

UNIVERSITY FOR DEVELOPMENT STUDIES

**THE PERCEPTION OF HEALTH WORKERS ON THE EFFECTIVENESS OF
THE PERFORMANCE APPRAISAL SYSTEM IN THE KASSENA NANKANA
WEST DISTRICT OF THE UPPER EAST REGION**

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PETER AKUDUGU AYAMBA

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WEST DISTRICT OF THE UPPER EAST REGION**

BY

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REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY
DEGREE IN COMMUNITY HEALTH AND DEVELOPMENT**

FEBRUARY, 2018



DECLARATIONS

Candidate's Declaration

I, AYAMBA PETER AKUDUGU, hereby declare that, except for reference to other people's work which has been duly acknowledged, this thesis consists of my own work produced from research undertaken under supervision and that no part has been presented for any degree elsewhere.

Signature..... Date.....

Name of Student: PETER AKUDUGU AYAMBA

Supervisor's Declaration

I hereby declare that, the preparation and presentation of this thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University for Development Studies, Tamale, Ghana.

Signature..... Date.....

Name of Supervisor: DR. MICHAEL WOMBEOGO



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DEDICATION

To Lydia Ayamba my lovely wife, Bright, Trinitas, Emerentiana and Exuperentia my
wonderful children



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ABBREVIATIONS

BARS	Behaviorally Anchored Rating Scales
CHAG	Christian Health Association of Ghana
CHN	Community Health Nurse
CHPS	Community-Based Health planning and Services
CHS	Catholic Health Service
CIPD	Chartered Institute of Personnel and Development
DCE	District chief executive
DHA	District Health Administration
DHIMS	District Health Information Management System
DHMT	District Health Management Team
GDHS	Ghana Demographic and Health Survey
GHS	Ghana Health Service
HC	Health Centre
HR	Human Resource
HRM	Human Resource Management
MBO	Management by Objectives
MOH	Ministry of Health
MP	Member of Parliament
OPD	Out Patient Department
PMS	Performance Management System
RCH	Reproductive and Child Health
RGN	Registered General Nurse
SPA	Staff Performance Appraisal
SPAS	Staff Performance appraisal System
SPSS	Statistical Package for Social Sciences
SSCE	Senior secondary certificate examination
WHO	World Health Organisation



ABSTRACT

The general objective of the study is to assess the effectiveness of the Staff performance appraisal system in the Ghana Health Service using Kassena Nankana West District (KNWD) of the Upper East Region as a case study. In spite of the numerous administrative and development purposes served by performance appraisal as a component of performance management in every organisation, the HRM division of the GHS in the KNWD seldom maximizes the positive contribution this tool adds to meeting service targets. This research used a cross sectional descriptive study with a quantitative method. The data was collected using self-administered questionnaires. Majority of the staff of GHS in the KNWD seems to have a great deal of knowledge on the appraisal system with all facilities haven an appraisal system in place with clearly outlined, understood and accepted the purpose. Despite the fact that the majority of the staff agrees that there is an appraisal system in place, they are unable to articulate as presumably how the Performance Appraisal System (PAS) affects the performance of individual staff in achieving organisational goals. Perceptions of staff concerning the effectiveness of the present performance appraisal systems of the Ghana Health service were skewed towards dissatisfaction because they lacked essential characteristics of an effective performance appraisal system. The study concludes that there is a need for the service to recognise their employee as valued resources and treat them as a source of competitive advantage, which have to be strategically managed to achieve improved employee performance and development as well as the effectiveness of the service. It is recommended that, the human resource division of the Ghana Health Service should organise regular and continuous training and workshops for managers and staffs on the performance appraisal system in all the facilities to remind all managers and employees about performance appraisal process, and what is expected of them.



CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

One of the three most important considerations in setting up an organization is the human resource component of the organization. The role of human resource is not only in the organization level, but also its role has expanded from a small economical unit to the national level (Pohjola, 2010). Performance management is a vital component of human resource management that ensures the effective use of scarce resources (Baines, 2009). The Human resources function facilitates the use of available resources to achieve set targets and they are the most important category of the health systems inputs (WHO, 2000). Performance management is a continuous process of identifying, measuring and developing the performance of individuals or teams and aligning the performance of individuals and teams to achieve organizational goals (Aguinis, 2009, Armstrong, 2009 and Noe et al, 2008).

Organizations are now more focused on the need to get more from their employees if they are to achieve organizational objectives. Accurate appraisals are crucial for the evaluation of recruitment, selection, and training procedures that lead to improved performance. Appraisals determine training and development needs as well as career progression and compensation decision and occasionally, counselling needs. It can also increase employee motivation through the feedback process and may provide an evaluation of working conditions, thus, improving employee productivity, by encouraging the strong areas and modifying the weak ones. When effective, the appraisal process reinforces the individual's sense of personal worth and assists in developing his/her aspirations. According to Maund



(2001:572), “*Appraisal is the analysis of the successes and failures of an employee and the assessment of their suitability for training and promotion in the future and Performance Appraisal was introduced in the early 1970s in an attempt to put formal and systematic framework on what was formerly a casual issue*”. He explained that, performance appraisal, if well conducted can be used to improve current performance, provide feedback, increase motivation, identify training needs, identify potentials, let individuals know what is expected of them, focus on career development, award salary increases, and solve job problems. Practically, it is a way of managing an organization’s staff effectively and also manage poor performance. This is because, it allows one to know; what employees have achieved and can achieve, know what employees’ weaknesses are, understand how each employee’s role fits into the overall organisation, compare the efficiency of different staff members, set realistic goals and identify ways that the organisation can be expanded or enhanced. They allow staff to also; feel valued, understand what is expected of them, understand the business they are involved in, understand their weaknesses, identify their strengths, identify areas they need further training in as well as offer opinions and insights that may improve the organisation as a whole. In order to achieve these goals, managers must be able to determine and assess performance levels of both an organization and its individual employees (Kurt 2004).

According to Vanci-Osam & Askit, (2002) and Lam, (2001), an effective appraisal scheme offer a number of potential benefits to both individual and the organization. These benefits are: identification of an individual's strengths and weakness; identification of problems which may be restricting progress and causing inefficient work practices; development of a greater degree of consistency through regular feedback on performance and discussion



about potential which encourages better performance from staff; improvement of the quality of working life by increasing mutual understanding of managers and their staff. Performance appraisal should therefore be viewed as one of those processes in organizations that aim at enhancing productivity through mutual interaction between supervisor and the subordinates. The feedback provided during the appraisal process is vital in informing all those involved in the organization about what ought to be done in order to move the organization forward, Vanci-Osam & Askit, (2002) and Lam, (2001).

One of the important ways for human resource improvement is performance assessment. Organizational management through employee's performance assessment results in decisions on delegation of tasks and responsibilities, promotion, mobility and transfers, and training of staffs. Focusing on an organisation's human resource is one of the key strategies to increase organization efficiency and productivity (Berqqtschek et al., 2009).

Among the organizations, management and performance improvement in hospitals has a special place, because hospital is the most important center for providing diagnosis, treatment and rehabilitation services. Hospitals also have more varied and higher employee's organizational positions than other organization (Ashby et al., 2005). The productivity of health sector staff is one of the main current issues and the most significant challenges that health sector manager's face and is also one of the biggest concerns for health care organizations (Mc-Neese-Smeet, 2001). Despite the key importance of productivity, this phenomenon has rarely been studied in health. Similarly, if productivity has been considered, it has been in terms of the materials from industry and economic theories but outcomes of nursing practice have not been considered (Eastaugh, 2007).



Governments worldwide are under pressure to improve their service and to control their costs. 'National, state, county, municipal and public agencies in almost all the countries in the world are encountering some sort of fiscal squeeze' (Cokins 2002). The rise of public voices towards accountable and efficient government has influenced most government in the world to implement Performance Management System (PMS) to cater to the needs of the citizens.

Nevertheless, the lack of Comprehensive implementation plans and its practices have caused the failure of the system (Niven, 2002). Ghana over the last three decades, has undertaken several administrative reforms in the public sector, designed mainly to improve the efficiency and effectiveness of service delivery to enhance productivity (Public service commission, 2014).

The empirical evidence indicates that the Government is aware of these challenges and is committed to improve the performance of the public sector with the performance management policy for the public services of Ghana reviewed in 2014 (public service commission, 2014).

As part of the Ghana Health Service human resource management responsibilities, the procedure for evaluation of staff performance in Ghana Health Service was done by using standardized Civil Service forms and processes for conducting staff performance appraisal.

Members of staff were to be assessed once a year. In order to focus performance appraisal on performance improvement and less on promotion, the Ghana Health Service developed its own performance appraisal process in the year 2003 (Ackah, 2015).



. The purpose of the new process was to evaluate staff performance quarterly, for which staff were to set their own objectives quarterly and monitor their achievements at the end of each quarter in a year. This approach was piloted in Ashanti Region, Eastern Region and Brong Ahafo region in Ghana (Ackah, 2015).

An evaluation of this quarterly appraisal system also revealed that though helpful and better than the Civil Service annual appraisal system, the quarterly one was too cumbersome and time consuming. In 2006, the revised Staff Performance Appraisal (SPA) was introduced by Ghana Health Service where objectives are set annually but with an abbreviated six months review of performance activities. At present, this is what is being used in the Ghana Health Service. Though, it is fairly easy to prescribe how the performance appraisal process should work, descriptions of how it actually works in practice could be rather discouraging.

If the staff performance is less than optimal or set targets, the consequences are dire for the organisation and service as a whole inter alia in terms of meeting service targets, national and global goals of influencing health positively. Hence, the objective of this study was to assess the perceptions of health workers of the effectiveness of performance appraisal in the Ghana Health Service in Kassena Nankana West District (KNWD), specifically to identify the current practices used to manage the performance of health care workers and to propose strategies for improvement. The findings of this study will provide policy makers with a framework to guide planning and management of health care workers not only in Kassena Nankana West District, but also in the entire region and other regions of the country.



1.2 Statement of the problem

Meeting service targets has been a challenge at the national, regional and district levels. Kassena Nankana West District has consistently failed since its creation in 2008 to meet most of its service targets (District Annual report, 2014). This has been attributed to poor staff attitude, weak supervision at all levels, poor documentation and submission of reports, weak implementation of CHPS and inadequate human resources (Annual report, 2014).

Governments in conjunction with Ministry of health (MOH), Ghana Health Services (GHS) and other stakeholders had proposed and implemented series of interventions with the view of improving the quality of health system in Ghana.

To further ascertain the reasons for poor staff attitude, a staff satisfaction survey was conducted in the district to explore the reasons for poor staff work attitude. The survey revealed that, staff were dissatisfied with their work and work condition, learning and development, supervision, performance management and the benefit package associated with their work in the district (staff satisfaction survey, Ayamba, 2015, unpublished).

It also came out strongly that, Staff appraisals are only carried out when staff are due for promotions for the selected few and in many situations not at all. This results in the lowering of staff morale and apathy towards performance appraisals, because the right tool to measure performance is not taken seriously.

Anecdotal evidence has it that the new appraisal system is replicating the inefficiencies of the old system. It is almost becoming a standard requirement for promotion. GHS staff tend to go through the process only in the years that they are due for promotion. The mechanism



for ensuring that staff are appraised annually are not monitored. There is no evidence of copies of such appraisal documents on every staffs file except those due for promotion in a particular year. It is also not clear whether the recommended process is being followed or neglected. This is likely to allow favouritism and victimisation to characterize the system as common with the old appraisal system.

The old performance management system was bedeviled with several challenges. Some of these include: absence of a clearly defined, articulate and enforceable implementation framework, low Executive commitment/involvement and support for the Performance Management System (PMS) in contrast to what pertains in other developed/developing countries, absence of rigour, objectivity and continuity in the administration of the system, non-linkage of the process to an enforceable Reward and Sanctions Mechanism, ignorance of Public Servants on the merits of PMS, non-linkage of the system to staff development, and lack of effective monitoring and annual reporting and feedback mechanisms (public service commission, 2010).

According to Maund (2001), “employees see a poorly conducted appraisal interview as being worse than not having an interview at all”. Ideally, the record of the interview should be written on a special performance appraisal form that is signed by the manager, the employee and often a senior manager. It is good practice to allow the employee to see the completed form and add any comment (s). The situation had further resulted in ripple effects on poor performance, low morale and lack of discipline in the service.

Given the challenges earlier enumerated to be facing employees in Ghana Health Service, particularly employees of Kassena Nankana West District in the upper east Region,



performance management offers a valuable opportunity to recognize and reward employees' efforts and performance, detect key barriers and identify professional developmental needs and opportunities. It provides valuable feedback and instruction to employees and gives managers and supervisors a useful framework from which to assess the employees' staff's performances.

In spite of the numerous administrative and development purposes served by performance appraisal as a component of performance management in every organisation, the HRM division of the GHS in the KNWD seldom maximizes the positive contribution this tool adds to meeting service targets.

It is in the light of this situation that a research is being conducted to assess how effective the performance appraisal system in the GHS in the KNWD of the Upper East Region.

1.3 Research Questions

1. What is the knowledge level of health workers on the existing Performance Appraisal System within the GHS of the Kassena Nankana West District?
2. How does the Performance Appraisal System identify employees' strengths and weaknesses?
3. What are the attitudes, beliefs and perceptions of staff about the effectiveness of the Performance Appraisal system and process?
4. What are the challenges of the performance appraisal system in the GHS in the Kassena Nankana West district?



1.4 Research objectives

1.4.1 General Objective

The general objective of the study is;

To assess the effectiveness of the staff performance appraisal (SPA) system of the Ghana Health service (GHS) in the Kassena Nankana West District (KNWD)

1.4.2 Specific Objectives

1. To assess the knowledge of health workers on the existing Performance Appraisal System within the GHS of the Kassena Nankana West District.
2. To assess how the Performance Appraisal System identifies employees' strengths and weaknesses.
3. To assess the attitudes, beliefs and perceptions of health workers about the effectiveness of the Performance Appraisal system and process.
4. To assess the challenges of the performance appraisal system in the GHS in the Kassena Nankana West district

1.5 Significance of the Study

Up to the time of this study Performance Appraisal of health care workers in the district was not adequately documented. The objective of this study was to investigate the Performance Appraisal of health care workers in KNWD, specifically to identify the current practices used to manage the performance of health care workers and to propose strategies for improvement.

This study sort to bring to light employees understanding and appreciation of the Performance Appraisal system and the relevance of an objective, systematic and effective



performance appraisal. The association or relationship between the Performance Appraisal, staff output and achieving service targets will be explored. The findings of this study will provide policy makers with a framework to guide planning and management of health care workers not only in district but also in other districts of the region.

Also, it would contribute to knowledge and literature because it would focus on how Performance Appraisal can be more effective which would enable management to develop a broader understanding of human resource management process. Further, it would provide information for human resource practitioners on how rules and regulations regarding performance appraisal work in health facilities and develop the necessary programmes to address weaknesses and reward performance.

1.6 Scope of the Study

The health care system in Ghana consists of national, regional, districts and community levels. The teachings hospitals, regional and district hospitals as referral points. The district health care system comprises the district general hospitals, health centres (HC) levels and CHPS compounds and the community health committees. Kassena Nankana West Districts is one of the Districts in the upper east region with the responsibility of providing preventive, curative and rehabilitative health care service in the district. This study thus focuses on the performance management system with particular reference to the performance appraisal as a human resource activity in the service.

1.9 Organization of the Study

The study was divided into five (5) chapters. Chapter one embodies the general introduction to the study, the objective of the study, specific objectives, statement of the



problem, research questions, scope, organization of the study and the significance of the study.

In chapter two, the works of some authors pertaining to the concept of performance management and Performance Appraisal were reviewed, bearing in mind the objective of the study.

Chapter three provides information on the methodology for the study. It looked at the study design, the study population, and the sampling techniques used. It also provided information on the data collection methodology and analysis procedures.

The fourth chapter reported on the findings obtained from the field study. It described the background of the respondents, the issues relating to effectiveness of performance appraisal, the identifiable constraints that affected the appraisal system in the service and how to solve them.

The concluding fifth chapter summarised the salient trends and ends with suggestions and recommendations necessary for the attainment of an effective performance appraisal system in the Ghana Health Service.



CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction and Country Context

A literature review drives the research (Berg, 2004) and is an essential first step when undertaking a research project (Neuman, 2006). This chapter builds a theoretical foundation for the research through a thorough review of the existing literature on the effects of performance management and appraisal system.

This literature review has four important aims. First, to gain a full insight of the existing literature on the research area; second, to identify the key research issues and emerging themes to place the research into its proper context; third, to fully understand the theoretical concepts and models relating to the research topic in developing and producing a suitable theoretical framework for the research and fourth to establish and rationalized the significance of the research problem statement (Baker 2000; Cavana, Delahaye & Sekaran 2001; Leedy 2001; Perry 2002). These, therefore, have formed the basis for establishing the conceptual framework for this research.

The framework which brings together the key variables and issues pertinent to the research has four primary purposes (Neck 2008):

- 1) To establish the research domain;
- 2) To identify gaps in the existing body of knowledge on the research problems;
- 3) To develop the research questions and hypotheses to guide the research;
- 4) To assist with the formulation of the chapter structure.



The previous chapter gave the background and objectives of the study. It outlined the problem which centres on the effectiveness of performance appraisal system in the GHS in the KNWD.

2.2 Performance management

In Chapter 1, a number of performance management processes and factors influencing performance management were listed. This chapter will elaborate on these processes and factors in accordance with the definition of performance management and performance management systems and cover the literature pertaining to performance management and performance appraisal. In doing so, the literature will be related to the current performance appraisal system of GHS and the questions that were used to assess the effectiveness of performance appraisal system.

Armstrong (2006) holds that performance management is based on the principle of management by agreement or contract rather than management by command. It emphasises the integration of individual and corporate objectives as well as the initiation of self-managed learning development plans.

The performance management roadmap of Mohanty (2006) stipulates that performance management is a strategic and integrated approach in delivering sustained success to organisations by improving the performance of people who work in them and by developing the capabilities of individual contributors. He defines performance management as the real concept of human relations management, which is associated with an approach to creating a shared vision of the purposes and aims of the organisation, helping each employee understand and recognise his or her part in contributing to the organisation, and, in so doing, managing and enhancing the performance of both



individuals and organisation. He states that the essence of performance management is the development of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organisation, which supports and encourages their achievement. He further suggests that every performance management system should have the following components:

- Clearly defined objectives
- Free and open dialogue
- Performance-based rewards

To be able to explore the factors affecting the attitude of employees towards the performance management system, performance management and the performance management system have to be defined and understood.

2.2.1. Typical performance management

According to Brudal (2010), in the case of management, the term performance can be used at various levels (personal performance, individual performance, team performance, and organisational performance) to express general performance or to reflect a benchmark against peers.

Brudal (2010) further states that in scientific management, performance is associated with two key processes: performance management and performance measurement. Brudal further indicates that, these two key processes cannot be separated from one another, and performance management both precedes and follows performance measurement. Performance management is the overarching process that deals with performance. It reflects the approach one entity has towards performance, and it includes sub processes



such as strategy definition (planning/goal setting), strategy execution, and training and performance measurement. Thus, performance measurement is a sub process of performance management that focuses on the identification, tracking and communication of performance results by the use of performance indicators. Performance measurement deals with the evaluation of results, while performance management deals with taking action based on the results of the evaluation and ensuring the target results are achieved (Brudal, 2010).

The knowledge age requires a new approach to performance management. People add value and ensure that organisational performance which requires high commitment, based on trust between manager and staff, is given. Performance management can play an important role in fostering trust between these parties and promoting understanding which is most important in this relationship. This will lead to mutual cooperation which, in turn, will nurture engagement. For all of this to happen, communication between management and staff must be the centerpiece.

Since the performance of every employee contributes to the realisation of the business's strategic goals, it follows that the performance of every employee should be managed. This is the primary responsibility of every employee's line manager, and the role of the HR department is to design, develop, implement and maintain the tools and practices that will assist line management to execute this task effectively.

The process of performance management essentially entails three elements:



- Defining performance by setting clear goals, deciding how to measure goal accomplishment and providing regular progress assessment. Performance appraisal is an integral part of this element.

- Facilitating performance by identifying and eliminating obstacles to good performance and by providing resources to accomplish objectives.

- Encouraging performance by providing sufficient rewards and recognition that employees really value, in a timely and fair manner (Badenhorst-Weiss *et al.* 2012, Van Zyl, Van Noordwyk & Du Toit 2012).

Performance management is different from performance appraisal which forms part of performance management. Performance management is much more than appraising individuals. It contributes to the achievement of change, and it is integrated with other key HR activities, especially human capital management, talent management, learning and development and reward management (Armstrong 2009). According to Kozlowski (2012), performance management is a continuous process rather than a discrete event of performance appraisal.

This indicates that performance management is increasingly interlinked with other HR and organisational processes to ensure that performance management is embedded in the strategic management processes of the organisation.

The CIPD viewpoint (CIPD 2012) is that performance management has a significant role to play in enhancing organisational performance in the following ways:

- It ensures all employees understand their contribution to organisational goals and objectives.



- It ensures all employees understand what is expected of them and have the skills and support to achieve this.
- It drives engagement.
- It ensures effective communication throughout the organisation and the linking of objectives.
- It enhances the individual line manager relationship, encouraging line managers to build positive relationships with individuals based on trust and empowerment.

The keys to the successful introduction and application of performance management are being clear about what is meant by performance, understanding what the organisation is and needs to be in its performance culture, being focused on how individual employees will benefit and play their part in the process, and understanding that it is a tool for line managers and its success will depend on their ability to use it effectively.

2.2.2 Evolution of performance management

Performance management has evolved over the decades since the 1970s, especially as knowledge workers, and knowledge work in itself, require new ways of directing performance. “The different sources, stretching over time, indicate the evolution of performance management. The emphasis shifted from a human resource function charged with performance appraisal to line management, translating organisational goals to individual and team objectives to ensure alignment and unity of direction or focus (Armstrong & Baron 2005). This trend, to translate organisational goals to individual and team objectives is relatively new according to the dates of sources. According to According to Drucker 1977:225 cited in Mabona, 2013:25, “It takes decades to build the



edifice on the foundation laid by the first thinkers in the field.” The main responsibility for performance management has thus shifted from being an HR activity to be the responsibility of line managers. Line managers give effect to “management” by using performance management as a tool in translating organisational strategy into business results, while directing daily activities in a meaningful way (Mabona, 2013).

He further explained that, Performance management as a discipline contains elements that closely link it to a multitude of other disciplines and organisational capabilities: strategy management, project management, human resource management, accounting and psychology, to name a few. It is used in almost all scientific disciplines, as it is a subset of almost all human activities. Traditionally, performance management in an organisational context has been divided into three levels: strategic, operational and individual performance management. The traditional level at which performance management is used in organisations is the individual level. Individual performance management is perhaps the level with the longest evolution in history, as it mirrors the level of organisational maturity. In earlier times, organisations were loosely defined, and their performance management focus was based on individuals performing tasks as part of a group (Brudal 2010).

The assumptions of performance management are as follows:

- Individual performance can be managed by focusing on setting goals and monitoring goal achievement and aligning development and rewards to individual aspirations and potential to grow and or develop new skills;
- If individual performance can be raised, organisational performance can be raised;



- HR practices alone are insufficient to drive organisational performance, though HR contributes to developing able, engaged staff who will perform above expectation when given the opportunity.

2.2.3 Definition of performance management

There are numerous definitions of performance management in literature, but they correspond to a degree. Armstrong and Baron (2005:2) define performance management “as a process which contributes to the effective management of individuals and teams in order to achieve high levels of organisational performance”. Armstrong and Baron (2005) go on to stress that it is a strategy which relates to every activity of the organisation set in the context of its human resource policies, culture, style and communication systems. The nature of the strategy depends on the organisational context and can vary from organisation to organisation. The definition of performance management by Armstrong and Baron (2005) was used in this research because it shows the three dimensions – effective, strategic and integrated – the aspects which are tested in the questionnaire in Appendix.

Performance management is also a systematic process for improving organisational performance by developing the performance of individuals and teams. It is a means of achieving better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. It is owned and driven by line management (Armstrong 2009) because line managers contract performance with employees (Armstrong 2006). Put differently, Armstrong 2009, defines performance management as a process for establishing shared understanding about what is to be achieved and how it is to be achieved, and an approach to managing and developing people that improves individual, team and organisational performance. Performance



management can also be described as a strategic and integrated approach to delivering sustained success to organisations that focuses on performance improvement and employee development (Armstrong 2009). As such, there must be a kind of negotiation between the employee and his or her manager to find each other and come to an agreement to ensure a shared understanding. This should be a communication process which does not happen once but should be a continuous process taking place a number of times through the year.

Of the different views of performance management, the researcher supports Armstrong and Baron's (2005) view which aligns individual objectives with organisational goals. Armstrong and Baron's view is broader in scope and conducive to organisational goal achievement, fostering high performance.

The researcher supports the definition of performance management by Lockett cited in Armstrong and Baron (2005) which defines performance management as the development of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organisation that supports and encourages their achievement. The researcher supports this definition because of its all-inclusiveness as it includes both the performer and the promoter.

Aguinis's (2013:2) definition of performance management is that "it is a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with the strategic goals of the organisation." He further considers each of the definition's main components as:



- Continuous process – performance management is ongoing. It involves a never-ending process of setting goals and objectives, observing performance, and giving and receiving ongoing coaching and feedback.

- Alignment with strategic goals - performance management requires that managers ensure that employees' activities and outputs are congruent with the organisation's goals and, consequently, help the organisation gain a competitive advantage. Performance management therefore creates a direct link between employee performance and organisational goals and makes the employees' contribution to the organisation explicit.

There is a narrow and broad definition of performance management – the former focusing on “appraisal” and the latter on organisational performance which is the focus of this study and is in line with the definition of Armstrong and Baron (2005).

Performance appraisal should be a subset of performance management (Werner *et al.* 2011:121). Aguinis (2013) supports this in that performance appraisal is the systematic description of an employee's strengths and weaknesses, thus, an important component of performance management which is much more than just performance management. Badenhorst-Weiss, et al, 2012, are also in agreement.

Performance management can be regarded as a proactive system of managing employee performance for motivating individuals and organisations towards desired performance and results.

Performance management is a system monitoring achievement of objectives which requires certain behaviours (Van Rooyen 2006). Van Rooyen further states that if achieving an objective requires behaviours that are not sanctioned by the culture,



employees may experience personal dissonance which may lead to employees resisting the achievement of certain objectives if the required behaviours are seen as not supporting the culture. From the above, it can be seen that understanding the cultural perceptions of employees is critical when implementing performance management systems or optimising business functioning.

Another definition of performance management (Mullins 2010) says it is a process that brings together many aspects of people management. It concerns improvement at individual, team, department and organisational levels. It also involves staff development as a means of managing behaviour and attitudes. It logically follows that if there are good working relations, individuals and teams are more likely to perform well together than if poor relations exist.

The Chartered Institute of Personnel and Development (CIPD, 2012) suggests that performance management is concerned with establishing a culture in which individuals and groups take responsibility for the continuous improvement of business processes and their own skills, behaviours and contributions.

It is about sharing expectations and managers can clarify what they expect individuals and teams to do; likewise, individuals and teams can communicate their expectations of how they should be managed and what they need to do their jobs.

It follows that performance is about interrelationships and about improving the quality of relationships between managers and teams, between members of teams and so on, and is therefore a joint process (Mullins 2010).



Nelson and Quick (2008) see performance management as a process of defining, measuring, appraising, providing feedback on and improving performance.

Armstrong (2009) describes performance management as a system consisting of interlocking elements designed to achieve high performance. Within that system, Armstrong further indicates that, performance management is carried out through the process of planning, goal setting, monitoring, providing feedback, analysing and assessing performance, reviewing, dealing with under-performance and coaching.

Werner *et al.* (2011) further state that Bacal (2003), presents a slightly different perspective. He describes performance management as follows:

- The employee's essential job functions
- How the employee's job contributes to the goals of the organisation
- What it means, in concrete terms, to do the job well
- How job performance will be measured
- What barriers hinder performance and how they can be minimised and eliminated
- How the employee and the supervisor will work together to improve the

employee's performance.

According to Noe, Hollenbeck, Gerhart and Wright (2012), performance management is a means through which managers ensure that employees' activities and outputs are congruent with the organisation's goals. Managers need to know whether their employees are performing their jobs efficiently and effectively. That is what a performance management system does; it establishes performance standards that are used to evaluate employee performance (Robbins & Coulter 2012).



All these definitions are essentially the same as they all emphasize the systematic nature of the process, its focus on the achievement of shared individual and organisational goals and the importance of the development of and support to the individual.

If the employees do not live the organisation's values and the positive behaviours coupled with them, productivity will be negatively affected as they will not be honest and accountable and will not work well. As such, productivity implies a concern both for effectiveness and for efficiency (Robbins, Odendaal & Rood 2001).

Muchinsky, Kriel and Schreuder (2005) confirmed that, fundamental to effective performance management is an integrated performance management system that provides a framework within which the entire performance management process can be managed and improved.

2.2.4 Purpose of performance management

Van Rooyen (2006) states that performance management is a process of tracking, recognising and correcting behaviour to ensure effectiveness within a specific social system. He explained that, successful performance management systems usually include aspects of individual recognition, development or training and correction or discipline.

Van Rooyen further stated that, Performance management has at least three purposes:

- Aligning individual, team and departmental “outcomes” to organisational objectives/goals;
- Ensuring that staff know what they are expected to do; have the knowledge, skills, experience, attitudes and behaviour to do it; do what is expected of them on time, meeting



the required standard(s) in a given environment which places limitations on what can be achieved;

- Directing training and giving rewards to drive organisational performance. This requires the consistent application of performance management in which the line manager plays a crucial role.

These purposes are the link between individual performance and organisational performance - hence a shared understanding is required (the premise for the “interpretivist” approach to research).

Concurring with the above, Silverstein (2007) argues that most experts agree that a successful system of performance management involves four basic components:

- A clear organisational definition of performance
- A training and development program that focuses on improving performance
- An objective evaluation system to review employee performance
- A method of recognizing and rewarding performance.

Cannell (as cited in Chartered Institute of Personnel and Development (CIPD), 2012), advises that performance management should incorporate the following aspects:

- **Performance improvement** - throughout the organisation, for individual, team and organisational effectiveness.
- **Development** - unless there is continuous development of individuals and teams, performance will not improve.



- **Managing behaviour** - ensuring that individuals are encouraged to behave in a way that allows and fosters better working relationships.

Armstrong and Baron (2005) stressed that, at its best, performance management is a tool to ensure that managers manage effectively; this means that they ensure the people or teams they manage know and understand what is expected of them relative to organisational goal achievement, have the skills and ability to deliver on these expectations, are supported by the organisation to develop the capacity to meet these expectations, are given feedback on their performance and have the opportunity to discuss and contribute to individual and team aims and objectives.

The overall purpose of performance management according to Armstrong and Baron (2005) is to contribute to the achievement of high performance by the organisation and its people. High performance, Armstrong and Baron (2005) say, means reaching and exceeding targets for the delivery of productivity, quality, customer service, growth, profits and shareholder value. Specifically, performance management aims to make the good better, share understanding about what is to be achieved, develop the capacity of people to achieve it, and provide the support and guidance people need to deliver high performance and achieve their full potential to the benefit of themselves and the organisation. Performance management has the potential to improve the performance of organisations and act as a lever to achieve cultural change. A focus on performance can bring real rewards for organisations. Performance management can be the key or mechanism for dialogue in an organisation (Fox 2006).



Fox explained that, Performance is a factor of motivation and ability, that is, a person has to have a certain degree of willingness to do the job, have a clear understanding of what to do and how to do it, and should possess the necessary skills for task completion. Further, individuals will not be effective unless they receive organisational support and direction and unless their work fits the needs of their organisational environment. Finally, individuals need to know not only what to do but also how well they are doing it on an ongoing basis (feedback), and the decisions that affect their careers need to be validated continuously (Fox 2006).

The main performance management role players are the line managers and their staff. According to Armstrong (2009), performance management is what line managers do as they are there to achieve results through people and therefore have to manage the performance of their people. Line managers play a crucial role in each stage of the performance management cycle.

The performance management system of Ghana Health Service seems to be in line with theory, as can be seen from what performance management is concerned with (Armstrong 2009), principles of effective performance management (Armstrong 2009), best practices in performance management (Armstrong 2009) and implementing strategic organisational performance management (Armstrong 2009).

In congruence with Armstrong and Baron (2005), Amos *et al.* (2008) describe performance management as an approach to managing people for goal achievement. Amos *et al.* further state that it comprises a set of practices used by managers to plan, direct, and improve the performance of employees in line with achieving the overall strategic objectives of the organisation. Again this description of performance management is in



line with that of Armstrong (2009). Armstrong and Baron (2005) and Amos *et al.* (2008) further point out that the goal of a performance management system is to collaboratively determine individual work-related objectives in accordance with organisational objectives, review performance against the set objectives, and provide the employee with feedback as a means of motivating the employee to achieve his or her full potential, to experience satisfaction and commitment, and to contribute to organisational success.

To evaluate job performance effectively, Silverstein (2007) admits that a manager must know what is important to measure. According to Armstrong and Baron (2005), the assessment of performance starts with a retrospective analysis of results and the reasons for the level of achievement reached. This provides the basis for two-way communication regarding goals.

Results are assessed against agreed objectives that are derived from the strategic objectives of the organisation and are in line with the strategy of the organisation. Performance management data are collected by means of a performance management system.

Because of the complexity of the system and the hostile feelings of the GHS employees towards it, a question can be asked as to whether the current performance management empowers management and staff to attain sectional and individual goals.

As Wan (2010) puts it, performance management seeks to motivate people at all levels to be willing and committed to use their skills and knowledge to produce excellent results within their capabilities. This is important because to achieve improved performance is one of the reasons for performance management.



Verweire and Van den Berghe (2004) state that performance measurement and performance management are vivid themes in the literature on management control which comprises various tasks, including the following:

- Planning the future activities of the organisation
- Coordinating the activities of the various members of the organisation
- Communicating information
- Evaluating this information
- Deciding on the actions to be taken
- Influencing people to adapt their behaviour according to the company goals.

2.2.5 Performance planning, performance management and performance appraisal

Performance planning is the process of specifying goals at the beginning of the new performance period, identifying the desired level of performance (standards) and gaining employee commitment to perform as expected.

Performance management is the daily process of working towards the performance expectations established in the planning phase. Together, the manager and employee review performance on a periodic basis. If everything seems to be on track or results are exceeding expectations, the manager uses positive reinforcement to maintain high levels of performance. If it is lacking, the manager might need to coach the employee on ways in which to correct the deficiencies.

Performance appraisal is merely an opportunity to review the performance of the past year as agreed earlier by both the manager and the employee (McAfee & Champagne 1993



sited in Mabona, 2013). Performance management needs a system to be effectively carried out.

2.2.6. The importance of performance management

Performance management is shaping what people say and do about the needs of the organisation (Werner *et al.* 2011). The appeal of performance management in its fully realised form is that it is holistic: it pervades every aspect of running the business and helps to give purpose and meaning to those involved in achieving organisational goals and performance (Armstrong 2009).

According to Mone and London (2010), performance management is not a fixed sequence of events but a continuous process that is constantly renewing itself as performance unfolds, especially as key events create opportunities to demonstrate expertise and contribute to organisational goals. They further state that, done well, performance management makes employees more competitive and engaged, enhances leadership development, supports transformational change and, in general, contributes to higher levels of organisation performance (Mone & London 2010).

2.4 Performance Appraisal (PA)

Performance Appraisal (PA) is a major subject of controversy in management circles. While business leaders see the need for appraisal systems, they are frequently disappointed in them. One of the responsibilities of management is to ensure that an organization functions effectively and efficiently. In order to achieve these goals, managers must be able to determine and assess performance levels of both an organization and its individual employees (Kurt 2004) as cited in Ackah, 2015.



A performance appraisal (PA), also referred to as a performance review, performance evaluation by Muchinsky, and Career development discussion, or employee appraisal in the view Manasa & Reddy; is a method by which the job performance of an employee is documented and evaluated. Performance appraisals are a part of career development and consist of regular reviews of employee performance within organizations.

According to Montather, (2014), Performance Appraisals is the assessment of individual's performance in a systematic way. It is a developmental tool used for all round development of the employee and the organization.

The performance is measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, co-operation, judgment, versatility and health. Assessment should be confined to past as well as potential performance also.

Performance appraisal is a universal phenomenon in which the organization is making judgement about one is working with and about oneself. It serves as a basic element of effective work performance. Performance appraisal is essential for the effective management and evaluation of staff. The focus of the performance appraisal is measuring and improving the actual performance of the employee and also the future potential of the employee.

Abu-Doleh & Weir, (2007) sees a performance appraisal as a systematic general and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives.



Some aspects of individual employees are considered as well, such as organizational citizenship behaviour, accomplishments, potential for future improvement, strengths and weaknesses, etc. (Muchinsky, 2006 and Broady-Preston & Steel, 2002).

Historically, PA has been conducted annually (long-cycle appraisals); however, many companies are moving towards shorter cycles (every six months, every quarter), and some have been moving into short-cycle (weekly, bi-weekly) PA (Muchinsky, 2012).

Ghana Health Services (GHS) is responsible for managing health services and staff within public health institutions. As part of its human resources management responsibilities, GHS has a procedure for evaluating staff performance. Until 2006, GHS used the standardized Civil Service forms and processes for conducting staff performance appraisals. Desiring to focus performance appraisal more on performance improvement and less on promotion, GHS developed its own performance appraisal process, which was pilot tested in four regions. Whilst the Civil Service performance appraisal system was conducted mainly by site managers and was supposed to be done yearly, the GHS new performance appraisal system was designed to be conducted by service delivery or ward managers (immediate supervisors) and to be completed every quarter (Ackah, 2015).

According to Ackah (2015), the main purpose of the GHS staff performance appraisal (SPA) system was to streamline the use of the SPA as an effective tool for Human Resources Management at all levels in the Health Sector. It is meant to encourage Health Managers at various levels and locations to use SPA as a tool for assessing output of staff, identify training needs, and introduce efficiency in the use of Human Resources and to link it to Career Progression and Promotions.



At its core, the intent of a performance appraisal is that the previous year's work is discussed, assessed, and graded, and then a new set of targets and objectives are planned for the coming year. The appraisee/subordinate then needs to carry out these goals and objectives.

As the appraisees' goals and objectives are met, the appraiser/supervisor conducts a performance appraisal, evaluating how well the subordinate is doing, and gives him/her the appropriate rating. This assessment is discussed in the next performance review meeting and the process begins again.

In his book "Human Resource Development: Theory and Practice", Tapomoy, (2006) emphasized that, performance appraisal must be a continuous process where the overall mission and objective of an organization determines the basis for setting individual and team objectives. It is based on those objectives that employees' performance can be effectively appraised for improved productivity in the organization.

2.4.1. Developmental Background of Performance Appraisal

The history of performance appraisal is according to Cawley, quite brief. Its roots in the early 20th century can be traced to Taylor's pioneering Time and Motion studies. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the Second World War - not more than 60 years ago. Performance appraisals have been increasingly implemented by most modern organization as a tool for employee assessment (Cawley, 1998).

Companies and researchers have increasingly stressed the use of employee evaluations for motivational and organizational planning purposes. Indeed, for many companies



performance appraisal has become an important tool for maximizing the effectiveness of all aspects of the organization, from staffing and development to production and customer service (Moats, 1999).

As Moats (1999) puts it, that shift of focus was accompanied during the 1970s, 1980s, and 1990s by a number of changes in the design and use of appraisals. Those changes reflected new research and attitudes about organizational behavior and theory. Traditional appraisal systems were often closed, meaning that individuals were not allowed to see their own reports. Since the mid-1900s, most companies have rejected closed evaluations in favor of open appraisals that allow workers to benefit from criticism and praise.

Another change in appraisal techniques since the mid-1900s has been a move toward greater employee participation. This includes self-analysis, employee input into evaluations, feedback, and goal setting by workers. Appraisal systems have also become more results-oriented, which means that appraisals are more focused on a process of establishing benchmarks, setting individual objectives, measuring performance, and then judging success based on the goals, standards, and accomplishments. Likewise, appraisals have become more multifaceted, incorporating a wide range of different criteria and approaches to ensure an effective assessment process and to help determine the reasons behind employees' performance (Bodil, 1997).

Performance appraisals and standards have also reflected a move toward decentralization. In other words, the responsibility for managing the entire appraisal process has moved closer to the employees who are being evaluated; whereas past performance reviews were often developed and administered by centralized human



resources departments or upper-level managers, appraisals in the 1990s were much more likely to be conducted by line managers directly above the appraisee.

2.4.2 Staff Performance Appraisal in Ghana Health Service

In line with the Ghana Health sector common management arrangements for implementation of the Health sector Medium-Term Development Plan 2014-2017, Ghana Health Services (GHS) is responsible for managing health services and staff within public health institutions. As a health department, its services require direct contact with clients [patients] and this involves human life. Any recklessness or mistake on the part a health worker in course of service delivery could result into a loss of human life. The successive governments in recognition of the sensitive nature of the work of health workers have taken the remuneration of health workers very seriously. Thus, a lot is expected from the health sector by both government and the citizenry. A concerted effort must therefore be made to ensure sustained effective performance in the sector. This, the Service does by periodically assessing or appraising the performance of its employees (Ackah, 2015).

2.4.3 Employee performance appraisal process/system prior to the introduction of the new system in the Ghana Health Service

As stated earlier, Ghana Health Service completely disintegrated from the ‘ineffective public service’ appraisal system in 2006 (Ackah, 2015). Prior to this period, the Service was also using the ‘standard’ appraisal tool designed for all public services in Ghana, irrespective of the nature of service provided by the departments. Under this system of appraisal, two sets of forms were designed; one for junior officers and the other for senior



officers within the public services. As an operational guideline, employees were supposed to be appraised once every year (public sector commission 2010).

At the beginning of the year, the subordinate are expected to buy the appraisal form, fill it in with the set objectives and present it to the immediate supervisor to endorse the form. At the end of the year, the supervisor and the subordinate are expected to discuss the objectives vis-a-vis the actual performance of the subordinates. The next in command along the same grade then endorses the final report for onwards submission to the Regional Office for further submission to the head office.

2.4.4 The Operational deficiencies of the old system

A review of the old performance appraisal system by the public service commission in 2010 observed generally that, the appraisal system was not being executed effectively to enable it accomplish its goals. The following were some of such constraints or deficiencies associated with the old system.

- a. The annual appraisal was inefficient in the sense that, problems being encountered by an employee during the year had to wait till the end of the year for it to be identified and addressed. This had led to the repetition of operational mistakes throughout the year which hamper the attainment of both individual and Service goals
- b. Even the annual process was not being done regularly. Over 80% of employees, most especially juniors, were not being appraised.



- c. The appraisal system was only linked to promotions other than enhancing performance. It was only when employees were due for promotions that the appraisal forms are used, since it is one of the requirements to prove one's eligibility for promotion.
- d. Even the appraisals of few employees allegedly appraised were inefficiently done. The appraisees [subordinates] fill in the forms themselves at the end of the year and send it for just the signature and stamp of the superior officer. This led to discrimination and favouritism being exercised by the superiors. Thus, the appraisal forms of the favourites are endorsed while that of others is rejected.
- e. Due to the manner in which appraisals were done, there was no feedback system.

2.4.5 The New Appraisal System

As a remedy to the above outlined challenges with the old system, a new Staff Performance Appraisal (SPA) system was developed by the Human Resource Development Directorate (HRDD) of Ghana Health Service (GHS) in 2006 to replace the old. This was solely for the appraisal of health workers in the country. The following are the premises on which the new system was introduced, public service commission, 2010.

Under the Civil Service Performance Appraisal Process, staff were to be assessed once per year. However, an evaluation of this system in the first Pilot proved that very few staff members ever underwent performance appraisal. Rather, staff who received invitations for promotion interviews rushed to collect the forms and have their supervisors sign them, Ackah, (2015). As a result, objectives and achievements were noted retrospectively.



The GHS-SPA process sought to remedy this problem by making the process routine. The new process was supposed to be conducted quarterly, allowing staff to set objectives for the coming quarter and monitor their achievements at the end of the quarter. The evaluation showed that staff thought this system was helpful in that unlike the yearly appraisal, the quarterly reviews enabled them to see if they were on track to achieve their objectives and, if not, to develop other strategies so that they might improve their performance. However, staff, supervisors and supervisors complained that this quarterly system was far too cumbersome and time consuming, (Ackah, 2015).

Therefore, while yearly appraisals are inadequate, quarterly appraisals proved to be too cumbersome. Consequently, the revised GHS-SPA system was based on an annual performance appraisal with an abbreviated 6-month review. This system was to allow for two formal meetings between staff and supervisors and to help staff assess their progress and create new strategies if necessary.

2.4.6 Objective of the New Appraisal System

The revised GHS-SPA system in selected regions and districts aims to:

- Institutionalize staff performance appraisal within the Human Resource Management System, by also linking staff performance appraisal with other key systems where possible (ensuring long-term sustainability and effectiveness),
- Improve the monitoring and supervision mechanisms of the staff performance appraisal system,
- Empower targeted supervisors with the necessary skills to:



- conduct an effective staff performance appraisal and provide them with staff performance appraisal tools that are user friendly and effective,
- assess and improve individual staff performance,
- identify development and training needs, and
- link staff performance appraisal to career progression and promotions

2.5 Process of Performance Appraisal

Performance appraisal (PA) is planned, developed and implemented through a series of steps as illustrated by Aquinas (2009) in figure 1 below and the subsequent sub-headings:



Figure 2.1: Process of Performance Appraisal

Source: Aquinas (2009)



2.5.1 Establishing Performance Standards

The first step in the process of performance appraisal is the setting up of the standards which will be used as the base to compare the actual performance of the employees. This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organizational goals and objectives.

The standards set should be clear, easily understandable and in measurable terms. In case the performance of the employee cannot be measured, great care should be taken to describe the standards (Aquinas, 2009).

2.5.2 Communicating the Standards

Once set, it is the responsibility of the management to communicate the standards to all the employees of the organization. The employees should be informed and the standards should be clearly explained to them. This will help them to understand their roles and to know what exactly is expected from them. The standards should also be communicated to the appraisers or the evaluators and if required, the standards can also be modified at this stage itself according to the relevant feedback from the employees or the evaluators (Aquinas, 2009).

2.5.3 Measuring the Actual Performance

It is a continuous process which involves monitoring the performance throughout the year. This stage requires the careful selection of the appropriate techniques of measurement, taking care that personal bias does not affect the outcome of the process and providing assistance rather than interfering in an employees work (Aquinas, 2009).



2.5.4 Comparing the Actual With the Desired Performance

The actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of the employees from the standards set. The result can show the actual performance being more than the desired performance or, the actual performance being less than the desired performance depicting a negative deviation in the organizational performance. It includes recalling, evaluating and analysis of data related to the employees' performance (Aquinas, 2009).

2.5.5 Providing feedback

The result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employees' future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better (Aquinas, 2009).

2.5.6 Decision Making

The last step of the process is to take decisions which can be taken either to improve the performance of the employees, take the required corrective actions, or the related HR decisions like rewards, promotions, demotions, transfers etc.

2.6 Objectives of Performance Appraisal

PA plans are designed to meet the needs of the organization and the individual. It is increasingly viewed as central to good human resource management and could be undertaken either for evaluating the performance of employees or for developing them. The evaluative purpose has historical dimension and is concerned primarily



with looking back at how employees have actually performed over given time period, compared with required standards of performance.

The developmental purpose is concerned with the identification of employee's training and development needs (Aquinas, 2009). Fletcher (2008) gives an excellent summary of the objectives of implementing an appraisal process.

The evaluation is the starting point of the appraisal process. After this comes the reward and encouragement of effort and ability. This may also involve telling someone that they are doing badly. The systematic evaluation of training and development needs allows the measurement of the requirements of the job against the skills of the job holder. This enables the organisation to determine its training needs, both in the case of the employee in question and the organisation overall. This process allows the organisation to gather data about staff capabilities, which is essential to human resource planning. Finally, the appraisee and their line manager agree the future agenda, specifically for the next appraisal period. This will include key objectives for their post along with addressing training needs in terms of the needs of the specific post, the individual's professional development needs and any other training needs, if relevant (Fletcher, 2008).

Fletcher (2008) points out that employees will see themselves as benefitting if these organisational objectives are met (i.e. they want to be properly rewarded, discuss opportunities for development etc.). If appraisal does nothing else, it causes manager and subordinates to get together and discuss the subordinate's performance. However, this situation has the potential to be quite socially uncomfortable and it only works if the jobholder wants to be appraised. He further identifies three factors that are particularly



important in determining whether the employee engages in the process to help meet the objectives of appraisal.

They are:

- The employee's perception of the assessment as fair
- The quality of the employee's existing relationship with the person / persons doing the appraising
- The impact that the appraisal has on employee reward and their own well-being

Clearly, this presents a rich agenda for occupational psychologists. Undoubtedly, appraisal has a 'technical element' in terms of how performance is measured. However, it is also a very social process.

Theoretically, appraisal is intended to be about the development of the appraisees, both in terms of their professional development and in their role within the organisation. To achieve this, Lauby (2013) believes that it is essential that the appraisal is about behaviour rather than about personality or similar personal attributes. This is because a person can change their behaviour, that is, it is within the control of the person. Personality is a different matter and even if one were to argue that it can be changed, there are related ethical issues. Personality appears to be stable during adult life. The two essential issues are that appraisal is about behaviour, rather than personality and appraisal should be about things which the individual can control.



2.7 Challenges of Performance Appraisal

There are chances of opposition for valuation due to fear. If the evaluation system is poor, it will not give adequate effect. Rater's problems like leniency or harshness error, central tendency error, personal bias error, contrast error are also affecting the performance appraisal of an employee (Rasch 2004). Each employee should evaluate by his supervisor and to discuss each other to set objectives for upcoming evaluation. This discussion should cover the review of overall progress, problems encountered, performance improvement possibilities, long term career goals, specific action plan about job description and responsibilities, employee development interest and needs, to concentrate specific areas of development, to review performance objectives and performance standard, ongoing feedback and periodic discussions.

Performance appraisals are important for staff motivation, attitude and behavior development, communicating organizational aims, and fostering positive relationships between management and staff. Performance appraisals provide a formal, recorded, regular review of an individual's performance, and a plan for future development. In short, performance and job appraisals are vital for managing the performance of people and organizations.

2.7.1 Employees' Perception of Appraisal Systems

Most employees have mixed feelings with performance appraisal systems. Whilst some believe it carry some biases and largely fails to meet its objectives, others find it a means to justify their performance (Rasch 2004). According to Rasch (2004), managers commit mistakes while evaluating employees and their performance. Some of these biases are perceived by employees as ways of unfairly interpreting their performances.



Biases and judgment errors of various kinds may spoil the performance appraisal process. Bias, according to Shelley (1999), refers to inaccurate distortion of a measurement. Moats points out that, even when a performance evaluation program is structured appropriately, its effectiveness can be diluted by the improper use of subjective, as opposed to objective, measures.

Objective measures are easily incorporated into an appraisal because they are quantifiable and verifiable. In contrast, subjective measures are those that cannot be quantified and are largely dependent on the opinion of an observer. Subjective measures have the potential to dilute the quality of worker evaluations because they may be influenced by bias, or distortion as a result of emotion (Moats 1999). To overcome the effects of prejudice, many organizations must train appraisers to avoid biases. McNamara (2000) identifies eight common forms of biases discussed below:

2.7.2. First Impression (primacy effect)

This bias, according to McNamara occurs when raters form an overall impression about the ratee on the basis of some particular characteristics of the ratee identified by them.

The identified qualities and features may not provide adequate base for appraisal.

2.7.3. Resistance

The appraisal process may face resistance from the employees and the trade unions for the fear of negative ratings. Therefore, the employees should be communicated and clearly explained the purpose as well the process of appraisal. The standards should be clearly communicated and every employee should be made aware that what exactly is expected from him/her (Byars and Rue, 2004).



2.7.4. Fear

There are chances of opposition for valuation due to fear. If the evaluation system is poor, it will not give adequate effect. Rater's problems like leniency or harshness error, central tendency error, personal bias error, contrast error are also affecting the performance appraisal of an employee (Rasch, 2004).

2.7.5. Halo Effect

In his words, Moats says the term "halo" stems from the distortion that the appraisee, like an angel with a halo over its head, can do no wrong. This type of bias, however, also applies to foes of the rater, and may not job-related. The effect is particularly pronounced when the appraisee is an enemy or very good friend of the evaluator. McNamara adds that the individual's performance is completely appraised on the basis of a perceived positive quality, feature or trait. In other words this is the tendency to rate a man uniformly high or low in other traits if he is extra-ordinarily high or low in one particular trait. If a worker has few absences, his supervisor might give him a high rating in all other areas of work.

2.7.6. Horn Effect

McNamara describes this bias as the situation where the individual's performance is completely appraised on the basis of a negative quality or feature perceived. This results in an overall lower rating than may be warranted.

2.7.7. Excessive Stiffness or Lenience

Depending upon the raters own standards, values and physical and mental makeup at the time of appraisal, ratees may be rated very strictly or leniently (Moats 1999) According to Kurt (2004) some of the managers are likely to take the line of least resistance and rate



people high, whereas others, by nature, believe in the tyranny of exact assessment, considering more particularly the drawbacks of the individual and thus making the assessment excessively severe.

The leniency error can render a system ineffective. If everyone is to be rated high, the system has not done anything to differentiate among the employees. Moats Points out that, leniency and strictness bias results when the appraiser tends to view the performance of all of his employees as either good and favorable or bad and unfavorable. Although these distortions are often the result of vague performance standards, they may also be the consequence of the evaluator's attitudes.

2.7.8. Central Tendency

McNamara says this bias occurs where appraisers rate all employees as average performers. That is, it is an attitude to rate people as neither high nor low and follow the middle path. According to Moats, the error of central tendency occurs when appraisers are hesitant to grade employees as effective or ineffective. They pacify their indecisiveness by rating all workers near the center of the performance scale, thus avoiding extremes that could cause conflict or require an explanation.

2.7.9. Personal Biases

Shelley says the way a supervisor feels about each of the individuals working under him - whether he likes or dislikes them - has a tremendous effect on the rating of their performances. Personal Bias can stem from various sources as a result of information obtained from colleagues, considerations of faith and thinking, social and family background and so on. Likewise, Moats judges that personal prejudice results from a rater's



dislike for a group or class of people. When that dislike carries over into the appraisal of an individual, an inaccurate review of performance is the outcome.

2.7.10. Spillover Effect

McNamara in describing this bias says that the present performance is evaluated much on the basis of past performance. "The person who was a good performer in distant past is assured to be okay at present also" (McNamara 2000).

2.7.11. Recency Effect

In the case of this bias, rating is influenced by the most recent behaviour ignoring the commonly demonstrated behaviours during the entire appraisal period. The recency effect is a corollary of the natural tendency for raters to judge an employee's performance based largely on his most recent actions rather than taking into account long-term patterns (McNamara, 2000).

As indicated, Moats Corroborates McNamara's position on the nature of these biases, and further identifies a ninth bias which McNamara failed to indicate. Moats calls this the cross-cultural bias, which he describes as the consequence of an evaluator's expectations about human behavior. Those expectations often clash with the behavior of appraisees who have different beliefs or cultural values.

Gabris & Mitchell (2000) have reported a disruptive bias in performance appraisal known as the Matthew Effect. It is named after the Matthew of biblical fame who wrote, "To him who has shall be given, and he shall have abundance: but from him who does not have, even that which he has shall be taken away." According to Gabris & Mitchell, in performance appraisal the Matthew Effect is said to occur where employees tend to keep receiving 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. The Matthew Effect suggests that no matter how hard an employee strives, their past appraisal records will prejudice their future attempts to improve (Gabris & Mitchell 2000).

In addition to bias, Moats (1999) contends that flaws in the execution of an appraisal program can be destructive. Moats cites the example of managers downgrading their employees because high performance reviews would outstrip the department's budget for bonuses; or, some managers using performance appraisals to achieve personal or departmental political goals, thus distorting assessments.

2.8 Limiting the Effects of Supervisory Bias

McNamara suggests reasonable steps which can be taken to limit the effects of supervisory bias.

- a) **Awareness Training:** 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 in group/outgroup bias, for instance, reduces the morale and motivation of their subordinates.
- b) **Developing Poor Performers:** Incentives, financial or non-financial, may be offered to encourage supervisors to make special efforts to help poor performers improve. Supervisory appraisals, for example, might stress the importance of working with poor performers to upgrade their performance. The possibilities are extensive.
- c) **Counselling, Transfer, Termination:** There is always the possibility that an employee who receives poor appraisal results is in fact a chronic poor performer.



No employer is obliged to tolerate poor performance forever. Consistently poor appraisal results will indicate a need for counseling, transfer or termination. The exact remedy will depend on the circumstances (McNamara, 2000).

2.8 Performance Appraisal Techniques

As Moats (1999) points out, different performance appraisal techniques can be classified as either past-oriented or future-oriented.

2.8.1. Past-Oriented Techniques

According to Moats, past-oriented techniques assess behavior that has already occurred. They focus on providing feedback to employees about their actions, feedback that is used to achieve greater success in the future. Moats presents techniques under this form as discussed below:

Rating Scales and Checklists: According to Moats, some of the traditional forms of performance appraisals such as rating scales and checklists remain popular despite their inherent flaws. They entail an assessor providing a subjective assessment of an individual's performance based on a scale effectively ranging from good to bad or on a checklist of characteristics. Typically, basic criteria such as dependability, attitude, and attendance are listed. The obvious advantage of these techniques is that they are inexpensive and easy to administer. Primary disadvantages include the fact that they are: highly susceptible to all forms of bias; often neglect key job-related information and include unnecessary data; provide limited opportunities for effective feedback; and fail to set standards for future success. Furthermore, subjective techniques such as rating scales are vulnerable to legal attack.



Behaviorally Anchored Rating Scales (BARS): According to Moats a fairer approach to performance appraisal is behaviorally anchored rating scales (BARSs), which are designed to identify job-related activities and responsibilities and to describe the more effective and less effective behaviors that lead to success in specific jobs. The rater observes a worker and then records his or her behavior on a BARS. The system is similar to checklist methods in that statements are essentially checked off as true or false. Moats points out however that, BARS differ in that they use combinations of job-related statements that allow the assessor to differentiate between behavior, performance, and results.

Forced-Choice Appraisals

Forced-choice appraisals consist of a list of paired (or larger groups of) statements. According to Moats the statements in each pair may both be negative or positive, or one could be positive and the other negative. The evaluator is forced to choose one statement from each pair that most closely describes the individual. He contends that Forced-choice appraisals are typically easy to understand and inexpensive to administer, but they lack job relatedness and provide little opportunity for constructive feedback.

Critical Incident Evaluation Techniques

Critical incident evaluation techniques require the assessor to record statements that describe good and bad job-related behavior (critical incidents) exhibited by the employee. According to Moats, the statements are grouped by categories such as cooperation, timeliness, and attitude. An advantage of this system is that it can be used very successfully to give feedback to employees. Furthermore, it is less susceptible to some forms of bias. On the other hand, critical incident assessments are difficult because they require ongoing,



close observation and because they do not lend themselves to standardization and are time consuming (Kurt 2004).

Field Review Appraisal Techniques: Field review appraisal techniques entail the use of human resource professionals to assist managers in conducting appraisals. Moats says that the specialist asks the manager and sometime coworkers' questions about an employee's performance, records the answers, prepares an evaluation, and sends it to the manager to review and discuss with the employee. This type of system improves reliability and standardization because a personnel professional is doing the assessment. For the same reason, it is less susceptible to bias or to legal problems. But field reviews are generally expensive and impractical for most firms, and are typically utilized only in special instances to counteract charges of bias, for example (McNamara 2000).

2.8.2. Future-Oriented Techniques

In contrast, Moats says that future-oriented appraisal techniques emphasize future performance by assessing employees' potential for achievement and by setting targets for both short- and long-term performance. He discusses these forms of techniques as presented below:

Management by Objectives (MBO) Approach

Moats describes this technique as usually goal oriented. In MBO, managers and employees work together to set goals with the intent of helping employees to achieve continuous improvement through an ongoing process of goal setting, feedback, and correction. As a result of their input, employees are much more likely to be motivated to accomplish the goals and to be responsive to criticism that arises from subsequent objective measurements of performance (McNamara 2000).



Assessment centre evaluation

Moats refers to this as a more complex assessment method that is usually applied to managerial or executive prospects. It is a system of determining future potential based on multiple evaluations and raters. Typically, a group meets at a training facility or evaluation site. They are evaluated individually through a battery of interviews, tests, and exercises. In addition, they are evaluated within a group setting during decision-making exercises, team projects, and group discussions. Psychologists and managers work together to evaluate the employees' future management potential and to identify strengths and weaknesses (Bodil, 1997).

Psychological tests

Psychological tests are a much less intricate method of determining future potential. Moats says they normally consist of interviews with the employee and his supervisors and coworkers, as well as different types of tests and evaluations of intellectual, emotional, and work-related characteristics. The psychologist puts his or her findings and conclusions in a report that may or may not be shared with the employee.

Self-Appraisal

Another appraisal technique included in the future-oriented category is self-appraisal, which entails employees making evaluations of their own performance. According to Moats although self-assessment techniques may also be coordinated with past-oriented evaluations, they are particularly useful in helping employees to set personal goals and identify areas of behaviors that need improvement. The advantage of such appraisals, which may be relatively informal, is that they provide an excellent forum for input and



feedback by superiors. In addition, they allow supervisors to find out what employees expect from themselves and from the organization or department (Bodil 1997).

In addition, Bodil suggests that evaluators often combine various future- and past-oriented techniques, forming hybrid approaches to performance appraisal. According to Kurt (2004) using several different techniques enables managers to measure both behavior and results and to set goals for employees to improve their performance and to increase their motivation. For example, an evaluator might use both the BARSs and MBO techniques to reap the benefits of both and compensate for the drawbacks of each.

Chopek (2003) from a different angle discusses the following four methods in order to provide examples of current methods in use and to illustrate the varying complexity of available methods.

The Balanced Scorecard

Chopek defines this as a process that focuses on clarity and is useful in evaluating both internal processes and external results. The balanced scorecard focuses on four key perspectives in which individual assessments take place and are then combined to provide an overall assessment.

2.9 Developing Employee Performance Appraisal Plans (EPAP)

According to Wesley (2003), regulatory requirements for planning an employee's performance include first establishing the elements and standards in their EPAP. An EPAP outlines the specific elements and standards that the employee is expected to accomplish during the rating cycle. Wesley points out that performance elements and standards should be measurable, understandable, verifiable, equitable, and achievable. In addition, EPAPs



should be flexible so that they can be adjusted for changing program objectives and work requirements.

Elements

According to Wesley elements established in appraisal plans should all be considered critical. Through these elements, employees are held accountable as individuals for work assignments and responsibilities of their position. A critical element is an assignment or responsibility of such importance that unsatisfactory performance in that element alone would result in a determination that the employee's overall performance is unsatisfactory.

Standards

The performance standards, according to Wesley (2003) are expressions of the performance threshold(s), requirement(s), or expectation(s) that must be met for each element at a particular level of performance. Kurt (2004) says they must be focused on results and include credible measures such as:

Quality

This addresses how well the employee or work unit is expected to perform the work and/or the accuracy or effectiveness of the final product. It refers to accuracy, appearance, usefulness, or effectiveness. Measures can include error rates (such as the number or percentage of errors allowable per unit of work) and customer satisfaction rates (determined through a customer survey/feedback).



Quantity

This addresses how much work the employee or work unit is expected to produce. Measures are expressed as a number of products or services expected, or as a general result to achieve.

Timeliness

This addresses how quickly, when, or by what date the employee or work unit is expected to produce the work.

Cost-Effectiveness

This addresses savings or cost control. These should address cost-effectiveness on specific resource levels (money, personnel, or time) that can generally be documented and measured. Cost-effectiveness measures may include such aspects of performance as maintaining or reducing unit costs, reducing the time it takes to produce or provide a product or service, or reducing waste (Wesley 2003).

2.10. Theories of Performance Appraisal

Performance appraisal interviews remain central to how employees are scrutinised, rewarded and sometimes penalized by managers. But they are also often castigated as ineffective, or even harmful, to both individuals and organisations. Exploring this theories, we highlight the influence of the Equity, Goal setting and Expectancy theories on the practice or malpractice of performance appraisal.

The Equity Theory: In the 1960s, John Stacey Adams, a behavioral psychologist, developed the equity theory. This theory describes the relationship between the perception of fairness and worker motivation. People typically value fair treatment. Successful



entrepreneurs recognize this and structure their small-business workplace to reward people according to their contributions. The equity theory, developed by John Stacey Adams, says that satisfaction is based on a person's perception of fairness. Applying this theory when conducting a company's performance appraisals involves balancing the assessment of an employee's contribution to his job with the compensation and other rewards associated with his success. In general, highly-paid and rewarded employees tend to be the most motivated to continue performing well on the job. They also recognize that people have needs. Other theories help explain how to understand these needs. Psychologist Abraham Maslow's need-hierarchy theory, developed in the 1940s, states five levels of personal needs: physiological, safety, belonging, esteem and self-actualization. Business school professor Victor Vroom developed the expectancy theory in the 1960s, demonstrating that motivated employees produce more. Behaviorist B. F. Skinner also worked in the 1960s to understand how reinforcement works. He concluded that negative reinforcement leads to negative outcomes. Effective small-business managers can apply these observations to managing performance by motivating their employees through positive reinforcement and appraising them fairly on at least an annual basis.

Goal setting theory: this had been proposed by Edwin Locke in the year 1968. This theory suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is because the employees keep following their goals. If these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. In case the performance improves it will result in achievement of the performance management system aims (Salaman et al, 2005).



Expectancy theory: this was proposed by Victor Vroom in 1964. This theory is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. The individuals modify their behavior in such a way which is most likely to lead them to attain these goals. This theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Salaman et al, 2005).

2.11 Conceptual Framework

The conceptual framework of the study is presented in the Figure 2.2 below.

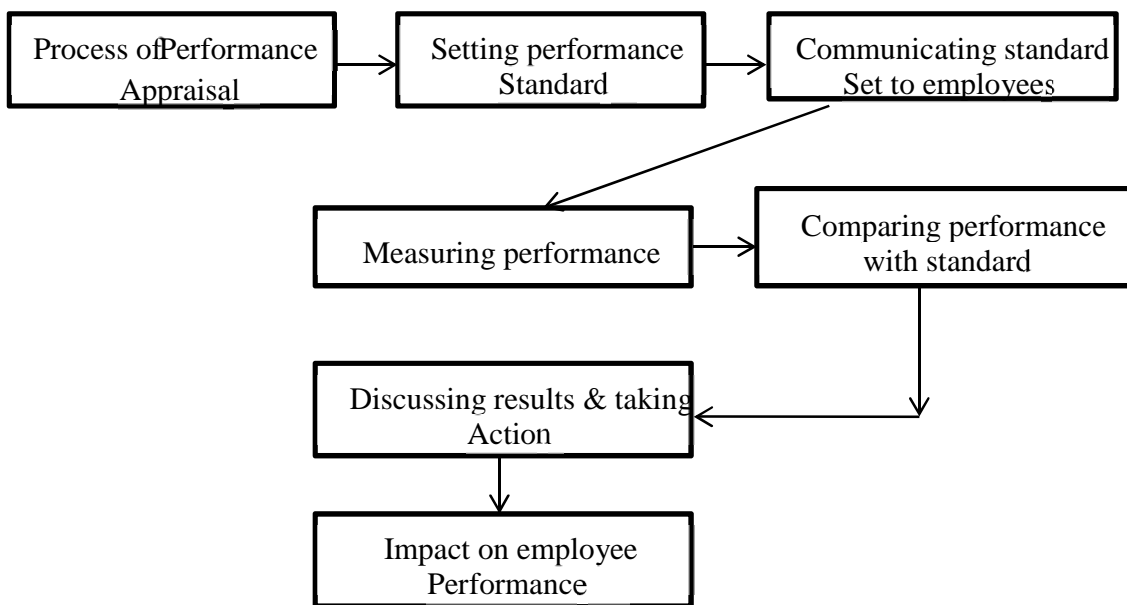


Figure 2.1 Conceptual Framework

Source: Author's own construct, 2016

Each of these individual components help to achieve the desired effect on the employee. As elaborated by Fletcher (1994), the objectives of the appraisal scheme should be determined before the system is designed in detail. The objectives will to a large extent



dictate the methods and performance criteria for appraisal so they should be discussed with employees, managers and trade unions to obtain their views and commitment.

Performance appraisal follows a systematic process to ensure that results are achieved. Having established the process of carrying out the appraisal, there is the need to set the performance standard and communicate these standard set to employees. At scheduled intervals employee performance is measured and compared to the set standard. To achieve the desired impact on the performance of employees, results are analysed and the necessary action taken to address weaknesses.

Weaknesses in any of the components affect the attainment of the desired results. For example, failure to set the right performance standards that are aligned to the organizational objectives will have a negative effect on the performance expected of the employee. Again, without taking the necessary action after measuring performance the same weaknesses will continue to exist.

2.10 Conclusion of literature review

From the literature review, it can be seen that performance management is highly important to both employer and employee.

Each employee should be evaluated by his supervisor and to discuss with each other to set objectives for upcoming evaluation. This discussion should cover the review of overall progress, problems encountered, performance improvement possibilities, long term career goals, specific action plan about job description and responsibilities, employee development interest and needs, to concentrate specific areas of development,



to review performance objectives and performance standard, ongoing feed-back and periodic discussions.

Performance appraisals are important for staff motivation, attitude and behavior development, communicating organizational aims, and fostering positive relationships between management and staff. Performance appraisals provide a formal, recorded, regular review of an individual's performance, and a plan for future development. In short, performance and job appraisals are vital for managing the performance of people and organizations.

It is important for the employer to understand how the employees contribute to the achievement of the overall objectives of the organisation. The performance management system enables the organisation to know how the employees perform, discovering those who add most and those who add least value to the organisation. It allows the organisation to undertake a thorough assessment of the training and development needs of its employees and set development plans and gives the opportunity of using the results of the performance management process to shape an individual's remuneration.

For the employee, the performance management process provides transparency over the performance, provides a background for documenting performance issues and can be used to consider future career development requirements. An organisation's choice of where to focus its attention in relation to performance management may, in part, determine its future and can certainly guide its culture (Armstrong 2009:2).

The following benefits of performance management could be identified:



- It aligns organisational activities and processes to the goals of the organisation.
- It focuses on results.
- It produces meaningful measurements.
- It promotes a system-wide, long-term view of the organisation.

Mullins (2010:515) states that performance management is how the various people management policies are integrated to support organisational performance. Performance review is one aspect of this, and an effective scheme, therefore, offers a number of potential benefits to both the individual and the organisation:

- It can identify an individual's strengths and areas of development and indicate how such strengths may best be utilised and weaknesses overcome.
- It can help to reveal problems that may be restricting progress and causing inefficient work practices.
- It can develop a greater degree of consistency through regular feedback on performance and discussion about potential. This encourages better performance from staff.
- It can provide information for human resource planning, to assist succession planning and talent management, and to determine suitability for promotion and for particular types of employment and training.
- It can improve communication by giving staff the opportunity to talk about their ideas and expectations and how well they are progressing.



CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology and methods and is concerned with the choice of appropriate methodology by which the validity of the research was judged. As previously discussed, this research was developed on the basis of a literature review. The purpose of the chapter is to describe the research method used to answer the research question. The methodology includes research philosophy, method and data analysis (Eriksson & Kovalainen 2008).

3.2.0 Study Area

3.2.1 District Profile

The Kassena-Nankana West District (KNWD) was carved out of the Kassena-Nankana Municipal in 2008. The District lies within the Guinea Savannah woodland of Ghana and it borders the Builsa and Sissala Districts in the South West and the West respectively, Bongo and Bolga Districts in East and North-East respectively, Burkina Faso in the North and Kassena-Nankana Municipal in the south.

The 2014 Ghana statistical service report indicate that, the Population of the District is mostly rural about 90% with sparse settlement pattern with closely knit extended families living in the same compound. It has a population of 74,120, with nine (9) sub districts, in 112 Communities, 1 hospital, 6 health centres, 2 private clinics, 30 earmarked CHPS Zones and 26 Functional CHPS Zones (District Annual Report, 2014).



There are two main climatic seasons-a short rainy season, with an average rainfall between 850-1000 mm. The peak rainy season lasts from June to September, during which many communities are inaccessible due to floods. The dry season lasts from October, to May with the harmattan winds peaking in January and February, with a temperature range of 20°C to 40°C. The District covers an area of approximately 1658sqkm. The average number of people living in a compound is ten unlike other Regions in Ghana, the sparse settlement and no compact villages makes health service delivery often difficult, GDHS, 2014. There are two main ethnic groups; Kassenas who speak Kassim and Nankanas who speak Nankam.

Agriculture is the major occupation with over 70% of the labour force. The main occupation especially in the rural areas is farming. They practice dry season farming in gardens at the available dams, streams and hand dag wells, which mostly dries up in the dry season. Crops cultivated include millet, maize, sorghum, groundnuts, tomatoes, onions, beans and soya beans. They farm in small scale garden eggs, cabbage, lettuce, green pepper, among others which serves as a family source of income. However, there are other occupations such as animal husbandry and petty trading (District Annual Report, 2014). There are no larger scale industries existing within the District. One other major economic activity in the district is the retail business. This is because custom and tradition tend to regard these occupations as the preserve of males. There is high outward migration in the district which has very serious consequences on the development of the district i.e. loss of productive labour force, (GDHS, 2014).

The major town road leading to Burkina Faso is tarred while the rest are not, with most of them non- engineered and become unusable, especially in the rainy season.



The district has rich natural resource base ranging from socio-cultural characteristics of the people, the agricultural base, tourism, political and administrative structures that allow for the participation and democratic procedures to realize the developmental goals and objectives of the district. The district has sixty (60) assembly members elected and appointed with 46 electoral areas. It has four paramountcy's, Paga, Sirigu, Mirigu and chiana. See District Map in the appendix III.

Table 3.1: KNWD Population Indices

Category	Number
Total Projected Population for 2012	74121
Number Of Sub-districts	9
Number Of Communities	112
Target Populations-	
Children 0-11 Months	2965
Children 0-59 Months	14824
Expected Pregnancy.	2965
Expected Deliveries	2965
WIFA	17,789
HEALTH INFRASTRUCTURE	
Hospital	1
Health centres	6 (2 CHAG)
Clinics (Private)	2
No Of earmarked CHPS Zones	30
Functional CHPS Zones	26

Source: DHA annual report, 2014

3.2.2 Human Resource for Health

The district has total staff strength of two hundred and seventy-five (294) staff with 28 of them in various schools for further studies. This is made up of skilled and Non-skilled staff. One of the main challenges of the district is inadequate human resource, especially critical staff e.g. Doctors, Physician Assistants, midwives, disease control, dispensary technicians and laboratory technicians among others. Below is the breakdown of staff in the District.



Table 3.2: Categories of Staff

Category	Number
Number of Doctors	1
Number of Physician Assistants	6
Number of Nurses (all categories)	193(16 in School)
Number of midwives	19 (3 in school)
Health Assistants	17(3 in school)
Public health nurses	1
Disease control officers	9
Health information officers/ Nutrition officers	7
Accounts personnel/administrative staffs	8
Laboratory technologist/assistants	8
Dispensary technicians/assistants	5
Stores	3(1 in school)
Drivers	4
Labourers	10
Security personnel/Watchman	3
Total	294 (28 in school)

Source: DHA annual report, 2014

3.3 Research Strategy

According to Yin (2003), there are several ways of conducting a social science research.

The strategies Yin describes are the case study, experiments, surveys, histories and an archival analysis.

The researcher employed the case study as his research strategy. This is because as Yin (2003) points out, the case study is a way to explore an empirical subject by following



a set of pre-specified activities and procedures. The case study method permits researchers to maintain the holistic and meaningful characteristics of real-life events.

A case is seen as a study of a particular social unit or system (in this instance, Ghana Health Service, Kassena Nankana West District) which is “bounded” and studied in its natural setting as a whole, for example, a geographical area, an institution or a unit (Richards & Morse 2013); data are collected from a small number of cases selected to inform a particular issue and that are thoroughly described; coding and summarising data are focused by prior questions or theory to inform detailed understanding and comparison by contextual analysis of factors, events or conditions of interest (Richards & Morse 2013). The case study uses different sources of data (e.g., company records/documents), observation (manager) and data collected via interviews or a survey (Richards & Morse 2013). In-depth data are gathered, focusing on the particular problem (in this instance, effects of performance management system in KNWD) and analysing all data obtained from that particular case in context, within the identified boundaries (Richards & Morse 2013).

3.4.0 Sources of Data

The researcher collected data from primary sources. The primary data was collected through the use of questionnaires that will be administered by the researcher to staff of institution being used for the study.

3.4.1 Primary Data

Primary data constitute original data collected from original sources. The respondents of the current study constitute the original sources from where the data were collected. It is primary because the data has not been used before.



3.5 Study design

The purpose of this study is to explore performance management systems with special attention to the performance appraisal in the Ghana Health Service. This considers the perceptions and experiences of the staff about the performance appraisals management and its associated challenges. This research used a cross sectional descriptive study, for which quantifiable data is required. Descriptive study as a research method permitted the researcher to explore and describe the phenomena (Brink and Wood, 1988, as in Whelan, 2009) and enabled the researcher to provide a cohesive summary of issues or events as described by the participants (Sandelowski, 2000). It allows the researcher to explore individuals or organizations, simple through complex interventions, relationships, communities, or programs (Yin, 2003) and supports the deconstruction and the subsequent reconstruction of various phenomena. Thus, this research adopts descriptive research method due to the followings:

- This research only attempts to give descriptive information that is needed to address the research problem.
- This research would be able to describe a phenomenon more clearly by offering the profile of the factors.
- Descriptive research has the advantage of determining the extent of differences in the perceptions, needs, attitudes and characteristics of different groups who participated in the survey.

The research design is a descriptive research using quantitative method. The design required that the researcher employs the quantitative research methods in a single study to



collect and analyse data, and report research findings. In this study, quantitative methods was used to collect data from health care workers. The data was collected between April and May 2016. Triangulation was done during data collection, analysis, interpretation and discussion of the results.

3.5.1 Quantitative Method

Quantitative research is a structured way of collecting and analyzing data obtained from different sources. Quantitative research involves the use of computational, statistical, and mathematical tools to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population, (Babbie 2010).

According to Given (2008), quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.

The quantitative research approach was used because of the main strengths: generating precise, quantitative, numerical data from large survey sizes. Furthermore, the findings are reliable and can be generalised and replicated on many different populations (Maxwell & Delaney 2004).

Mohd (2014) stated that, 'This approach to investigating human and social behaviour originated as a reaction to metaphysical speculation'. Thus, this paradigm suits the need



of this research because it can provide an objective, value free coverage of a range situation in GHS. The objectives of this research, however, were largely directed at understanding the effects of performance appraisal system of GHS in the KNWD. For this reason only the quantitative approach is being applied in this research.

The study population comprised of health care workers (doctors, physician assistants, professional nurses and other health personnel) from the health facilities and district health administration in the district.

A total of 120 respondents were selected to participate in the study. This represented staffs who met the inclusion criteria of the target population.

The data was collected using self-administered questionnaires. The current practice used to measure performance of health care workers was assessed using ten questions. The first part captures the background information of staff and the last part calls for suggestions for improvement. The process employed eight questions, based on a five-point Likert scale. The respondents were required to indicate their level of agreement with any of the five points on the Likert scale and a response of yes or no for some of the questions. These eight questions elicited information regarding; knowledge of appraisal system of GHS staffs, relevance of appraisal system in identifying employees' strengths and weaknesses, consistency of appraisal process with GHS's rules and regulations, existence of programmes to address weaknesses and reward performance, beliefs, attitudes and perception of appraisees and appraisers, appraisal process, strengths and weaknesses of staff performance appraisal system and challenges of staff performance appraisal system.



3.6 Study Population

Bryman and Bell (2003), suggest that a population is the whole group that the research focuses on. The survey pool was made up of medical staff, nursing staffs, administrative staff, paramedical staff and some auxiliary staff at of the Kassena Nankana West District who met the inclusion criteria. This covered 82 nurses (all category), 11 technical officers, 1 doctor, 5 physician assistants, 6 nutrition officers and 15 other health personnel, totaling 120. The said figure covers all staffs in the district.

3.7 Sample Size

The views of staff employed by GHS were necessary to study the phenomenon in question; hence, a quantitative method was implored to collect data. De Vos et. al. (2002) argue that the population and size of sample should be inversely related. Consequently, a large population would require a smaller percentage of that population. However, a relatively small population would need a reasonably large percentage of the population to draw representative and accurate conclusions and predictions. The intention of the researcher was to gain an insight into the perception of staff on the performance appraisal system, hence, the need to choose personnel who were well versed with the process and have at least gone through one cycle of an appraisal in the Ghana Health Service.

In all 120 employees out of the 266 across all health facilities and health directorate met the criteria in the district and participated in the research. The total population was approached and a sample was not applicable. This was because every staff that met the criteria was eligible and it was also driven by the desire to learn in detail and in depth about experiences of individuals.



3.8 Sampling Techniques

There are two key sampling methods, probability sampling and non-probability sampling (Bryman and Bell, 2007). According to Churchill and Iacobucci (2004, p. 324), probability sampling means that “each population element has a known, non-zero chance of being included in the sample”, while, when using non-probability sampling, “there is no way of estimating the probability that any population element will be included in the sample”. In other words, when using probability sampling, the probability of each of the units on the population being selected is known, and that it is more likely leads to a representative outcome, since it keeps sampling error to a minimum (Bryman and Bell, 2007). However, with non-probability sampling, the probability of each of the units in the population being selected is not known and there is a higher chance for some units of the population to be in the sample than others (Bryman and Bell, 2007).

The sample methods employed in this study was the non-probability sampling methods. Criterion Purposeful sampling was used in order to gain extensive information in relation to the purpose of the study. According to Ogah (2013:130), “purposive sampling decisions are influence not only the selection of the participants but also settings, incidents, events and activities for data collection”. This methods was used as specific category of staff, thus those who have gone through one cycle of an appraisal process in the GHS were eligible (Ogah, 2013). Staff members were expected to be employees of GHS who would have been most informed about the mission, core values performance management and performance appraisal of the GHS. This was to provide a social context within which ideas were formed and decisions made around their performance appraisal process and in their work environment that was relevant to this research work.



To further ensure that, data collected was rich and without or minimal bias, respondents needed to meet the following criteria:

Inclusion Criteria

- i. Health staff in the district, who have been working with the service for at least eighteen months at the time of the study were included in the study.
- ii. Health Staff who at the time of this study had gone through one cycle of staff appraisal with the service in the KNWD were included in the study.

Exclusion Criteria

- i. Health staff in the district, who have worked with the service for less than eighteen months at the time of the study were excluded in the study.
- ii. Health Staff who at the time of this study did not go through one cycle of staff appraisal with the service in the KNWD were excluded in the study.

The entire population was approached and those who met the criteria and were eligible reduced to 120 respondents as shown in table 3.3 below:

Table 3.3: Profile of respondents

Respondent type	Number
Facility in charges/managers	9
Doctor	1
Nutrition officers	3
DHMT staff	5
Physician Assistant	5
Nurses (All category)	82
Other support staffs	15
Total	120



3.9. Data collection procedure

Prior to data collection, the questionnaire was pre-tested. The pre-testing of the questionnaire was done by issuing the questionnaire to five experts (human resource managers, public health specialists, a statistician and promoters) as well as 8 experienced health care workers. Minor modifications in the wording of items on the questionnaire were necessary. The researcher delivered the questionnaires with the help of trained research assistants. The reasons for undertaking the research were explained to the respondents in a letter. Written consent was obtained from all the respondents. The questionnaires were left with the respondents to complete. After three days the completed questionnaires were collected from the respondents and some given to the facility in charge for onwards delivery.

3.10. Data processing and Analysis methods

The Statistical Package for Social Sciences (SPSS) version 21 and Microsoft Excel (2010) were used. The Microsoft Excel (2010) was used to plot the charts. The filled questionnaires were checked for completeness, coded, entered in the computer and analysed using the Statistical Package for Social Sciences (version 21.0). Statistical calculations were done using descriptive statistics. The categories “strongly disagree” and “disagree” as well as the categories “strongly agree” and “agree” were combined for data presentation and interpretation to mean “disagree” and “agree” respectively. The categories “yes, no, no idea and sometimes were also interpreted as “yes and no” The results are presented in tables and figures. Data was presented in tables, charts and graphs for



interpretation and analysis, based on frequency distributions, percentages, and descriptive analysis on the variables under study

During analysis, quantitative applications were used to determine frequencies on the basis of the number of individual participants who mentioned a particular theme, rather than the number of times a theme appears in a text (Saldaña 2013).

3.11. Research Ethics

Upon approval of the proposal, ethical clearance was first sought from the university, were an introductory letter introducing the student to Regional Health Directorate, Upper East Region was given to the student. An application was written and attached to the introductory letter and presented to the Regional Health Directorate seeking permission and clearance to conduct data collection in KNWD. This was approved at both the region and district levels.

The necessary protocols including appropriate introduction of student and data collectors was observed at each of the study sites. Moreover, informed consent was sought from respondents before they were issued questionnaires or interviewed for their responses.

Respondents were made to understand that though their consent were sought they were at liberty to quit as respondents if they so desired. Every interviewed respondent was assured of confidentiality of the information given and that the information will be used for scientific purposes only. Voluntary participation of the respondents was ensured. Finally, all secondary data were duly documented in the text and the reference list. The questionnaire and introductory letters will be attached as appendixes.



3.12. Pre-test

A pre-test collects data from a small population of respondents which serves as a guidance for a larger research (Zikmund 2003). It can detect weaknesses in design, evaluate questionnaire items and review the actual wordings of questions (Warwick & Linniger 1975). For this pre-test, questionnaires of this research were given to ten selected respondents. Purposive sampling was used to select sub district leaders and facility in charges in some sub districts to complete the pilot questionnaire. The pre- test respondents identified poor wordings and ambiguous questions which were misinterpreted by the participants. Consequently, the wordings of some questions in the questionnaire of this research were amended.

3.13 Limitations of the study

First, the questionnaire focused on a subset of KNWD health workers. Workers who typically are not up to one year or conducted one cycle of appraisal were excluded. Inclusion of this larger group may have been appropriate from the viewpoint that every member of the staff effects the appraisal system. The inclusion of these data would have increased the sample size and reduced variability. There was no control group used in this research. Together, these two measures would have strengthened the value of the study results.

Secondly, I was fortunate to have assistance in the administration of the survey. I however, may have identified barriers to subject comprehension.

The usage of the questionnaire methodology throughout this research would be bound to be inherent with methodological limitation because this method would not provide the comprehensive follow-up interviews with the KNWD Health staff. Thus, they would not



fully understand the questions and therefore in this way they could have provided more accurate answers for this research.

Review of returned survey data identified two variables unaccounted for in the development of this project:

- 1) Language comprehension, and
- 2) Instruction errors as evidenced by a misunderstanding to follow survey directions.

Comprehension barriers were detected in inconsistencies within survey question responses for like questions. Review of several question responses begs for follow-up to clarify intent. Further reading led this investigator to conclude that the health staff may not have understood certain questions as intended. Instruction errors may have been limited with the use of illustrated examples.

To address these issues and minimize the effects of these variables, it would be necessary to have all study subject targeted materials written and reviewed at a local, basic reading level.

Thirdly, Information on performance management and staff appraisals research in KNWD was hard to come by as the study was constrained because of the researcher's inability to access some information which is considered important for the study, the lack of database on staff performance appraisals, inadequate accurate data on productivity and the unwillingness of officials of GHS to release information affected the study to some extent. Lack of a central and/or searchable database would not enable thorough investigation of similar research previously conducted in the region.



Fourthly, self-report data using a single questionnaire was used in this research. Thus, mono-source bias and common method variance could be another potential limitation of this research because a spurious relationship might be produced.

Fifthly, the research was using the cross-sectional research and thus, it could only find the relationship or association among the variables of this research but not causation. The finance and time constraints were also some of the main factors faced by the researcher to make use of this cross-sectional method of research. However, a longitudinal research would have the advantage of revealing the dynamic nature of the PAS.

Finally, the study was limited to exploring the effects of performance management system in the KNWD of the upper east region. The main limitation of this study could be that the views of the respondents do not represent the views of the service.



CHAPTER FOUR

4.0 PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents an extensive analysis of the findings gathered on the sample from the study population.

There was 94.2% questionnaire return rate. However, three of the questionnaires were found to contain incomplete responses and were therefore excluded in the analysis. The total number of questionnaires analysed was 113 instead of the 120. The data was collected using self-administered questionnaires. The current practice used to measure performance of health care workers was assessed using ten questions. The first part captures the background information of staff and the last part calls for suggestions for improvement. The process employed eight questions, based on a five-point Likert scale. The respondents were required to indicate their level of agreement with any of the five points on the Likert scale. These eight questions elicited information regarding; *knowledge of appraisal system of GHS staffs, relevance of appraisal system in identifying employees' strengths and weaknesses, consistency of appraisal process with GHS's rules and regulations, existence of programmes to address weaknesses and reward performance, beliefs, attitudes and perception of appraisees and appraisers, appraisal process and challenges of staff performance appraisal system.*

A summary of the results of the study is described below.



4.2.0. Socio Demographic Characteristics of Respondents

4.2.1. Sex Distribution of Respondents

From table 4.1. Out of the 113 respondents interviewed, 54 respondents representing 47.8% were males while the remaining 59 respondents representing 52.2% were females.

Table 4.1: Sex distribution of respondents

Source:

Sex		Frequency	Percentage
	Male	54	47.8
	Female	59	52.2
	Total	113	100

Researcher field survey, 2016

4.2.2 Age Distribution of Respondents

In Table 4.2, respondents who are 18 but less than 26 years were 8 representing 7.1% of the respondents between the ages 26 and 35 years were 94 representing 83.2%, while respondents who are between the ages of 36-45 are 6 representing 5.3%. 2 respondents, 1.8% are between 46 and 55, and 3 (2.1%) respondents were from the ages 56 years and above.

Table 4.2: Age Group of respondents

Age	Frequency	Percentage
18-25	8	7.1
26-35	94	83.2
36-45	6	5.3
46-55	2	1.8
56+	3	2.7
Total	113	100

Source: Researcher field survey, 2016



4.2.3 Marital status of respondents

In table 4.3, a total of 52 respondents representing 46 % were single, 59 respondents representing 52.2% were married and 2 respondents representing 1.8% were into other forms of relationships.

Table 4.3: Marital status of respondents

Marital Status	Frequency	Percentages
Single	52	46.0
Married	59	52.2
Others	2	1.8
Total	113	100.0

Source: Researcher field survey, 2016

4.2.4 Educational status of respondents

Table 4.4, shows the educational levels of respondents. 4 respondents representing 3.5% had Senior Secondary School Certificate Examination as their highest level of education, 60 respondents representing 53.1%, had Certificate, 37 respondents representing 32.7% had Diploma, 7 respondents representing 6.2% has degree as their highest level of education and 5 respondents representing 4.4% have other forms of qualifications as their highest educational levels.



Table 4.4: Educational status of respondents

Qualification	Frequency	Percentages
SSCE/WASSE	4	3.5
Certificate	60	53.1
Diploma	37	32.7
Degree	7	6.2
Others	5	4.4
Total	113	100

Source: Researcher field survey, 2016

4.2.5 Grade/ Professions of the Respondents

A total of 30 respondents representing 26.5% were Community Health Nurses, 10 respondents representing 8.8% were Midwives and 26 respondents representing 23% were General Nurses. Also, 14 respondents representing 12.4% were Enrolled Nurses, 5 respondents representing 4.4% were also Physician Assistants. 11 respondents representing 9.7% were Technical Officers, 6 respondents representing 5.3 were Nutrition Officers and 7 respondents representing 6.2% belonging to other forms of profession or grade. 4 respondents representing 3.5% of the respondents did not indicate their grade as shown in the Table 4.5.



Table 4.5: Grade/ Professions of the Respondents

Grades	Frequency	Percentage
Community Health Nurses	30	26.5
Midwife	10	8.8
General Nurse	26	23
Enrolled Nurse	14	12.4
Physician Assistant	5	4.4
Technical Office	11	9.7
Nutrition Officers	6	5.3
Others	7	6.2
Total	109	96.5
No Response	4	3.5
Total	113	100.0

Source: Researcher field survey, 2016

4.3.0 Knowledge of health staff of the existing performance appraisal system within the Ghana Health Service in the Kassena Nankana West District

4.3.1 Appraisal System in place at the facility

From table 4.6, only 5 respondents strongly disagree with the assertion that their facilities has appraisal system in place, 2 of the respondents were community nurses, 1 General Nurse and 2 of them belonging to the other category of grade. 3 respondents comprising 1 Community Health Nurse, 1 General Nurse and 1 Enrolled Nurse disagree that their health facility has got in place an appraisal system and 17 respondents comprising 4 Community Health Nurses, 4 Midwives, 2 General Nurses, 1 Enrolled Nurses, 3 Technical Officers, 1



Nutrition Officers and 2 representing the others forms of grade were neutral on whether their facilities has an appraisal system in place. Also, 59 respondents comprising 16 Community Health Nurses, 4 Midwives, 16 General Nurses, 6 Enrolled Nurses, 3 Physician Assistants, 5 Technical Officers, 5 Nutrition Officers and 4 representing the others forms of grade agreed that their facility has an appraisal system in place. Finally, 29 respondents comprising 7 Community Health Nurses, 2 Midwives, 6 General Nurses, 6 Enrolled Nurses, 2 Physician Assistants, 3 Technical Officers and 3 respondents representing the others forms of grade strongly agreed that their health facility has an appraisal system in place.

Table 4.6: Appraisal System in place at the facility

Grade/ Profession	My facility has got appraisal system in place					Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Community Health Nurses	2	1	4	16	7	30
Midwife	0	0	4	4	2	10
General Nurse	1	1	2	16	6	26
Enrolled Nurse	0	1	1	6	6	14
Physician Assistant	0	0	0	3	2	5
Technical Office	0	0	3	5	3	11
Nutrition Officers	0	0	1	5	0	6
Others	2	0	2	4	3	11
Total	5	3	17	59	29	113

Source: Researcher field survey, 2016



4.3.2: The Purpose of performance appraisal process is clearly outlined, understood and accepted

Data from table 4.7, reveals that 3 respondents which includes 1 Community Health Nurse, 1 General Nurse and 1 respondent representing others strongly disagree that the performance appraisal are clearly outlined, understood and accepted by all staff. 9 respondents disagree that the performance appraisal is clearly outlined, understood and accepted in the facility. 17 respondents were neutral, 62 respondents agree that the performance appraisal is clearly outlined, understood and accepted in the facility whiles 20 respondents strongly agree that the performance appraisal is clearly outlined, understood and accepted in the facility. 1 respondent been a community health nurse did not response to the question.



Table 4.7: The purpose of the performance appraisal is clearly outlined, understood and accepted

Grade/ Profession	The purpose of the performance appraisal is clearly outlined, understood and accepted						Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response	
Community Health Nurses	1	3	1	17	6	1	29
Midwife	0	1	2	4	3	0	10
General Nurse	1	1	7	14	3	0	26
Enrolled Nurse	0	1	2	8	3	0	14
physician Assistant	0	0	1	4	0	0	5
Technical Office	0	1	3	5	2	0	11
Nutrition Officers	0	1	0	5	0	0	6
Others	1	1	1	5	3	0	11
Total	3	9	17	62	20	1	112

Source: Researcher field survey, 2016

4.3.3 The key performance criteria (competencies, behaviors, results and outcomes) are been clearly identified

From table 4.8, a total of 5 respondents, 2 from RCH unit, 2 from OPD, 1 from Wards/Clinical Care strongly disagree that key performance criteria have been clearly identified in their facilities. 4 respondents, 1 from RCH, 2 from OPD and 1 from Administration also disagree that the key performance criteria have been clearly identified, while 21 respondents, 10 from RCH, 5 from OPD, 1 from Pharmacy, 2 from Administration and 3 from Wards/Clinical Care were neutral in response, 63 respondents made up 21 from RCH, 19 from OPD, 5 from Maternity, 2 from laboratory, 9 from



Administration and 7 from Wards/Clinical Care also agree that the key performance criteria in their facilities have been clearly identified and 17 respondents comprising 6 from RCH, 6 from OPD, 2 from Maternity, 1 from Laboratory, 1 from Pharmacy and 1 from Administration strongly agree that the key performance criteria have been clearly identified.

Table 4.8: The key performance criteria

Unit of respondent	The key Performance criteria (competencies, behavior, results/outcomes) have been clearly identified					Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
RCH	2	1	10	21	6	40
OPD	2	2	5	19	6	34
Maternity	0	0	0	5	2	7
Laboratory	0	0	0	2	1	3
Pharmacy	0	0	1	0	1	2
Administration	0	1	2	9	1	13
Wards/Clinical Care	1	0	3	7	0	11
Total	5	4	21	63	17	110

Source: Researcher field survey, 2016

4.3.4: Criteria developed in consultation with workers and appraisers

A total of 7 (6.2%) respondents strongly disagreed, 20 (17.7%) disagreed, that the criteria have been developed was in consultation with workers and appraisers, majority 41(36.3%) remain neutral on the matter whiles 34(30.1%) agreed and 10 (8.8%) strongly agreed that the criteria was developed in consultation with workers and appraisers. 1 (0.9%) failed to respond as shown in table 4.9 below.



Table 4.9: Criteria developed in consultation with workers and appraisers

Level of agreement	Frequency	Percent
Strongly disagree	7	6.2
Disagree	20	17.7
Neutral	41	36.3
Agree	34	30.1
Strongly Agree	10	8.8
Total	112	99.1
No responses	1	0.9
Total	113	100.0

Source: Researcher field survey, 2016

4.4.0. Relevance of Appraisal System in Identifying Employees' Strengths and Weakness.

4.4.1 The results of the performance appraisal is a true reflection of staff's ability

From Table 4.10, as many as 59 respondents said the results of the performance appraisals are true reflections of their ability, out of 59, 21 were Community Health Nurses, 6 midwives, 11 General Nurses, 8 Enrolled Nurses, 6 Technical Officers, 1 Nutrition Officer and 6 from Others. Also 18 respondents comprising 4 Community Health Nurses, 1 midwife, 5 General Nurses, 3 Enrolled Nurses, 3 Physician Assistants, 6 Technical Officers, and 1 respondents from Others said no the results of performance appraisal is not a true reflection of their ability. 25 respondents which includes 5 Community Health Nurses, 2 midwives, 5 General Nurses, 2 Enrolled Nurses, 1 Physician Assistant, 2 Technical Officers, and 1 Nutrition Officer also said sometimes the results of the



performance appraisal reflects their true ability. Finally, 11 respondents comprising 1 midwife, 5 General Nurses, 1 Enrolled Nurse, 1 Physician Assistant, 2 Technical Officers and 1 Nutrition Officer said they have no idea whether the results of the performance appraisal is a true reflection of their ability or not.

Table 4:10: The results of the performance appraisal is a true reflection of staff's ability

Grade/ Profession	The results of performance appraisal is a true reflection of staff's ability				Total
	yes	no	sometimes	no idea	
Community Health Nurses	21	4	5	0	30
Midwife	6	1	2	1	10
General Nurse	11	5	5	5	26
Enrolled Nurse	8	3	2	1	14
physician Assistant	0	3	1	1	5
Technical Office	6	1	2	2	11
Nutrition Officers	1	0	4	1	6
Others	6	1	4	0	11
Total	59	18	25	11	113

Source: Researcher field survey, 2016



4.4.2 The appraisal system is pertinent in identifying employee strength and weaknesses

Data from Table 4.11, reveals that 61 respondents comprising 20 Community Health Nurses, 3 Midwives, 12 General Nurses, 8 Enrolled Nurses, 2 Physician Assistants, 6 Technical Officers, 2 Nutrition Officers and 8 respondents from Others said yes the appraisal systems is pertinent in identifying their strength and weakness. 20 respondents made up of 6 Community Health Nurses, 2 Midwives, 4 General Nurses, 2 Enrolled Nurses, 3 Physician Assistants, 1 Technical Officer and 2 Nutrition Officers said, no, the appraisal systems is not pertinent in identifying their strength and weakness. 25 respondents comprising 4 Community Health Nurses, 3 Midwives, 8 General Nurses, 3 Enrolled Nurses, 3 Technical Officers, 2 Nutrition Officers and 2 respondents from Others said sometimes the appraisal system is pertinent in identifying their strength and weakness. Also 7 respondents comprising 2 Midwives, 2 General Nurses, 1 Enrolled Nurse, 1 technical Officer and 1 respondent from Others said they have no idea whether the appraisal system is pertinent in identifying their strength and weakness.



Table 4.11: The appraisal system is pertinent in identifying employee strength and weaknesses

Grade/ Profession	The appraisal system is pertinent in identifying employees strength and weakness				Total
	Yes	No	sometimes	no idea	
Community Health Nurses	20	6	4	0	30
Midwife	3	2	3	2	10
General Nurse	12	4	8	2	26
Enrolled Nurse	8	2	3	1	14
physician Assistant	2	3	0	0	5
Technical Office	6	1	3	1	11
Nutrition Officers	2	2	2	0	6
Others	8	0	2	1	11
Total	61	20	25	7	113

Source: Researcher field survey, 2016

4.4.3 Attitude towards work changed as a result of the performance appraisal

Data from Table 4.12, reveals that 50 respondents representing 44.2% said yes, their attitude to work changes as a result performance appraisal, 35 respondents representing 31% said no, their attitude to work do not change as a result of the performance appraisal while 22

Respondents representing 19.5% said sometimes their attitude to work changes as a result of the performance appraisal. Also, 6 respondents representing 5.3% had no idea to whether the result of the performance appraisal leads to change of attitude.



Table 4.12: Attitude towards work changed as a result of the performance appraisal

Scale	Frequency	percentage
Yes	50	44.2
No	35	31.0
Sometimes	22	19.5
no idea	6	5.3
Total	113	100

Source: Researcher field survey, 2016

4.4.4 Frequency of appraisees being communicated to, on their job performance during the year.

Data from Table 4.13 below reveals that 15 respondents said appraisees are frequently communicated to them about their job performance during the year. Also, 69 respondents said that appraisees occasionally are communicated to them about their job performance during the year. 29 respondents said that appraisees never communicate to them about their job performance during the year.

Table 4.13: Frequency of appraisees being communicated to, on their job performance during the year.

Frequency of appraisees communicate to on job performance during the year				
Qualification	Frequently	Occasionally	Never	Total
SSCE	2	1	1	4
Certificate	8	39	13	60
Diploma	5	20	12	37
Degree	0	5	2	7
Others	0	4	1	5
Total	15	69	29	113

Source: Researcher field survey, 2016



4.4.5: Structures to address weakness and reward performance

Table 4.14 reveals that 32 respondents said yes, there are structures in their facility to address weakness and reward performance, 37 respondents said there are no structures to address weakness and reward performance in their facilities, while 22 respondents said sometimes and 22 respondents said they have no idea about the structures to address weakness and reward performance.

Table 4.14: Structures to address weakness and reward performance

Grade/ Profession	Structures to address weaknesses and reward performance									
	yes	%	no	%	some times	%	no idea	%	Total	%
Community Health Nurses	10	8.8	13	11.5	2	1.8	5	4.4	30	26.5
Midwife	5	4.4	4	3.5	1	0.9	1	0.9	11	9.7
General Nurse	4	3.5	8	7.1	6	5.3	8	7.1	26	23.0
Enrolled Nurse	6	5.3	4	3.5	4	3.5	1	0.9	15	13.3
Physician Assistant	2	1.8	2	1.8	1	0.9	1	0.9	6	5.3
Technical Office	2	1.8	3	2.7	4	3.5	3	2.7	12	10.6
Nutrition Officers	1	0.9	2	1.8	3	2.7	0	0.0	6	5.3
Others	2	1.8	1	0.9	1	0.9	3	2.7	7	6.2
Total	32	28.3	37	32.7	22	19.5	22	19.5	113	100.0

Source: Researcher field survey, 2016

4.4.6: Availability of resources to implement an effective performance appraisal system

The table 4.15, shows that 24 respondents said, yes, their health facilities have the requisite resources to implement an effective performance appraisal system, 48 respondents however said no, their facilities lack the resources to implement an effective performance appraisal system,



whiles 22 respondents said that sometimes their facilities have the required resources to implement an effective performance appraisal system and 19 respondents said they have no idea whether their facilities have the required resources to implement an effective performance appraisal system.

Table 4.15: Availability of resources to implement an effective performance appraisal system

Level of education	The availability of resources to implement an effective performance appraisal system									
	yes	%	no	%	some times	%	no idea	%	Total	%
SSCE	0	1.8	2	1.8	2	1.8	0	0.0	4	3.5
Certificate	15	13.3	20	17.7	13	11.5	13	11.5	61	54.0
Diploma	7	6.2	20	17.7	5	4.4	5	4.4	37	32.7
Degree	1	0.9	5	4.4	1	0.9	1	0.9	8	7.1
others	1	0.9	1	0.9	1	0.9	0	0.0	3	2.7
Total	24	21.2	48	42.5	22	19.5	19	16.8	113	100.0

Source: Researcher field survey, 2016

4.5: The attitudes, beliefs and perceptions about the effectiveness of the Performance Appraisal system and process.

4.5.1 Appraisal exercise taken seriously by appraisers and appraises

Data from table 4.16 reveals that 62 respondents made up of 18 Community Health Nurses, 7 Midwives, 13 General Nurses, 11 Enrolled Nurses, 2 Physician Assistants, 8 Technical Officers, 1 Nutrition Officer and 2 respondents from others said yes, appraisal exercise is taken seriously with both appraises and appraisers. 17 respondents comprising 5 Community Health Nurses, a 2 Midwives, 5 General Nurses, 3 Enrolled Nurses, a Nutrition Officer and a respondents from



others also said no, 26 respondents made up of 7 Community Health Nurses, 1 Midwives, 4 General Nurses, 4 Physician Assistants, 3 Technical Officers, 4 Nutrition Officers and 3 respondents from others said, sometimes, while 8 respondents made up a midwife, 4 General Nurses, 1 Enrolled Nurse, 1 Technical Officer and 1 respondent from others said they have no idea whether both appraisers and appraisees take seriously the appraisal exercise in their facilities.

Table 4.16: Appraisal exercise taken seriously by appraisers and appraisees

Grade/ Profession	Is the exercise of an appraisal taken seriously by appraisers and appraisees								Total	%
	yes	%	no	%	sometime s	%	no idea	%		
Community Health Nurses	18	15.9	5	4.4	7	6.2	0	0.0	30	26.5
Midwife	7	6.2	2	1.8	1	0.9	1	0.9	11	11.5
General Nurse	13	11.5	5	4.4	4	3.5	4	3.5	26	23.0
Enrolled Nurse	11	9.7	3	2.7	0	0.0	1	0.9	15	13.3
Physician Assistant	2	1.8	0	0.0	4	3.5	0	0.0	6	5.3
Technical Office	8	7.1	0	0.0	3	2.7	1	0.9	12	10.6
Nutrition Officers	1	0.9	1	0.9	4	3.5	0	0.0	6	5.3
Others	2	1.8	1	0.9	3	2.7	1	0.9	7	6.2
Total	62	56.6	17	15.0	26	23.0	8	7.1	113	100.0

Source: Researcher field survey, 2016

4.5.2 Workers participation in discussions

Table 4.17, showed that 51 respondents, said yes, workers are encourage to participate in discussions at their facilities, 32 respondents said no, while 23 respondents said sometimes



their facilities encourage workers to take part in discussion and 7 respondents said they had no idea whether workers are encourage to participate in discussions at their facilities.

Table 4.17: Workers participation in discussions

Grade/ Profession	Is the worker encourage to participate in discussion								Total	%
	yes	%	No	%	sometimes	%	no idea	%		
SSCE	2	1.8	1	0.9	1	0.9	0	0.0	4	3.5
Certificate	30	26.6	16	14.2	11	9.7	4	3.4	61	54.0
Diploma	15	13.3	11	9.7	9	8.0	2	1.8	37	32.7
Degree	4	3.5	2	1.8	2	1.8	0	0.0	8	7.1
others	0	0.0	2	1.8	0	0.0	1	0.9	3	2.7
Total	51	45.1	32	28.3	23	20.4	7	6.2	113	100.0

Source: Researcher field survey, 2016

4.5.3 Employees negative attitude towards the appraisal process

From table 4.18, 39 respondents whose educational qualification includes 1 SSCE, 18 Certificate holders, 15 diploma holders, 4 Degree holders and 1 respondent from other qualification said yes they had negative attitude towards the appraisal process while 44 respondents made up 2 SSCE holders, 29 Certificate holders, 10 diploma holders, 2 degree holders and 1 respondent from other qualification said they do not have negative attitude towards the appraisal process while 24 respondents made up of 9 certificates holders, 12 diploma holders, 2 degree holders and 1 respondent from other qualifications said sometimes they have negative attitude towards the appraisal process. 6 respondents made up of 1 SSCE holder and 5 certificate holders said they have no idea whether they have negative attitude towards appraisal process or not.



Table 4.18: Employees negative attitude towards the appraisal process

Education	Employees negative attitude towards the appraisal process								Total	%
	Yes	%	No	%	some times	%	no idea	%		
SSCE	1	0.9	2	1.8	0	0.0	1	0.9	4	3.5
Certificate	18	15.9	29	25.7	9	8.0	5	4.4	61	54
Diploma	15	13.3	10	8.8	12	10.6	0	0.0	37	32.7
Degree	4	3.5	2	1.8	2	1.8	0	0.0	8	7.1
others	1	0.9	1	0.9	1	0.9	0	0.0	3	2.7
Total	39	34.5	44	38.9	24	21.2	6	5.3	113	100.0

Source: Researcher field survey, 2016

4.5.4 Workers misconceptions about the efficiency of the appraisal system

Data from table 4.19, indicates that 42 respondents made up of 1 SSCE holder, 18 certificate holders, 19 diploma holders and 4 degree holders said yes they have misconception about the efficiency of the appraisal system and 40 respondents comprising 3 SSCE holders, 25 certificate holders, 8 diploma holders, 3 degree holders 1 respondent from others said no they have no misconceptions about the efficiency of the appraisal system. Also 23 respondents made up of 12 certificate holders, 9 diploma holders, 1 degree and other qualifications respectively said they sometimes have misconception about the efficiency of the appraisal system while 8 respondents made up 6 certificate holders, 1 diploma holder and 1 respondent from others said they had no idea as to whether they have misconception about the efficiency of the appraisal system



Table 4.19: Workers misconceptions about the efficiency of the appraisal system

Education	Workers misconception about the efficiency of the appraisal system								Total	% Total
	Yes	%	no	%	sometim es	%	no idea	%		
SSCE	1	0.9	3	2.7	0	0	0	0	4	3.5
Certificate	18	15.9	25	22.1	12	10.6	6	5.3	61	54.0
Diploma	19	16.8	8	7.1	9	7.7	1	0.9	37	32.7
Degree	4	3.5	3	2.7	1	0.9	0	0	8	7.1
others	0	0.0	1	0.9	1	0.9	1	0.9	3	2.7
Total	42	37.2	40	35.3	23	20.4	8	7.1	113	100.0

Source: Researcher field survey, 2016

4.5.5: Misconception negatively affect the appraisal process

Data from table 4.20, reveals that 49 respondents representing 43.4% said yes the misconception held by workers negatively affect the appraisal process, 30 respondents representing 26.5% said no their misconceptions about the appraisal system do not negatively affect the appraisal process and 22 respondents representing 19.5% said sometimes their misconception negatively affects the appraisal process. 12 respondents representing 10.6% said they have no idea of the impact of their misconception on the appraisal process.



Table 4.20 Misconception held by workers negatively affect the appraisal process

Scale	Frequency	Percentages
Yes	49	43.4
No	30	26.5
some times	22	19.5
no idea	12	10.6
Total	113	100

Source: Researcher field survey, 2016

4.3. 6: The appraisal process follows laid down procedure

From table 4.21, a total of 74 respondents representing 65.5% said yes appraisal process in their facilities followed a laid down procedure, 13 respondents representing 11.5% said no the appraisal process in their facilities do not follow laid down procedure whiles 11 respondents representing 9.7% said sometimes the appraisal process in their facilities follow laid down procedures whiles 15 respondents representing 13.3% said they have no idea whether the appraisal process follow laid down procedure or not.

Table 4.21: The appraisal process follows laid down procedure

Scale	Frequency	Percentage
Yes	74	65.5
No	13	11.5
Sometimes	11	9.7
no idea	15	13.3
Total	113	100

Source: Researcher field survey, 2016



4.5.7: The appraisal process and assessment of factors in the work environment and their impact on performance

From figure 4.1, as many as 56 respondents said yes their facility appraisal process includes an assessment of factors in the work environment that may have impact on performance, 23 respondents also said no, their facilities appraisal process does not include an assessment of factors in the work environment that may have impact on performance, 20 respondents said sometimes their facility appraisal process includes an assessment of factors in the work environment that may have impact on performance while 14 respondents said they had no idea whether their facility appraisal process includes an assessment of factors in the work environment that may have impact on performance.

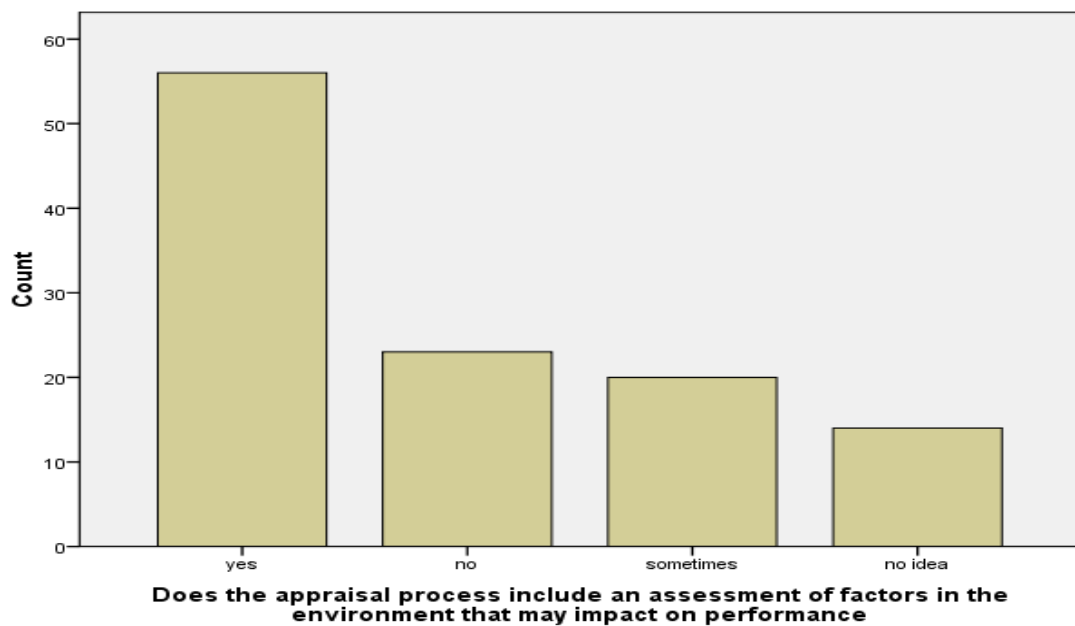


Figure 4.1: The appraisal process and assessment of factors in the work environment and their impact on performance

Source: Researcher field survey, 2016



4.5.8: The employer and employee involvement in the performance appraisal process

The figure 4.2 below shows a high respondents' level of involvement in performance appraisal process, 65 respondents said, yes, there is the involvement of supervisors and workers in performance appraisal, 19 respondents said no and 20 respondents said sometimes there is an involvement of both supervisors and workers in performance appraisal process while 9 respondents also said they had no idea whether there is supervisors and workers involvement in the performance appraisal process.

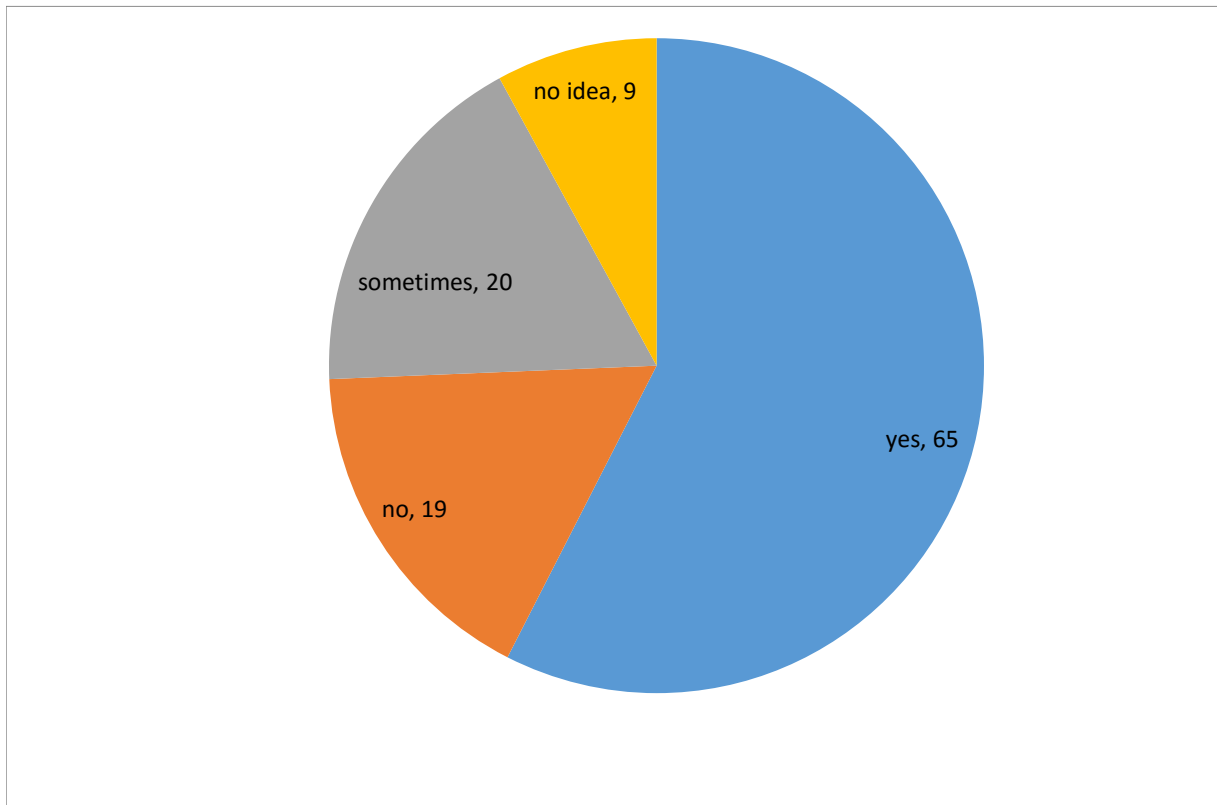


Figure 4.2: The employer and employee are involvement in the performance appraisal process

Source: Researcher field survey, 2016



4.5.9. The appraisal interview is constructive and encourages a two way discussions of performance and goal setting

From the bar chart below, (figure 4.3), a total of 51 respondents said yes, the appraisal interview is designed to be constructive, two way discussion of performance and goal setting, 29 respondents also said their appraisal interview does not designed to be constructive, two way discussion of performance and goal setting and 22 respondents said sometimes their appraisal interview is designed to be constructive, two way discussion of performance and goal setting. Also 11 respondents said they have no idea whether their appraisal interview designed is constructive, two way discussion of performance and goal setting.

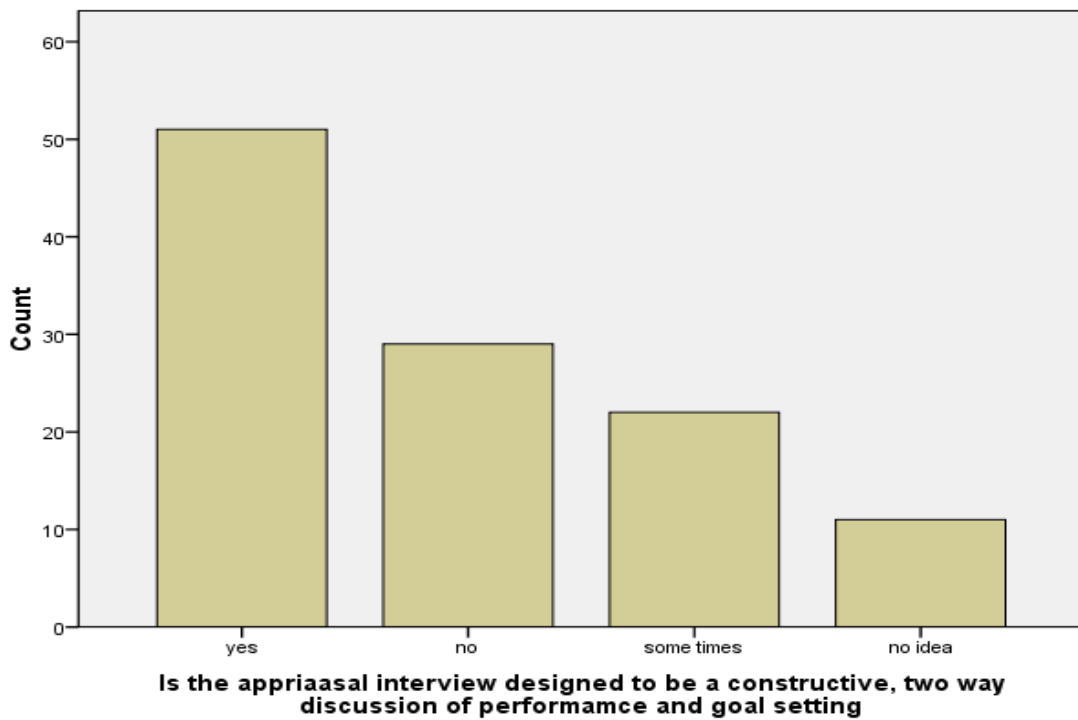


Figure 4.2: The Appraisal interview is constructive and encourages two way discussions of performance and goal setting

Source: Researcher field survey, 2016



4.5.10: Regular feedback given to workers to improve their performance

Data from figure 4.4, revealed that 32 respondents said yes they are provided with regular feedback to help improve their performance, 44 respondents said no and 19 respondents said sometimes while 8 respondents said they have no idea whether they are being provided with regular feedback to help them improve their performance.

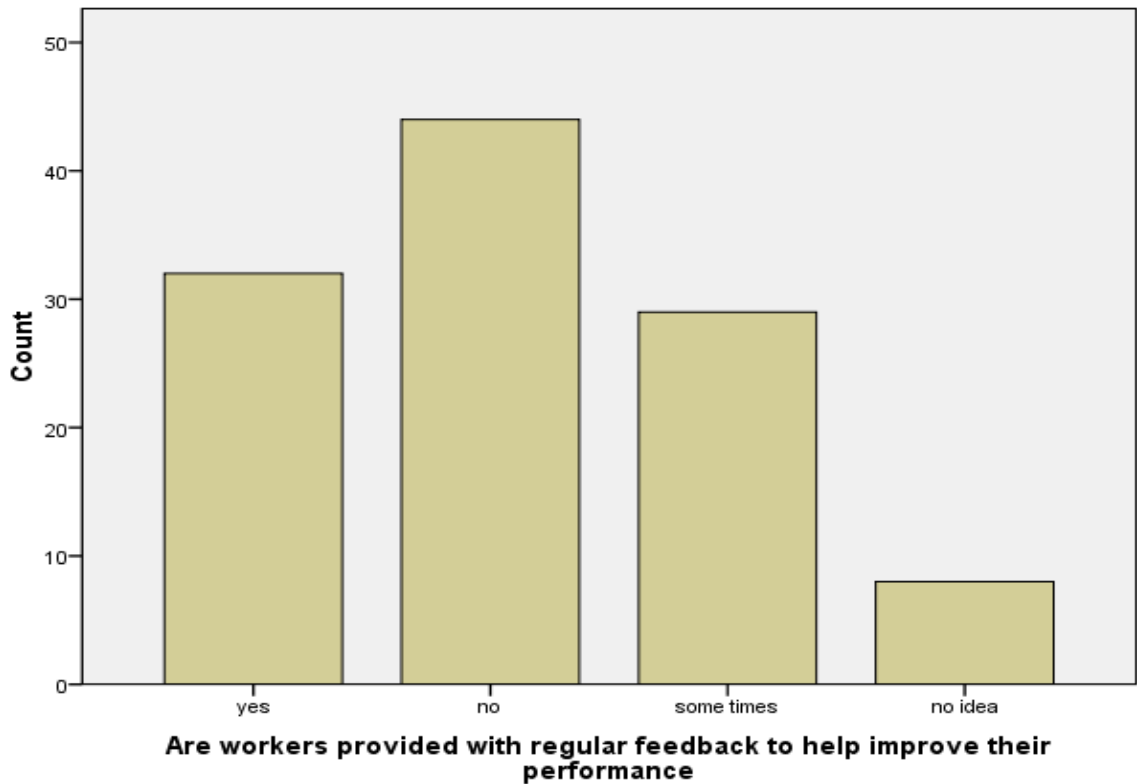


Figure 4.3: Regular feedback given to workers to improving their performance

Source: Researcher field survey, 2016

4.5.11 Constructive Feedback

From the pie chart (Figure 4.5), a total of 23 respondents said yes the feedback provided is constructive, 42 respondents said no the feedback is not constructive, 29 respondents said sometimes the feedback provided is constructive while 19 respondents said they have no idea whether feedback provided is constructive or not.



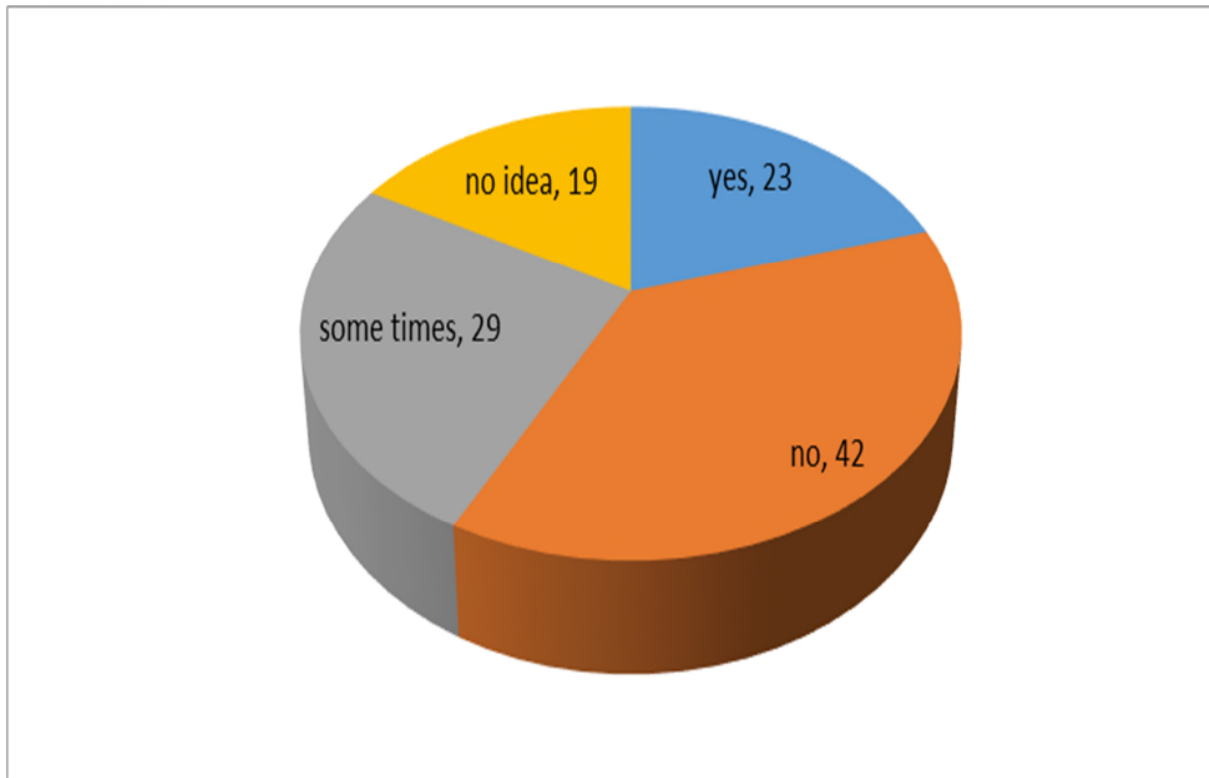


Figure 4. 3: Constructive Feedback

Source: Researcher field survey, 2016

4.5.12. The performance appraisal system in the facility is fair

Data from table 4.21, revealed that, 9 respondents strongly disagree the performance appraisal system in their facility is fair. 7 respondents comprising disagree that the appraisal system in their facility is fair and 27 respondents were neutral, whiles 61 respondents, agree that the appraisal system in their facilities is fair and 9 respondents comprising strongly agreed that their performance appraisal system in their facilities is fair.



Table 4.22: The Performance Appraisal System in the Facility is fair

Unit of respondents	The performance appraisal system in the facility is fair					Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	
RCH	6	4	4	22	4	40
OPD	1	2	11	17	3	34
Maternity	0	0	2	5	1	8
Laboratory	0	0	1	1	1	3
Pharmacy	0	1	0	3	0	4
Administration	1	0	4	8	0	13
Wards/Clinical Care	1	0	5	5	0	11
Total	9	7	27	61	9	113

Source: Researcher field survey, 2016

4.5.13. The appraisal program is consistent with that of the Facility

From table 4.22, as low as 5 respondents, 3 from RCH unit, 1 from Administration and 1 from Wards/ Clinical Care strongly disagree that the appraisal program is consistent with their facility's objectives and goals. 13 respondents comprising 6 from RCH, 1 from OPD, 4 Administrating and 2 from Wards/ Clinical Care disagree that the appraisal program is consistent with their facility's objectives and goals. Also 28 respondents which include 6 from RCH, 13 from OPD, 2 from Pharmacy, 1 from administration and 3 from Wards/ Clinical Care were neutral about the consistency of their appraisal system and facility's objectives and goals. 57 respondents comprising 23 from RCH, 14 from OPD, 4 from Maternity, 2 from Laboratory, 2 from Pharmacy, 7 from Administration and 5 from Wards/Clinical Care agree that the appraisal program is consistent with their facility's objectives and goals whiles 10 respondents 2 from RCH, 6 from OPD 1 from Maternity and Laboratory strongly agree that the appraisal program is consistent with their facility's objectives and goals



Table 4.23: The appraisal program is consistent with the Facility

Unit	the appraisal program is consistent with the facility's objectives and goals					Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
RCH	3	6	6	23	2	40
OPD	0	1	13	14	6	34
Maternity	0	0	3	4	1	8
Laboratory	0	0	0	2	1	3
Pharmacy	0	0	2	2	0	4
Administration	1	4	1	7	0	13
Wards/Clinical Care	1	2	3	5	0	11
Total	5	13	28	57	10	113

Source: Researcher field survey, 2016

4.5.14: Goals set by Negotiation

Table 4.23, indicates that 8 respondents made up of 4 Community Health Nurses, 2 Midwives, 1 General Nurse, and 1 Technical Officer strongly disagree that the goals of their facility are set through negotiation. 23 respondents, 8 Community Health Nurses, 1 Midwife, 4 General Nurse, 1 Enrolled Nurse, 2 Physician Assistants, 2 Technical Office, 3 Nutrition Officers and 2 from Others also disagree that their facility goals are set through negotiation. Also, 32 respondents of which 5 are Community Health Nurses, 1 Midwife, 11 General Nurses, 4 Enrolled Nurses, 2 Physician Assistants, 4 Technical Officers, 3 Nutrition Officer and 4 from Others were neutral about how the goals of their facility is been set. 42 respondents comprising 13 Community Health Nurses, 6 Midwives, 9 General Nurses, 7 Enrolled Nurses, 2 Physician Assistants, 3 Technical Officers, and 2 Nutrition Officers also agreed that the goals of their facility are set



through negotiation while 8 respondents made up of 1 midwife, 1 General Nurse, 3 Enrolled Nurses, 2 technical Officers and 1 respondent from Others strongly agree that their facility goals were set through negotiation.

Table 4.24: Goals set by Negotiation

Grade/ Profession	The goals are set by negotiation					Total
	Strongly disagree	Disagree	Neutral	Agree	strongly Agree	
Community Health Nurses	4	8	5	13	0	30
Midwife	2	1	1	6	1	11
General Nurse	1	4	11	9	1	26
Enrolled Nurse	0	1	4	7	3	15
Physician Assistant	0	2	2	2	0	6
Technical Office	1	2	4	3	2	12
Nutrition Officers	0	3	1	2	0	6
Others	0	2	4	0	1	7
Total	8	23	32	42	8	113

Source: Researcher field survey, 2016

4.5.15 Clear Agreement on Performance Objectives

The table 4.24, reveals 7 respondents made up of 3 CHNs, a midwife, 2 General Nurses and 1 others strongly disagree that there is a clear agreement on performance objectives, 14 respondents, 4 CHNs , 2 General Nurses, 1 Enrolled Nurse, 2 Physician Assistants, 2 Technical Officers, 2 Nutrition Officers and 1 others disagree, 26 respondents comprising 5 CHNs , 2 Midwives, 8 General Nurses, 3 Enrolled Nurses, 1 Physician Assistant, 2 Technical Officers, 3 Nutrition Officer and 2 other respondents were neutral on whether there is clear agreement on performance objectives while 52 respondents made up of 16 CHNs , 6 Midwives, 11 General Nurses, 8 Enrolled Nurses, 3 Physician Assistants, 5 Technical Officers, and 1 Nutrition Officer and 2 others agree, and 14 respondents comprising 2 CHNs , 2 Midwives, 3 General Nurses, 3



Enrolled Nurses, 3 Technical Officers, and 2 Nutrition Officer and 1 others strongly agree that there is a clear agreement on performance objectives.

Table 4.25: Clear Agreement on Performance Objectives

Grade/ Profession	There is a clear agreement on performance objectives					Total
	Strongly Disagree	Disagree	Neutral	Agree	strongly Agree	
Community Health Nurses	3	4	5	16	2	30
Midwife	1	0	2	6	2	11
General Nurse	2	2	8	11	3	26
Enrolled Nurse	0	1	3	8	3	15
Physician Assistant	0	2	1	3	0	6
Technical Office	0	2	2	5	3	12
Nutrition Officers	0	2	3	1	0	6
Others	1	1	2	2	1	7
Total	7	14	26	52	14	113

Source: Researcher field survey, 2016

4.5.16 The Appraisal Measures are Individually Tailored for each Job

From the table 4.25, below, only 3 respondents, 2 from RCH and 1 from OPD strongly disagree the appraisal measures are individually tailored for each job and 17 respondents comprising 8 from RCH, 1 from OPD, 1 from Maternity, 1 from Laboratory, 3 from Administration and Wards/Clinical Care disagree that the appraisal measures are individually tailored for each job. 25 respondents consisting of 10 from RCH, 4 from OPD, 4 from Maternity, 1 from Laboratory and Pharmacy respectively, 3 from Administration and 2 from Wards/Clinical Care were neutral, 50 respondents, 17 from RCH, 17 from OPD, 3 from Maternity, 2 from Pharmacy, 6 from



Administration and 5 from Wards/Clinical Care agree while 18 respondents, 3 from RCH, 11 from OPD, 1 from Maternity, 1 from Laboratory, 1 from Administration and 1 from Wards/Clinical Care strongly agree that their facility appraisal measures are individually tailored for each job.

Table 4.26: The Appraisal Measures are Individually Tailored for each Job

Unit respondent	The appraisal measures are individually tailored for each job					Total
	Strongly disagree	Disagree	Neutral	agree	Strongly agree	
RCH	2	8	10	17	3	40
OPD	1	1	4	17	11	34
Maternity	0	1	4	3	1	9
Laboratory	0	1	1	0	1	3
Pharmacy	0	0	1	2	0	3
Administration	0	3	3	6	1	13
Wards/Clinical	0	3	2	5	1	11
Total	3	17	25	50	18	113

Source: Researcher field survey, 2016

4.5.17 Assessment tools are structured with clear explanations about the criteria to be assessed with performance standards.

Data from table 4.26, it shows that, 9 respondents strongly disagree that the assessment tools are structure with clear explanations, 19 respondents disagreed and 18 respondents were also neutral. Also, 51 respondents agreed that the assessment tools are structured with



clear explanations about the criteria to be assessed and the performance standards while 16 respondents strongly agree.

Table 4.27: Assessment tools are structured with clear explanations about the criteria to be assessed with performance standards

Qualification	The assessment tools are structured with clear explanation about the criteria to be assessed with performance standards					Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
SSCE	0	0	1	2	1	4
Certificate	6	12	8	27	8	61
Diploma	2	5	9	14	7	37
Degree	1	1	0	6	0	8
others	0	1	0	2	0	3
Total	9	19	18	51	16	113

Source: Researcher field survey, 2016

4.5.18: The appraisal system adequately reflects the situation on the ground

From the figure 4.6 below, only 10 respondents strongly agree that the appraisal system adequately reflects the situation on the ground, 31 respondents also agree that the appraisal system adequately reflects the situation on the ground and 31 respondents were also neutral about the strength of appraisal system to adequately reflect the situation on the ground. Also 29 respondents disagree that the appraisal systems in their facilities adequately reflects the situation on the ground and 12 respondents strongly disagree that their facility appraisal system adequately reflects the situation on the ground.



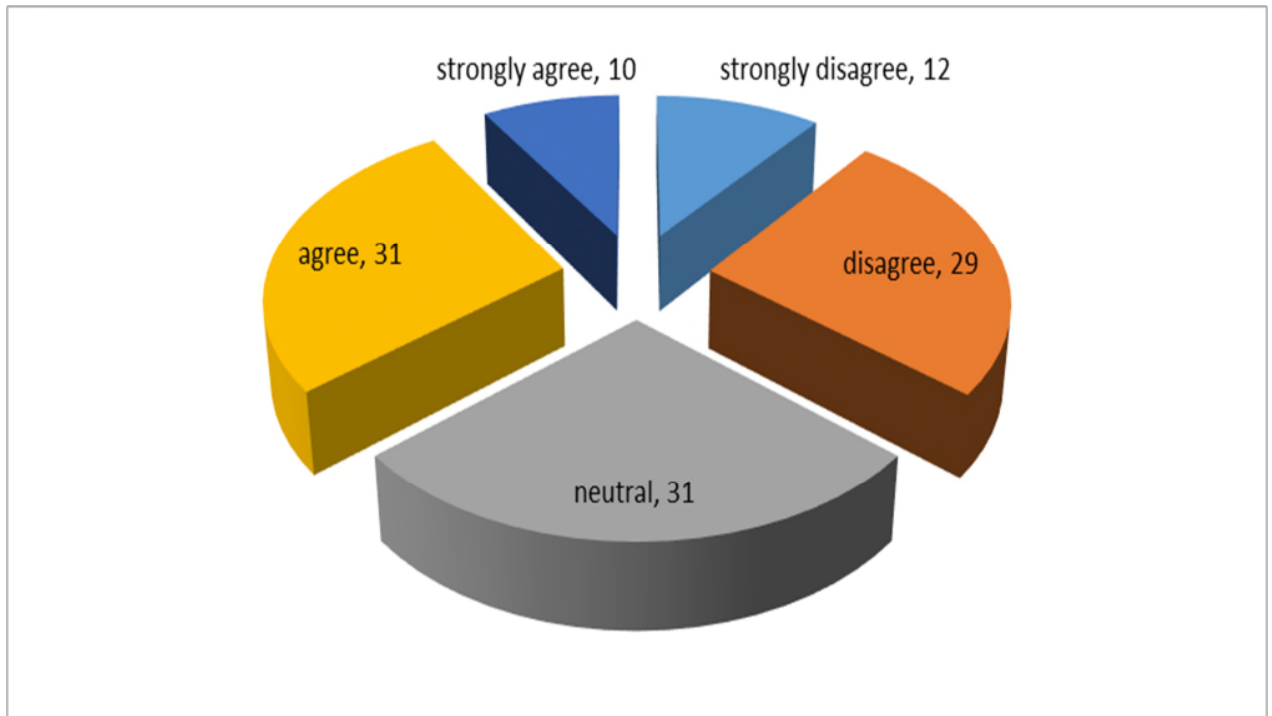


Figure 4.4: The appraisal system adequately reflects the situation on the ground

Source: Researcher field survey, 2016

4.6: The Challenges of the appraisal systems in the GHS, Kassena Nankana West District

4.6.1: The challenges in the appraisal system that affects results

In figure 4.7, a total 15 respondents strongly disagree there are challenges in the appraisal system that affects results, 14 respondents disagree that there were challenges in the appraisal system that affects results and 27 respondents were neutral about the challenges in the appraisal system that affects results. Also 42 respondents agree that there were challenges in the appraisal system that affects results and 15 strongly agree that there were challenges in the appraisal system that affects results.



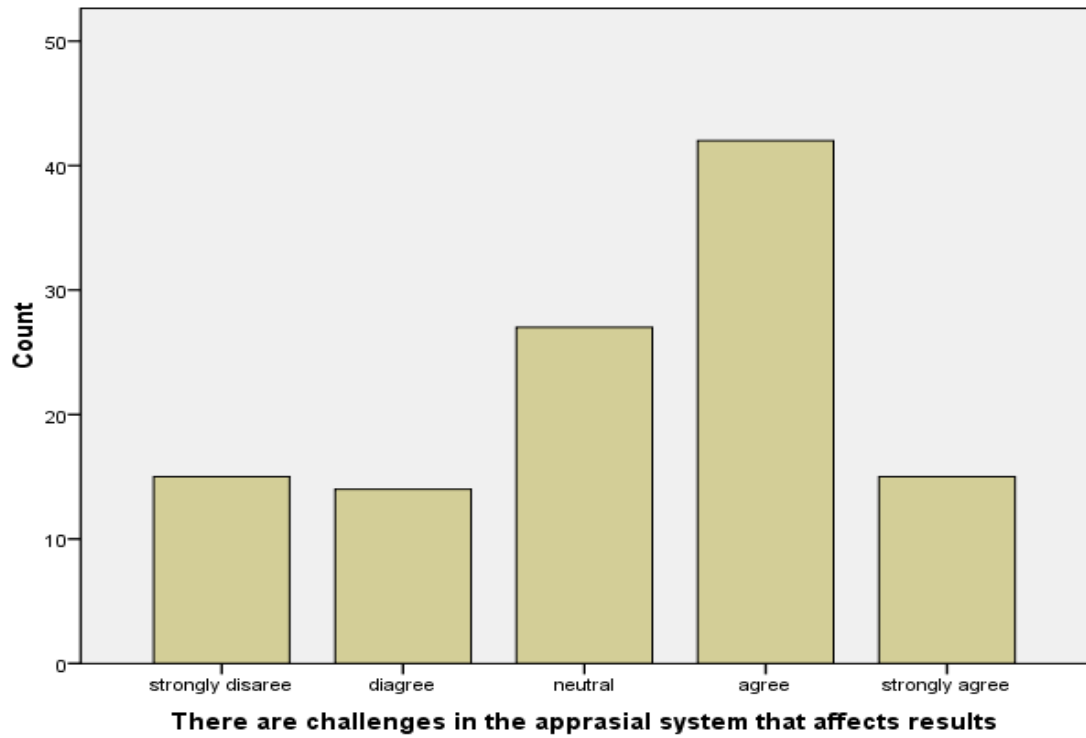


Figure 4.5: Challenges in the appraisal systems that affects results

Source: Researcher field survey, 2016



4.6.2 Lack of commitment of authorities to SPA system

From the pie chart, as many as 49 respondents said yes there is lack of commitment of authorities to SPA system, 23 respondents said no, there is some commitment of authorities to SPA system and 41 respondents said they have no idea whether there is or no commitment of authorities to SPA

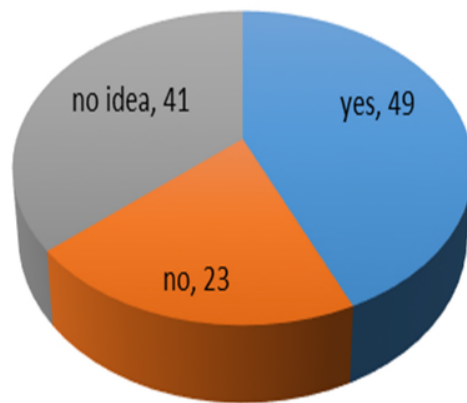


Figure 4.6: Lack of commitment of authorities to SPA system

Source: Researcher field survey, 2016

4.6.3 Lack of interest by employees

Data from figure 4.9, reveals that 47 respondents said yes, there is lack of interest by employee's interest to SPA systems, 34 employees also said no, there is employees' interest to the SPA system and 32 respondents said they have no idea whether there is lack of interest by employees to the SPA system.



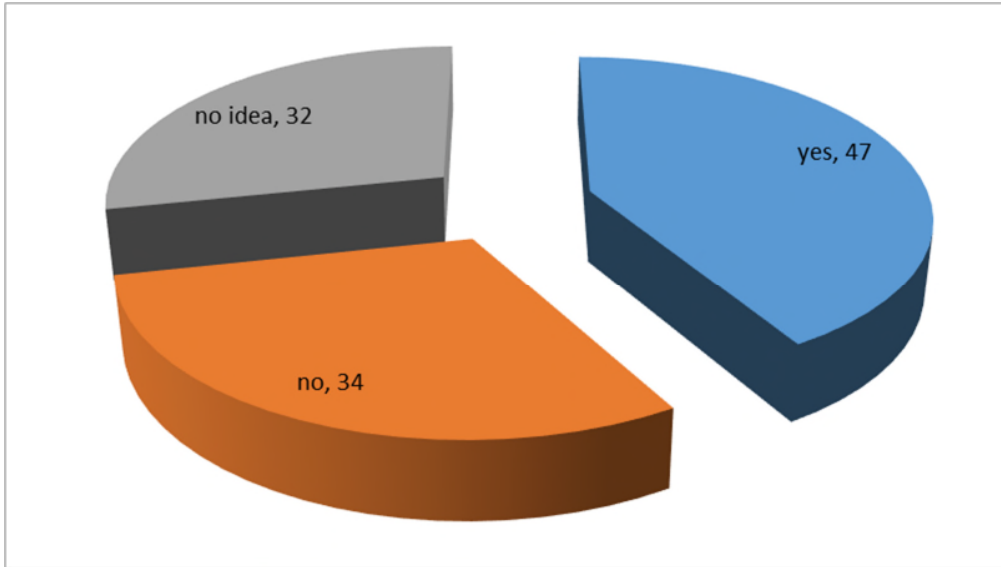


Figure 4.7: Lack of interest by employees

Source: Researcher field survey, 2016

4.6.4 Failure to act on appraisal results

Data from graph 4.10, indicates that 62 respondents said yes authorities failure to act on appraisal results is a challenge to the SPA system, 21 respondents said the failure of authorities to act on appraisal results is not a challenge and 30 respondents said they had no idea as to whether the failure of authorities to act on appraisal results serves as a challenge to the SPA system or not.



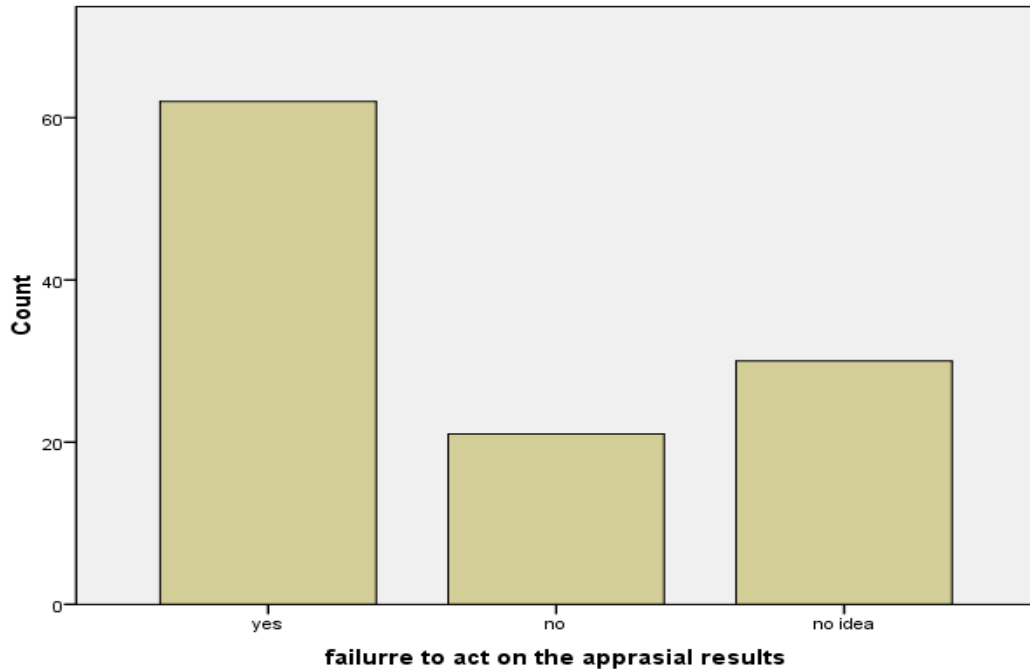


Figure 4.8: Failure to act on appraisal results

Source: Researcher field survey, 2016

4.6.5: Failure to provide feedback to appraisees

From the chart 4.11 below, as many as 64 respondents said yes, the failure of appraisers to provide feedback to appraisees is a challenge to the SPA system, 20 respondents said the inability of appraisers to give feedback to appraisees is not a challenge to the SPA system and 29 respondents said they had no idea whether the inability of appraisers to provide feedback to appraisees is a challenge to the SPA system or not.



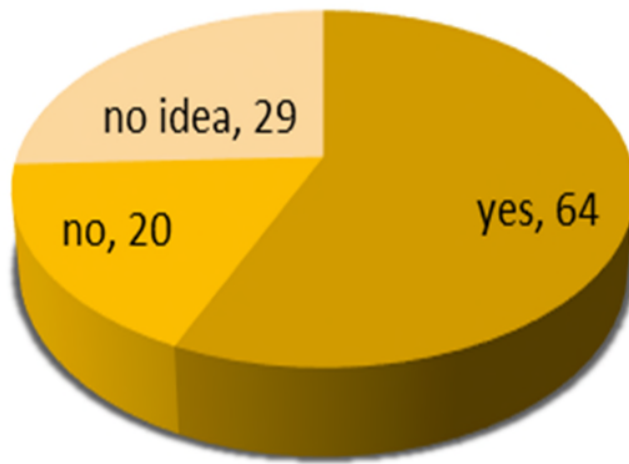


Figure 4.9: Failure to act on appraisal results

Source: Researcher field survey, 2016



CHAPTER FIVE

5.0 Discussion of Result Findings

5.1 Introduction

This chapter discusses the findings of the study on the perception of Health workers on the effectiveness of performance appraisal system in the health sector, using Kassena Nankana West District as a case study. The findings are discussed under clearly described headings that reflect the study's research questions and objectives. In necessary instances, an extended analysis is given to further the discussion.

The main objective of this research was to investigate and assess the effectiveness of the performance appraisal system and the extent to which Performance appraisal can be used as a tool to improve performance of staff in the Kassena Nankana West District.

Based on the questionnaire results, it would seem that the performance appraisal system in the Ghana health service is in place but its effectiveness may be questionable. By looking at the survey results in light of the literature, we can see this more clearly.

5.2 Knowledge of health workers of the effectiveness of Appraisal System of GHS staff

Kassena Nankana West District (KNWD) Health administration is an institution of the Ghana Health Service (GHS), its policies and procedures must therefore be consistent with policy positions of GHS. Following from that, the Performance Appraisal System



(PAS) of KNWD mirrors the general policy of GHS. Procedurally, as a District Health Directorate, appraisal flow is as described in the *figure two* below:

District Director Of Health Services(DDHS) → Appraises → DHMT Members and Medical Superintenents

Countersigned by(Regional Director of Health Services) RDHS or delegated deputies



Medical Superintendant → Appraises → Unit Head/Management Team Members

Countersigned by(District Director of Health Services) DDHS



Department Heads → Appraises → Staff Working Under them

Countersigned by facility incharges/ facility Heads



DDHS/Medical Superintendant → Appraises → In-Service Coordinator

Countersigned by: DDHS/Medical superintendant

Fig 5.1: Flow of Appraisal at KNWD

Source: Field Data (2016)

The study sought to ascertain the level of knowledge and awareness of employees of performance appraisal practices at the KNWD.

This was to help determine whether employees were educated enough on appraisal systems and its relevance to the individual employee's performance. It was gathered that although most respondents had knowledge of performance appraisal system at their facilities as much as 22.1% of respondents were not aware of a PAS at the District.



Majority of the staff of GHS in the KNWD seems to have a great deal of knowledge on the appraisal system as majority of respondents agrees that their facilities have an appraisal system in place, and that the purpose of the performance appraisal are clearly outlined, understood and accepted as showed in table 4.7. It also came out clearly that, the appraisal system clearly identifies key performance criteria but however, disagreed that the criteria was developed in consultation with workers and appraisers. Staff agreeing that, the appraisal system was in place, the purpose and criteria clearly outlined, understood and accepted, the criteria should have been developed in consultation with workers and appraisers in line with the GHS PA policy. This however contravenes the PMS and could affect patronage and ownership of the process by staff and appraisers.

The possible reasons are that respondents who were not aware of the PAS could either be new recruits or do not have enough education on the hospital's PAS, or have not been involved in the appraisal process. It raises the need therefore for an extensive education to be carried out on the GHS PAS.

Most respondents who were aware of the PAS also admitted to the fact that the PAS clearly identified the purpose of the performance appraisal including Key performance criteria such as competencies, behaviours, results or outcomes. However, indications were that these key performance criteria were not developed in consultation with workers and appraisers (see table 4.8)

This finding approximates to findings of Lutwama et al, 2013 which demonstrated that, although health care workers underwent annual performance assessments, not everybody knew what they comprised. All health care workers should be made aware of performance



management and its importance to improving health service delivery as well as their individual capabilities.

5.3 Relevance of Appraisal System in Identifying Employees' Strengths and Weakness

The PAS of the Kassena Nankana West District has clearly established key objectives. These objectives, which reflect GHS policy, aim at the individual, the supervisor and the organisation.

The stated objectives of GHS's PAS are consistent with Duraisingam & Skinner's (2005) position which suggest that, performance appraisals are useful for organisations in several ways including: professional development (identifying strengths and weaknesses in performance, implementing strategies for improvement), determining organisational training and development needs, making and validating administrative decisions (e.g., pay, promotion, placement, termination), identifying systemic factors that are barriers to, or facilitators of, effective performance.

The results from the data collected, showed that, the appraisal system was relevant in identifying staffs strengths and weakness. In exploring this area, respondents affirmed that, the results of the performance appraisal is a true reflection of their ability and further points out that, the PA system is pertinent in identifying their strength and weaknesses as shown in table 4.11. The study found that 47.8% respondents did not believe that previous appraisal results were a true reflection of their ability and so discounted the pertinence of the performance appraisal system in their particular instance in identifying employee strength and weaknesses (see table 4.10). The PA results seems to affect the attitude of staff towards work. As to whether the change in



attitude is positive or negative, the survey questions did not explore that and calls for the need for it to be further explored. It was however a worry to respondents that their job performance during the year was not often communicated to them. Only 15 (13.2%) respondents were frequently communicated too, about their job performance. Majority of respondents were never communicated to on their job performance during the past year. This is contra to the description of performance management by Armstrong who underscores the need to routinely provide feedback to appraisees as a motivation for them to desire to achieve their set targets, Armstrong, 2009.

Armstrong and Baron (2005) and Amos *et al.* (2008) further point out that the goal of a performance management system is to collaboratively determine individual work-related objectives in accordance with organisational objectives, review performance against the set objectives, and provide the employee with feedback as a means of motivating the employee to achieve his or her full potential, to experience satisfaction and commitment, and to contribute to organisational success. This is in line with goal setting theory proposed by Edwin Locke (1968). This theory suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is because the employees keep following their goals. If these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. In case the performance improves it will result in achievement of the performance management system aims (Salaman et al, 2005).

Again, although evidence suggested that the appraisal interview is designed to be a constructive two-way discussion of performance and goal setting, workers are not



provided with regular feedback to help improve their performance, which is a key objective of the PAS (see fig. 4.3).

Employees should participate with their supervisors in the creation of their own performance goals and development plans. Mutual agreement is a key to success. A plan wherein the employee feels some degree of ownership is more likely to be accepted than one that is imposed.

Further, on the few occasions that feedback has been provided, most respondents have not found them satisfactory. In performance appraisal the feedback delivery helps the organization in decision making, enhancing of productivity and effectiveness within the organization. Awosanya and Ademola (2008), have suggested that the lack of a feedback process in performance appraisal creates a gap when evaluating employees' performance. Respondents suggested that feedback provided has not been constructive (see fig. 4.4).

Despite the various uses of performance appraisal, such as its use as a valuable and essential tool in organizational improvement, providing a comprehensive overview of the practices and key components in performance appraisal processes such as feedback, learning, and teamwork in the performance appraisal process; some staff 29 (26.7%) still lack confidence in the whole process. Most respondents believe that the performance appraisal exercise is not given the seriousness it deserves by both appraisers and appraisees. This undermines the integrity of the whole process. It is possible that, most respondents, especially those in the lower categories may not be educated enough and encouraged to understand and participate effectively in the appraisal process as alluded to in earlier discussions. They obviously will show lack of



interest and may not derive the intended benefits of performance appraisal. The question arises therefore as to whether Performance Appraisal Systems are able to achieve the set objectives?

This particular question sought to establish the relevance of the performance appraisal system in identifying employees' strengths and weaknesses at the KNWD. Also, it was to identify what programmes were in place to address weaknesses and reward performance.

The study found that most respondents did not believe that previous appraisal results were a true reflection of their ability and so discounted the pertinence of the performance appraisal system in their particular instance in identifying employee strength and weaknesses. This was linked to an earlier assertion that the PA system at KNWD lacked fairness and objectivity. This is in line with the equity theory, developed by John Stacey Adams in the 1960s which says that satisfaction is based on a person's perception of fairness. Applying this theory when conducting a company's performance appraisals involves balancing the assessment of an employee's contribution to his job with the compensation and other rewards associated with his success. In general, highly-paid and rewarded employees tend to be the most motivated to continue performing well on the job. Effectively, respondents could not relate change in employee attitude to PAS but rather suggested that employee attitude was more influenced by motivational policies and packages.

Again, there was no evidence to suggest the existence of effective structures that address weaknesses and reward performance. Respondents had largely answered in the negative to this question (see table 4.14).



This is an indication of a certain level of weakness on the part of management in managing employee performance, thus defeating a major objective of performance appraisal and compromising the quality of service delivery at the facilities.

The success of a Performance Appraisal System hinges on the availability of resources to implement an effective performance appraisal system. The study however identified this as a major weakness in the KNWD's PA system. This was largely corroborated by respondents as in table 4.15.

Again, there was no evidence to suggest the existence of effective structures that address weaknesses and reward performance. Respondents had largely answered in the negative to this question (see table 4.14).

This is an indication of a certain level of weakness on the part of management in managing employee performance, thus defeating a major objective of performance appraisal and compromising the quality of service delivery at the facilities.

The success of a Performance Appraisal System hinges on the availability of resources to implement an effective performance appraisal system. The study however identified this as a major weakness in the district's PAS. This was largely upheld by respondents (see table 4.15).

Assessing the strengths and weaknesses of the SPA system could provide an inside into effectiveness of the SPA system. Exploring these, most participants disagreed that the appraisal systems in their facilities adequately reflected the situation on the ground. This could be suggestive that, it was only done to meet demands but not necessarily to



improve performance. This was also confirmed by the response of the majority who agreed that there were challenges in the appraisal system that affected results (fig. 4.6).

5.4 Beliefs, Attitudes and Perception of staff on appraisal system and process

The performance appraisal exercise is not a bad one, but it may not probably be taken seriously by all appraisers and appraisees. These beliefs, attitudes and perception of appraisers and appraisees largely bordered on the process, the parties involved, and the resources involved. Most respondents believe that the performance appraisal exercise is being given the seriousness it deserves by both appraisers and appraisees. This is positive in the achievement of the objectives of PAS in the GHS, it serves as a good grounds for improving the PAS in the GHS. In support of that, the majority of the respondents said yes to the statement that “is the worker encouraged to participate in the discussion of performance appraisal?” which has a positive impact on individual attitude towards PAS. The over 40% of respondents who either said no, sometimes or no idea is however large enough to seriously affect individual attitude and the overall PAS in the KNWD. This undermines the integrity of the whole process. Again, most respondents, especially those in the lower categories are not educated enough and encouraged to understand and participate effectively in the appraisal process as alluded to in earlier discussions.

Also, some employees have a negative attitude towards the appraisal process. This might stem from their perception of the process as unfair or an opportunity for superiors to victimize some subordinates. These perceptions will have to be worked on to get workers to develop the necessary attitude to performance appraisal at the district. It also appeared that the PAS did not provide an opportunity for individuals to provide inputs into what



they should be doing, as indicated by the 40% plus responses to that statement. They believed the performance management system did not give an opportunity to the individual to provide inputs on how to do their work. Almost all employees believed that their attitude towards the performance appraisal process was both positive and negative. There was a positive response from the majority of the employees who said that they had no negative attitude towards the PA process. It was however a worry that close to half of all respondents had either a negative attitude, sometimes or had no idea of their attitude. If these large number, is not taken care of, then the entire process could be jeopardized.

Misconception about the efficiency of the appraisal system was also recorded by majority of the respondents was one of the perception of the PAS. What this question did not explore however, was the nature of the misconception, which may need to be further examined. These misconceptions was observed by majority of participants to be negatively affecting the appraisal process.

In an attempt to find out to what extend the PA process is consistence with the rules and regulation of GHS, majority of respondents said it was fair. Fairness in the PA system is one of the factors identified by Fletcher among three others that are particularly important in determining whether the employee engages in the process to help meet the objectives of appraisal. He indicated that the employee's perception of the assessment needs to be fair, Fletcher, 2008. Though majority admitted that it was fair, as many as 27 (23.9%) remained neutral and could not tell whether or not the appraisal system is fair, whiles 16(14.2%) disagreed that the PA system was fair. Although the survey did not explore the reasons, knowing the reasons for their perception could better improve the system. Some employees may have a negative attitude towards the appraisal process. This might stem from their



perception that, they see the process as unfair or an opportunity for superiors to victimize some subordinates. These perceptions will have to be worked on to get workers to develop the necessary attitude towards performance appraisal in the district.

In finding out whether the appraisal system is consistent with the facility's objectives and goals, majority of respondents affirmed it, and as many as 40% felt that it was not consistent with their facilities objectives and goal. This contravenes the objectives of the GHS new appraisal system which calls for linking PA with other key systems and process that will ensure long-term sustainability and effectiveness. This number, though the minority, is large enough to influence and affect the PA process and staff performance. More than half 63(55.8%) of respondents felt that the appraisals goals that were set was not done by negotiation, what then could it be? How were the PA goals set and by who? These questions remains unanswered and would need to be further examined. In fact, this contradicts Abu-Doleh & Weir, (2007), position that a performance appraisal is a systematic general and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. They say, other aspects of individual employees are considered as well, such as organizational citizenship behaviour, accomplishments, potential for future improvement, strengths and weaknesses, etc. (Muchinsky, 2006). On the contrary, 66(58.4%) of respondents agreed that there was a clear agreement on performance objective. It baffles how an agreement could be reached on performance objectives without a negotiation, which again confirms Doleh & Weir's (2007) position. It could however be as a results of challenges due to language comprehension by the respondents which will need to be properly and further interrogated.



According to Montather, (2014), Performance Appraisals is the assessment of individual's performance in a systematic way. It is a developmental tool used for all round development of the employee and the organization. The performance is measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, co-operation, judgment, versatility and health. It is difficult to figure out how the appraisal measures could be individually tailored for each job without the goals being set by negotiation as the majority 68 (60.2%) expects as to believe.

Most of the respondents agrees that the assessment tools are structured with clear explanation about the criteria to be assessed and performance standards, this further affirms that the Appraisal Processes in the facilities are consistent with GHS's Rules and Regulations.

Understanding the PA process is a necessary impetus to the execution of an effective and efficient system of appraisal. PA is planned, developed and implemented through a series of steps or processes. This section tried to ascertain whether or not the appraisal process is being adhered to and whether its goals are achieved.

In an attempt to find out whether the PAS follows the laid down procedure, majority of respondents said yes the laid down procedures are being followed and that it includes an assessment of factors in the work environment that may have an impact on performance. The intent of the PAS is for both the employer and employee to be actively involved in the process.

Majority of respondents said yes to the statement that both parties are involve in the PA process, and further approved that the appraisal interview is designed to be a constructive,



two way discussion of performance and goal setting, which is significant to achieving an effective PAS.

The challenge however is that, most of the respondents said they were not being provided with regular feedback to help them improve their performance and this is a worrying situation. Mandatory feedback from all levels should be encouraged. This is a very important aspect of an effective appraisal system. This way, all employees (both supervisors and subordinates) will be given feedback on their performance and will facilitate the enforcement of the appraisal system. According to Tapomoy, 2006. Performance feedback is given in order to improve the performance of employees. It is an informal discussion to instruct, direct or prompt the employee to improve performance. Provision of feedback must be; specific behaviour focused, impersonal, goal oriented, well timed and well understood.

What then will be the significance of carrying out a perfect PA process and failing to use the result to improve service delivery or staff performance? Maybe we need to find out why feedback is not provided for improved performance. It is even more worrying that, the few who got feedback, majority of them said the feedback is not constructive, in other words destructive.

Which then is a lesser evil, given a destructive feedback or not giving at all which contravenes Tapomoy's position. The managers of GHS in the district needs to critically look into this area and work towards strengthening it.

There is the need to carry out a qualitative study on managers and supervisors to further understand this area.



5.4. Challenges of Staff Performance Appraisal (SPA) System

The study also identified some challenges to the PAS at KNWD. These challenges largely bordered on the process, the parties involved, and the resources involved. Most respondents believe that the performance appraisal exercise is not given the seriousness it deserves by both appraisers and appraisees. Again, most respondents, said yes, there was lack of commitment to the SPA system by authorities. This undermines the integrity of the whole process. Majority of respondents in fig. 4.9, also said yes, there is lack of interest by employee's to SPA systems especially those in the lower categories who were not educated enough and encouraged to understand and participate effectively in the appraisal process as alluded to in earlier discussions. They obviously will show lack of interest and may not derive the intended benefits of performance appraisal.

Also, some employees have a negative attitude towards the appraisal process as a most of them sees authorities' failure to act on appraisal results is a challenge to the SPA system. This might stem from their perception of the process as unfair or an opportunity for superiors to victimize some subordinates. These perceptions will have to be worked on to get workers to develop the necessary attitude towards performance appraisal at the district. This describes the lack of commitment by authorities to the PAS. It could also be the Lack of competence on the part of some raters and supervisors. Top management should choose the raters or the evaluators carefully. They should have the required expertise and the knowledge to decide the criteria accurately. They should have the experience and the necessary training to carry out the appraisal process objectively. The appraisal process has sometimes encountered resistance from the employees based on fear of victimisation and negative ratings. Therefore, the process of appraisal and its



purpose should be clearly explained and communicated to employees by the management of the facilities.



CHAPTER SIX

6.0. CONCLUSION AND RECOMMENDATION

6.1. Introduction

The aim of the study was to investigate the effectiveness of Performance Appraisal system of the GHS in the KNWD. Sufficient evidence from the research results indicates that this study has succeeded in exploring its effectiveness in improving service delivery

The study used a cross sectional descriptive study with quantitative approach as a research method. Questionnaire was used to collect the data to answer the research questions which was viewed under nine main headings which assesses the overall performance appraisal system in the GHS.

The chapter also gives recommendations on how best the issues that were raised could be addressed and other suggested areas for further research

6.1 Conclusion

Majority of the staff of GHS in the KNWD seems to have a great deal of knowledge on the appraisal system with all facilities haven an appraisal system in place with clearly outlined, understood and accepted the purpose. The PA process was seen to be consistent with the rules and regulation of GHS and thus was fair with clear agreement on performance objective. The PAS follows the laid down procedures in the GHS performance management system and includes an assessment of factors in the work environment that may have an impact on performance. The performance appraisal exercise has also been seen to be given the seriousness it deserves by both appraisers and appraisees. This is positive in the achievement of the objectives of PAS in the GHS, it serves as a good grounds for improving the PAS in the GHS.



Secondly, the appraisal system was relevant in identifying staffs strengths and weakness. Staff confirmed that, the performance appraisal results was a true reflection of their ability and further points out that, the PA system is pertinent in identifying their strength and weaknesses. Some staffs however, did not believe that previous appraisal results were a true reflection of their ability and so discounted the pertinence of the performance appraisal system in their particular instance in identifying employee strength and weaknesses.

Thirdly, staff had positive attitudes, beliefs and perceptions towards the performance appraisal system and process.

These beliefs, attitudes and perception of appraisers and appraisees largely bordered on the process, the parties involved, and the resources involved. Most respondents believe that the performance appraisal exercise is being given the seriousness it deserves by both appraisers and appraisees. This is positive in the achievement of the objectives of PAS in the GHS, it serves as a good grounds for improving the PAS in the GHS.

Finally, the study also identified some challenges to the performance appraisal system in the KNWD. These challenges also largely bordered on the process, the parties involved, and the resources involved. There were indication that, the performance appraisal exercise was not given the seriousness it deserves by managers and staff and there was lack of commitment to the SPA system by authorities.

Also, some employees have a negative attitude towards the appraisal process as a most of them sees authorities' failure to act on appraisal results as a challenge to the SPA system. This might stem from their perception of the process as unfair or an opportunity for superiors to victimize some subordinates.



Notwithstanding these conclusions, the study revealed the following weaknesses that will need to be considered:

1. The key performance criteria were not developed in consultation with workers and appraisers
2. The appraisals goals that were set was unilateral
3. The study found that most respondents did not believe that previous appraisal results were a true reflection of their ability and so discounted the pertinence of the performance appraisal system in their particular instance in identifying employee strength and weaknesses
4. There was no evidence to suggest the existence of effective structures that address weaknesses and reward performance.
5. The success of a Performance Appraisal System hinges on the availability of resources to implement an effective performance appraisal system. The study however identified non-availability of resources as a major weakness in the district's PAS.
6. Some employees have a negative attitude towards the appraisal process. This might stem from their perception of the process as unfair or an opportunity for superiors to victimize some subordinates.
7. The performance appraisal system did not give an opportunity to the individual to provide inputs on how to do their work.
8. There are misconceptions about the efficiency of the appraisal system.
9. The feedback from PAS was seen as not constructive.



10. It was also realised that the performance appraisal exercise is not given the seriousness it deserves by some appraisers and appraisees. This undermines the integrity of the whole process.

6.2 Implication of the research

The conduct of this research was guided by four objectives as discussed in Section 1.4.2 and restated below for ease of reference.

1. To assess the knowledge of health workers on the existing Performance Appraisal System within the GHS of the Kassena Nankana West District.
2. To assess how the Performance Appraisal System identifies employees' strengths and weaknesses.
3. To assess the attitudes, beliefs and perceptions of health workers about the effectiveness of the Performance Appraisal system and process.
4. To assess the challenges of the performance appraisal system in the GHS in the Kassena Nankana West district

The Performance Appraisal is gaining much more attention in line with the GHS push towards improved performance management as a means to enhance service delivery and to maintain organisational discipline and focus.

Based on the conclusions emerging from the analysis of the Research objectives, as discussed above, the implications of the research on relevant Government policies as well as the operational practices of GHS is outlined. The implication on the policy and practices are as follows:



6.3 Managerial Implication

The following section will discuss the implication of this research to employees and management of GHS

- I. The usage of SPA in the performance management system has a significant effects toward GHS employees. The changes that took place in engaging a new PMS has affected their work related attitude and thus, would have an impact towards their work performance. Based on this research, the learning and career development focus has failed to establish a positive relationship with the employees' attitude towards SPA. It indicates that the awareness of factors that affect performance among the employees is still low.
- II. GHS should consider adopting the definition of performance management found in Armstrong (2009) and Armstrong and Baron (2005) instead of the current one. Armstrong and Armstrong and Baron's definition of performance management is as follows:

A systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Processes exist for establishing shared understanding about what is to be achieved, and for managing and developing people in a way that increases the probability that it will be achieved in the short and longer term. (Armstrong 2009:9; Armstrong & Baron 2005:2). This may help focus the total organisation on the organisational goals. In this way, managers and employees will be able to align their objectives with organisational goals.



- III. Management has neglected training and participation of the staff in developing the performance measures, SPA objectives and goals. The consistent implementation of policies and procedures in the SPA would enable the organisation to ensure that the human capital could contribute to the realization of the organisational goals (Huselid et al. 1997 cited in Mohd, 2014). GHS as a service provider, should be able to implement a clear SPA system and most importantly, it should be consistent for a long period of time to ensure that the GHS employees would be able to follow and to use the SPA as the guideline in performing their daily task. Hence, the policies and procedures should be justified and procedural justice should be adhered so as to avoid any misunderstanding among the employees.
- IV. In this research, it was found that GHS employees had some understanding of the SPA system but were not ready to face the changes in their working environment and making SPA part and parcel of their work. 'The resistance to change should be overcome by providing more education and information due to the fact that such resistance has occurred because of the employees' fear of the unknown' and likely victimization.
- V. There is the need that from the job description, planning is done and continuous observation done for continuous personal development and continuous performance improvement. After every six months, feedback, review and coaching needs to be done to enhance personal development and performance improvement. After a year, assessment should be done to reward performance and further personal development and encourage performance improvement.



- VI. Under performance management, object and target setting should be maintained. However, the emphasis should be on the link between these objectives and targets and the facility goals. GHS needs to address the issue of consistency in applying performance appraisal to ensure a sense of justice. This may also result in an experience of benefit to the individual.
- VII. GHS should clearly outline the purpose and objectives of performance appraisal to be clearly understood by employees at all levels. It is important for all employees to be made aware that for performance appraisal to succeed, it requires them to be totally responsible and understand the effect of every employee's actions on the success of the organisation.

6.4 Recommendations

The success of an organisation is mainly determined by the effectiveness and efficiency of its management. For improved performance appraisal and management, the following is recommended:

1. The human resource division of GHS should organise continuous training and workshops for managers and staffs on the performance appraisal system in all the facilities to remind all managers and employees about performance management and appraisal, and what is expected of them.
2. Management should be flexible, transparent and responsive, by clearly articulating job expectations to all employees across all job categories and aligning them by communicating expectations for the employees to understand the complete performance appraisal process.





3. Management should be consistent, fair and reasonable by applying job expectations and work rules equally across all job categories and engage employees in all decisions concerning performance appraisal. This, according to Nelson and Quick, 2008, will make people employ and express themselves physically, cognitively and emotionally as they perform their jobs and their work roles.
4. Provide feedback to employees instantaneously for the employee to understand where he or she has not performed well.
5. From the job description, planning is done and continuous observation done for continuous personal development and continuous performance improvement. After every three months, feedback, review and coaching should be done to enhance personal development and performance improvement. After a year, assessment should be done to reward performance and further personal development and encourage performance improvement.
6. For improved service delivery in the GHS, it will be necessary to adopt the strategy definition. This is the only way that each individual will be able to understand how his or her objectives match the organisation's goals. This raises the question of how well employees are informed about organisational goals. It also questions the individuals' understanding of their role in organisational goal achievement.
7. That further studies should be conducted in the following areas:
 - I. Qualitative research should also be carried out among health workers to obtain in-depth information about the factors that enhance or impede their

performance and the performance appraisal. Other Districts of the region and beyond should also be included in the research to provide better grounds for generalisation.

- II. Research should be conducted to establish the effects of feedback given to health care workers by managers on whether and how this feedback changes their performance behaviour.
- III. Whether or not the performance of the employees is properly managed and whether or not the performance appraisal is yielding the results and meeting the intended objectives of GHS.



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Appendix I: Questionnaire

QUESTIONNAIRE

Dear Participant,

Thank you for agreeing to participate in this questionnaire on the Performance Management System of Ghana Health Service. This is part of a study that is to examine the effects of staff Performance Management System on the achievement of organisational objectives in the Ghana Health Service (**GHS**) with particular reference to staff performance appraisal in the Kassena Nankana West District of the Upper East Region. Please select your preference from the options provided by ticking (✓) the appropriate box on section (**a**) and follow the other instructions in the ensuing sections. Where the question asked is open-ended, kindly answer as appropriate. Completing this questionnaire will not take more than 20 minutes of your time.

The data to be collected is for academic purpose and will be kept confidential. No personal identity is required for this questionnaire. You are at liberty to ask questions for any clarification before consenting to this request to respond to the questions contained in this questionnaire.

I count on your cooperation.

Thank you.

Ayamba Peter Akudugu

UDS/CHD/175/14

(Candidate)

RESPONDENT

Signature/Thumbprint of respondent Date

DATA COLECTOR

NAME OF RESEARCH ASSISTANT.....

SIGNATURE.....DATE:



a: Background Information

1. Sex: Male Female
2. Age group: 18 - 25 26 - 35 36 - 45 46 - 55 56 +
3. Marital status: single Married Divorced Other specify:
4. Highest Qualification: BECE SSCE Certificate Diploma Degree Other (specify):
5. Grade
6. Unit
7. Job Description.....
8. Year/length of Service
9. Position
10. Number of Years in current position

b) Knowledge of staff of the existing Performance Appraisal System in the GHS

On a scale of 1 to 5, to what extent do you agree with the following statements about performance appraisal in your facility? (5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1= strongly disagree).

Scale	1	2	3	4	5
1. My facility has got an appraisal system in place.					
2. The purposes of the performance appraisal are clearly outlined, understood and accepted.					
3. Key performance criteria (i.e., competencies, behaviours, results / outcomes) have been clearly identified.					
4. The criteria have been developed in consultation with workers and appraisers.					



c) Relevance of Appraisal System in Identifying Employees' Strengths and Weakness.

To what extent do you agree with the following statements (Please Tick Yes, No, sometimes or No idea in the space provided)

	yes	no	Sometimes	No idea
1. Are the results of performance appraisal a true reflection of your ability?				
2. Is the appraisal system pertinent in identifying employee strength and weaknesses?				
3. Has attitude towards work changed as a result of the performance appraisal?				

4. How often are appraises communicated to on job performance during the year?

Frequently Occasionally Never

d) Existence of Programmes to Address Weaknesses and Reward Performance.

To what extent do you agree with these statement (*Please Tick yes, no, sometimes or no idea in the space provided*)

	Yes	No	Some times	No Idea
1. Are there structures to address weaknesses and reward performance?				
2. Are there resources available to implement an effective performance appraisal system?				

e) Consistency of Appraisal Process with GHS's Rules and Regulations

On a scale of 1 to 5, to what extent do you agree with the following statements about the consistency of performance appraisal process with GHS's Rules and Regulations in your facility? (5= *Strongly Agree*, 4=*Agree*, 3=*Neutral*, 2=*Disagree*, 1= *strongly disagree*)

Scale	1	2	3	4	5
1. The performance appraisal system in my facility is fair					
2. The appraisal program is consistent with my facility's objectives and goals					
3. The goals are set by negotiation					
4. There is a clear agreement on performance objectives					
5. The appraisal measures are individually tailored for each job					
6. The assessment tools are structured with clear explanations about the criteria to be assessed, and performance standards					



f) Beliefs, Attitudes and Perception of Appraisals and Appraisers.

To what extent do you agree with the following statements. *(Please Tick yes, no, sometimes or no idea in the space provided)*

	Yes	No	Sometimes	No Idea
1. Is the exercise of an appraisal taken seriously by appraisers and appraisees?				
2. Is the worker encouraged to participate in discussions?				
3. Do employees have a negative attitude towards the appraisal process?				
4. Do workers have misconceptions about the efficiency of the appraisal system?				
5. Do misconceptions held by workers negatively affect the appraisal process?				

g) Appraisal Process

To what extent do you agree with the following statement on the appraisal process. *(Tick yes, no, sometimes or no idea in the space provided)*

	Yes	No	somet imes	No Idea
1. Does the appraisal process follow a laid down procedure?				
2. Does the appraisal process include an assessment of factors in the work environment that may impact on performance?				
3. Are all parties (i.e., supervisors and workers) involved in the performance appraisal process?				
4. Is the appraisal interview designed to be a constructive, two-way discussion of performance and goal setting?				
5. Are workers provided with regular feedback to help improve their performance?				
6. Is feedback provided constructive?				



h) Strengths and Weaknesses of Staff Performance Appraisal System

On a scale of 1 to 5, to what extent do you agree with the following statements about performance appraisal in your facility? (5= *Strongly Agree*, 4=*Agree*, 3=*Neutral*, 2=*Disagree*, 1= *strongly disagree*)

Scale	1	2	3	4	5
1. The appraisal system is strong enough to adequately reflect the situation on the ground					
2. There are challenges in the appraisal system that affects results					

I) Challenges of Staff Performance Appraisal (SPA) System

To what extent do you agree with the following as challenges in the staff appraisal system in your facility? (Tick yes, no, sometimes or no idea in the space provided)

	Yes	No	Sometimes	No Idea
1. Lack of commitment of authorities to SPA system				
2. Lack of interest by employees				
3. Failure to act on the appraisal results				
4. Failure by appraisers to provide feedback to appraises				

j) Kindly indicate any suggestion(s) that in your opinion will improve the GHS appraisal system.....

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Appendix II: Request letter

UNIVERSITY FOR DEVELOPMENT STUDIES
(School of Allied Health Sciences)

Tel: 03720-93295

Our Ref:
Your Ref:



P.O. Box 1883
Tamale, Ghana

28/07/2016

DEPARTMENT OF COMMUNITY HEALTH

**THE REGIONAL DIRECTOR
GHANA HEALTH SERVICE
UPPER EAST REGION
BOLGATANGA**



Dear Madam

REQUEST TO USE YOUR DISTRICT FOR RESEARCH WORK

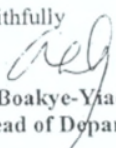
The School of Allied Health Sciences (SAHS), University for Development Studies would like to request that Mr. Peter Ayamba, a graduate student in the Department of Community Health is permitted to collect data from your district for his M.Phil thesis.

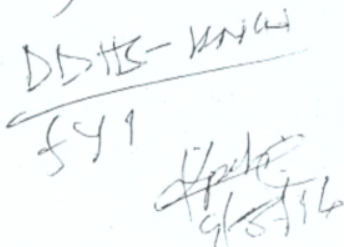
The study title is "AN EXPLORATORY STUDY OF THE EFFECTS OF PERFORMANCE MANAGEMENT SYSTEM ON THE ACHIEVEMENT OF SERVICE DELIVERY TARGETS IN THE HEALTH SECTOR: THE CASE OF KASSENA NANKANA WEST DISTRICT."

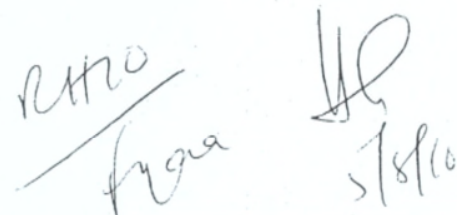
We want to assure your office that data collected would be used only for academic purposes.

Counting on your support

Yours faithfully


Akwasi Boakye-Yiadom
(For: Head of Department)

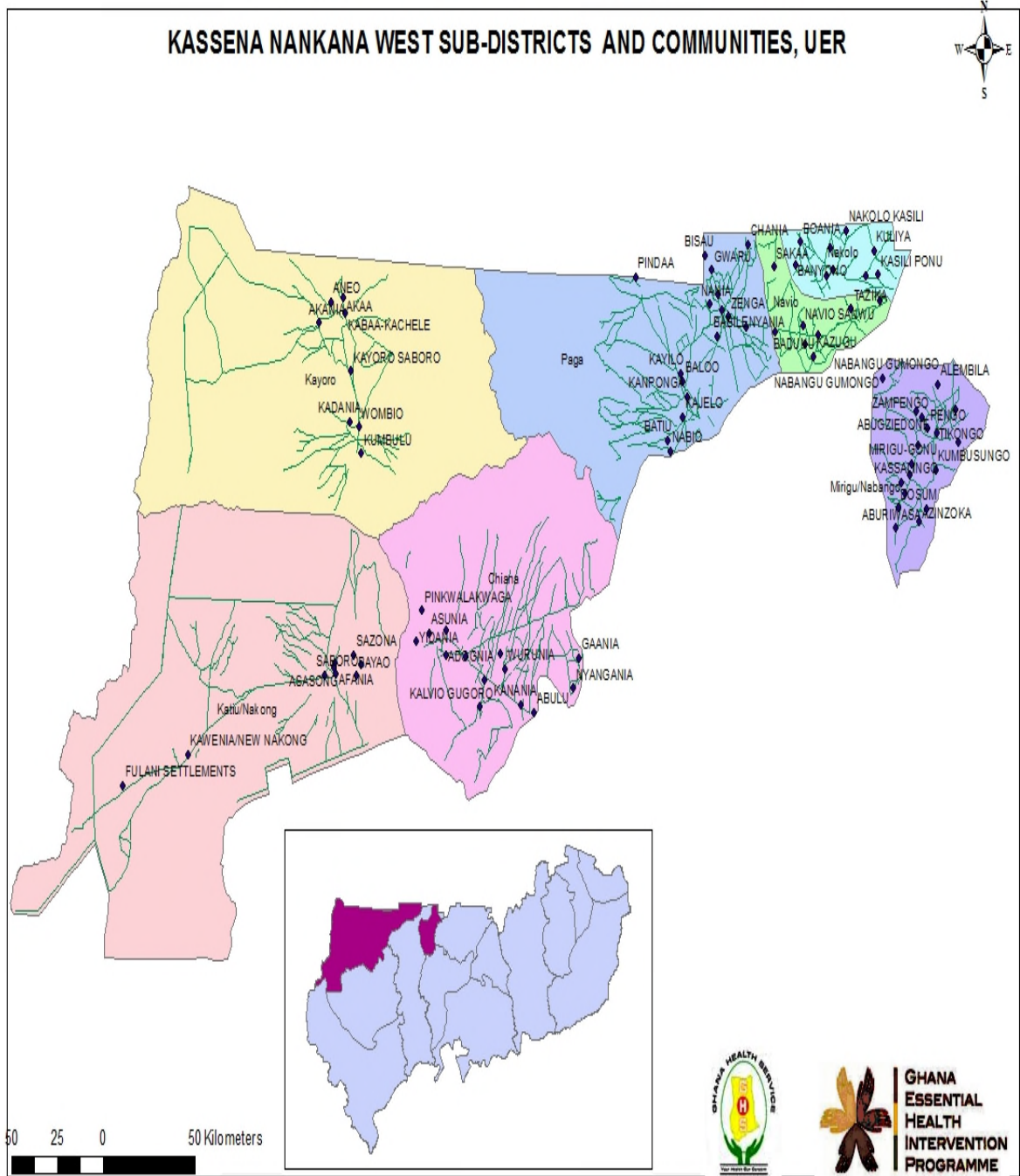




UNIVERSITY FOR DEVELOPMENT STUDIES



Appendix III: Map of Kassena Nankana West District indicating Sub-districts and communities



Source: Annual Report, 2014