assessing the impact of training programs and providing feedback to employees to help them improve their performance. Additionally, regular assessments of performance appraisals in human resource planning are used for career planning and for making termination decisions. Chuck (2006) admitted that performance appraisal is key in many organisational decisions and is also central to many law suits that employees (or former employees) file against employers.
Hodgetts & Kurgtko (2013) explained that a well-constructed performance appraisal system has five characteristics which managers need to be aware of: First, one characteristic is that it has everything to do with the employee’s job and it measures the individual’s capability to successfully carry out the requirements of position given him or her. Another characteristic is that, it is all-encompassing because it measures all the important areas of the job rather than just a few. Furthermore, it measures task performance rather than the interpersonal relationship of the supervisor and employee and this makes it objective in nature. Also, another characteristic is that, it is based on standards of desired performance. Lastly, it is designed to specifically bring out the strengths and weaknesses of the personnel and it provides a basis for explaining why these short comings exist and what can be done about them.

2.4 Ghana Education Service Policy on Performance Appraisal

According to Ghana Educational Service (G.E.S) Council (2001) PA is a tool that can be used partly to fulfil its constitutional obligation under the Free Compulsory Universal Basic Education (FCUBE) and to turn around the educational enterprise to attain the objective of delivering quality education. The G.E.S uses the definition and statement of tasks as standards for appraising the work performance of its employees. “The performance appraisal systems are developmental tools used to measure the real performance in an institution and the strategic goals of the institution are associated to that individual performance” (Anitha, R. 2017, p.986). The G.E.S Council (2001) therefore classified the activities/tasks of basic school teachers under eight major criteria. These criteria include: Lesson planning; Lesson presentation, Knowledge of Subject Matter, Evaluation of learner ability; Punctuality and Attendance;
Relationships and Co-curricular Activities; Communication skills and Personality traits.

According to G.E.S Headteachers’ handbook (2010), each teacher in the institution must be periodically appraised and this serves as a way of informing them about their performance levels. The GES conceives performance appraisal as the bond that glues the human resource activities of the institution. It is the institution’s belief that through PA each employee would contribute meaningfully to the attainment of the goals of the institution and also provides feedback in anticipation of improved future performance. PA in the view of the GES, is an invaluable means of strengthening the links between the service and its teachers, making each of them consider his/her own function and recognise the value of his/her contribution to the realisation of the strategic objectives of the enterprise.

The G.E.S acknowledges that performance appraisal can serve a number of purposes in the organisation: It defines clearly the tasks that the teacher should perform. Further, it is a means of informing the teacher whether he/she is doing well and whether he/she needs further training in some particular work task; lastly, it is helpful for counselling teachers as part of staff development process of the institution and for the continued growth and development of the institution. Unfortunately, it is not done appropriately per the policy and as a result, teachers are not able to get feedback on their performance in order to make an informed decision. Some teachers have never been appraised until they went on retirement.

Furthermore, the G.E.S Headteachers’ handbook (2010), stated that performance appraisal of teacher in the service talks about how teachers collaborate with their
heads in evaluating that teacher’s work as a professional person. For a teacher to be appraised, analysis of what that teacher has accomplished and accomplishing in his/her job is taken in consideration in order to help him/her to do better, by developing strengths or overcoming his/her weaknesses.

There must be a completion of appraisal form on every teacher at the end of every academic year. However, the appraisal process must be more formative rather than a summative procedure. This means that the observation and meetings with teachers should not be a one-off end-of-year event, but should occur as a routine exercise throughout the year. This routine appraisal does not happen in the AED, GES as indicated above.

2.5 Approaches to PA

There are two approaches to PA. Namely; administrative approach and developmental approach.

2.5.1 Administrative approach:

The administrative decisions of an institution are that which either hold together the institution or brings it down. Regardless of the size of an institution the administrative decisions made at any given time for any given purpose is very vital.

According to Van (2004), administrative decisions include coordinating operations to make sure things run smoothly and efficiently, making sure that the areas of the institution function as it is supposed to, ensuring there is supply and maintenance of resources and so on. Using appraisals for administrative purposes involves the following steps according to Talbot (2010).

- Gathering data in order to make well informed decisions on personnel for example to decide which candidates are qualified for promotion, transfers or termination.
Making decision that are allowed or prescribed by law concerning personnel

2.5.2 Developmental approach:
According to Boyne (2002), when PA information is planned to be used for a positively directed change, teachers get tangible and critical assessment of results about their job performance. Teachers need to know what their weaknesses are and how to correct them. Thus the approach is useful in that area. This approach is also beneficial to directors in that it helps them to identify which teachers would receive the most benefit from developmental inputs. Developmental approach deals with the following:

- Provide employee with useful outcomes on their strengths and weaknesses as well as ways for them to do better in future.
- Help develop employee career wise.
- Provide recommendations on interventions that will solve noted personal challenges

2.6 Objective of PA
PA is conducted for various reasons by both private and public institutions. Among the significant purposes of PA is the use of PA to “evaluate the performance of an employee at work over a given period of time, to evaluate the gap between the performance of teachers occurring in fact and the expected performance of teachers, to identify the strength and weakness of the individual worker so as to recommend the training and development needs of the future, to provide feedback to the teachers regarding past performance; to assist in judging the effectiveness of the other human resource functions such as recruitment, selection, training and development; and above all to make the institution make managerial decisions related to their staff in

According to Maimona (2011) “the objectives of the appraisal scheme should be determined before the system is designed in detail. PA is extremely important for career and succession development. Performance review designed for workforce inspiration, position and conduct improvement, converse directorial aims, along with nurturing optimistic associations between supervision and workforce. Performance appraisals provide a recognized, recorded, customary assessment of an individual’s routine, and a sketch for potential enlargement”. “The goals will to a large extent dictate the methods and performance criteria for appraisal so they should be discussed with teachers, managers and trade unions to obtain their views and commitment” (Fletcher, 2011).

Qurenshi & Hassan (2013), noted that “performance appraisal helps in career development and this provides an opportunity for discussions of career objectives and the creation of a strategic design to maximize career potential. It also provides an opportunity for career counselling, succession planning, training needs as well as develops individual abilities”. Again, they expressed that “PA helps provide feedback which is encouraged in both directions as such; teachers are encouraged to prepare ratings of the supervision. Also, performance appraisal provides a performance history which is not dependent upon human memory and which may be useful in the full range of personnel decisions including compensation decision making. It also reviews past and present performance of the categories of people involved in the appraisal and helps identify the strengths and weaknesses that an employee bears”. (Qurenshi & Hassan, 2013).
Wesley (2004) also states the objectives of PA is “to review the performance of the teachers over a given period of time, to judge the gap between the actual and the desired performance, to help the management in exercising institutional control, helps to strengthen the relationship and communication between superior – subordinates and management – employees, to diagnose the strengths and weaknesses of the individuals so as to identify the training and development needs of the future, to provide feedback to the teachers regarding their past performance, provide information to assist in the other personal decisions in the institution, provide clarity of the expectations and responsibilities of the functions to be performed by the teachers, to judge the effectiveness of the other human resource functions of the institution such as recruitment, selection, training and development and finally to reduce the grievances of the teachers”.

2.7 Performance Appraisal Methods

Lawler (2012) recommends that although a definite form of performance standards and developing targets is an extremely important prerequisite in establishing effective appraisal process, an effective evaluation and measurement of the efficacy of the objectives settled is equally important. Various methods of PA were outlined and discussed below;

2.7.1 Ranking Method

One method of PA is the ranking method. This involves supervisors rating teachers based on stated criteria and does that in an ascendancy form. Ranking method helps position teachers according to their strengths and weakness on certain traits or criteria (Dessler, 2011). Dessler further explained that it is one of the oldest means of appraisal which rank teachers from the teachers who perform highly to teachers who perform poorly the least performing. One major demerit of this method identified by
Dessler is that it always brings about unnecessary rivalry and unhealthy competition among teachers and takes away team work since everyone wants to be ranked high.

### 2.7.2 Critical Incident Method

Ashima and Gour (2013) defined the critical incident technique as a “particular set of methods designed to portray human behaviour by putting together descriptions of events having unique significance and meeting methodically defined criteria”. Examples of critical incident include hard work, excellence, teamwork etc. They at the initial stages took people through series of training to become observers and their job was to collect critical incident identification. Identification of the critical incidents within a given period of time a task is performed can be an individual procedure or a mutual procedure between user and evaluator. Dessler (2005, p.97), demonstrated that “critical incident method is taking notice of remarkable or disapproving examples of an employee’s work related behaviour and looking broadly at it with the employee at preplanned times”.

### 2.7.3 Check List Method

This method, creates an opportunity for the appraiser to have a compilation of desirable or undesirable classifying behavioural remarks and is asked to verify all those that pertains to the appraisee who is to be appraised (Daoanis, 2012). Check list method is founded on a succession of statement that holds value in association to their significance. The superior is asked to choose either “yes” or “no” on each statement. Once the check list is done, it is sent to the HRD to make ready the final scores of the appraised. The one setback of this method is that it is difficult to put together, examine and weigh a number of statements about employee distinguishing features and improvement. This strategy of appraisal is also not up to standard if there is large
scale of job categories in the institution. Once teachers do very similar job it will be difficult to use the check list method for performance appraisal (Daoanis, 2012).

2.7.4 The 360 Degree Feedback

This method involves the feedback of employee’s performance by anyone who has contact with employee in institution. These people could be his equals, his juniors, his seniors, customers who have interacted with him and even he himself would be interviewed about his conscious understanding of himself and his obligations at his place of work. The best two methods to get insight of employee behaviour include personality and attitude. This PA method would be very beneficial for new institutions, because the best way to review an employee’s all-encompassing performance is to employ those methods. Although it is a bit challenging in terms of time it is cost effective and accurate. It keeps predilections out of play due to multiple beliefs that people or the employee have formed, so that the review isn’t affected this predilections.

If the employee is given feedback consistently and often, the institution will be at the receptive end of the benefits too. Performance reviews are important because “they help identify and prearrange goals for the employee, apprehend performance over time, supervise progress, identify the problem areas or weaknesses, raise performance and discuss career development in the company” (Iqbal, Ahmad, Haider, & Batool, 2013, p.39).

2.7.5 Management by Objective

Correspondently, Thomas and Carl (1993) explain Management by Objective (MBO) as process to institute goals for an employee who has been agreed upon by both the employee and their supervisors. “It comprises of three building blocks: object formulation, execution process and performance feedback” (Wu, 2005, p.57). It is
user responsive and an equitable form of appraisal. The MBO method is less time consuming and of course cost effective. The technique includes outlining a set of objectives and goals for the employee either by the employer, or his manager, or both employee and employer. This PA method helps the employee to execute his obligations better because he or she is in the known of his or her goals and has prior notice of the quality and quantity that needs to be delivered. It has been detected that when both employee and employer together decide the objectives, the likelihood of the individual meeting the goal is much higher. “MBO is a system wherein the superior & subordinate of an institution together determine its common purpose, define each individual’s major area of outcome expected of him and use of these measure as guides for operating the unit & assessing the contribution of each member” (Brijesh, Mamta, & Sujata, 2013). Additionally, they stated that “it is unbiased method of determining value because the employee knows the odds that he is measured against. It doesn’t involve giving invariable feedback to the employee, because he is being constantly self-introspective, thereby reducing expenditure in terms of time and efforts of the employer”.

2.7.6 Trait Focused Appraisals

This practical approach is beneficial for encouraging desirable work ethics such as hard work, tolerance, dedication and habits in the institution. The approach takes also into consideration qualities such as honesty, seriousness to work, accountability, etc for being appraised by the organisation. This method encourages teachers to be competitive in a healthy and reasonable manner in which they discharge their duties and as well provide help to colleagues may be discouraged. New institutions should look attentively at giving appraisals which are centered on the trends of teachers to the
teachers once in a while, because it will help build positive work ethics in the institution.

2.7.7 Force Distribution Method
According to Saumya Bhattacharya & Shreya Roy, (2014) in India, 75 percent to 80 percent companies in India use this bell curve shaped Performance Appraisal system to organize their employees into three categories which is exceptionally good, average and below average in a forced distribution order. Employees who are ranked top are regarded as those having high potentials and so therefore are often kept in service by the administration and taken through programs that will help build them professionally and develop their leadership skills. This method somewhat arouses controversies as a result of the unhealthy competition it creates. The degree of openness using this approach for assessing employees is little. This is because the true reflection of an employee who does not fall in any of the criteria may not be seen (Chattopadhayay & Ghosh, 2012).

2.7.8 Essay Appraisal Method
With this method, supervisors are allowed to write narration about the performance of an employee within some stated period and based on specific roles assigned to the employee. According to Mamoria (2010), essay appraisal method is commonly used for professional positions in institutions. In this method, the superior is required to write a detailed description about the employee’s performance, output, behaviour and traits etc according to his perception. It is required of the superior to give a detailed description of the employee’s positive attributes, inadequate qualities as well as some unrealized abilities which most of the time includes scenarios and proofs to support the evaluation process based on knowledge that is founded on due understanding and accurate all writing. A downside of this method is that it is unable to separate
prejudices by the evaluator and it is highly subjective because the account given may be based on evaluator’s opinion, perception and feelings

Ashima & Gour (2013) said for the superior to be able to efficiently use this method, he or she must be well instructed in all dimensions as discussed below: The supervisor need to understand job knowledge and potential of employee in order to use the essay appraisal method in appraising an employee. There is the need for performance appraisal to entail employees understanding of the institution policies, objectives and programs. Without the employee having adequate knowledge about the operations of the institution and policies that govern the operations it will be difficult to use the essay method of appraisal to assess the employee. Essay appraisal method must factor in employees relationship with co-workers and superiors. The essay needs to consider how an employee relates with all other workers in an institution.

Also, the employee’s general ability to set intended actions to achieve a goal, the employee’s ability to arrange and rearrange elements to achieve goals and the employee’s ability to exercise influence and restraint all need to be factored in the essay. In addition, the supervisor needs to touch on the attitudes and perception of teachers in general (Bouckaert & Boudreau, 2008). This method of PA is applicable in the education sector and helps to have a holistic assessment about teachers and the performance.

2.7.9 Confidential Report System

Confidential Report System is a method of appraisal where the supervisor or the superior is requested to provide a confidential report on an employee. It is a conventional method and mostly convenient in assessing employee’s promotion. The
CPS shares some similarities with narrative essay method whereby the overseer or the one in charge writes a recount on their employee’s performance based on the subordinate’s actions, demeanor and endorsements that is not intended to be known publicly (Sing & Vadivelu, 2016). The main lapses with the confidential report method is that it does not provide a clear means of feedback to help the employee amend what needs to be amended. The report once it has been seen by the authorized persons for evaluation does not make room for feedbacks to the appraised.

2.8 Teacher Performance Appraisal

Asiago & Gathi (2014) expressed the relevance teacher performance appraisal on how it would motivate teachers to give out their best should it be implemented per intention but rather the research showed that a large number of teachers had restricted intellectual understanding on the relevance of the PA. This is as a result of lack of training on PA, inadequate report on PA to ascertain definitely the staff’s developmental needs and career opportunities and the use of supervisor-centered PA practices which are often abused hence deterring the teachers.

The task of performance appraisal is undertaken by the teachers at the school level in their effort to manage as well as to ensure that they give their best when it comes to the development of the child. However teaching and learning is considered to work best if done by an effective supervisor and this brings on board the pertinent issue of teacher performance and appraisal (Stronge et al, 2010).

Teachers’ performance is regarded as the series of methods by which teachers’ performance in terms of delivery and transformation is measured against targets
instituted by its teachers (Dessler, 2003). The collective information obtained then communicates the teachers’ level of performance, the kind of in-service training required and possible deployment. Muli (2011) expressed that “a good teacher assessment which is properly conducted and referred to as performance appraisal has been discovered to have the capability to directly influence the attitude and behaviour of teachers performance and equally students learning outcomes as well. Teachers’ performance appraisal is therefore a prerequisite in schools and this is to help provide a framework by which teachers can be measured against what they do as well as providing a learning opportunity of what they need to improve on professionally, in order to meet the needs of all the stakeholders”. Performance appraisal process has its fair share of problems when it comes to designing it as well as implementing it. In this perspective, Flores (2010) concluded that when carrying out performance appraisal it is imperative to consider the reactions from the stakeholders especially the teachers which are very crucial to the appraisal process.

Monyatisi, Steyne & Kamper (2006), also demonstrated that the purpose of performance appraisal in institutions that are both accessible and not accessible by the public is to serve as a ground for data collection on workers performance for future assignments. The appraisal of teachers in educational institutions like in some other institutions has become an important part of the managerial activities. Mollel, Mulongo & Razia (2017) expressed the view that to increase employee productivity, more attention should be paid to training. Also more effort should be put into promoting commitment in teachers and all this should be based on performance. Furthermore, one effective tool for maintaining competency in teachers is to raise
employee satisfaction through recognising the efforts of the efficient ones and filtering out the ineffective ones.

2.9 Teachers’ Perception about the PAS

The mindset of teachers on the PA plays a very important role in teacher’s ability to recognize and accept how the system is used to assess, correct and encourage their level of performance. O’Pry & Schumacher (2012), demonstrated that teachers with an open mindset may consider performance appraisal to be a tool that will help transform their job performance and also bring them personal fulfillment.

Melissa & Devos (2010), stated those with negative perception will consider the system to be bias and will turn to ignore any form of appraisal that will be used. It based on the two views that it is imperative to examine the various perceptions about the subject. In educational institutions as in the other institutions, the teachers’ PA has become an equally vital part of the management operations that desired much to be explored.

With regards to perception on performance appraisal Wendy & Boudream, (2000) in their review concluded that there is a perception that the main ideology of teachers’ PA is either to hold teachers accountable for their performance or for their professional developments. According to them salary administration depends on one’s ability to render account on their performance degree, rank or position and termination decision, while the developmental aspect reflects on to the standards of profession a teacher needs to have or develop. The accountability element of appraisal is centered on the school management while the latter aims to help the teacher deal with some level of weakness the teacher has. This assertion was supported by Rinku & Sanjeev (2014, p.19) that “though the appraisal enhances the chance of promotion
which automatically ensures progress in teachers’ development, sometimes it lacks in terms of teachers’ proper assessment. The teachers also believe that it is not helpful in reducing grievances among the people. Teachers’ perceptions also vary according to their demographic differences”. The PA programs need transparency and well explained parameters for the acceptance and satisfaction of teachers as these impact the overall institutional performance.

Cleyeland et al (1998) perceived PA objectives to be conflicting with teacher job performance in such a way that it may hinder the performance review process from accomplishing its full purpose to the institution. According to them, this may affect negatively the teachers working behaviour as well as the school performance in general. With such perception it will be difficult to accept the outcome of PAS (Cleyeland, Murphy, & Williams, 1998).

Based on a study conducted by Varma, Pichler, & Srinivas (2005), they sampled 113 supervisors from large institutions in India and it was proven that “there is a significant correlation between the interpersonal abilities of the subordinate and the Performance Appraisal rating system. In Indian context, culturally influence dependence of subordinates on superior gives precedence to favourable or unfavourable Performance Appraisal evaluation over the actual job performance. Performance Appraisal tool constantly subject to criticism, hence there are research carried out to explore the relationship between perceived fairness of performance appraisal and teachers satisfaction”. An appraisal system will not be useful if teachers do not see the PA as equitable, of beneficial use, justifiable and exact (Levy & Williams, 2004). It is for this reason that Mughal & Akram (2014) noted that
appraisal form and other evaluating tools must be according to employee job and responsibilities.

There is a higher possibility of teachers contributing and partaking in PA Program, if they see it as favourable circumstances for receiving incentives, and as an opening for personal development opportunities. Nevertheless, if teachers look at Performance as only an attempt by management to strictly monitor closely and exert their authority over the tasks the teachers perform, various actions in responds to this may occur (Rinku & Sanjeev, 2014).

Consequently, teachers who will have it in their mind that an effective PAS’s purpose is towards growth and advancement would enable them gain more knowledge, skills and confidence required in delivery of their work because this mindset would cause them to participate fully and cause little to no hindrance to the PAS. Teacher’s appraisal for accountability purpose does not receive positive reviews because of preconceived notion that this PAS is used for examining teachers’ competencies, alignment of pay to performance and use of evidence gathered from the teachers for disciplinary procedures. Teachers would be more willing to receive and be supportive to any PA Program, if their perception of the program changes (Mullins, 2005 as cited in Rinku & Sanjeev, 2014). They then begin to see it as an effective source of feedback which will help to improve their performance (Mullins, 2005). The use of PA for accountability purposes has born in teachers some level of resistance in their attempt to protect their interest other than their client – students. Flores (2010) likewise agrees with this assertion stating that teachers tend to prefer PA focused on the needs of their profession to appraisals focused only on productivity. According to
her, an appraisal whose aim is to bring about development only may lead teachers to improve on their work because it will provide opportunities for them to reflect on their practice.

In contrast, Stronge, Helm & Tucker (2010), is of a different view that “an appraisal system that combines accountability and professional growth dimensions in its system is more useful and effective for the appraisal process to be able to achieve the desired objectives rather than an appraisal system that is used only either for accountability or professional growth adding that an appraisal of such effectively meets the needs of a teacher and the other school stakeholders”.

According to them also an appraisal with a dual objective is complementary in nature instead of being competitive. A comprehensive teacher’s appraisal system should therefore be in two folds. From the above it can be expressed that there are diverse view with which individuals perceived performance appraisal and all need to be factored in the structuring of an appraisal system.

2.10 Effectiveness of PAS

According to Daoanis (2012), for any endeavour to work effectively, it depends mostly on how well structures have been put in place and the implementation process of these structures. When these two are effectively put together it will be of the highest value to the institution as a whole. The employee’s development to him is the most important part of an efficient PAS. Although it is a fact that the PA brings to light the weakness of an employee, the employee development part of the overall PAS also is used to identify the best way to bring improvement to the employees.
Cooper (2016), stressed that many teachers who had been through an appraisal process found out that it is rewarding because their weaknesses and strengths were made known. They were therefore able to improve upon their performance which manifested in the performance of their students/pupils. Without feedback, this could not have been achieved; this can only be achieved when the outcome of the appraisal is communicated to the employees. Developing interpersonal skills and supporting the employees with appraisal management systems may also resolve the problems of staff appraisal. For positive impact on the performance of the employee, therefore, good performance will result from careful planning and committed implementation of the appraisal system. However, unless PA is properly conducted, it can frequently result in an unpleasant experience for both directors/managers superiors and employees.

Muhammed (2013), asserted that performance appraisal is an organised pattern of correct and serious communication between someone in a lesser position and another person in a higher position, which usually is in the form of an interview and it happens at fairly regular intervals which occurs annually or semi-annually. During this interaction, the work performance of the subordinate is looked at carefully and talked about in order to reach a decision. This is done in order to help subordinate recognize his or her merits and demerits as well as make room for opportunities for improvement and skills development. In most institutions, appraisal results are used, either directly or indirectly, to help make decisions concerning reward outcomes. This means that the appraisal results are used to make known employees whose performance are very good and thus should get rewards such as salary increments, bonuses, and promotions. In the same manner, appraisal results are used to identify the employees who do not perform according to the standards of the employers of an
institution and thus may require some form of counselling, or in extreme cases may be demoted, dismissed or their salaries may be decreased. Muhammed (2013) included that, institutions need to be aware of laws in their country that might restrict their capacity to dismiss employees or decrease pay whether the employers deem it as an appropriate use of performance appraisal in order to avoid very serious repercussions.

Daoanis (2012) asserted that employees see PA as an institutional reward. An institutional reward system consists of the types of rewards to be offered by an institution. These include all types of rewards. When employees receive rewards from the institution, be it increase in salary, promotion or further training, they experience the feeling of accomplishment by interpreting this as a sign of a job well done. Unfortunately, many related rewards provided by institutions do not lend themselves to being related to performance. Performance evaluation, when conducted fairly, contributes to the administrative actions and decisions of an organisation. It also enhances and facilitates strategies such as evaluating current skill levels of the employee for the future.

Looking at PA differently, Schuder & Jackson (2015), referred to it as a systematically organised structure for determining the performance level of an employee, judging and in making decisions based on employee’s job-related attributes, behaviours and outcome, including attendance. Structuring PA should, in this case, be based on the set objectives which cover all the needed attributes so that the employee derives a positive impact from it. Torrington & Hall (2012) acknowledge that appraisals are carried out by the employee’s immediate supervisor. Torrington & Hall (2012) further explain that appraisal by the immediate supervisor is
sometimes called appraisal by ‘father’. The advantage of this is that the immediate supervisor usually has the most intimate knowledge of the tasks that an employee has been carrying out and how well they have been done. However, critics of this principle perceive the probability of the measurement process to be inept and unfair, because technical problems in designing rating scales may be over looked.

Torrington & Hall (2012) explain that supervisor’s manager can contribute significantly to the appraisal process in two folds. The manager may be called upon to counter sign the supervisor’s appraisal of the employee in order to give ‘seal of approval’ to show or prove that the appraisal process has been reasonably and accurately conducted in the first place. In the second place the supervisor’s manager may by himself perform the appraisal. This is known as the ‘grandfather’ appraisal (Torrington & Hall, 2012). This second process is likely to be used when the objective of the appraisal process is majorly concerned with comparing the overall performance level of employees to determine candidates suitable for promotion. Grandfather appraisal is often used to demonstrate fair play.

In certain institutions where there is less competition an employee working very closely with other employees may be in the best position to evaluate a co-worker’s performance (Grobler, Wänrich, Carrell, Elbert & Hartfiel, 2013). Peers can make available particular things that the institution is unlikely to get from the employee’s supervisor due to lack of direct contact between the supervisor and the employee. Grobler et al. (2013) on the other hand believed peers often will not give objective and honest appraisal because of possible retaliation and notes further that other
peripheral factors such as race may have more of a biasing effect when co-workers rate an employee than when a supervisor does the rating.

Numerous institutions today request that employees or a set of the institution’s members to rate the performance of supervisors and managers. This trend is known as reverse appraisal or upward evaluation (Torrington & Hall, 2012). Reminiscent of this appraisal is one mostly conducted in colleges and universities, where students evaluate the performance of lecturers in the classroom (Mathis & Jackson, 2014). Some industries also make use of employee’s ratings for management development purposes.

2.11 Implementing Performance Appraisal Process

In order to undertake an effective PA in the GES, Jindal et al (2015) outlined six main processes of performance appraisal that would help any institution to achieve its goals and objectives. These include; establishing standard performance, communicate performance expectation to employees, measure employee performance, compare actual performance with standard, discuss appraisal with employee and finally develop action plan.

Institutional leaders should be in the position to use the above mentioned processes in helping the employee in meeting the performance standards of the institution. In addition to the above statement, the procedure should be well designed to meet the objectives of the institution. The various processes have been discussed in details below;
a. Establish Performance Standards
Performance standards “are not based on any particular set of principles or plans yet these standards are needed for each job position, because the performance standards are used to achieve the mission and vision of the company. Performance standards are formed through job descriptions, employee handbooks and operational manuals. Standards are subject to adjustment, based on changes in business needs” (Jindal et al 2015).
Performance standards include everything from attendance to output of work of an employee and employees must measured base on those establish standards.

b. Employee Communication
Establishing performance standards although is very important but isn't enough. And thus institutional managements must clearly outline these standards to employees. Even though standards are written and distributed in handouts and manuals, there should be an established process that encompasses the institution’s expectations. Regular meetings reviewing the standards and expectations should be reiterated to employees so that everybody can be able to meet if not all requirement at least a certain minimum requirements for them to retain employment or to be eligible for raises or promotions.

c. Measure Employee Performance
Performance standard clearly defined are easy to measure. They help institutional leaders keep track of and regularly review employees’ performance. For instance employee’s attendance might be reviewed weekly when work schedules are made, whereas goals set might get reviewed monthly. Institutional leaders need to determine how often different performance standards will be reviewed, based on how it affects institutional achievement.
d. Compare actual performance with standard

Employers often establish performance standards on the bases of experience and industry data. Every institution and its employees are peculiar. However, making comparison between one employee’s performances with all others who perform the same tasks gives an employer an idea about whether or not the underlying issue is the employee or if it's a bigger issue of training or operations obstacles.

In a flower production company for example, one employee who is not keeping up differs considerably from the entire team not performing. In the latter situation, a manager must consider organizing training segments that will improve work performance or must hire more people to keep up with demand.

e. Discuss Appraisal with Employee

PA must be talked over with employees in order for it to be all round effective. Sit down with each employee and go through the institution’s standard expectations and provide feedback about what has been done well and what areas need improvement. Make sure all feedbacks are written in objective terms and speak to employees in a professional, positive manner.

Use performance review meetings to not only give employees feedback but also to gather feedback from employees about personal performance, professional goals and feedback on institutional protocol as well.

f. Action Plan Development

Prepare a clearly defined action plan for future performance appraisals. Build bigger goals around areas of employee achievements and make specific plans of action where improvement is needed. Get employees invested in growth by asking them to include personal expectations and goals as part of the development plan. Have employees sign the plan, and to accept its contents, including agreeing to the action
plans. Once signed, make a copy for the employee and make another for the human resources file.

According to Muhammed (2013, p.67) “an appraisal should not be seen as an end in itself, but rather as an important process within a broader performance management system that links: institutional objectives, day to day performance, professional development, rewards and incentives”. In simple terms, appraisal may be understood as the process used to evaluate an individual’s performance in an organized way. The performance to be measured against include factors such as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, cooperation, judgment, versatility, health and the like. Assessment should not be solely based on the past performance alone. Potentials of the employee for future performance must also be taken into serious consideration.

According to Dessler (2011) performance appraisal involve three steps: “define the job, appraise performance, and provide feedback”. According to this author, defining the job means making sure that appraiser and appraisee agree on him or her duties and job standards. Appraising performance means comparing appraisee’s actual performance to the standards that have been set, this usually involves some type of rating form.

On the other hand, Rinku and Sanjeev (2014) indicated that PA will be effective if the appraisal process is transparent and clearly explained to the people involved and at same time they should also be in agreement with the process for that matter. This view was supported by Bekele, Tensay & Shigutu (2014), that “institution have to strategically implement performance appraisal practice in the best possible way; there is the need to develop a good feedback system, appropriate and adequately filing,
discussing appraisal results, design ways to communicate appraisal results, review appraisal on due attention, participatory appraisal rating system and have to design procedure to make aware of every employee about the appeal process. In doing so, human resource department should play a vital role in the overall process of performance appraisal”.

Rani & Srivastava (2016), again hold the same assertion that “teachers are among most the valued asset for institutions in assessing their performance, measurement, positive reinforcement, communication and decision making are the key elements for the performance appraisal”. A good PA method is the one which ensures that an individual gets perception of ways to achieve the institutional goals and objective. If the teachers know exactly about the goals then it acts as a motivational factor for them. Motivated teachers work harder and put in their best effort which leads to increment in the standard of performance. It is the responsibility of the management and superiors to communicate to the teachers or subordinates how they are performing. Because it would help in making the decisions about what kind of training is required to give to teachers that they do less mistake while doing the job related activities. They also added that the working environment of the teachers should be enjoyable. It should be transparent. It should be unbiased free.

The teachers should be provided with the logistics and services in which they feel pleasant to work hard in order to achieve the objectives set by the institution.

According to Danku, Soglo, Dordor & Bokor (2015), teachers “draw conclusions about the appraisal system’s fairness based on the system’s results, outcomes and procedures and how supervisors treat them when applying those procedures”. The fairness of a PAS has been recognized as an important factor that has tremendous
effect on the success of any institution because perceived fairness is connected to the acceptance of this system and eventually, the performance of teachers and institution.

2.12 Challenges of Performance Appraisal System

According to Wilson (2012) Rotunda and Sackett (2016) and Miner (2015), performance appraisals have many distorting ‘effects’ such as halo effects, central tendency, doppelganger effects, crony effects and veblen effects. These effects also make the appraisal results less useful in making administrative decisions on issues like promotion, identification of training and development and counselling. The following are some of the problems associated with the management of PA in organisations. To Grint (2007), “a major problem with all forms of assessment is the relationship between the ‘reality’ and assessment”. “To what extent do assessments bear a close or in deed any, relationship to reality? There can be few people who have not experienced an assessment of some variety that appears to them to bear precious little relationship to the people they think they are. Without wishing to drive into the quicksand of personality construction, it is possible to suggest that, at least as far as assessment procedure is concerned, we are what our subordinates say we are. Since we may have the opportunity to alter the assessment it matters little that we disagree with it. Or rather, it matters little providing the assessment has no effect upon our action”. Grint (2007) still maintains that, “the problem is about to achieve a ‘truthful’ assessment. For those convinced that such an achievement is possible the reliance upon an individual assessor, who traditionally is in a super ordinate position, is fraught with difficulty because the assessor only sees the assessed from one specific position”.

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The employees’ satisfaction with PA sometimes is quite difficult and not easy to
guess due to its behavioural aspect of employee perception. The studies show that
many employees often are not happy with their appraisal scores and its effects on their
compensations. This may be as a result of different reasons stemming from personal
expectations to the economic factors (Danku et al 2015).

In the assertions of Cash (2014) one contributing factor cited by many as the cause of
the failure of PA is “lack of support from the top levels of management”. Oppositions
to the process may be due to ignorance or lack of trust in the effectiveness of the
appraisal process. It is therefore empirical that top management believe in the value of
appraisal and express their visible commitment to it. One weakness of any PAS is the
appraiser who wants to “play it by ear”.

Many PA system fail because they are introduced without adequate training
programmes to educate the stakeholders on the process as well as the purposes of the
PAS. Managers are therefore not able to differentiate between appraisals done for
administrative purposes and those done for developmental reasons; hence they are
unable to determine clearly what to measure. Other performance systems also fail
because they are ‘assessment led’ and depend on quantitative evaluation rather than
‘development led’ which emphasis on qualitative assessment (Randell, 2015).

According to Bayon (2013), when appraisals are not conducted on regular basis and
not so frequently, the benefits to be gained from a continuous appraisal process are
not gained. Employees should expect or are to want continuous feedback and
supervisor/manager should provide that feedback on how employees can improve job
performance but in most cases feedback which will bring about these improvement in
the performance of employees are not given. He continued to elaborate on another problem on performance appraisal. Failure to follow-up on performance appraisal exercise reviews makes the system to be of no effect. Appraisal exercise should not be conducted and shelved away until the next review. This implies that once the performance appraisal has been conducted, the necessary steps must be taken to ensure it effective usage.

One of the frequent errors in the practice of PA is to see in one’s mind that an appraisal in a separated task rather than a continuous process. Employees without any reference to specific details require more feedback and very often, than can be provided in an annual appraisal. “While it may not be necessary to carry out full appraisal sessions more than once or twice a year, PM should be viewed as an ongoing process. Frequent mini-appraisals and feedback sessions will help ensure that employees receive the ongoing guidance, support and encouragement they need. Of course many supervisors complain they don’t have the time to provide this sort of ongoing feedback. What supervisors really mean when they say this is that the supervision and development of subordinates is not as high a priority as certain other tasks”. (Archer North & Associates, 1999).

According to Gabris and Mitchell (2013) there is a “destructive bias in performance appraisal. This is said to occur when employees continually receive the same appraisal results year in and year out. That is, their appraisal results tend to become self-fulfilling: if they have done well, they will continue to do well; if they have done poorly, they will continue to do poorly. No matter how hard an employee strives, his/her past appraisal records will prejudice his/her future attempts to improve”.

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A study, by Herman (2016) reported that supervisors have this tendency to assess employees as either good or bad, and then try to find concrete facts that supports their assessment. In the study of Herman (2016), “it is a pivotal principle of PA that employees should have the chance to better their appraisal results - especially if their previous results have not been so impressive. It will be a very serious defect in the process of appraisal if this principle is denied in practice. Moreover, raising awareness of the problem (awareness training) can be a reasonable step which can be taken to limit the effects of supervisory bias. Supervisors need to be informed of the types of subtle bias that can interfere with their performance as appraisers. They need to understand that the bias reduces the morale and motivation of their subordinates”.

PA evaluation comes with fear as a result of perceptions of both appraiser and apperees. If the evaluation system is poorly conducted, it will not give adequate results. Rater’s problems like leniency or harshness error, central tendency error, personal bias error, contrast error are also affecting the PA of an employee (Rasch, 2004). According to Rasch (2004), managers make errors while evaluating teachers and their performance. Some of these biases are seen by teachers as means of unjustly translating their performances. Rasch went further to highlight some of these problems as;

1. **Leniency Error**

“Over here, it is seen that some raters wanting to avoid disagreements with their teachers project themselves as ‘good managers’. In an effort to avoid conflict, the rater has the tendency to be overly generous in judgement. They assign higher rating to an employee’s performance than warranted by his actual level of performance” (Rasch, 2004).
2. Strictness Error

Strictness error is “seen as to the particular behaviour of raters to be excessively severe while judging performance of teachers. This may occur in instances where the standards of performance may be too high or may be not realistic. In some cases too manager’s personality characteristics or experience maybe the cause. When such strictness occurs it results in lower rating of all teachers under the rater and may cause displeasure and anger in good performers. Either leniency or severity on the part of a rater defeats the very purpose of performance appraisal. Depending on rater’s own mental make-up at the time of appraisal, rater may rate strictly or leniently. Holding raters accountable for the accuracy of their ratings, especially when ratings are for administrative purposes, may be an effective strategy for reducing leniency error” (Rasch, 2004).

2. Spillover Effect

A spillover effect “occurs when the results of previous performance appraisal ratings without any justifiable cause has influence on current ratings. Previous ratings either good or bad, may reflect similarly in current appraisal although demonstrative behavior does not deserve the ratings, good or bad” (Rasch, 2004).

4. Bias Effect

“This effect allows individual differences such as sex, race, and age to affect the appraisal ratings the employee receives. If the interpersonal relationship between a supervisor and his/her subordinate is that of like-dislike relationship, this traditionally is seen as a source of bias in the performance appraisals. However, some researchers have argued that the interpersonal effect may not be a bias, especially where it develops as a result of past performance” (Rasch, 2004).
5. Halo Effect

In halo effect, “the appraiser or the manager makes deductions based on one specific distinguishing feature of the appraisee’s entire performance to excessively influence performance review or apply favorable ratings to all job duties based on impressive performance in one area. For example, if an employee is accurate in work but lacks initiative, this error takes place when one aspect of an individual’s performance affects the appraisal of his entire performance” (Rasch, 2004).

6. Rater Effect:

“Elevated or lowered ratings are given to particular individuals or groups of people depending on the person rating’s attitude towards the one being rated and not on the actual performance or output. This includes stereotyping, favouritism and hostility. It is propounded that the disposition and conviction of the one rating account for significant difference in rater’s likelihood of giving high or low ratings, willingness to discriminate good from poor performers, and willingness to discriminate among various aspects of job performance when completing actual performance ratings” (Rasch, 2004).

7. Latest behaviour:

At other times the appraisal may be influenced by some behaviour displayed by the employee not too long ago, which will in turn not reflect the genuine overall outcome of the PAS.

8. Shifting Standards:

PA should be based on unvarying and unbiased standards. If the standards are changed then teachers might get discomfited and the institution might not be able to promote right candidates. For example; if the criteria for appraisal of an institution the previous year was based on quality and during the current for appraisal it was change
to quantity, an employee who does not know that the standard has been changed during appraisal would be confused.

9. Poor Appraisal Forms

The appraisal process might also be influenced by some particular agents in connection to the appraisal forms such as vague and unclear rating scale, irrelevant performance dimension, long and complex contents in the form etc. A study which was carried by Boachie-Mensah and Seidu (2012) showed that “the system was affected by formed opinions based on people’s feeling and intuition instead of observation and reasoning and was modified by some major faults, the most usual of which were the similarity and the halo effect biases. There was very little employee involvement in formulating criteria, agreeing performance standards and objectives for the appraisal”. Teachers did not have enough information about the time, process and purpose of PA. The study also showed that irregular and inadequate feedback on appraisal outcomes to all teachers was a major setback and moreover because appraisals were conducted only once in a year this created fertile grounds for the occurrence of new faults.

Rinku & Sanjeev (2014) indicated that in spite of the optimistic outcomes of performance appraisal, there are some negative sides to it too which can affect the implementation of PM systems such as giving undue favour to some teachers. Competition among teachers was considered as a demerit by the functional managers as it can bring down the level of internal consistency among the working groups. Irritation increases due to Performance Appraisal and this has become one of the factors on the top list of constraints to the effectiveness of appraisals.
Lawler, et al (2012) noted that discomfort and anxiety which accompany appraisal system makes it difficult for appraises to cope in a working environment. To them, such situation can possibly be dealt with through the institution of training sessions that help make both the appraiser and the appraisee comfortable with the situation and what is going to transpire in it. According to Lawler, et (2012), “one suggested training approach is to have them role-play an appraisal event. It can be done either with the individuals who will ultimately be meeting with each other in an appraisal or with individuals who are not going to be involved with each other in an appraisal event”.

According to Endale (2015), discomfort and anxiety are not the problems affecting effective implementation but rather classroom observation of PA is done only once in the year which mostly makes teachers forget about the process. He also indicated that, methods and procedures being employed to appraise teachers’ in schools are not adequate and will not guarantee objective and dependable performance data on the class room teaching and learning process. Cintron and Flaniken (2015) noted that one disadvantage of using a performance appraisal system is the lack of leadership support for the process. Rani et al (2016), holds different view about challenges of PA. According to them, one of the major difficulties is about transparency in the system. The PA should be organised in a way so that the teachers have trust and confidence about the results given to them. Everyone irrespective of the position you occupy should be give a fairer feedback about the performance of the teachers.
2.13 Summary

The literature review has identified the various reasons why teacher performance appraisal systems are necessary and need to consider as a tool for teacher development. Notwithstanding there is continuous debate among teachers on what an effective PA should promote between the management of teacher and professional development needs. While accountability purpose focuses on meeting the institutional needs, schools in this case, professional development purpose of appraisal aims at supporting the teacher towards improvement. The review considered the perception of teachers on performance appraisal and also pointed out lapses in the selection of the appropriate appraisal methods, the performance of appraisers and failure in most cases to provide teachers with PA feedback to determine their shortfalls and correct them for better performance. There is the need for an empirical resolution of the problems performance appraisal among stakeholders and it is in this perspective that the study is organised to come out with the expectations of both parties in order to increase teacher performance in Ghanaian schools.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the methodology part of the study. Methodology is an important aspect of a research work. It helps the research work to be done in a systematic way according to Suhasini and Koneru (2016). This chapter covers the following areas; profile of AED, research paradigm, research approach, research design, source of data, study population, sample size, sampling techniques, data collection instrument, data collection procedure, data analysis trustworthiness, ethical consideration, reflexivity in qualitative research and summary.

The study addressed the following questions:

1. How do teachers perceive PA available at Ada East District?

2. How effective is the PA in the Ghana Education Service in the Ada East District?

3. What challenges are associated with the PA in the GES?

3.1 Profile of Ada East District

This study was conducted in the Ada East District (AED) of Greater Accra Region of Ghana. AED is situated in the Eastern part of the Region. The District was formerly known as Dangme East District and was created in 1989 by the Local Government Instrument, L.I 1491. By section 3(1) of the Local Government Act, 1993 (Act 462), is the foundation for creation of the new districts; Ada West and East out of the then Dangme East. The District has a population of 71,671 people. The 2010 Population and Housing Census indicated that total population of the district was made of 37,659
females representing 52.54 percent. The male population was 34,012 representing 47.46 percent.

Besides, the District Analytical Report indicates that the total land area of the Ada East District is $289.783^2$ (PHC, 2010). The District shares boundaries with the Central Tongu District to the North, South Tongu to the East both in the Volta Region and Ada West to the West in the Greater Accra Region of Ghana. It is bounded to the South by the Gulf of Guinea, which stretches over 18 kilometers from Kewunor to Totope. The District housed the estuary, about 2 kilometers away from the District capital, Ada-foah which serves as a tourist site. A map of AED can be seen in appendix A.

The Ada East District is endowed with a large deposit of salt making it a great economic resource potential. Salt winning has and continues to be the greatest source of employment for the large number of the population particularly in areas where the resource exists. The District for sometime has gained its revenue from the commodity and continues to depend on it for internally generated revenue. Other major economic activities of the people in the District are farming and fishing. Crop farming is mainly done under irrigation such as onions, shallot, carrots, water melon, and garden eggs. Fishing is also done in the Volta River and the Gulf of Guinea. Fish farming such as tilapia rearing is also taking place both in the Volta River and in pond.

There exists a large market in Kasseh which brings a lot of traders on market days on Tuesdays and Fridays from the various parts of the country. There is also another market in the District capital, Ada-foah but it has a lower patronage on market days
which are Wednesdays and Saturdays. The Asafotufiami festival which is celebrated annually during the first week in August is the main festival of the people of Ada. There are forty-nine (49) public schools in the District. The District has 57 administrative staff in the District office. 4 out of the 57 are heads of the various departments. The District has a total population of 683 teachers consisting of 375 females and 308 males. Currently, the District has a total population of fifteen thousand, eight hundred and fifty-eight (15,858) pupils. The District has a tertiary institution where teachers are trained as well as a senior high school and a technical school.

3.2 Research Paradigm

Paradigm is a “set of assumptions about how the issue of concern to the researcher should be studied” (Kusi, 2012). The interpretive paradigm also called the ‘anti-positivist’ paradigm was developed as a reaction to positivism. The researcher’s reason for the choice of interpretivism is that it enables the researcher to remain focused and it is also devoid of preconceived opinions. Besides, the paradigm recognizes the role of the researcher and the research participants in “knowledge construction, acknowledging interpretations as ‘socially constructed realities’”. The researcher and the participants play active roles in this knowledge construction. Also, Kusi (2012) suggested that interpretive paradigm is useful in an attempt to understand a phenomenon in all its complexity in a particular socio-cultural context.

3.3 Research Approach

The approach that was employed for this research was qualitative approach. This is because the study sought to explore the experiences and thoughts of people
specifically teachers in the Ada East District as far as PA is concerned. Creswell, (2010) said that, qualitative study focuses primarily on the interpretation of socially and historically constructed multiple meanings of employee’s experiences and their perspectives in order to gain clear insight into a phenomenon.

Qualitative research enabled the researcher to keep focus on learning the meaning that the participants hold about the PAS and not the meaning the researcher holds. This helped the researcher to develop themes that reflect multiple perspectives of the participants in the study. The study adopted using open-ended and probing questions which helped in order to collate important responses from the participant thereby allowing them to express themselves in their own words rather than providing options for them to choose from which could limit the flow of information. Allowing respondents on free expression made information gathered rich and explanatory in nature.

3.4 Research Design

Research design is the “overall plan for obtaining answers to the research questions or for testing the research hypothesis. The blueprint specifies how data relating to a given problem should be collected and analyzed” (Francis & Gyimah, 2012).

The research design that was employed by the researcher is a case study. The researcher selected teachers in the District in order to deal with their perspective on the effectiveness of PAS in the GES. The choice of this design is supported by Yin (2009), in whose view a “case study design is most appropriate when the focus of the study is to find answers to ‘how’ and ‘why’ questions and also in cases where an individual cannot influence the behaviour of respondents as well as where the
individual finds it necessary to include contextual factors because they are believed to be of importance to the study”. The case study was seen unique as the researcher wants to interact with respondents in order to ascertain key reasons why the practices of PA is not done as it is in other district thereby affecting the performance of the District.

The case study was considered most appropriate for this study because it employs multiple perspectives rather than a single perspective. This gives room for a variety of opinions of the phenomenon to be revealed and understood. However, the study was descriptive in nature as it sought to give word-to-word presentations of the current state of PA revolving around the research objectives that underpinned the study. Creswell (2013), outlined that “a case study is a qualitative approach in which the researcher explores a real-life, contemporary bounded system or multiple bounded systems (cases) over time, through detailed in-depth data collection”. This assertion was supported by Yin (2009), that “a case study facilitates a deep investigation of a real-life contemporary phenomenon in its natural context”. In relation to this, the fundamental focal point of the study was to examine the effectiveness of the PAS in the AED.

3.5 Sources of Data

In order to gather adequate information for the study, the researcher employed various methods of data collection. Data sources provided objective information from key people about happenings in an institution, as opposed to subjective opinions of outsiders. In line with this, the two main sources of data that the researcher employed were primary and secondary sources of data. The researcher obtained reliable and direct information from respondents; teachers and headteachers that were involved in
the PA process. The information was obtained through one-on-one interview (semi-structured) with teachers, headteachers, and Circuit Supervisors. The interview was used in order to gather in-depth information about the research problem.

The secondary data that the researcher used included published articles from journal and textbooks among others to ascertain what other researchers have done in line with the research topic under discussion. This served as supporting information to fill in the gaps in the primary data and it has also provided some confirmations to the primary data.

### 3.6 Study Population

The target population of the study was teachers in the Ada East District Education at the basic school level. The District comprises of 630 teachers, 49 headteachers and 4 circuit supervisors forming a total of 683 (Ada Composite Budget, 2018).

### 3.7 Sample Size

The sample size for the study comprised of twenty-four (24) respondents. The respondents comprised of four (4) Circuits Supervisors from four circuits namely Kasseh, Bedeku, Biga-Ada and Ada-foah in the District, 2 headteachers were selected from each circuit as well making it total of eight (8). Also, three (3) teachers were also selected from each circuit bringing the total to twelve (12).

The sample size is justified as adequate to provide the needed data in a study such as this which focuses on the social practices and meanings of people in a specific historical or cultural setting (Creswell, 2010).
Table 1: The respondents constituting the sample size are presented in a table follows.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circuit Supervisors</td>
<td>4</td>
</tr>
<tr>
<td>Headteachers</td>
<td>8</td>
</tr>
<tr>
<td>Teachers</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

The teachers were selected between the ranks of Principal Superintendent and Assistant Director II whilst the Head teachers were between the ranks of Assistant Director I and Deputy Director. The selected Circuit Supervisors were on the rank of Deputy Director in the GES. The Circuit Supervisors were selected because they superintend the headteachers as well as the teachers under their supervision within a circuit.

Again; the head teachers were selected because they are at the helm of affairs in the various schools and would be able to give enough information on the job performance as a result of the PA.

3.8 Sampling Technique(s)

Sampling can be described “as the process of selecting a portion of the population to represent the entire population” (Amedale & Gyimah 2016). Two sampling techniques were employed in selecting the respondents for the interview; Purposive and Simple random sampling technique.

In order to investigate how Circuit Supervisors ensure effectiveness of the performance appraisal at the top, purposive sampling technique was used to select all the four Circuit Supervisors in the District for the study because they are people who have the right information and for the purpose of the research were selected.
With regards to selection of teachers and headteachers, the District has huge number of teachers; therefore random number method; a method for sample unit selection under simple random sampling technique was used to select both headteachers and teachers. To ensure credibility and fairness in the selection process, the following steps were considered;

First, a list of 120 headteachers and 324 teachers who have undergone promotional interview and have been appraised was obtained from the District Education Office through the Human Resource Department of which the researcher numbered and ordered accordingly.

The researcher then made a table of random numbers in multiples of 10 which also included the sampling frame for headteachers. The numbers were then picked randomly from the table and registered. The same procedure was used by the researcher in selecting the teachers for the study. The names in the sampling frame corresponding to the numbers constitute the sample size for the study.

This technique was seen appropriate because the respondents have similar characteristics of interest and it also gives respondents equal chance of being selected for the study.

### 3.9 Data Collection Instrument(s)

The main instrument that was employed by the researcher was an interview guide. The researcher employed semi-structured interview questions for the study. This helped the researcher to know what to ask, the sequence of questions and the follow up questions having in mind the research questions. The semi-structured interview guide consisted of four parts: Part A was on the Bio-data which is the preliminary
information of the respondent, Part B focused on interview questions in relation to the perspective of teachers on PAS, Part C looked at the use of PAS for promotion and enhancement of job performance and Part D was on questions that dealt with challenges associated with PAS. Questions were designed solely for all respondents while some were set purposely for the headteachers and Circuit Supervisors (CS) to respond to.

The main questions for the interview guide for respondents were developed according to the research questions in order to gather as much information as possible.

The interview guide afforded the researcher the chance to ask more questions concerning the research objectives that needed more clarification. It also made it possible for the researcher to probe further anytime a respondent’s answer did not satisfy any question posed to him or her. The interview guide also allowed respondents to further explain question to bring out and get a better understanding of what they actually want to say while answering a question.

Using structured interview would produce data that will not directly tap the exact information that is needed for study of this nature hence the use of the semi-structured interview.

To ensure validity of the research instrument the researcher used a technique known as respondents’ validation to test the initial results of respondents to see if they would give the same answers to the same interview questions by conducting another interview at a different time using the same interview guide.

3.10 Data Collection Procedure

As part of the data collection procedure the data collection instrument was sent for ethical clearance from Ethics Committee for Humanities (ECH) of the University of
Ghana. Permission was sought from the District Director of Education with the introductory letter from the Department of Educational Studies and Leadership of University of Ghana. This was done to allow the Directorate to permit the researcher to undertake the study in the District. Sample of the letter can be seen in Appendix C. The researcher was the one who conducted the interviews for the research.

To get respondents for the interview for the research, the researcher met the Head of Department of Human Resource (HR) of GES in the AED and explained to him the purpose of the study. The researcher was handed a list of teachers in the District who have successfully undergone appraisal process for promotion within the past 10 years. The list served as the frame from which the researcher selected the respondents for the interview. The researcher together with the respondents then arranged a convenient time and place for the initial interview to be done. This ensured that the interviewees were in agreement and at ease with the interview that was to be conducted. The respondents signed consent forms which stated that the interview process would be tape recorded and also field note would be taken. This was all agreed upon by both the respondents and the researcher.

Interview questions asked by the researcher during the interview were not in any chronological order because the researcher frequently asked probing questions for further explanation before proceeding to the next question. The researcher in addition to the tape recordings took notes on the field. These notes were used as a backup to the tape recording in an event where the recorder may develop a fault and may not function properly. The notes taken also served as a source of additional information to the recorded audio which helped in developing themes during the analysis. Each
interview lasted between thirty to thirty-five minutes. This was to ensure that the respondents had adequate time to respond well to questions posed to them. The interview was conducted in English due to the education and professional status of respondents. Conducting the interviews in English enabled the researcher to transcribe the interviews as presented by the participants.

3.11 Data Analysis

Data collected were analysed qualitatively using thematic analysis. Boeije, (2010) suggested that using qualitative data for data analysis basically involves disassembling, dismantling, segmenting and reassembling data to become meaningfully coherent in order to draw inferences. The researcher used the following steps to analyse the data;

Firstly, the researcher read over and over field notes taken and transcribe audio data collected verbatim.

Secondly, through careful organizations of data collected from field notes and transcribe audio, the researcher was able to put the data collected in a meaningful and systematic way using codes. The coding was done to take out information not relevant to the research questions.

The researcher then searched within the codes generated and saw that some had significant similarities and this enabled the researcher to group these codes into broader themes that talked about something definite about the research question.

Furthermore, a review of the broader themes was done to further break the broader themes into sub-themes. This was done to ensure that all information relevant to the research questions has been taken into consideration. The sub-themes generated provided support to the broader themes.
Before the final write-up was done, the researcher defined the themes by refining it and his aim was … “identify the ‘essence’ of what each theme is about” (Braun & Clarke, 2013, p.92). This was done by linking the subthemes to broader themes to determine how they interact and relate with each other.

3.12 Trustworthiness

The researcher considered credibility, transferability, confirmability and dependability as the trustworthiness criteria that ensure the rigour of qualitative findings (Anney, 2014).

3.12.1 Credibility

In order to ensure that data collected for the study was credible, transcribed scripts were sent to respondents to check and were confirmed as the true recording of what they said in the interview. Also, the researcher ensured that the views and quotes of respondents were vividly captured in the results of the study. The researcher again used triangulation to show the research study’s findings are credible. According to Gunawan (2016), rigor and trustworthiness is achieved using triangulation, member checking, detailed transcription and coding.

3.12.2 Transferability

To ensure transferability of the study, the researcher demonstrated that the research study’s findings were applicable to other contexts by giving enough evidence on the study area. In this case, “other contexts can mean similar situations, similar populations and similar phenomenon” Bitsch (2005). The researcher facilitated the transferability judgment by a potential user through think description and purposeful sampling. The researcher provided a detailed description of the enquiry of findings that were applicable to other contexts, circumstance and situations”.
3.12.3 Confirmability
The researcher demonstrated high degree of neutrality in the findings of result. Findings were based on respondents’ responses in order to eliminate any potential bias or personal motivation of the researcher. The researcher at this ensured that his bias does not skew the interpretation of what the research respondents’ said to fit a certain narrative. The researcher provided an audit trail which highlighted every step of data analysis that was made in order to provide rationale for decisions made. According to Lincoln & Guba, (1985) “Studies suggested that confirmability of qualitative inquiry is achieved through audit trail, reflexive journal and triangulation”

3.12.4 Dependability
According to Anney, (2014, p.279) “extent to the study could be repeated by other researchers and that findings would be consistent, that is stability of findings over time”. To achieve this, the researcher ensured that there was enough information on the research report which was made available to other researchers to replicate the same findings to other institutions. The researcher used peer debriefing to establish this dependability which demands an outside person to review and examine the research process and the data analysis in order to ensure that findings are consistent and could be repeated.

3.13 Ethical Consideration
The researcher considered various ethical issues by first following lay down principles by Ethics Committee for Humanities (ECH) of the University of Ghana. Before participation, respondents were informed and assured that partaking in the study is entirely voluntary and that whatever responses they give would be used solely for academic purposes. The letter of consent was read verbally to them in order to
obtain their consent. Furthermore, the respondents were assured of their confidentiality and anonymity in the data collection process which is highly ethical.
Moreover, respondents were informed that their involvement in the process of gathering information will neither pose any physical harm to them nor their privacy. The respondents were also assured that in the process of data collection, they can decide to opt out of the research without any penalty should they feel uncomfortable to continue the process.

The researcher also took another step of ensuring the names of various respondents would not capture in the analysis of data since information provided are confidential. Transcribed data was as well made available to respondents for verification. This was to ensure member checking in the analysis process and increase the level of confidentiality posed in the researcher. All other issues that would raise potential ethical issues were adequately addressed by the researcher.

3.14 Reflexivity in Qualitative Research

According to Patnaik (2013), reflexivity is “the constant awareness, assessment, and reassessment by the researcher of the researcher's own contribution / influence /shaping of inter-subjective research and the consequent research findings.” Qualitative writing is socially constructed, situated in the researcher’s use of varied interpretive lens. Reflexivity calls for turning this investigative lens towards oneself, in this case the researcher (Patnaik 2013). At a very basic level, reflexivity is an attempt to find answers to the questions, “What do I know?” and “How do I know it?” (Caloran, 2003 as cited in Patnaik, 2013). “Where quantitative texts sought to reduce reciprocity between the researcher and the participant, qualitative work seeks to draw
out the richness of this inter-subjectivity by making it central to the research process” (Finlay & Gough, 2003 pp.98).

The researcher is a professional teacher who has been in the teaching profession for the past eleven (11) years. He holds a Senior High School Certificate, Diploma in Education certificate as well as a Master’s degree certificates in education. Being in the education sector, the researcher appreciates the importance of PA and how it improves the job performance of teachers in the country especially in the AED. The researcher wishes to state clearly and categorically that, his experience as a professional teacher has not influence the data but rather allowed the data to speak for itself. This was evident in the analysis of the result.

3.15 Summary

This Chapter outlined how the research was conducted, the research design employed as well as the research paradigm. The study looked at the sample size and the process used to select the participants, the method used to collect data and the approach that was used in analyzing the data. Ethical considerations on participants’ anonymity and confidentiality were taken into consideration to ensure participants answer questions freely without any fear or panic.
CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the analysis and interpretation of the findings of the study. The analysis and interpretation of data were carried out based on the results of the research questions set for the study. The data was obtained from twenty-four (24) respondents comprising four (4) circuit supervisors from four circuits in the District, eight (8) head teachers and twelve (12) teachers. The data was analyzed qualitatively using thematic analysis based on themes that were generated from Teachers, Head teachers and CS in the AED.

4.1 Demographic Information of the Respondents

This section of the data presents the background information of the respondents. Demographic variables for the respondents included their status, age, number of years in service and ranking.
Table 1: Demographic Characteristics of respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Subscale</th>
<th>Age</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age / Status</td>
<td>Classroom Teachers</td>
<td>20-34</td>
<td>12</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Headteachers</td>
<td>35-50</td>
<td>08</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Circuit Supervisors</td>
<td>51-60</td>
<td>04</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Range (yrs)

<table>
<thead>
<tr>
<th>Teaching experience of respondents</th>
<th>1-10</th>
<th>6</th>
<th>25.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11-20</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ranks of respondents</th>
<th>Principal Supt.</th>
<th>09</th>
<th>37.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assistant Director I</td>
<td>08</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Assistant Director II</td>
<td>06</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Deputy Director</td>
<td>01</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data (2018).

The Table presents the demographic characteristics of the respondents in this study.

On the basis of status of the respondents, the results shows that classroom teachers were the majority (n=12, 50.0%). The head teachers followed (n=08, 33.3%). The Circuit Supervisors were the least (n=04, 16.7%).

With regards to the age of respondents, the table showed that most of the respondents were between the age brackets of (n=12, 20-34) representing 50% of the respondents were classroom teachers. Headteachers constitute 33.3% within the age of (n=08, 35-50) while Circuit Supervisors form the least in the age group (n=04, 16.7%).

The data again brought to light that 41.7% of the respondents had served from 21-30 (n=10, 41.7%) forming the majority. Those who have served from 11-20 (n=08, 33.3%) were the second majority. Few of them had served for 1-10 (n=06, 25%).
Lastly, on the ranking of the respondents, it was clearly evident that most of the respondents were Principal Superintendents reflecting that most of them were teachers as already identified (n=09, 37.5%). Those who were “Assistant Director I” followed with (n=08, 33.3%) and the Deputy Directors were the least (n=01, 4.16%).

4.2 Teachers Perception of PA in GES

PA is one of the key instruments used to assess performance of staff in the GES. However, the manner teachers perceived the system of appraisal has been a concern to many teachers and even some key stakeholders in the GES. To have a better understanding of how teachers in AED perceive the GES appraisal system, the respondents were asked questions based on the first question and objective of the study.

4.2.1 Teachers Understanding of PA

Although the concept of appraisal has been with teachers for many years, understanding of the concept seems blurred. When teachers were interviewed on their understanding of Performance Appraisal (PA), the responses indicated that teachers have varied understanding when it comes to PA. While some teachers perceived PA as a tool to measure the effectiveness of their daily teaching activities in the classroom, others considered PA as a set target to which teachers have to model their teaching practices to. Some respondents perceived PA as a total of assessment used to conduct activities of teachers in and outside the classroom within a specific period of time. Respondents who shared this later assertion explained that PA measures the daily activities of teachers in school: how teachers comport themselves; how teachers respect their authorities; how teachers show love to their students. The responses
showed that teachers perceived PA in different ways. Some of the varied responses gathered from respondents were as follows. According to the first interviewee (T1), “Performance Appraisal is a tool that one uses to measure effectiveness of an outcome or let’s says compares an outcome to a certain benchmark.”

Respondent two, on the other hand, also had a different view. According to interviewee (T2);

“is the measurement of the total performance of the teacher during the academic year. It measures the performance of teachers within one year and evaluates the regularity and punctuality of the teacher, the duty of the teacher, the teacher’s job description, how he / she goes about his / her daily activities in the school, how the teacher comports himself, how the teacher respects the authority, how the teacher show love to the students.”

As stated above by other respondents of the views, another interviewee (T3) also explained in contrast to that of T2. According to T3,

“Performance Appraisal is all about getting a set target and then how to achieve that set targets so that at the end of the day, it is a model for which we assess our own selves”.

The above response of T3 is related to the definition of Ruddin (2005), who defined PA as the means of determining how well any institution’s employees perform their duties in relation to the set goals and how that information is communicated to those employees. The above perception of PA is in line with the assertion of Muhammed (2014) that PA is “an impressive mechanism or vehicle for the assessment of employee performance and implementation of strategic initiatives for the improvement of employee performance”.

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The study revealed that even among the respondents PA is understood differently. Regardless of the differences in their perception however, it was clearly seen that all the respondents understood PA as a system of assessment which is used to evaluate the job of teachers. This is a common trend that runs through the responses provided by all the teachers interviewed.

Apart from the responses provided by teachers with regard to the understanding of PA, the head teachers and circuit supervisors (CS) interviewed also provided some responses when they were interrogated on their understanding of performance appraisal. For example, according to the first interviewee among the head teachers (HT 1),

“Performance appraisal is a tool which is designed by the GES to evaluate the performance of its teachers. It is used to evaluate how well they are doing in the classroom. As part of their performance appraisal, a benchmark is set for all teachers to accomplish at every particular point in time in the teaching process”.

Another interviewee (HT2) also added his opinion when was interviewed,

“Performance appraisal can also be seen as a process of measuring how well teachers perform their duties in relation to the set standards and then communicating that information to Ghana Education Service”.

The responses of the headteachers above showed that PA has a target for employees of GES and as such it could really put teachers on track with regards to the perception on PA. The above response corroborate the assertion of Thomas and Carl (1993) who explains that PA enables goals to be established for an employee and these goals are usually agreed upon by both the employee and their supervisors.
With regards to responses from the Circuit Supervisors (CS), the first interviewee (CS1) explained that,

“when we talk of performance appraisal, we are talking of what the teachers are doing well that they need to be appraised or to be rewarded in terms of praises.

Another interviewee (CS 2) also indicated that Performance Appraisal refers to the

“medium that give CS’s the opportunity to look at how the teachers organizes themselves in the classroom; the materials they use to teach; whether they are regular, punctual and how they relate with the pupils and other teachers in the community post”.

The above responses from the circuit supervisors revealed that, they are only focusing on what teachers do in the classroom to improve performance rather than putting into consideration whether materials are readily available to achieve such targets.

From the responses of all the respondents as analyse above, it is evident that respondents perceived PA differently. This diverse views expressed by the respondents on their understanding of PA were in line with the assertion of Fletcher (2001) who stated that the concept of PA defies a universal definition.

Despite the different perception of the respondents, it is however, clear from the analysis that all the respondents understood PA as a system of assessment which evaluates the job of teachers. While some of the respondents stated that PA is use to assess the job of teachers in the classroom others indicated that PA is a tool for the total assessment of the conduct and activities of teachers in and outside the classroom within a specific period of time. The analysis of all the responses above therefore showed that all the respondents perceive PA as a system of assessment which is used to evaluate the job of teachers.
4.2.2 Frequency of Performance Appraisal

Performance appraisal in any institution and as such GES is done every academic year to monitor the progress of work and also to ascertain how effective a teacher is doing in terms of his or her duties in the teaching service. To find out how frequently the performances of teachers are appraised, Circuit Supervisors were asked how often they evaluate their teachers. This question was directed specifically to all the CS’s because they have been mandated by the service to superintend the process and as such play very critical role as the main evaluators of the work of teachers. In GES, headteachers appraise teachers while the headteacher are also appraised by the CS. In response to the above question, the first interviewee among the circuit supervisors (CS1) explain that,

“I am supposed to do it termly but because of many activities by both the teachers, the head teachers and even the circuit supervisors, we normally do it once in a while”.

In diversion to the response of the above interviewee, another interviewee had a second opinion on the frequency of PA. According to the CS 2,

“Teacher evaluation which is appraisal is expected to be done as soon as possible to teachers but sometimes, unless it is time for the teacher to be promoted before is done”

The response of a third interviewee (CS3) is however specific on how head teachers are appraised by circuit supervisors. According to the third interviewee (CS3),

“Every year, we appraise the head teachers to try to find out their strength and their weakness. We try to help them improve their weakness and strength by assessing their administrative and management area how they handle the school or how they run the school,
how effective they put things in place so the teachers can also deliver”.

One of the interviewee (CS4) when interviewed explained how the teaching calendar conflict with the main yearly calendar and its adverse effect on the work of teachers which makes appraising as expected difficult. This is what was said;

“When you look at the tool that we are using to appraise teachers as at now, it is not all that convenient for our teaching calendar. PA starts from January to December but our teaching calendar is such that it starts from September to August”.

From the above responses gathered, only 1 out of the 4 CS’s clearly indicated that PA should to be done on yearly basis. All other CS’s know appraisal must be done but were giving different reasons why they could not do it. This response by CS 1 is in relation to the assertion of Endale (2015), who asserts that because classroom observation of PA is done only once in a year, teachers mostly forget about the existence of the appraisal process. There is therefore the need for teachers to be appraised regularly.

It is clear from the above that although PA of teachers is expected to be done as frequently as on a yearly basis, yet it is not done. In some instances, it is only done when a teacher is due for promotion as indicated by CS2 above.

Apart from the responses of the CS’s to the question on frequency of PA of teachers, the head teachers were also asked to provide the responses to this question since they are expected to assess the teachers under them. The responses provided by the head teachers were similar to those provided by the circuit supervisors. For example, the third interviewee among the head teacher (HT 3) explained that,
“Every year I do appraise some teachers but not all teachers. We are mandated to appraise all teachers every year. But the workload on us is so cumbersome that if I say I do it to teachers within every year it’s a lie. Normally what I do is at the end of every year some teachers do go for promotion or apply for promotion. It is one of the requirements for those going for promotion to be appraised by the superiors and therefore I use that opportunity to appraise those who are due for promotion.”

The fifth headteacher (HT5) interviewed had a different view about what HT3 said.

According to HT3,

“Actually we have to appraise them termly or once in a year but before then, you also do some evaluation termly. Yes, but actual appraisal is for once in a year”

The responses of all the respondents above indicated that PA is expected to be done on an annual basis. However, some CS’s as well as head teachers do not appraise teachers annually as it is expected. While some of the CSs and head teachers blamed this non-frequent assessment of teachers on the fact that both the CSs and the teachers have too much work schedules than they can bear, other CSs blamed the non-frequent nature of their assessment on the inconveniencies of the PA assessment tool on the teaching calendar of basic school teachers in Ghana. It was clearly observed that those mandated to appraise the teachers were not doing so due to inadequate supervision from the policy makers.

4.2.3 Process and Resources needed for Performance Appraisal

Even though PA is a necessary or paramount in the GES, it requires laid down procedures to ensure that its implementers follow due process when appraising. To
find out whether or not the required process and resources are available for the PA of teachers, respondents were asked what process goes into appraising of teachers in the GES. The respondents provided that, the main resources that are required for the appraisal of teachers is a form containing various questions that seek to hold teachers accountable to a set target and finds out whether or not if teachers are performing their duties according to the targets that were set for them. For example, the second interviewee among the circuit supervisor (CS 2) explain that,

“Teacher appraisal takes into consideration the work of the teacher in the classroom and outside the classroom. So that a lot of questions are asked for teachers to answer in terms of what the teacher is doing well and what the teacher is not doing well so that in filling the form, then the performance of the teacher comes out clearly. Whether the teacher needs to be promoted or not will also be determined through the PA”.

The fourth interviewee (CS 4) also holds similar view about the process of PA. In his view point,

First set a target and according to the target, necessary materials will be provided for the teachers to work, then at the middle of the year, supervisor have to come back to review the target set so far, whether the teachers are on course or to find out what challenges the teachers are facing during the discharge of the duty and to see how best to assist them to come up with the best performance and by the close of the year, assess or evaluate the teacher according to the target set to find out whether he is performing well or he’s not performing well.”
From the responses of the CSs, as outlined above, it is clear that the evaluation of the activities of teachers should be done against set standards. The teachers should be asked questions within the set standards in order to arrive at the result of the assessment. This process should forms part of the PA. There are questions on the form which teachers are required to answer. The responses of the respondents also showed that the promotion of teachers depends on their PA. This assertion is in line with Danku et al (2015) that the process of appraisal involved; “setting work standards and assessing the employee’s actual performance relative to these standards”.

Apart from the CSs, the head teachers interviewed also provided useful responses when they were asked whether the required resources are available for PA of teachers. For example, the one interviewee, a head teacher interviewed (HT 1) stated that,

“Actually, every teacher needs to set a target that he or she works towards till the end of the academic year. So headteachers or CS will be monitoring the teacher’s activities to see if what the individual teachers set out to achieve has been achieved”.

Nonetheless, one interviewee (HT 7) also had a different view about the process of PA. The headteacher was of the view that;

“Look at the punctuality and regularity of a teacher at the school, check how the teacher prepares his comprehensive scheme of work, look at the way he or she also manages the students and the way he or she give adequate exercises, mark and also gives feedback.”

It became evident from both CS and HT, that they all have different views in relation to process that needs to be followed during appraisal and the resources needed for the appraisal.
It could be deduced that, the main resource used for PA of teachers in Ghanaian Public schools is a set of questions which enable either head teachers or CSs to use to evaluate the job of teachers against set targets.

One thing which is missing is the fact that feedback after appraisal are not provided to those who go through the appraisal in most case. According to Dessler (2000), feedback must be provided to the appraisee with the main aim of motivating that person to eliminate performance deficiencies or to continue to perform above par.

4.3 Performance Appraisal Usage

To answer the second research question and achieve the second objective of this study which seeks to ascertain the effectiveness of Performance Appraisal to the work of teachers in GES, respondents were asked probing questions that are in line with the second objective of this study. Some of the responses gathered are outlined and discuss below;

4.3.1 Promotion-Based Decisions

Promotion is one of the vital tools in school administration which propels teachers to work extra hard in order to achieve target goals. One usefulness of PA in GES is the use of PA as a determinant for promotion-based decisions. From the responses of some of the head teachers interviewed, it is evident that all teachers in GES supposed to be promoted in every 4 years depending on the rank one is applying for. One important requirement by GES for every teacher that is due for promotion is the PA results from his or her headteacher. Decisions regarding the promotion of a particular teacher are therefore needed to be taken based on the results of the PA of such a teacher. This assertion, for instance, is deduced from the responses (HT 8) who explained that
“Every year, I appraise some teachers but not all teachers. We are mandated to appraise all teachers every year. But the workload on us is so cumbersome that if I say I do it to teachers within every year it’s a lie. Normally what I do is at the end of every year some teachers do go for promotion so I use that opportunity to appraise those who are due for promotion”.

The second Circuit Supervisor interviewed (CS 2) has a similar but interesting view on this very question put to him. He indicated that,

“Teacher evaluation is to be done yearly but in most cases, unless it is time for the teacher to be promoted before it is done”

The assertions of the above respondents therefore revealed that, for the sake of promotion-based decisions, all the individual teachers in GES are appraised whenever promotion is due. This revelation defeats the general principle of appraisal by GES which supposed to be done to ensure teachers are efficient in the classroom.

4.3.2 Checking of Strength and Weakness

Every policy stipulated by institutions is meant to solve key problems confronting the system. However, PA in the GES seemed to have had challenges in that perspective even though the study revealed how very useful and effective PA is in bringing out the strengths and weaknesses of individual teachers in GES. Since targets are set for teachers to meet and PA actually enables CSs and head teachers to measure the performance of teachers against set targets, the strength and weaknesses of individual teachers with regards to meeting the set targets is usually reveal through PA. This finding is in line with the assertions of Cooper (2016) who mentioned that many
teachers who have been through an appraisal process found out that it was rewarding because their weaknesses and strengths were made known.

The determination of the strengths and weaknesses of teachers through PA is particularly important as it will inform GES about the strength of its teachers and adequately design workshops, in-service training and other teacher development programs that can help the teachers to overcome their weaknesses and help them become more effective in their service delivery. For example, the second interviewee among the headteacher (HT 6) explained that,

“She explained that, “Performance appraisal is very useful because it helps the teachers to know how they are performing and it gives information to the education office, either the district education office or GES head office, to know how the teachers are performing in the classroom or in the school. So that if the need arises, they shall organise workshop for them to improve a particular weakness.”’

The first interviewee among the CS, (CS1) also has a similar view on what the Headteacher (HT6) said. According to (CS1),

“PA will help the education office to know teachers who are doing well and those who are lacking. It will bring that differences and then it will give the office the chance to have in-service training for the teachers where their weak points are”

It can also be inferred from the above responses that PA plays a critical role in the selection of teachers for award schemes such as best teachers’ awards either at the district, regional and national level. Performance appraisal is therefore very useful in bringing out the strengths and weaknesses of individual teachers in GES and this
helps GES to constantly equip its teachers to be more compelling and skillful in their service delivery.

4.3.3 Improving Teaching and Learning Activities

One key point among teachers in the GES is to ensure constant variation in their approaches to teaching and learning. Once a teacher improves upon classroom activities, it brings the best out of the pupils since they become active participants. This shows that PA is very convenient not only to the teacher but to the process of teaching and learning. Through the identification of the weaknesses of teachers and the consequent provision of in-service training, teachers become more equip to improve on teaching and learning activities more efficiently and effectively in the classroom. For example, another interviewee among the headteacher (HT 5) point to the fact that;

“PA helps to improve teaching and learning in schools because the teachers are aware that they are to be appraised at the end of the year to see how they are performing. This therefore serves as a check on the teachers to improve on their teaching skills which consequently results into the improvement of teaching and learning in general.”

The eighth interviewee (HT8) also assert that,

“PA is very useful because, it makes both teachers and head teachers alert that they have something to be accountable for at the end of the year”

It is of no doubt that PA has it role to play by ensuring teachers are accountable for the work they do. The above assertions as well show that PA brings innovation, seriousness and effectiveness among teachers with regards to the discharge of their services. The above assertion also reveals in the study that PA reduces the work load of head teachers because the head teachers do not have to be “chasing” teachers to
perform their duties since the teachers know they will be held accountable at the end of the year through PA. The seriousness, innovativeness and effectiveness that PA brings into the conduct of teachers with regards to the discharge of their services ultimately leads to the improvement in teaching and learning activities in schools.

4.4 Performance Appraisal System and Challenges Associated with its Usage

Although PAS has been used by GES for many years, the study showed that there are some challenges associated to its usage.

To achieve the third research objective and also answer the third research question, respondents were asked questions in relation to the challenges in appraising teachers’ performance in Ghana. The responses gathered are analyzed under sub-themes as follows.

4.4.1 Inadequate knowledge on the PA Policy

For effective appraisal system, there must be the need for quality and adequate preparation. All principal actors (appraisers and appraises) should be informed and equipped with skills and techniques needed when it comes to performance appraisal and its policies. Unfortunately, the study revealed that respondents had insufficient knowledge and limited awareness of the nature of PA and this became a major challenge that militated against the successful operationalization of PA among teachers. Although all teachers are aware that they must be appraised at the end of the academic year, some teachers do not know how they will be appraised; most especially, the procedure through which the assessment will be conducted. Specifically, from the respondents interviewed, some teachers complained that the headteacher do not know how PA works. For instance, the first interviewee among the teachers interviewed (T1) explains that,
“one of the challenges facing the operationalization of PA is that, some head teachers are not well informed about the processes or the procedures to follow in appraising teachers”

Another interviewee (T11) also explain that,

“Challenge that we have basically is that, with the performance appraisal is that we teachers do not even have much understanding of the performance appraisal. We don’t know how it is carried out and we don’t even know the types that exist”

The above assertions clearly showed that even though PA is there in GES, little understanding and awareness is created to ensure adequate preparedness on the part of its users. These affirmed the above claim when some head teachers interviewed also asserted that some of their teachers are not well informed about the PA. As a result, the teachers who are not well informed about PA usually get scared and become agitated when they are to be appraised. Specifically, the second interviewee (HT 2) stated that,

“Majority of the heads, when it comes to appraisal find it difficult. And here is the case the teachers too, most of them are not well informed about the appraisal so they have been asking a lot of questions. Are they going to be victimized or why all this? So some also feel it’s not needed.

The study clearly revealed how both actors of the policy are struggling in terms of information to make it effective. Some teachers lamented seriously and even blame the total commitment of the policy. This limited understanding of some teachers as well as some head teachers on the Performance Appraisal Policy undermines the
effectiveness of PA among teachers. This is a challenge that needs to be address to make the operationalization of PA, more effective in Ghanaian schools.

4.4.2 Nature of appraisal materials

The Ministry of Education (MoE) and for that matter GES made it a point that members who have to be apprised must fill an appraisal form. This study revealed that the bulky nature of forms being used for PA among teachers is another major factor that militates against the successful operationalization of PA. Some teachers complained that the PA forms are very laborious and detailed. This therefore discourages them from filling the PA forms. Apart from teachers, some of the headteachers interviewed also stated that PA involves a lot of writing. Some of the respondents interviewed therefore recommended that PA forms should be simplified and made less bulky so that teachers will not be discouraged in filing the PA forms. Other respondents also recommended that PA forms should be run by an advance technology which will facilitate the fast filling of forms. For example, one of the interviewee among the teacher interviewed (T12) explains that,

“the recent forms for performance appraiser for teachers from my perspective is very laborious and very bulky. And sometimes when such things are so detailed like that, it turns to discourage each people. So I suggest that the structure of the PA forms should be simplified and make easy for people to fill”.

When other teachers and headteacher were interviewed on the same issue, they all pointed to the fact that something must be done to avert the old system where a lot of forms have to be filled for one to be appraised. They further suggested alternative means to adopt in undertaking PA. According to (HT 6),
“The forms to be filled are too bulky. We don't have time, a form contains eleven pages or ten pages and you are to fill four to five of that, I think that is a major another challenge that we have in PA. I recommend that a technological knowledge should be used to make the filing of the form easier and fast”.

The responses as analysed above showed that the voluminous nature of the PA forms restrict the successful operationalization of PA among teachers. The study also revealed that even though the PA is the first step for one’s promotion, its bulkiness scared them and to some extent abandoned the process. GES must therefore adopt solutions to address this challenge. This finding is in line with the study of Lawler, et al (2012) who found that discomfort and anxiety which accompany appraisal system makes it difficult for appraisees to cope in a working environment. To them, such situation can potentially be dealt with by providing training programs that could help make both the appraiser and the appraisee comfortable with the situation and what is going to transpire in it.

4.4.3 Time constraints

Similar to the above, another challenge constraining the successful use of PA in Ghanaian schools is the time that the appraisal is usually conducted. While some teachers complained about the irregularity of PA, others lamented about the bulkiness of the appraisal form which needed a lot of time to be filled. The respondents who complained about the irregularity of the PA explained that because the PA is not done annually as expected, some teachers do not see the importance of PA unless there are due for promotion. Explaining why PA is not regularly conducted as required, some teachers indicated that there are many teachers under the supervision of each
headteacher under the structure of GES. As a result, the structure of the GES system makes it difficult for a head teacher or a circuit supervisor to fully appraise all the teachers under their jurisdiction within a year. One of the interviewee among the teachers interviewed (T7) for instance stated that,

“the main challenge is that limited time frame is accorded to the PA and teachers are expected to work within that time frame without complain. Due to this irregularity, people do not see the importance of the performance appraisal and why they are working and have to go through this PA again.

The respondents who complained about the bulkiness of the appraisal form also explained that, as teachers, they have a lot of research work to do to be able to prepare good lesson notes and deliver effective lessons in the classroom. Meanwhile, the appraisal form that are giving to them to fill is very bulky and with many pages. In view of that, some teachers find it difficult to spend the time required in filling the appraisal forms. The response of the twelfth teacher (T12) interviewee comprehensively captures this assertion. According to him,

“the challenges of PA are numerous and time constraint is one. You know, as a teacher we have a whole lot to do as far as teaching and learning is concerned. We have to do our research well; sometimes the text books to read are not available in the school and as teachers we have to go round to look for those books and prepared to go to the classroom and teach. We therefore do not get time to fill those bulky forms”

The above responses showed that the irregularity of conducting PA for teachers and the inability of teachers to make time for the filling of the PA forms due to the bulkiness of the forms are two major time factors that constrains the successful
operationalization of PA among Ghanaian teachers and for that matter teachers in the AED. The finding on irregularity of conducting PA corroborate with the study of Endale (2015) who asserted that because classroom observation of PA is done only once in a year, teachers mostly forget about the existence of the appraisal process.

4.4.4 Bias

Even though teachers are to work under conducive environment which will enable good working relationship, the study revealed otherwise. According to the responses gathered from the respondents, there are a lot of biased and personal sentiments accompanying the operationalization of PA among teachers. Whiles some of these biases came from relationships (either cordial or hostile) between head teachers and the teachers under them, other biases came from the relationships (either cordial or hostile) that circuit supervisors develop with headteachers that they are expected to appraise.

With regards to cordial relationships between headteachers and the teachers under them, the responses of the respondents showed that some headteachers do not want to offend their teachers or jeopardize an existing cordial relationship that they have with their teachers, as a result, they appraise teachers in such a way that the teachers would pass their promotional interview regardless of the actual conduct of teachers in school. This however does not reflect the real performance of teachers and therefore undermines the objective of the PA exercise.

In variance to the above, some head teachers who may have some sort of misunderstanding (hostile relationships) with some of their teachers take the appraisal exercise as a payback time and therefore victimize the teachers involved or appraise them in a manner that will hinder them from not passing their promotional interview.
This also does not reflect the actual performance of the teacher. For example, one of the teacher (T5) interviewed revealed that,

“sometimes personal sentiments override the whole assessment process. A headteacher may have problem with a staff; or the other way round. As a result, the performance appraiser is only done to victimize such a staff”.

The fifth interviewee (HT5) also was different view which is in direct opposite to that of T5,

“since we evaluate teachers before they get their promotion, when I appraise my teachers and unfortunately they are not promoted, they may say I caused it and will effect bring misunderstanding between us. As a result, to help my teachers to also pass their promotion exams, the actual reality is not seen”.

On the part of biases between headteachers and CS, the responses indicated that some circuit supervisors find it difficult to provide the right assessment about head teachers due to the cordial relationship that exist between them. For example, one of the interviewee among the circuit supervisor interviewed (CS 2) explains that,

“it becomes very difficult for me to actually do the right thing during PA because I usually think that: what will this teacher or head teacher say about our relationship and what I am writing for him or her”

The above responses revealed that injecting of personal sentiments and other bias opinions into the performance appraisal process of teachers is a major challenge to the successful operationalization of PA among teachers. The study again brought to light that due to bias and victimisation on the part of appraisees, the PA is not working
effectively and who is to be blame for its failure, when the right process is being skewed and thus preventing system from working as it is supposed to be. This finding is in line with the findings of Rani et al (2016) who stated that one of the biggest challenges of PA is about transparency in its operationalization. Rani et al (2016) therefore recommended that PA should be “regulated in a way that teachers have trust and confidence about the results given to them. That is, everyone irrespective of the position they occupy should give fairer feedback about the performance of the teachers they appraise”.

4.4.5 Lackadaisical Attitude toward PA

In addition to the above, the study also revealed through the responses of respondents that some teachers, head teachers and circuit supervisors sometimes exhibit lackadaisical attitudes towards PA. On the part of teachers, some responses revealed that since PA is not regularly conducted annually as it should, some teachers tend to downplay the importance of PA, and as a result, they feel reluctant and complain when they are asked to fill the PA form. For instance, the first interviewee among the CS interviewed (CS 1) explained that,

“sometimes, you will be looking for a teacher to appraise him or her; the teacher will give you time and when you go there, the teacher will be giving certain excuses. So because of this, sometimes we have to spend more time than we needed to appraise them”

Apart from the irregularity of PA among teachers, another major cause of lackadaisical attitude of teachers towards PA is lack of financial motivation. The responses revealed that teachers are not willing to go the extra mile in achieving the target they set to achieve in an academic year due to lack of financial motivation. In view of that, some teachers usually feel reluctant to avail themselves for PA since
they are not able to achieve their set targets. For example, the third interviewee (CS 3) mentioned that,

“when I assess the performance of teachers, some complain about the financial aspect that they are not motivated by the head teachers, the head teachers are strict on them in terms of supervision and monitoring, the headteacher only wants them to work, they do not see eye to eye with them”

Some teachers also become less motivated in achieving their goals in the academic year and therefore were reluctant to present themselves for PA due to the unavailability of teaching and learning materials. Accordingly, for one to achieve a set goal it means that adequate resources must be provided to make it possible for goal to be achieved. For example, the third interviewee (CS 3) explained that,

“when I assess the performance of teachers, some complain about the financial aspect saying that they are not motivated and thus learning materials too are not provided for them to work with by the head teachers.

The seventh interviewee (T7) was asked about the attitude of teachers toward PA. According to this teacher, motivation is not only about salary but availability of learning materials too has a role to play about teacher professionalism and lesson delivery in the classroom.

“we need resources to work with. If for example, we have teaching and learning materials (TLM’s) available, we will be motivated to work and produce needed result but these things are not readily available making my work difficult”.

The study showed that most teachers unconcerned in the discharge of their duties and towards PA due to the fact that their expectations after the PA process are not met. It was also revealed that much seriousness is not attached to PA due to inconsistent
nature of the PA. Some even decide not to take part in the process at all knowing that it would not affect them in any way especially when they are preparing for retirement. From the responses, it is also clear that the lackadaisical attitudes of some teachers toward PA undermine the effectiveness of the PA exercise. It is therefore important to motivate teachers financially and provide them with the needed teaching and learning materials that are required.

4.5 Ways of making PAS effective

Even though PAS is an integral part of GES operations to ensure massive improvement in teacher’s performance, the study showed otherwise that most teachers see the policy threatening instead of building their capacities. However, the study revealed the following when respondents were asked questions in relation to how PAS could be improved in the GES. The analysis of the responses of the respondents is done under sub-themes and outlined as follows.

4.5.1 In-Service Training

“Professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work is what in-service training seeks to address” (Omar, 2014). This came to light when some of the respondents suggested that there is the need for comprehensive education for teachers in the form of in-service-training on the PA Policy. This education, according to some respondents, is needed to inform teachers on the need and importance of PA in promoting teaching and learning as well as the enhancement of the skills of teachers. Other respondents also stated that in-service-training on PA is needed to make teachers well informed about the use and filling of the appraisal form so that when their time is due for appraisal they will not be complaining about the entire appraisal
process. Specifically, the first interviewee among the circuit supervisor interviewed (CS 1) indicated that,

“going forward, there is a need for in-service training for the teachers to know the importance of appraisal and if we can do that, I think from time to time, teachers will see the need for appraisal”

When one of the headteachers (HT 2) was asked to indicate if really in-service training is needed since most teachers do complain about the flaws in the policy, this is what was said;

“teachers need to undergo training on the use of the appraisal form so that we will be well informed and when it is time for us to be appraised, we will not find ourselves to be complaining”

The above responses revealed that consistent in-service training about Performance Appraisal Policy is needed to make the operationalization of PA more efficient and effective among teachers in Ghana. GES needs to prioritise teacher involvement in policy of such nature to enhance its full utilization as teacher form the bedrock of education. Teachers are to acquire new understanding and advance instructional skills and knowledge to develop their effectiveness in the classroom, Omar (2014). In-service training is a fundamental aspect for the enhancement of teachers professionalism related to the teacher’s vision to improve the quality of their work. Through in-service training, teachers can recognise and evaluate extensively the culture of the school which can bring changes to the working environment. In-service training enrich teachers’ information regarding subject knowledge, develop better skills for teaching learning process and also bring positive changes in teachers’ attitude. All things affect the performance level which ultimately improves students’ achievement level (Mahmood et al, 2015).
4.5.2 Effective Supervision and Monitoring

Any institution can boast of high performance when supervision and monitoring is at the centre of its operation for which GES is of no exception. In addition to in-service training, the study revealed that effective and efficient supervision coupled with monitoring by head teachers and circuit supervisors is very essential for the successful operationalization of the Performance Appraisal Policy. According to the respondents, head teachers or circuit supervisors should visit teachers at least once a week or twice a month during their class sessions and correct them or help them to overcome their weakness rather than wait till the last part of the academic year to point their shortfalls to them. Specifically, the third interviewee (HT 3) mentioned that,

“to improve performance appraisal among teachers, the head teacher should not sit down and wait till the last minute before they unearth their teacher’s problems and challenges rather visit them on weekly or monthly basis and help the teachers to correct their mistakes. Before the year ends, we would have corrected most of the challenges the teacher faced and it would not manifest in the subsequent months”

The findings from the study clearly showed that adequate preparation must be done to correct all inappropriateness before actual appraisal. This could boost the confidence level of teachers and in effect improve their performance drastically. Apart from effective supervision, the study showed that the personal sentiment of head teachers or circuit supervisors must be prevented from influencing the PA process. The purpose of a performance appraisal is to help evaluate the work of teachers and identify their weaknesses and strength so that teaching and learning can be more enhanced. Injecting of personal sentiments and other biases into the PA process will undoubtedly undermine the objective of the performance appraisal policy. It is
therefore extremely important that all the procedures involved in the performance appraisal of teachers should be devoid of personal sentiments. The appraisal process must therefore be approached with much more professionalism as emphasised by some respondents. For instance, the first interviewee (T 1) explained that,

“With regards to the improvement of performance appraisal among teachers, I suggest that the procedures should be devoid of personal sentiments. It needs to be very professional”

The study again revealed that head teachers and circuit supervisors must therefore employ professionalism in the discharge of their work to ensure teachers performance improves. Conducive environment must be created for teachers to work and also requisite support must be provided by both headteachers and circuit supervisors.

4.5.3 Proper Timing of Performance Appraisal

In addition to the above, the responses of the respondents show that the period within which head teachers and circuit supervisors conduct performance appraisal is not usually favourable to teachers and this really undermines the success of the PA process. As already identified above, the responses of the respondents show that although PA is expected to be done on an annual basis, head teachers and circuit supervisors usually wait until teachers are due for promotion before they appraised teachers. Appraisals which are done when promotion of teachers are due are however done in haste and the actual performance of teachers are not usually revealed through such appraisal. The respondents therefore are of the opinion that, head teachers and circuit supervisors should conduct their performance annually to allow both teachers and the appraisers have ample time for the appraisal process. Other respondents even indicated that head teachers and circuit supervisors should do the appraisal of their teachers on a monthly basis. Specifically, the second interviewee (T2) explain that,
“to improve performance appraisal circuit supervisors and head teachers must make sure that the right time for appraisal is used because sometimes, when they wait until the teachers are going for interview for promotion before they try to appraise them the teachers finds it difficult to have time to go through the appraisal process”.

The second interviewee among the circuit supervisor interviewed (CS2) also quipped,

“Appraisal performance can be improved if it can be done on termly basis. Because if we wait for about three, four years before teachers are appraise once, it becomes difficult since we cannot go back to look at all the performance of teachers over the 3 or 4 years”.

As stated in the responses of the respondents, it is very important that the timing within which performance appraisal of teachers are conducted should be made favourable to teachers for the appraisal process not to be done in haste. An appraisal that is done in haste will undoubtedly undermine the effectiveness of the performance appraisal process.

4.5.4 Establishment of Awards System

Although, teachers at some point in time receive an incentive package that is promotion which PA forms basis, the study revealed that the performance appraisal process should not only be used as the basis for promoting teachers. Rather, there should be an award system in each school where the teacher with the best performance record is awarded and honoured. This is to serve as a source of motivation for all the teachers for them to be more serious with their performance as well as the entire PA process. According to the respondents, the PA forms that are filled only end up on the files of teachers and nothing is done with the results of the appraisal apart from it being used as a means for promotion of teachers every four
years. According to the third interview among the head teachers interviewed (HT 3) for instance,

“filling of all those performance appraisal forms and then putting the record in the file of teachers should not be the end. At least there should be something that show the school that maybe by the close of an academic year, when we did the assessment score, this teacher in the school did very well and then that person is acknowledged in a special way”

As stated in the above response, if GES can set up an award system in each school by which teachers with the best performance are awarded in their own school, it will motivate many teachers to be much more serious with the PA process and this will also consequently improve teaching and learning.

4.5.5 Earnings based on Performance

GES must be able to task all teachers in the service to improve performance in the sector. Ones’ earnings and other benefits in an institution must be determined by performance. Very related to the above point, the study revealed that in order to improve on the performance appraisal among teachers, the salary of teachers should be based on their performance. According to the respondents who made this recommendation, there is the need for teachers and all public workers to merit the salaries that are being paid. Therefore, the result of the performance appraisal of individual teachers should be used to determine the salary that is paid to the teachers.

The fifth interviewee among the teachers interviewed (T 5) for instance stated that,

“to improve on performance appraisal, there must be a link between people’s performances and what they are paid. I mean people’s performances should determine their salaries and I think it is in the right direction. Until we have a structure, whereby people’s salaries
are based on their performances, I think teachers will not take this performance appraisal thing serious”.

As indicated in the above response, if there can be a link between what teachers earn and their performance, it will significantly improve the operationalization of PA among teachers. Some teachers take advantage of the system once there are no checks on their performance and for that matter they may feel reluctant to give their best to the progress of the teaching service.

4.5.6 Provision of Adequate Logistics

Before teachers and other workers in the GES could be expected to perform excellently, they are supposed to be provided with necessary materials. Teachers may be willing to perform but if the needed teaching and learning materials are not readily available, it becomes almost impossible to perform to a degree that could actualize institutional goals.

The study showed that PA can be made more effective when all the logistic (teaching and learning materials- TLMs) needed by teachers are provided in various schools. Teachers usually blame the failure in meeting their set targets to the unavailability of teaching and learning materials. As a result, when the required TLMs are provided, teachers can be adequately held accountable to achieve their targets. For instance, the fifth interviewee (T 5) explained that,

“as a teacher we have a whole lot to do as far as teaching and learning is concerned. We have to do our research well; sometimes the text books to read are not available in the school and as teachers we have to go round to look for those books and prepared go to the classroom and teach. We therefore do not get time to fill those bulky appraisal forms”
It is therefore extremely important to provide adequate logistics (teaching and learning materials) in schools so as to improve the operationalization of PA among teachers in Ghana.

In a similar way, another research participant shared this view:

> It’s very difficult to do your work properly as a classroom teacher. Textbooks and other logistics are not there. In most cases you have to use your own money to purchase some learning materials.

By inferring from respondents’ perspectives, it is obvious that one cannot be assigned a task or responsibility without the adequate logistics. All performance targets must be accompanied by corresponding resources. Additionally, performance targets cannot be met especially in time without corresponding logistics. Besides, some teachers have to struggle to have access to the few logistical resources from other schools. This is seen as a waste of productive time which affects the performance of teachers.

### 4.6 Summary

In conclusion, the chapter discussed the data analysis and findings with reference support from literature review. Various themes such as the understanding of the PAS, the frequency of PA, process and resources needed for PA, PA usage and among others were discussed to help provide answers to research questions.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to examine stakeholder’s perspective on the practices of appraisal in Ghanaian schools with specific reference to AED and ascertain the effectiveness of the PA system on the job performance of teachers. This chapter deals the summary of the major findings and presents the conclusions that were drawn from the study. The chapter further outlines the recommendations made by the researcher on the basis of the findings.

5.1 Summary of Key findings

The following findings emerged from the study;

According to research objective one, which sought to establish the understanding of PA among teachers in the AED, it came to light that teachers have diverse perception about PAS. Some teachers perceive PA as a tool for measuring the effectiveness of teachers’ daily teaching activities in the classroom. Also, others perceived PA as an activity which allowed teachers to set target after which they are accessed whether or not the target has been achieved. Other teachers also perceived PA as a total assessment of the conduct and plan activities of teachers in and outside the classroom within a specific period of time. This is in line with what Wendy & Boudream, (2000) said that there is a perception that the main ideology of teachers’ PA is either to hold teachers accountable for their performance or for their professional developments. Despite the differences in their perception of PAS, this study revealed that all teachers perceive PA as a system of assessment which is used to evaluate the job performance
of teachers. The above findings therefore answered the first research question which sought to find out how teachers perceive PAS that is available at the GES.

From research objective two, which seeks to ascertain the extent to which PA is effective to teachers’ performance in GES, the study revealed that PA is expected to be done annually. However, some Circuit Supervisors as well as head teachers do not appraise teachers annually as it is expected. Therefore it does not make the PAS very effective. Daoanis (2012) also reiterate that for any endeavour to work effectively, it depends mostly on how well structures have been put in place and the implementation process of these structures. When these two are effectively put together it will be of the highest value to the institution as a whole.

In spite of the irregularity in conducting PA, the study revealed that the PA is very beneficial to teachers since it serves as a determinant for GES to arrive at promotion-based decisions. Also, performance appraisal system helps teachers to set daily, weekly, monthly, termly and annual targets which guide them in the delivery of their services in the classroom and outside the classroom. In addition, PA is very useful in bringing out the strengths and weaknesses of individual teachers in GES and this helps GES to constantly equip its teachers to be more effective and efficient in their service delivery. Finally, the study found out that the seriousness, innovativeness and effectiveness that PAS brings into the conduct of teachers with regards to the discharge of their services ultimately leads to the improvement in teaching and learning activities in schools.
From the third research objective which sought to determine the challenges in appraising teachers’ performance in the GES, the study revealed that limited understanding by some teachers and head teachers as well as circuit supervisors of the PA Policy affect its effectiveness. To Randell (2015), many PA system fail because they are introduced without adequate training programmes to educate the stakeholders on the process as well as the purposes of the PAS.

The voluminous nature of the PA forms that is to be filled by teachers is another challenge that was identified. Other challenges revealed by study included; time constraint, biases and lackadaisical attitude to work by respondents.

5.2 Conclusions

The study examined the perspective of stakeholders on how PAS is used to evaluate teachers in the AED and ascertain the effectiveness of the PA system on job performance of teachers. To achieve this, the study was guided by four research objectives which included: establishing the understanding of PA among teachers in AED; ascertaining the extent to which PA affect teachers’ performance in GES; determining the challenges in appraising teachers’ performance in the GES; and finally determining how PAS could be improve in the GES. The descriptive survey design was adopted for the study. The sample size for the study comprised twenty-four (24) respondents. This was made up of (4) Circuits Supervisors from four circuits in the District and 2 head teachers from each circuit, making it a total of eight (8) head teachers. Also, three (3) teachers were selected from each circuit, making a total of twelve (12). Semi-structured interview questions developed by the researcher were the main instrument used to gather data from the respondents. The data collected was analyzed qualitatively using thematic analysis.
The results from this study gave evidence to conclude that PAS is not fully appreciated and accepted by all personnel (stakeholders). This has led to inadequate feedback, unknown performance standards and apathy of appraisal processes. The purpose of performance appraisal in basic schools generally is for administrative and developmental purposes. Performance appraisal specifically is to assist appraisers to recommend employees for promotions, awards, remuneration, discipline and development training. The perception of classroom teachers about the PAS in basic schools is instructive. Classroom teachers believe that the PAS should make room for filling of appraisal forms, measuring teachers’ performance, regular appraisal periods; preferably at the beginning of each term and effective performance appraisal.

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

5.3 Recommendations

Based on the findings and the conclusions drawn from this study the following recommendations were made:

- The study revealed that teachers as well as headteachers do not receive enough in-service training to furnish them with adequate skills and knowledge to help
improve their performance. It is therefore recommended that the GES should conduct regular in-service training for teachers and head teachers to improve their skills in the appraisal of teachers in basic schools.

- It is therefore recommended that PA forms should be filled during assessment of teachers and as such classroom teachers should be actively involved in the appraisal process. PA should not be conducted only for promotions, but for other purposes including supporting best teacher awards, discipline and development training;

- It was also revealed from the study that appropriate feedback is not given to appraisees for them to identify their weaknesses. The study therefore recommended that for the purpose of staff developmental processes, results of appraisal reports must be discussed with subordinates to check deficiencies and repetition of mistakes. This should be done in a manner that both parties will accept necessary recommendations and then improve upon their performance.

- The study revealed that GES does not conduct PA based on any strategic objective of the institution apart from serving one function which is on promotion. This became evident when respondents were questioned on the policy of PA in GES. It is therefore recommended that in order for GES to ensure full participation of all teachers in the PA process, education should be intensified on the relevance and purposes of PA on teachers’ performance.

- It is recommended also that adequate logistics (teaching and learning materials) should be provided in schools so as to improve the operationalization of PA among teachers in Ghana. GES should expedite
action on the provision of the resources to schools as a matter of urgency to enable headteachers and teachers to go through the PA with ease at all time.

5.4 **Suggestion for Further Research**

Despite the general recommendations which have been clearly stated in this research report, it is suggested that other academic research exercises could be conducted around the present topic to give widespread findings. The following are some suggested areas that can be considered for further studies:

1. The influence of PA on teachers’ performance in the GES and how the system could be adjusted to enhance proper performance in the education sector.
2. Comparative study should be conducted on Performance Management in the Educational Sector and the Health Sectors.
REFERENCES


APPENDICES

Appendix A (Map of Ada East District)

Source: Ghana Statistical Service (2014)
APPENDIX B (Research Instrument)

UNIVERSITY OF GHANA
SCHOOL OF LEADERSHIP AND EDUCATION
MPHIL IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

INTERVIEW PROTOCOL FOR CIRCUIT SUPERVISORS, HEADTEACHERS AND TEACHERS

My name is Moses Paafio Kwao, an Mphil student of University of Ghana, Legon pursuing Master of Philosophy in Educational Leadership and Management. As part of the requirements for graduation, I am conducting a study on Performance Appraisal System in the Ghana Education Service and its effectiveness on teachers’ performance in the Ada East District.

The main purpose of the study is to examine stakeholder’s perspective on the practices of appraisal in Ghanaian schools with specific reference to Ada East District.

This interview is going to take a form of one on one interview and it will last for about 45 minutes. You have already signed the consent form which means you have agreed to be interviewed. If you feel you are not comfortable with any question, you are not obliged to answer. You are free to response to any question according to your perspective.

You are assured of anonymity and confidentiality and your responses would not be made known to any other party apart from the researcher and his supervisors. Responses gathered would be used solely for the research purpose.

This interview will be tape recorded. I will like you to say yes if you agree. Your responses will be used for the sole purpose of this study. Thank you
GUIDE FOR TEACHERS SEMI-STRUCTURED INTERVIEW

SECTION A: BIO-DATA (PRELIMINARY INFORMATION)

1. Respondent status:
   Teacher   ☐   Headteacher   ☐   Circuit Supervisor   ☐

2. Age:
   20-30 ☐  31-40 ☐  41-50 ☐  51-60 ☐

3. Number of years in service (Teaching Experience)
   1-10 ☐  11-20 ☐  21-30 ☐  31+ ☐

4. Rank in Service
   Principal Superintendent   ☐   Assistant Director II   ☐
   Assistant Director I   ☐   Deputy Director   ☐

SECTION B:

1. Are you aware of any Performance Appraisal System?

2. What is it when we talk about Performance Appraisal?

3. Who came to do it?

4. How often is performance appraisal done in this school?

5. What can you say about the current performance appraisal in the Ghana Education Service?

6. How do teachers perceive Performance Appraisal?

SECTION C:

1. What is the reaction of teachers when they are to be appraised?

2. Do you think the existing Performance Appraisal play any role in promotions?

3. In what ways does performance appraisal affect job performance in the district?

4. Does Performance Appraisal has any influence on the job you do?
SECTION D:

1. What do you think are some challenges associated with Performance Appraisal in education?

2. What do you think could be done to make Performance Appraisal effective in the district?

3. How useful is performance appraisal in the Ghana Education Service?

GUIDE FOR HEADTEACHERS AND CIRCUIT SUPERVISORS

SEMI-STRUCTURED INTERVIEW

1. How often do you evaluate your teachers? Once a year/twice a year or what?

2. What goes into teacher appraisal?

3. Do teachers complain when they are to go through Performance Appraisal?

4. What challenges do you face when appraising teachers?

5. In what ways do you think Performance Appraisal can be improved?

6. How useful is Performance Appraisal in the Ghana Education Service?
APPENDIX C (Introductory Letter from Department)

UNIVERSITY OF GHANA
SCHOOL OF EDUCATION AND LEADERSHIP

Ref. No.: SEL/EDSL/D.7

December 12, 2018

The District Director
Ghana Education Service
Ada East District
Ada-Foah

Dear Sir/Madam,

LETTER OF INTRODUCTION: MOSES PAAFIQ KWAO

I write to introduce to you Mr. Moses Paaﬁq Kwao who is currently pursuing Master of Philosophy degree in Educational Leadership and Management at the Department of Educational Studies and Leadership, School of Education and Leadership, University of Ghana, Legon.

As part of the requirements for completing the programme, he will undertake a research on the following topic:


I would be most grateful if you could extend to the student all the assistance required to enable him to complete his research.

I count on your utmost co-operation.

Yours sincerely,

Prof. Jonathan Fletcher
Acting Head of Department

COllege of Education
P.O. Box LG 1181, Legon, Accra, Ghana.
**Tel:** +233 (0) 303 934 692
**Email:** soe@ug.edu.gh
**Website:** www.coe.ug.edu.gh
APPENDIX D (Approval Letter from Ethic Committee)

UNIVERSITY OF GHANA
ETHICS COMMITTEE FOR THE HUMANITIES (ECH)
P. O. Box LG 571, Legon, Accra, Ghana

My Ref. No. ........

14th March, 2019

Mr. Moses Paafio Kwao
Department of Education and Leadership
University of Ghana
Legon, Accra

Dear Mr. Kwao,

ECH 084/18-19: PERFORMANCE APPRAISAL SYSTEM IN THE GHANA EDUCATION SERVICE
AND ITS EFFECTIVENESS ON TEACHER'S PERFORMANCE IN THE ADA EAST DISTRICT.

This is to advise you that the above reference study has been presented to the Ethics
Committee for the Humanities for a full board review and the following actions taken
subject to the conditions and explanation provided below:

Expiry Date: 14/03/20
On Agenda for: Initial submission
Date of Submission: 22/01/18
ECH Action: Approved
Reporting: Bi-Annually

Please accept my congratulations.

Yours Sincerely,

Prof. C. Charles Mate-Kole
ECH Vice Chair

Cc: Dr. Joseph Cobbinaa, Department of Education and Leadership, UG.
Dr. Emmanuel Adjei-Boateng, Department of Education and Leadership, UG.

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