UNIVERSITY FOR DEVELOPMENT STUDIES, (UDS)

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ADMINISTRATIVE STAFF DISCERNMENT OF PERFORMANCE APPRAISAL

SYSTEM AT THE UNIVERSITY FOR DEVELOPMENT STUDIES, DUNGU

CAMPUS

MOHAMMED AMIN SAANI TIMTONI

2022

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BY

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(UDS/MTD/0025/20)

THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL

MANAGEMENT AND POLICY STUDIES, FACULTY OF EDUCATION,

UNIVERSITY FOR DEVELOPMENT STUDIES, IN PARTIAL FULFILMENT

OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY

IN TRAINING AND DEVELOPMENT

AUGUST, 2022

DECLARATION

CANDIDATE'S DECLARATION

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

Candidate's Signature: …………………………   Date: ………………………..

Name: **MOHAMMED AMIN SAANI TIMTONI**

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.

Principal Supervisor's Name: DR ISSAH MOHAMMED

Signature: …………………………   Date: ………………………………

ABSTRACT

This research project was set out to examine Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus. The review of existing literature included the management of performance appraisal system in organization. Quantitative and qualitative research approaches were used. The research designs used were survey and case study. Simple random and purposive sampling techniques were used. Questionnaires were used to collect data from Administrative Staff. Face-to-face in-depth individual interviews were also used to collect data from Assistant Registrars. Permissions were sought from the university management. The Statistical Package for Social Sciences (SPSS) and Excel 2007 were used to analyse the field data. The qualitative data were analysed manually. The findings were that: the management of performance appraisal in the university offers a valuable opportunity to employees to focus on work activities, goals, to identify and correct existing problems of employees and to encourage better future performance of employees. Performance appraisals have far reaching consequences on employees' motivation and performance when evaluators discriminate, when there is organizational politics and when employees are victims of unfair performance evaluation. There is no regular assessment of performance of employees, appraisal process is not based on accurate and current job descriptions of employees, Sources of rater bias and errors can be resolved by improving on organizational justice, by retraining of raters/managers and the use of multiple-rater evaluation using 360-degree. Some recommendations made were: It is recommended that the management of the University should recruit Performance Evaluation experts to augment the existing staff of the Huma Resources Department. The Huma Resources Department of the University should organize performance appraisal awareness training for all staff of the university.

DEDICATION

I dedicate this work to my family and friends

ACKNOWLEDGEMENT

First of all, I register my profound gratitude to the Almighty Allah for making it possible for me to reach this level in age and academia.

Secondly, I will like to thank my lovely wife for given me support both morally and physical, and for taking good care of the children during the course.

Also, my regards goes to Hajia Ruhia for her guidance and councilling during the period of the course and also her frequent prayers for me to successfully complete the course.

Finally, I will like to express my gratitude to my late Father Shahadu Saani and my mother Azara Abubakari for their parenting.

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CHAPTER ONE

1.1 INTRODUCTION

This chapter presents and discusses each of the following: the background to the study, the problem statement, the research questions, the research objectives, significance of the study, delimitations of the study, limitations of the study, definitions of terms, organization of the study and conclusion.

1.2 BACKGROUND

Performance Appraisal (PA) is an ancient art or job. Performance appraisal was introduced by Lord and Taylor (1914). "It is therefore believed that the continued success of each organization depends on an effective implementation of performance appraisal systems. Appraisal of employees work helps to effectively make decisions and plan for the future of the business operations and success and also Performance appraisal is a strategic tool for improving organizational effectiveness" (Caruth & Humphreys, 2008).

"Performance Appraisal is a part of performance management and a function of human resource that management use as a tool to retain and control staff, to encourage communication in the office, improve the quality of work we produce and promote individual accountability, so therefore it serves as the legal framework that all departments must evaluate their employee performance reasons" (Chartered Institute of Personnel and Development, 2016). Performance appraisal is often used interchangeably with performance assessment, evaluations, and performance review or employee appraisal. The significant role of performance appraisal in any establishment or organization has become indispensable to organizational success. Thus, the successes of

organizations are dependent on how well the performance of every employee is effectively appraised and managed (Caruth & Humphreys, 2008).

Although the primary purpose of employee performance appraisal is to enhance the performance or productivity of employees (and thus the organisation), most organisations use it for either administrative or developmental reasons (Chartered Institute of Personnel and Development, 2016). "Developmental performance appraisals are used to identify an employee's strengths and weaknesses and their training needs, whereas performance appraisals for administrative reasons are used to decide on salary and promotion issues, to validate selection criteria, to decide on termination of contracts and redundancies, or to meet legal requirements" (CIPD, 2016).

A study by Blasé and Blasé (2003) "in America highlight that a number of challenges to effective performance appraisal include: unfair performance appraisal, victimization, unfair outcomes, unfair procedures, lack of feedback of information to appraise, poor interpersonal dynamics between the appraisee and the appraiser". In New York, one important application of formal PA are performance-related pay (PRP) systems, which are often used to align the objectives of employees with those of the firm and to motivate and reward employees" (Milkovich & Newman, 2004).

In Berlin, Kampkötter (2014) "explains that performance appraisal employees, which are typically scheduled annually or semiannually, are one of the most important human resource management practices and are used for a variety of reasons such as promotions, pay rises, detailed and valuable feedback, and career progression". They frequently consist of both a developmental and an evaluative dimension". Developmental use

focuses on experiences and skills that employees should acquire and which are identified by the use of PA (e.g., training and development needs) (Kampkötter, 2014).

Furthermore, PA are well suited to detect strengths and weaknesses, i.e. room for improvement of employees, and help to set objectives and to improve employee performance. Especially poor performers can be identified and may receive feedback on how to improve in the longer run (Kampkötter, 2014).

In Kenya, Chaponda (2014) "explains that effective appraisal system helps to produce committed and motivated employees and that one key strategy for organization success is the ability to motivate, attract and maintain a motivated-valuable workforce in today's marketplace".

In Ghana, Asamoah (2012) "explains that performance appraisals have far reaching consequences on people. If evaluators in any way discriminate against employees, these individuals can suffer devastating and potentially debilitating consequence" (Asamoah, 2012). Fairness of performance appraisal procedures may be associated with fairness of outcomes. If the process is perceived as being fair, then there is a greater likelihood that the outcome resulting from that process will be considered fair. "Performance appraisal offers a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance. Thus the performance of the whole organization is enhanced" (Asamoah, 2012).

Also in Ghana, Andoh-Mensah, Kwaku and Hinneh (2018) "are of the views that managers can only satisfy employees on a job if they give employees what they deserve for their performance without making an attempt to exploit employees and pay them

lower than expected. Performance appraisal, through a good feedback mechanism, helps employees to know how they are progressing within the organization in carrying out their duties, tasks and responsibilities and this feedback can be made available on a daily, weekly or monthly basis. "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" (Andoh-Mensah, et al., 2018).

It is important to highlight here that, though; there studies on performance appraisal systems in organisations from the International perspectives, Africa perspectives and from the Ghanaian perspectives; but few of such studies have been conducted using organisations in the Northern part of Ghana, particular the University for Development Studies, Dungu Campus. It is also important to point out that, this study is unique as there has never been a study on the topic assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus.

Based on the above backdrop, this study therefor was aimed at assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus.

1.3 PROBLEM STATEMENT

Despite the overwhelming benefits that employees and organization derive from Performance Appraisal (PA), most public institutions are still challenged with designing a suitable tool to measure the performance of their employee performance and the University for Development Studies, Dungu Campus is no exception. Most Public

institutions (small or big) virtually use PA as a mechanism to evaluate the successes and failures as well as the strength and weakness of each employee. This is perceived to has not been paid attention to at the University for Development Studies, Dungu Campus

There are unconfirmed statements that there are no formal structure in which staff are evaluated at the University for Development Studies, Dungu Campus; that the only time staff experience performance evaluation is when they are due for promotion from one stage to the other which is demotivating and therefore derailed the purpose for which performance appraisal are implemented in an organisation. Also, the university staff has no Knowledge with regards to how appraisal are done or carried out, there are no relevant skills, and the necessary training to perform which has underscored the purpose of performance appraisal in the university. There is an inclination to judge staff performance without following a structured appraisal system, there has being issues of personal feelings and bias in such appraisal system which has serious problems of staff de-motivation and overall performance related standards in the administrative sections of the University.

The main challenge that faces managers in all types of organizations is how to get maximum performance from their employees. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily (Asamoah, 2012).

Therefore, the study aimed to assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus.

1.4 OBJECTIVES OF THE STUDY

The study achieved the following objectives:

1.4.1 Main Objective

The main objective was to ascertain Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus.

1.4.2 Sub-objective

The sub-objectives achieved were:

- To determine how performance appraisal of Administrative Staff is being managed at the UDS, Dungu Campus.

- To establish the extent to which performance appraisal process affects Administrative Staff motivation.

- To ascertain the challenges in performance appraisal systems implementation at UDS, Dungu Campus.

- To suggest training programmes for effective performance appraisal implementation at the University for Development Studies, Dungu Campus.

1.5 RESEARCH QUESTIONS

The study will find answers to the following questions:

- How is performance appraisal of Administrative Staff being managed at UDS, Dungu Campus?

- To what extent do performance appraisal decisions affect Administrative Staff motivation?

- What are the challenges experienced in the performance appraisal systems implementation at UDS, Dungu Campus?

- Which training programmes can be implemented to ensure an effective performance appraisal processes implementation at the University for Development Studies, Dungu Campus?

1.6 SIGNIFICANCE OF THE STUDY

The findings of this study would add to existing knowledge on Administrative Staff discernment of performance appraisal system. The findings would be of great help to stakeholders in Higher Institutions of Learning including staff, the Human Resources Department in the Universities and the Public Sector in general. The study's finding would help Administrators to understand the relationships between performance appraisal and staff motivation and productivity. The findings will serve as an archive of literature for students in Human Resources Management, Training and Development and Business and Educational Administration.

1.7 DELIMITATIONS OF THE STUDY

The study was conducted using on the University for Development Studies, Dungu Campus. Data were only collected from some Administrators Assistance as participants and some Assistant Registrars as respondents. The only thematic areas the study concentrated on were: how is performance appraisal of Administrative Staff being managed at UDS, Dungu Campus, the extent performance appraisal decisions affect Administrative Staff motivation, the challenges experienced in the performance appraisal systems implementation and training programmes that can be implemented to ensure an effective performance appraisal processes implementations.

1.8 LIMITATIONS OF THE STUDY

There was inadequate time to finish the study as stipulated as the researcher is a full-time staff member of the university. Some staff members were initially reluctant to take part in the study and to returned questionnaires for analysis till when the researcher personally went from one participant and respondents to finally collect answered questionnaires and to interview all.

1.9 DEFINITION OF TERMS

The following terms were be applied in this study

Administrative Staff:

Administrative Staff are those who provide an organisation support such as general office management, answering phones, speaking with clients, assisting an employer, clerical work such as the maintenance of records and entering of data (Doyle, 2021).

Discernment:

It is the act of perceiving or the ability to see and understand people, things, or situations clearly and intelligently (Britannica Dictionary, 2022)

Performance Appraisal:

Performance appraisal is the formal evaluation of an employee's job performance in order to determine the degree to which the employee is performing effectively (Griffin & Ebert, 2004). It is typically an evaluation process in which quantitative scores based on predetermined criteria are assigned and shared with the employee being evaluated (Chartered Institute of Personnel and Development, 2016).

Job performance:

Job performance has been defined as the overall expected value from employees' behaviors carried out over the course of a set period of time (Motowidlo & Borman 1997).

Performance feedback:

It is the prime information to achieve development by confirming or rejecting a performance or behaviour (Kurtulus, 2011).

Subjective Performance Appraisals:

A subjective performance appraisal is a way of evaluating a worker that is not based on quantifiable numbers but based on perception of how they are doing and the value they bring to the organization (Berman, 2019).

Motivation:

Motivation is an element that retains and manages employee manners and behaivior (Nadeem, 2013).

1.10 STRUCTURE OF THE STUDY

The study will structured in the following: one presented and discussed the background to the study, the problem statement, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study and definitions of terms. Chapter two reviewed existing literature on how is performance appraisal of Administrative Staff being managed, the extent performance appraisal decisions affect Administrative Staff motivation, the challenges experienced in the performance appraisal

systems implementation and training programmes that can be implemented to ensure an effective performance appraisal processes implementations. Chapter three is methodology which consist of the research design, the research approach, population and sampling, data collection instrument, data collection procedure, ethical consideration, data analysis and validity and reliability. Chapter four presented the results and discussion of the findings, while chapter looked at the summary, conclusion and recommendations.

1.11 CONCLUSION

This chapter has presented and discussed each of the following: the background to the study, the problem statement, the research questions, the research objectives, significance of the study, delimitations of the study, limitations of the study, definitions of terms, organization of the study and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews existing literature on Administrative Staff discernment of performance appraisal system. The chapter also reviewed each of the following: The theoretical framework of the study (Feedback Intervention Theory (FI)), the management of performance appraisal system, how performance appraisal decisions affect employee motivation, the challenges of performance appraisal systems, available training programmes for ensuring effective performance appraisal processes and management and the conclusion.

2.2 THEORETICAL FRAMEWORK

The theory that guided this study is Feedback Intervention Theory (FI). Kluger and DeNisi (2015) explained FI as actions taken by (an) external agent (s) to provide information regarding some aspect (s) of one's task performance. FIs include knowledge of results (KR) interventions.

"Feedback interventions are the act of providing knowledge of the results of a behavior or performance to an individual" (Dowding, Merrill & David, 2018). "It can be provided in a number of formats including verbally or in written form, from a range of sources (e.g. a supervisor or colleague, a professional organization, an employer), include a variety of different information (such as explicit goals and action plans) and with varying frequency: (Dowding, et al., 2018).

Several systematic reviews have explored the impact of feedback interventions on outcomes such as behavior change, improvements in performance (Ivers et al., 2012). "A consistent finding across reviews is the wide variation observed in the effect of feedback on performance (Ivers et al., 2012). Overall conclusions are that feedback at individual level has a small to moderate positive effect on practice, yet a significant number of studies indicate a negative effect" (Benn, Arnold, Wei, Riley & Aleva, 2012).

"Characteristics of feedback interventions that correlate with improved performance include sufficient timeliness of the feedback (minimal delay between when the data is collected and the feedback is provided), the need for the feedback to be actionable and feedback that includes measurable targets and an action plan" (Benn, et al., 2012).

In recent years, feedback management has become increasingly important in daily life (Johnson, Rocheleau, & Tilka, 2015) and as a tool, leading organizations to success (DeNisi & Murphy, 2017; Farndale, Hope, Hailey, & Kelliher, 2011). Moreover, performance management and its concurrent part – feedback delivery, has received growing attention from managers and researchers and is still a widely used concept in the management theory field. Scholars stated that timely performed feedback intervention can foster individual performance (Kuvaas, Buch, & Dysvik, 2016). Despite a solid amount of research little is known regarding the implementation of feedback mechanisms and their complexity (Caemmerer & Wilson, 2010).

Task performance in Feedback Intervention Theory (FIT) is regulated by three abstract hierarchical levels of linked processes: meta-task processes, task-motivation processes, and task-learning processes. These processes are abstract, but the abstraction enables the

exposition of the focal processes proposed in FIT (Olencevicius, 2019). Therefore, FIT changes the previous treatments of feedback intervention by differentiating between feedback-supported motivation and learning processes (un)related to the task. The evaluation of these processes needs to be interdependent and probabilistic (Olencevicius, 2019).

Below is a short summary of all three hierarchical levels of processes in relation to Feedback Intervention Theory (FIT).

Task-Motivation Processes.

On this level, feedback intervention is compared with a set task standard. If the feedback sign is negative then dedicated efforts are increased, while if the feedback sign is positive then future efforts are maintained or could even be decreased (Olencevicius, 2019).

Task-Learning Processes

On this level, learning processes can be activated. If individuals intend to overcome subjective failure, traditionally they should work harder or smarter (Olencevicius, 2019). The learning process can also be activated, if feedback intervention content refers to components of the task (Olencevicius, 2019).

Meta-Task Processes

The change of attention in the hierarchy level can activate a minimum of four independent processes: the process of resolving feedback-self discrepancies, priority to the self, exhaustion of cognitive resources for task performance, and the emotional processes (Olencevicius, 2019). In the mode of resolving feedback-self discrepancies,

related misalignment can be reduced by continuing to work on the task (Olencevicius, 2019).

According to Dowding et al., (2018), Feedback Intervention Theory (FIT) presents three levels of processes that govern how individuals react to a feedback intervention; meta-task processes are at the top of the hierarchy and are focused on the self and often reflect an emotional response toward the feedback; focal task processes which trigger a response to motivate individuals to improve performance and task details, which invoke learning processes to complete the task. To be successful, interventions need to trigger focal task processes (which stimulate motivation to improve performance); less successful feedback draws attention away from focal task and task detail processes to the higher level or meta-task processes (so individuals are likely to focus on their emotional response to the feedback, rather than how to change performance).

Successful feedback interventions, therefore, need to stimulate motivation from the individual, or trigger a learning process that includes strategies for improving performance; Kluger et al suggest that pure outcome feedback without such strategies may impede learning, and therefore have a negative effect on performance (Kluger & DeNisi, 1996 cited in Dowding et al., 2018).

Factors that determine the effect of the feedback intervention on performance Three classes of variables are proposed as determinates of the effect a feedback intervention has on performance; the cues of the intervention message; the nature of the task or behavior to be performed; and situational/personality variables (Sinuff et al., 2015). Cues determine which standards or goals receive the most attention, and through this affect

behavior. For example, feedback that provides specific information about the task and goals to be achieved; potential actions to improve performance; monitoring of performance over time; and feedback that is perceived to be objective (such as that provided by a computer) are all hypothesized to focus attention on the task and performance goals, thereby leading to improved performance (Sinuff et al., 2015). In contrast, feedback that is more generalized in nature compares an individual's performance to their peers or is provided verbally by their manager, which is hypothesized to direct attention away from the task to the self (for example, feedback that may affect self-esteem may be rejected) (Sinuff et al., 2015).

Finally, situational and personality characteristics are hypothesized to affect individual reactions to feedback. Kluger et al suggest that individuals who have high self-efficacy are more likely to be motivated to change their behavior and less likely to quit, meaning feedback may be more effective for these individuals (Hysong, 2009). Chen-Yuan et al., (2015) also suggest that individuals who are anxious are more likely to experience cognitive interference, meaning their attention will be taken away from the task, and feedback is likely to be less effective. One of the situational variables hypothesized to affect performance is the rate of change; if the original feedback is very negative (there is a large gap between individual performance and the goal/standard) and the rate of improvement in performance is rapid, then an individual is more likely to continue with trying to change their behavior. In contrast, if there is a minimal improvement in performance, then an individual is more likely to either reject the feedback or abandon the goal or standard altogether (Chen-Yuan et al., 2015).

2.2 HOW PERFORMANCE APPRAISAL IS BEING MANAGED IN ORGANIZATIONS

There are several means of reviewing performance of employees and the scope and methods vary from one organization to another (Andoh-Mensah et al., 2018). "Each of these Appraisal methods have their strengths and weaknesses and depending on the organizational context, the choice and use of one particular method may be appropriate than the other: (Dressler, 2012). These methods are the ranking method, 360 degrees feedback, essay method, critical incident method, behaviorally anchored rating scale and management by objectives" (Andoh-Mensah et al., 2018).

"Performance appraisal is a vital tool to measure the frameworks set by any organization to its employees. It is utilized to track individual contribution and performance against organizational goals and to identify individual strengths and opportunities for future improvements and assessed whether organizational goals are achieved or serves as basis for the company's future planning and development" (Daoanis, 2012).

There are several rationales behind the conduct of performance appraisals in organizations. Cleveland, Murphy and Williams (1989) "classify these reasons into four categories. They include: between person decisions (e.g., promotion and salary decisions); within person decisions (e.g., feedback and identifying training needs); systems maintenance (e.g., manpower planning and evaluation of HR systems); and documentation (e.g., criteria for validity studies and meeting legal needs).

"Performance appraisals offer a valuable opportunity to recognize and reward employees' efforts and performance, detect key barriers as well as facilitators to work practice, and

identify professional development needs and opportunities". An effective appraisal scheme therefore offers 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; d. improvement of the quality of working life by increasing mutual understanding of managers and their staff" (Andoh-Mensah et al., 2018).

According Wayne (2013), Andoh-Mensah et al., (2018) "performance appraisal is a process by which organizations evaluate employee performance based on preset standards. The main purpose of appraisals is helping managers to effectively staff companies and use these human resources to improve productivity". According to Andoh-Mensah et al., (2018) when conducted properly, appraisals will serve the purpose Shelley describes as: showing employees how to improve their performance, setting goals for employees, helping managers to assess subordinates' effectiveness and take actions related to hiring, promotions, demotions, training, compensation, job design, transfers, and terminations.

According to Shelley (2015) "performance appraisal is a clear and concise, regular and unbiased system of rating an employee's performance in her current position, which can also be used to determine how far the employee can go in career development". According to Andoh-Mensah, et al., (2018) the benchmarks of performance appraisal are usually the job description in tandem with stated company objectives, and often includes rewards and incentives.

An organization engages a person for the purpose of employing his skills to achieve certain goals and objectives (Andoh-Mensah et al., 2018). Employers need to take stock and determine the value of each employee, his/her potential, and what his/her future in the company is likely to be. In the researcher's opinion this is accomplished through the practice of performance appraisal (Shelley, 2015).

"While face-to-face interactions seem to be the best option to conduct and manage appraisals, using a survey tool has some additional advantages. Or you can use appraisal forms targeting specific areas for employee development. "For an appraisal to be actually effective, it must be complete in nature". That is, each appraisal process must account for not only the output from the employee but also of: highlight the training needed for optimal performance, conduct self-evaluation as well as peer evaluation, evaluating other factors affecting performance, such as job satisfaction or motivation and it might be difficult for managers to find the right questions to get workable data" (Medhi, 2022).

In such a case, a good survey tool is what you need. "A good survey tool helps you send standardized questionnaires that capture the genuine opinions of your people. Want to make it even more effective? Opt for a pulse survey tool. A pulse survey tool is simply the better version of your traditional feedback system. It is faster, quicker, easier to analyze, and will rarely result in survey fatigue" (Medhi, 2022).

2.3 HOW PERFORMANCE APPRAISAL PROCESS AFFECTS EMPLOYEE MOTIVATION

Prowse and Prowse (2009) "opines that performance appraisal provides a major potential for employee feedback that could link strongly to increasing motivation, an opportunity to clarify goals and achieve long-term individual performance and career development".

Chaponda (2014) "conducted a study to determine the effect of performance appraisal on employee motivation using a survey of slum based Non-Governmental Organizations in Nairobi. The study adopted a descriptive research design. The population of interest consisted all 300 employees of slum-based NGOs. A sample size of 171 was selected using stratified sampling method". Data was collected using structured questionnaires. The data was analyzed using the Statistical Package for Social Sciences (SPSS) into frequency distribution, percentages and Pearson correlations. Results from the study revealed that: performance appraisal system has helped improve job performance at work; regular assessment of performance leads to employee motivation; performance appraisal rating can be considered as a technique that has a positive effect on work performance and employee motivation; he employees may be motivated if the appraisal process is based on accurate and current job descriptions; regular ratings may affect the performance and motivation of the employees and fair assessment of the employee's performance may enhance their motivation".

In recent times, there has been an extension of performance appraisal beyond rating of employee's performance to motivation. Accordingly TO Ndowu (2017), conducted a study that sought to investigate effectiveness of performance appraisal systems and its effect on employee motivation. The study's main objectives pertained to establishing the

moderating role of performance appraisal as a motivation tool as well as potential challenges. Findings from the study shows the presence of significant positive outcomes when the organization uses performance appraisal as a motivational tool.

Also, it was found that, the use of more than one appraisal techniques helps yield greater satisfaction and consequently higher motivational levels. The specific aspects of performance appraisal systems (PAS) that help improve motivation include the Linking of performance to rewards, using the performance appraisal system to help set objectives and benchmarks as well as the use of performance appraisal to help identify employee's strength and weaknesses all constitute specific aspects of performance appraisal system (PAS) that help improve motivation. Performance appraisals are a good way to formally recognize employees' accomplishments and contributions to the company, as well as to guarantee that a clear relationship between performance and compensation is established and maintained (Ndowu, 2017). As a result, one of the primary goals of performance appraisal is to recognize and reward good work while also addressing deficiencies (Kurt, 2004).

Boice and Kleiner (2007) suggest that employee performance appraisal is crucial for the motivation of the employees. Performance appraisal system is an important drive that looks for better, more accurate, more cost-effective ways for of evaluating job performance and employee motivation. Performance appraisal system is a significant technique aimed at enhancing the performance of the employee in the organization, it is considered one of the most important human resource management functions and an effective performance appraisal and management system is an integral part of organization's human resource management effectiveness (Chaponda, 2014).

An advantage of PA is that the provided feedback and communication may signal employees that they are being valued by their supervisors and the firm, which makes them feel more as part of the organization (Kampkötter, 2014). The incidence of an individual being covered by a PA system is also of economic relevance, as it has been shown that employee participation, feedback, and clarity of goals are positively related to job satisfaction, a predictor of productivity and Performance appraisal and performance assessment are used interchangeably.

2.4 CHALLENGES IN PERFORMANCE APPRAISAL SYSTEMS

This conflicts with performance appraisal as a developmental process as appraisers are challenged with differing roles as both monitors and judges of performance (Prowse and Prowse, 2009), which Randell (1994) argues that few managers receive the training to perform. One of the repercussions of conflict avoidance is that managers rate all criterion in the middle rating point, known as the "central tendency". In a study investigated by of senior managers by Longenecker et al. (1987) about senior managers, it was revealed that organizational politics influence the ratings of 60 senior executives. Politics involved deliberate attempts by individuals to enhance or protect self-interests when conflicting courses of action are possible, and ratings and decisions were affected by potential sources of bias or inaccuracy in their appraisal ratings (Longenecker and Ludwig, 1990). There are methods of further bias beyond Longenecker's evidence. Political judgements were distorted further by over-rating some clear competencies in performance rather than being critical across the range of measures, known as the "halo effect", and if some competencies are lower they may prejudice the judgment across the

positive reviews, known as the "horns effect (Advisory, Conciliation and Arbitration Service, 1996).

Some ratings may only include recent events, and these are known as "recency effects". In this case only recent events are noted compared to managers gathering and using evidence throughout the appraisal period. A particular concern is the consistency and equity of appraisal ratings, which may be distorted by gender, ethnicity and the ratings of appraisers themselves. Studies in both the USA and the UK have highlighted subjectivity in terms of gender (Alimo-Metcalf, 1991; White, 1999) and ethnicity of the appraisee and appraiser (Geddes & Konrad, 2003).

One of the different issues of removing bias was the use of the "test metaphor" (Folger *et al.*, 1992). This was based on the assumption that appraisal ratings were a technical question of assessing "true" performance and there needed to be increased reliability and validity of appraisal as an instrument to develop motivation and performance.

Secondly there is the issue of subjectivity, where decisions on appraisal are rated by a political metaphor (Hartle, 1992). This metaphor argues that appraisal is often done badly because there is a lack of training for appraisers and appraisers may see the appraisal as being of no value. Organisations in this context are "political" and appraisers seek to maintain performance from subordinates and view appraises as internal customers to satisfy. This context forces managers using appraisal to avoid interpersonal conflict and develop strategies for their own personal advancement and avoiding censure from higher managers. In this context, appraisal ratings become political judgements and managers seek to avoid interpersonal conflict. The approaches of "test" and "political" metaphors

of appraisal are both inaccurate, lacking objectivity and poor judgement of employee performance.

Daoanis (2012) conducted a research to examine the status of the performance appraisal system of Nass Construction Company and its implication on employees' performance. The purposive sampling technique was used in the selection of respondents. Quantitative and qualitative method of research was utilized in the gathering of data. Interviews, focus group discussion and survey questionnaires were the main instrument used in this study. Results from the study revealed that there were some major gaps in the implementation of the company's appraisal system: no appropriate rewards are given to best employees, appraisal system was not fully explained to employees, no feedback of results and employees do not participate in the formulation of evaluation tools.

On the challenges of performance appraisal on employee motivation established that some managers tend to be liberal or strict in their rating of staff which may affect the employees' motivation (Chaponda, 2014).

Ahmada and Bujang (2013) also points out that, employees are usually dissatisfied with performances appraised by manages of organizations because they believe that raters are sometimes not knowledgeable and do not have the required skills. And this would eventually affect the process of evaluation because bias, unfairness and unreliability may occur. Employees do not also seem to trust the tool used for appraisal despite the availability of formal evaluation and a set of standard that need to be followed. Another problem in the practice of performance appraisal activity is the fairness of the evaluation decision. Raters have problems evaluating the performance appraisal in a proper way.

Performance of individual employees that is not measured accurately can lead to dissatisfaction with the system (Ahmad & Bujang, 2013).

Another challenge to performance appraisal highlighted by Asamoah (2012) where that there is high demand on supervisors as it requires periodic evaluation of employees' work. It has also been mentioned that there is unfairness and biases in the appraisal process as standards and ratings tend to vary widely and, often, unfairly. Some raters are tough, while others are lenient. Some departments have highly competent people, others have less competent people. Consequently, employees subject to less competition or lenient ratings can receive higher appraisals than equally competent or superior associates (Asamoah, 2012; Ahmada & Bujang, 2013).

It has also been mentioned that lack of communication is a challenge to effective performance appraisal. Employees may not know how they are rated due to lack of communication. The standards employees think they are being judged are sometimes different from those their superiors actually use (Ahmada & Bujang, 2013). There is also the issue of lack of training for supervisors as such; appraisal techniques tend to be used as performance panaceas. If a worker lacks the basic ability or has not been given the necessary training for his job, it is neither reasonable to try to stimulate adequate performance through performance appraisals, or fair to base salary, dismissal, or other negative decisions on such an appraisal (Asamoah, 2012).

Lack of appraisal feedback is a challenge to effective performances appraisal. Negative feedback not only fails to motivate the typical employee, but also can cause him to perform worse. Only those employees who have a high degree of self-esteem appear to

be stimulated by criticism to improve their performance (Asamoah, 2012). Daoanis (2012) explains that lack of involvement is also seen as a challenge to performance appraisal. Performance appraisal interviews tend to emphasize the superior position by placing him in the role of judge, thus countering his equally important role of teacher and coach. This is particularly damaging in organizations that are attempting to maintain a more participative environment (Daoanis, 2012)

The other challenges to effective performance appraisal is that there is an increased control of public services using appraisal as a method of control and the outcome of managerial objectives ignoring the developmental role of appraisal with ratings awarded for people who accept and embrace the culture and organisational values (Bach , 2005) There are also issues of employee resistance and the use of professional unions to challenge attempts to exert control over professionals and staff in the appraisal process (Bach , 2005)

2.5 TRAINING PROGRAMMES FOR EFFECTIVE PERFORMANCE APPRAISAL PROCESSES AND MANAGEMENT IN ORGANIZATIONS

To achieve an effective performance appraisal implementation in organization, managers should do their best to standardize performance appraisal review process because when employees know they are being judged on the same set of criteria, they will be less likely to take criticism personally or feel like they are being singled out. Instead, they know whether or not they have met expectations ahead of time and the appraisal can focus more on mentoring workers as opposed to dwelling on the negatives. "By standardizing the process, you can look back to previous reviews to see if employees have made

sufficient progress in the past year or since they began onboarding with the company" (Rowlings, 2016).

"Performance appraisal should ensure a positive attitude towards developing the potential of employees. This can be achieved by firstly making sure you allow your employees to express what they want from their career development, secondly, watch out for potential in your employees that needs to be encouraged" (Medhi, 2022). Many a time, they might not see it yet. Motivating employees to perform at the optimum level requires them to see the potential in themselves (Medhi, 2022).

According to Bach (2005), the sources of rater bias and errors can be resolved by improved organizational justice and increasing the reliability of the appraiser's judgement. "To ensure fairness, always choose someone personable to perform the review because this tactic will eliminate the awkwardness on the management side, which should make the employee under review feel better about opening up and starting a real dialogue". "Instead of dreading the review process, it can now be used as a tool to coach workers up and identity those who may be ready for a larger role within the organization" (Rowlings, 2016).

Accoording to Medhi (2022), one common mistake that managers tend to make is to have their own bias (either positive or negative) towards the employee being reviewed. Other common mistakes that managers make: Central Tendency (Rating every employee around an average. "This defeats the whole purpose of having a rating system and the possibility of gathering valuable data from it and Recency Rating (Evaluating employees

based on the events in the last month) or so instead of basing the review on the whole year" (Medhi, 2022).

Medhi, (2022) and Grint (1993) are of the views that for effective performance appraisal systems in organisations, there is the need for retraining and the removal of "top down" ratings by managers and their replacement with multiple-rater evaluation using 360-degree appraisal. This attempts to resolve bias and objectivity by upward performance appraisal (Grint, 1993). "For more accurate feedback, consider using tools like 360-degree feedback. 360 degree appraisals take into account the opinions shared by an employees' peers and managers. It ensures that you get an overall picture of what a person is like in their daily work lives" (Medhi, 2022).

This is why Rowlings (2016) states that with proper performance appraisal training, raters will establish adequate time for an honest conversation to take place in the review process, they will spend some time and have an open and honest discussion during the review so as to provide valuable feedback from employees and to give some insight into why some are doing so well while others are struggling. Based on that conversation, both the employer and employee can work together to create a plan to allow every employee to work to their strengths while still working within the established company culture (Rowlings, 2016).

To ensure an effective performance appraisal, Medhi (2022) is of the views that there should be a continuous feedback given to employees on their performance. The performance review should not be the first time an employee hears that he is not performing up to the expected standards. This is precisely why frequent feedback should

be offered throughout the life cycle of an employee to ensure that you don't take your employees off guard (Medhi, 2022). "The reasons why the continuous process of feedback is so integral to the process of performance appraisal is because: a continuous feedback culture frequently brings out the strengths and weaknesses of employees, employees get a better idea about which areas to improve upon so that the performance appraisal process doesn't come out as a complete surprise, employees become much more accustomed to getting feedback from their managers and peers, making them much more responsive during the actual appraisal meeting, there will be a better chance of constructing a plan to address employees who aren't performing up to their full potential" (Medhi, 2022).

It is also important that staff are made to own the review process because workers are aware that they have strengths and weaknesses; instead of telling the workers what they did right or wrong, start the review by allowing the worker to assess him or herself. By allowing your workers to take ownership of their performance review, they can better understand what the company's expectations are, what they are doing well and what they may need to work on before the next review (Rowlings, 2016).

During the performance appraisal, encourage employees to do a self-appraisal. Ask them to list out their own achievements and shortcomings. Very often, employees are aware of their own level of work. "This will enable employees to become more self-aware. Ahead of their appraisal meetings, ask employees what they want to bring forward or discuss, during the appraisal meeting, discuss what the employee might like to work on in the future and help them in identifying, evaluating, and developing their performance for the long term" (Medhi, 2022).

"There should be proper training of all managers on performance appraisal process in the organization. While training managers, avoid the usual process of being an administration chore to do. Instead, promote the appraisal system as a necessary process to better the workforce's future performance standards and elevate the business goals, hold regular meetings for managers to discuss the importance of learning to handle difficult conversations, gather managers around and have them go through live examples from role-playing or one-to-one interactions with their peers and explaining the common mistakes during the performance appraisal process" (Medhi, 2022).

For excellent performance appraisal, organisations must use survey tools in the performance appraisal process to ensure a systematic documentation and evaluation of an employee's performance (Medhi, 2022).The appraisal results should be more than just about goal-setting and job performance but must include how an employee interacts with the team, the efforts they put into and how helpful they are to new hires (Medhi, 2022).

2.6 CONCLUSION

This chapter has reviewed existing literature on the influences of performance appraisal on employees' job performance. The chapter has also reviewed each of the following: The theoretical framework of the study (Feedback Intervention Theory (FI)), the management of performance appraisal system, how performance appraisal decisions affect employee motivation, the challenges of performance appraisal systems, available training programmes for ensuring effective performance appraisal processes and management and the conclusion.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter presents and discusses the research approach, the research design, the population, the sampling strategy used, data collection instrument, data collection procedure, data analysis, the ethical consideration, validity, reliability and trustworthiness of the study and conclusion.

3.2 APPROACH OF THE STUDY

For this study, the mixed method was used. The approach has both quantitative and qualitative features which allow one to obtain in depth information from the respondents and which makes it necessary for one to obtain a strong and broad conclusion with regards to assessing the influences of performance appraisal on employees' job performance at the University for Development Studies, Dungu Campus (Creswell, 2003).

Mixed methods research provides strengths that offset the weaknesses of both quantitative and qualitative research (Creswell, 2003). Johnson and Onwuegbuze (2004) explain that mixed methods research is a class of research where the investigator combines qualitative and quantitative research techniques, methods and approaches, concepts or language in a single study. Such a study like assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus.

One of the justifications for employing mixed methods in the study is that a complex issue involving assessing Administrative Staff discernment of performance appraisal

system at the University for Development Studies, Dungu Campus can be better understood when both quantitative and qualitative approaches are combined to provide a better understanding of the research problems than using either qualitative or quantitative approach alone.

According to Creswell (2003) mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems (assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus) than either approach alone.

3.3.1 Quantitative Approach

McMillan and Schumacher (2010) state that quantitative research designs put emphasis on objectivity in measuring and describing phenomena (to assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus). As a result, the research designs maximize the objective by using numbers, statistics, structure, and control. Maree (2010) explains that quantitative research is a process that is systematic and objective in its way of using numerical data from only a selected subgroup of a universe to generalize the findings to the universe that is being studied.

Quantitative data includes closed-ended information such as that found on attitude, behavior, or performance instruments. The collection of this kind of data might also involve using a closed-ended checklist, on which the researcher checks the behaviors seen. Sometimes quantitative information is found in documents such as census records or attendance records. The analysis consists of statistically analyzing scores collected on instruments, checklists, or public documents to answer research questions or to test hypotheses (Creswell, 2003).

3.3.2 Qualitative approach

With qualitative research, Johnson and Christensen (2008) belief when dealing with issue of understanding a social phenomenon (to assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus), the best way of conducting this is to use the qualitative method. It is on the basis of the afore-mentioned that the researcher decided to use the qualitative method also in this study. The study also used the qualitative method to meaningful explain social activities that require a substantial appreciation of the perspectives of the participants with regards to assessing the influences of performance appraisal on employees' job performance at the University for Development Studies, Dungu Campus.

According to Creswell (2003) qualitative data consists of open-ended information that the researcher gathers through interviews with participants. The general, open ended questions asked during these interviews allow the participants to supply answers in their own words. Also, qualitative data may be collected by observing participants or sites of research, gathering documents from a private (e.g., diary) or public (e.g., minutes of meetings) source, or collecting audiovisual materials such as videotapes or artifacts. The

analysis of the qualitative data (words or text or images) typically follows the path of aggregating the words or images into categories of information and presenting the diversity of ideas gathered during data collection.

Qualitative research is a type of social research that produces non-numerical data. Qualitative research aims at reporting a situation or phenomena as it exist in the natural setting rather than a laboratory setting (Lee, 2006). The main thrust of qualitative research therefore, is to answer questions set by the researcher, mostly in a form of words, actions or visual symbols (Neuman, 2006).

Qualitative research was deemed appropriate for this study because of its role in extracting in-depth information on assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus. According to Johnson and Christensen (2008), qualitative approach is the best method to understanding social phenomenon especially on abstract issues such as "perceptions, attitudes, behaviours, beliefs, opinions, emotions, world views and culture". Qualitative research is also useful for identifying and measuring such intangible factors such as religion, ethnicity, gender roles, socio-economic status and norms (Mack, Cynthia, Kathleen, Greg & Emily, 2011).

3.3 RESEARCH DESIGN

The research designs used in this study are survey for quantitative inquiry and case study for qualitative inquiry. These designs were suitable for this study in the sense that: survey helped to gather data on Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus with the intention of describing and eliciting participants views on the phenomenon.

3.4.1 Survey

The survey as a design was specifically used to design an instrument to collect data from Administrative Assistants of the university. Surveys typically gather data at a particular point in time with the intention of describing the nature of the existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events (Louis, Lawrence and Keith, 2002). In this case, assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus.

White (2005) highlights the views that a survey usually involves collecting data by interviewing a sample of people selected to represent the population accurately under study. Each person in the sample is asked the same series of questions, and responses are then organized so that conclusions can be drawn from them.

3.4.2 Case Study

The case study as a design was specifically used to design a data collection instrument to collect data from selected Assistant Registrars. The case study design was appropriate in this study because it is a design that uses a systematic inquiry into an event or a set of related events which aims at describing and explaining a phenomenon of interest (to assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus).

Case studies offer a multi-perspective analysis in which a researcher considers not just the voice and perspective of one or two participants in a situation, but also the views of other relevant groups of participants and the interaction between them, in this study (Denzin & Lincolin, 2003).

Case study is a strategy that offers the opportunity in a study to do an in-depth exploration and description of a particular real life social phenomenon through various data collection procedures (Creswell, 2003).

3.4 POPULATIONS OF THE STUDY

Population refers to the sum aggregate or totality of the phenomena of interest to the researcher. The population involves all the people, objects, institutions and so forth, who were the subjects of the study (Seidu, 2007).

The population of the study comprised all Administrative Assistants and Assistant registrars of the University for Development Studies, Dungu Campus.

3.5 SAMPLING METHODS AND PROCEDURE

The sampling methods and procedures employed in this study are discussed below:

3.5.1 Quantitative

Leedy and Ormod (2010) have identified the following guidelines for selecting a sample size, which is referred to as the symbol N:

- For smaller population, say, N=100 or fewer, there is little point in sampling; survey the entire population.

- If the population size is around 500 (give or take 100), 50% should be sampled.

- If the population size is around 1,500, 20% should be sampled.

- Beyond a certain point (about N=5,000), the population size is almost irrelevant and a sample size of 400 will be adequate.

Based on the rule one as suggested by Leedy and Ormod (2010), hundred (100) Administrative Assistants of the University for Development Studies, Dungu Campus were selected for the study. According to Leedy and Ormod (2010) in the above categories, for smaller population, say, N=100 or fewer, there is little point in sampling; survey the entire population.

3.5.2 Qualitative

The purposive sampling technique was employed in the study to select eight (8) Assistant registrars. Purposive sampling is based entirely on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristics representative of the population, or typical attributes of that population. On the basis of the researcher's knowledge of the population, a judgment was made about which subjects should be selected to provide the best information in order to address the purpose of the research (White, 2005).

3.6 INSTRUMENT FOR DATA COLLECTION

The researcher used questionnaire and interviews guide to collect data from the respondents respectively. These instruments are discussed below:

3.6.1 Questionnaires

A questionnaire is a set of systematically- structured questions used by a researcher to get needed information from respondents (Godwin & Harry, 2009). A questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The questionnaire may be self-administered, posted or presented in an interview format. In this study, the questionnaire was self-administered. A questionnaire

may include check lists, attitude scales, projective techniques, rating scales and a variety of other research methods. As an important research instrument and a tool for data collection, a questionnaire has its main function as measurement.

A questionnaire (see appendix A) were used to collect data from the Administrative Assistants. The questionnaires consisted of sections according to the concepts that inform the research questions. Section A measured the demographic information of respondents, section B measured

how performance appraisal is being managed at the UDS, Dungu Campus, section C measured the extent to which performance appraisal process affects employee motivation, section D measured the challenges in performance appraisal systems at UDS, Dungu Campus while section E measured mechanisms and training programmes for effective performance appraisal processes and management in the administrative section of the UDS, Dungu Campus.

The questionnaires contained closed-ended questions. Close-ended designed questions provide respondents with options from which they selected answers. It yielded only numerical data. The questionnaire was administered by the researcher.

Bird (2009) states that, the principal requirement of questionnaire format is that questions are sequenced in a logical order, allowing a smooth transition from one topic to the next. This will ensure that participants understand the purpose of the research and they will carefully answer questions to the end of the survey

3.6.2 Interview

An interview is a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, news, opinions and behaviour's of the participant (Maree, 2007).

An open-ended interview schedule (see appendix B) was used to collect data from the respondents (Assistant Registrars) in the qualitative aspect of the research using the face-to-face interview technique. Face-to-face interview is a social interaction between an interviewer and an interviewee where the interviewer poses questions and records the answers given by the interviewee (Creswell, 2003). According to Neuman (2003) despite the ills (time consuming and the interviewer effect) associate with open-ended face-to-face individual interviews, it allowed for an in-depth and interactive discussion between the researcher and the respondents, it also enabled the respondents to freely express their opinions, ideas, feelings and perceptions without any form of fear or favour.

The interview schedule was designed to guide the researcher in questioning the respondents and also assisted the researcher writing down responses. The interviews questions sought for information on assessing Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus.

Interview guide can collect information on behaviour or facts. This includes behavioural or factual questions that require information about the characteristics of people or things that people have done. For effective administration of the Interview schedule, the researcher interviewed the respondents personally after establishing a good rapport where the purpose of the study was explained.

According to Neuman (2003) despite the ills (time consuming and the interviewer effect) associate with open-ended face-to-face individual interviews, it allowed for an in-depth and interactive discussion between the researcher and the respondents, it will also enabled the respondents to freely express their opinions, ideas, feelings and perceptions without any form of fear or favour.

3.7 DATA SOURCES

A successful research requires the collection of accurate and reliable data. The data was obtained from both primary and secondary sources. The secondary data is the information which has been collected by other researchers not involved in the current assessment and has undergone at least one layer of analysis prior to inclusion in the needs assessment. The secondary data used for this research were obtained from books, journals, reports and other public articles. The primary data on the other hand was obtained from the study respondents and participants through the use of questionnaire and interviews.

3.8 DATA COLLECTION PROCEDURE

Before field data collection, a letter of introduction was obtained from the university. This letter gave the researcher access, support and co-operation from the university and individual respondents. Clear guidelines on the rationale of the study were explained to the respondents, assurances were given to respondents that the information provided would be treated with confidentiality.

With the interviews, the researcher also established a rapport by first greeting and asking each interviewee how their day was and also by projecting a positive image of a sincere person engaged in a harmless but important task. Each interview lasted approximately 45 minutes.

3.9 DATA ANALYSIS

The Statistical Package for Social Science (SPSS) was used in the analysis of the data. This was done by editing and coding the data and finally feeding into the computer. McMillan and Schumacher (2006) state that quantitative data are summarized using simple descriptive statistics, e.g. frequencies, mean, mode, range and graphs. In this study, the quantitative data was analysed using descriptive statistics. Tabular presentations of information were used to facilitate easy interpretation and comprehension.

With the qualitative data collected, the researcher captured the patterns and direct words of the participants interviewed. The researcher then use manual method to transcribe the interview transcripts generated from these participants. The next step was to examine the data in-depth and to provide detail descriptions of the participants' responses. A description of the broad categories that were generated from the interviewee responses were also presented.

According to Marie (1997), qualitative data analysis involves the organization and breaking down of data into manageable units, and synthesizing them into patterns so as to arrive at a reliable and meaningful conclusion. The researcher will read through the interview notes several times to become familiar with it before examining the data in detail so as to carry out what Neuman (2006) described as "open coding" (categorization and grouping of data into themes). Open coding is defined as the first process of condensing or reducing large volumes of data into smaller and manageable categories, codes and themes (Neuman, 2006).

3.10 ETHICAL CONSIDERATION

Ethic' is a moral principle or a code of conduct which governs what people do. It is concerned with the way people act or behave. The term, 'ethics' usually refers to the moral principles and guiding conduct, which are held by a group or even a profession. Ethical concerns should be at the forefront of any research project and should continue through to the write-up and dissemination stages (Hobson & Townsend, 2012).

Permission to conduct the study was sought from the university management. Maree (2010) highlights that, essential ethical aspect which is the issue of the confidentiality of the results and findings of the study and the protection of the participants' identities. This could include obtaining letters of consent and obtaining permission to take part in the study.

3.10.1 Informed consent: participants were given written forms that described the research and they were made to sign the forms to document their consent to participate in the study. In line with Neuman (2006) position on informed consent, the researcher explained the risks and time involved in participating in the study. Participants were also informed of their right to participate or not to participate in the study. Finally they were informed of their right to withdraw or discontinue participating in the study at any time they felt they were no longer interested in participating in the study, without any fear.

3.10.2 Anonymity: The researcher promised not to identify a given response with a given respondent. She strived to ensure the autonomy of the research participants and to protect them from any kind of exploitation.

3.10.3 Confidentiality: The researcher explained to participants that if a given participant's response could be identified it would not be made public. According to

Neuman (2006), confidentiality is a situation in which the researcher keeps information provided by respondents secret from public view so that there is no traces whatsoever that will lead to the identification of the individual. The researcher promised not to disclose any given responses from participants publicly. Participants were assured that, any information that may embarrass them or endanger their friendship and relations would not disclose.

3.11 TRUSTWORTHINESS OF THE STUDY

To enhance the trustworthiness of the study, the researcher ensured the elimination of bias in the research procedures and the establishment of confidence with regards to the truth of the findings based on the research design. According to White (2005), trustworthiness of qualitative research can be achieved through:

- Truth value. This establishes how confident the researcher is with the truth of the findings based on the research design, informants and context.

- Applicability. This refers to the degree to which the findings can be applied to other contexts and settings or with other groups; it is the ability to generalize from the findings to a larger populations.

- Consistency of data. This means the findings would be consistent if the inquiry were replicated with the same subjects or in a similar context.

- Neutrality has to do with the freedom from bias in the research procedures.

The study also ensured trustworthiness by using rigorous analytic processes appropriate for the application of thematic analysis, including questioning of the data, peer debriefing, prolonged engagement with the data and at the conclusion of each interview,

initial impressions of the data will be clarified with each participant; this will serve as member checking (Connelly, 2016)

3.12 CONCLUSION

This chapter has presented and discussed the research approach, the research design, the population, the sampling strategy used, data collection instrument, data collection procedure, data analysis, the ethical consideration, validity, reliability and the trustworthiness of the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS OF FINDINGS

4.1 INTRODUCTION

In the previous chapter, the research methodology was presented and discussed; included in the discussion was how data was analysed. This chapter therefor, gives a detailed presentation and interpretation of the data; it also presents and discusses the findings that resulted from the analysis. The research information was primary gathered through set of questionnaires and interview schedules.

4.2 PRESENTATION AND INTERPRETATION OF DATA

Below are the presentations of the analysed data in tabular forms and their individual interpretations:

4.2.1 Demographic Information

The demographics information of the participants are as follow:

Table 4.1: Current age

		Frequency	Percent	Valid Percent	Cumulative Percent
	18-28 years	20	20.0	20.0	20.0
	29-39 years	50	50.0	50.0	70.0
Valid	40-50 years	25	25.0	25.0	95.0
	51-60 years	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

The above table 4.1 presents the current age of the participants with 20 (20%) of them falling within the ages of 18-28 years, 50 (50%) of them also maintained that their ages were 29-39 whiles 25 (25%) were at the ages of 40-50 and the remaining 5 (5%) of the participants were within the ages of 51-60 respectively.

Table 4.2: Working Experience (Years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	20	20.0	20.0	20.0
	2.00	30	30.0	30.0	50.0
	4.00	20	20.0	20.0	70.0
	6.00	5	5.0	5.0	75.0
	7.00	10	10.0	10.0	85.0
	12.00	10	10.0	10.0	95.0
	21.00	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

From the above table 4.2, the working experience of the participants showed that, 20 (20%) of participants have worked for 1 year in the university, 30 (30%) of them had 2 years working experience and another 20 (20%) of them said they had 4 years working experience whiles 5 (5%) of them also claimed that they had 6 years working experience. However, 10 (10%) of the participants had 7 and 12 years working experience in the university and the final 5 (5%) of them were found under 21 years working experience.

Table 4.3:Unit/Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic Affaires	5	5.0	5.0	5.0
	Department of Anatomy	1	1.0	1.0	6.0
	Department of Social and behavioral Change	1	1.0	1.0	7.0
	Department of Basic Education Studies	1	1.0	1.0	8.0
	Department of Business Education	1	1.0	1.0	9.0
	Department of Midwifery and Women's Health	1	1.0	1.0	10.0
	Finance	10	10.0	10.0	20.0
	Human Resource	29	29.0	29.0	49.0
	Human Resource Planning	4	4.0	4.0	53.0
	Planning and Research Unit	5	5.0	5.0	58.0
	Registry	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

The above table 4.3 portrays the units/departments of the participants. The academic affairs Unit had 5 (5%) participants, the department of anatomy recording 1 (1%) participant, the department of social and behavioral change also recorded 1 (1%)

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participants and the department of basic education studies also recording 1 (1%). The Department of business education equally recorded 1 (1%) and the department of midwifery and women's health also recorded 1 (1%) whiles Finance department recorded 10 (10%) participants. Moreover, Human Resource Department recorded 29 (29%) participants, Human Resource Planning also recorded 4 (4%) and the Planning and Research Unit recorded 5 (5%) whiles the Registry recorded 42 (42%) participants representing the highest of the staff who took part in the study.

4.2.2 How Performance Appraisal is Being Managed in the University

Table 4.4: The management of performance appraisal is that it offers a valuable opportunity to employees to focus on work activities and goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	65	65.0	65.0	65.0
	Don't Know	15	15.0	15.0	80.0
	Disagree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

From the above table 4.4, 65 (65%) of the participants agreed to the statement that the management of performance appraisal is that if offers a valuable opportunity to employees to focus on work activities and goals., 15% of them said they don't know if the management of performance appraisal is that offers a valuable opportunity to employees to focus on work activities and goals or not, while 20 (20%) said they disagreed to the statement that the management of performance appraisal is that offers a valuable opportunity to employees to focus on work activities and goals.

Table 4.5: The management of performance appraisal is that it ensures a valuable opportunity to identify and correct existing problems of employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	65	65.0	65.0	65.0
	Don't Know	15	15.0	15.0	80.0
	Disagree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

The above table 4.5 portrays that 65 (65%) of the participants agreed to the statement that the management of performance appraisal is that it ensures a valuable opportunity to identify and correct existing problems of employees, 15 (15%) of them said they don't know if actual the management of performance appraisal is that it ensures a valuable opportunity to identify and correct existing problems of employees or not, whiles, 20 (20%) of them disagreed to the statement that the management of performance appraisal is that it ensures a valuable opportunity to identify and correct existing problems of employees.

Table 4.6: The management of performance appraisal is that it ensures a valuable opportunity to encourage better future performance of employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	65	65.0	65.0	65.0
	Don't Know	5	5.0	5.0	70.0
	Disagree	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

The above table 4.6 reflects that 65 (65%) of the participants agreed that , the management of performance appraisal is that it ensures a valuable opportunity to encourage better future performance of employees, 5 (5%) of them saying they don't know whether, the management of performance appraisal is that it ensures a valuable opportunity to encourage better future performance of employees or not, while 30 (30%) of them disagreed that , the management of performance appraisal is that it ensures a valuable opportunity to encourage better future performance of employees.

4.2.3 The Extent to which Performance Appraisal Process Affects Employee

Motivation

Table 4.7:Performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	75	75.0	75.0	75.0
	Don't Know	5	5.0	5.0	80.0
	Disagree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

From this table 4.7, 75 (75%) of the participants agreed to the statement that performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against employees, 5 (5%) of them don't know if performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against employees or not, while 20 (20%) of them disagreed that performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against employees.

Table 4.8: There are a number of employees who are demotivated because they have reported of being victims of unfair performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	65	65.0	65.0	65.0
	Don't Know	30	30.0	30.0	95.0
	Disagree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

The table 4.8 above shows that, 65 (65%) of the participants agreed to the statement that there are a number of employees who are demotivated because they have reported of being victims of unfair performance, 30% of them don't know if there are a number of employees who are demotivated because they have reported of being victims of unfair performance or not, whiles the remaining 5 (5%) disagreed that there are a number of employees who are demotivated because they have reported of being victims of unfair performance.

Table 4.9:There is regular assessment of performance of employees, as such; employee are motivated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	15.0	15.0	15.0
	Don't Know	10	10.0	10.0	25.0
	Disagree	75	75.0	75.0	100.0
	Total	100	100.0	100.0	

Considering the above table 4.9, 15 (15%) of the participants said they have agreed that there is regular assessment of performance of employees, as such; employee are motivated, 10 (10%) of them said they don't know if there is regular assessment of performance of employees, as such; employee are motivated or not, whiles the remaining 75 (75%) of them disagreed that there is regular assessment of performance of employees, as such; employee are motivated.

Table 4.10:The appraisal process in the university is not based on accurate and current job descriptions of employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	40	40.0	40.0	40.0
	Don't Know	40	40.0	40.0	80.0
	Disagree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

The above table 4.10 indicates that 40 (40%) of the participants agreed that the appraisal process in the university is not based on accurate and current job descriptions of employees, another 40 (40%) of them don't know if the appraisal process in the university is not based on accurate and current job descriptions of employees, while 20 (20%) disagreed that the appraisal process in the university is not based on accurate and current job descriptions of employees

Table 4.11:The university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	40	40.0	40.0	40.0
	Don't Know	40	40.0	40.0	80.0
	Disagree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

From the above table 4.11, 40 (40%) of the participants agreed to the statement that the university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees, 40% also said they don't know if the university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees or not, while 20 (20%) of them disagreed that the university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees.

4.2.4 Challenges in Performance Appraisal Systems at UDS, Dungu Campus

Table 4.12: Organizational politics influence the ratings of employees in the university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	50	50.0	50.0	50.0
	Don't Know	30	30.0	30.0	80.0
	Disagree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

The above table 4.12 shows that 50 (50%) of the participants agreed to the statement that organizational politics influence the ratings of employees in the university, 30% of them said they don't know whether organizational politics influence the ratings of employees in the university or not, whiles the remaining 20 (20%) of the participants disagreed that organizational politics influence the ratings of employees in the university.

Table 4.13: In the rating of employees, there are potential sources of bias and inaccuracy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	60	60.0	60.0	60.0
	Don't Know	30	30.0	30.0	90.0
	Disagree	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

From the table 4.13 above, it can be deduced that 60 (60%) of the participant agreed to the statement that in the rating of employees, there are potential sources of bias and inaccuracy,, 30% of them said they don't know if in the rating of employees, there are potential sources of bias and inaccuracy or not, while 10 (10%) of them disagreed to the statement that in the rating of employees, there are potential sources of bias and inaccuracy.

Table 4.14:The consistency and equity of appraisal ratings are distorted by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	55	55.0	55.0	55.0
	Don't Know	20	20.0	20.0	75.0
	Disagree	25	25.0	25.0	100.0
	Total	100	100.0	100.0	

The table 4.14 above reflects that 55 (55%) of the participants agreed that the consistency and equity of appraisal ratings are distorted by gender, and 20 (20%) of them maintained that they don't know if the consistency and equity of appraisal ratings are distorted by gender, whiles the remaining 25 (25%) of them disagreed that the consistency and equity of appraisal ratings are distorted by gender.

Table 4.15: The consistency and equity of appraisal ratings are distorted by ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	60	60.0	60.0	60.0
	Don't Know	10	10.0	10.0	70.0
	Disagree	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

The table 4.15 above reflects that 60 (60%) of the participants agreed that the consistency and equity of appraisal ratings are distorted by ethnicity, 10 (10%) of them maintained that they don't know if the consistency and equity of appraisal ratings are distorted by ethnicity or not whiles the remaining 30 (30%) of them disagreed that the consistency and equity of appraisal ratings are distorted by ethnicity.

Table 4.16:The consistency and equity of appraisal ratings are distorted by the ratings of appraisers themselves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	80	80.0	80.0	80.0
	Don't Know	5	5.0	5.0	85.0
	Disagree	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

The table 4.16 above reflects that 80 (80%) of the participants agreed that

the consistency and equity of appraisal ratings are distorted by the ratings of appraisers

themselves and 5 (5%) of them maintained that they don't know if the consistency and

equity of appraisal ratings are distorted by the ratings of appraisers themselves, whiles the

remaining 15 (15%) of participants disagreed that the consistency and equity of appraisal

ratings are distorted by the ratings of appraisers themselves.

4.2.6 Training Programmes for Effective Performance Appraisal Processes and

Management in the Administrative Section of the UDS, Dungu Campus

Table 4.17: Sources of rater bias and errors can be resolved by improved organizational justice

		Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	90	90.0	90.0	90.0
Valid	Disagree	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

In the above table 4.17, 90 (90%) of the participants agreed that sources of rater bias and

errors can be resolved by improved organizational justice, 10 (10%) of the participants

disagreed that sources of rater bias and errors can be resolved by improved organizational

justice or not.

Table 4.18: Sources of rater bias and errors can be resolved by increasing the reliability of the appraiser's judgement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	75	75.0	75.0	75.0
	Don't Know	5	5.0	5.0	80.0
	Disagree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

Considering the above table 4.18, 75 (75%) of the participants agreed that the sources of rater bias and errors can be resolved by increasing the reliability of the appraiser's judgement whiles 5% of them claimed they don't know and the rest of them who represented 20% disagreed that sources of rater bias and errors can be resolved by increasing the reliability of the appraiser's judgement.

Table 4.19:To improve objectivity in appraisal system, there should be retraining of raters/managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	70	70.0	70.0	70.0
	Don't Know	20	20.0	20.0	90.0
	Disagree	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

From the table 4.19 above, it can be deduced that 70 (70%) of the participants agreed to the statement that to improve objectivity in appraisal system, there should be retraining of raters/managers, 20 (20%) of them said they don't know if to improve objectivity in appraisal system, there should be retraining and removal of top down ratings by managers or not, while the remaining 10 (10%) of them disagreed that to improve objectivity in appraisal system, there should be retraining of raters and managers.

Table 4.20: To improve objectivity in appraisal system, there should be the removal of top down ratings by managers

Frequency	Percent	Valid Percent	Cumulative Percent
70	70.0	70.0	70.0
20	20.0	20.0	90.0
10	10.0	10.0	100.0
100	100.0	100.0	

From the table 4.20 above, it can be seen that 70 (70%) of the participants agreed to the statement that improve objectivity in appraisal system, there should be the removal of top down ratings by managers, 20 (20%) of them said they don't know if improve objectivity in appraisal system, there should be the removal of top down ratings by managers or not, while the remaining 10 (10%) of them disagreed that to improve objectivity in appraisal system, there should be the removal of top down ratings by managers.

Table 4.21:To ensure fairness in the appraisal system, there should be multiple-rater evaluation using 360 degree appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	80	80.0	80.0	80.0
Valid	Don't Know	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

From the above table 4.21, 80 (80%) of the participants agreed to the statement that to ensure fairness in the appraisal system, there should be multiple-rater evaluation using 360-degree appraisal while only 20 (20%) of them said they don't know if to ensure fairness in the appraisal system, there should be multiple-rater evaluation using 360 degree appraisal or not.

4.3 DISCUSSIONS OF THE FINDINGS

The discussions below are based on the objectives and research questions of the study:

4.3.1 To determine how performance appraisal is being managed at the UDS, Dungu Campus

With reference to this first objective, the study first investigated on whether the management of performance appraisal in the university does offer a valuable opportunity to employees to focus on work activities and goals or not. The study found that 65 (65%) of the Administrative Assistants asserted that the management of performance appraisal in the university offers a valuable opportunity to employees to focus on work activities and goals. It was also found that 15 (15%) of the Administrative Assistants don't know if

the management of performance appraisal offers a valuable opportunity to employees to focus on work activities and goals or not. Finally, it was also revealed that 20 (20%) of the Administrative Assistants claimed the management of performance appraisal in the university do not offer a valuable opportunity to employees to focus on work activities and goals.

The qualitative findings from the Assistant Registrars were that: Performance appraisals (P.A) are usually designed by the HR unit/dept. and are supposed to provide individuals with confidential feedback on their job performance by doing PA through the HR units pushes individuals to focus on their work activities and goals. Some voices were: *I think the university ensurs that staff promotion is linked to his performance where by the supervisor is given a confidential report about staff before his/her promotion.*

In corroborating with the findings above, Daoanis (2012) is of the opining that performance appraisal when done well is used to track employees' contribution and performance as against set goals in an organization.

Still on the objective one, the study also investigated to find if the management of performance appraisal in the university ensures a valuable opportunity to identify and correct existing problems of employees. The findings were that 65 (65%) of the Administrative Assistants were of the views that the management of performance appraisal in the university does ensure a valuable opportunity to identify and correct existing problems of employees. It was also revealed that15 (15%) of the Administrative Assistants did not know if actual the management of performance appraisal in the university does ensure a valuable opportunity to identify and correct existing problems of employees or not. Again, 20 (20%) of the Administrative Assistants said the management

of performance appraisal in the university do not ensure a valuable opportunity to identify and correct existing problems of employees.

The qualitative findings were that not much is being done by using management of performance appraisal in the university to ensure a valuable opportunity to identify and correct existing problems of employees. It was found that the university is supposed to use performance appraisal to review progress of employees' job performance and so where there are identified problems this could be corrected. Some responses were: *I am not too sure about that but what I can say is that the university uses PA to ensure employees are achieving set goals and an opportunity to develop and correct problems.*

To confirm with the above findings, the Chartered Institute of Personnel and Development (2016) claims universities use performance appraisal system to develop their employees' competence and to enhance their performance or productivity after they have been appraised.

Cleveland, Murphy and Williams (1989) also claimed one of the reasons why organisations conduct performance appraisal is to give feedback to employees and to identifying appropriate training needs.

Still on the objective one, the next to be looked at in the study was if the management of performance appraisal in the university does ensure a valuable opportunity to encourage better future performance of employees. The findings were that 65 (65%) of the Administrative Assistants thought the management of performance appraisal is that it ensures a valuable opportunity to encourage better future performance of employees. The study found insignificant number of the Administrative Assistants 5 (5%) claiming they do not know whether the management of performance appraisal is that it ensures a

valuable opportunity to encourage better future performance of employees or not. It was also revealed that 30 (30%) of the Administrative Assistants were of the views that the management of performance appraisal in the university does not ensure a valuable opportunity to encourage better future performance of employees.

The qualitative findings were that PA are supposed to give feedback to management of individuals on their performance for improvement purposes but this is rarely in the university, there is no such a thing and staff are not also aware of such that they would require a confidential report. Some words: *The land of appraisal system does not offer such an opportunity.*

It was also revealed that PA are supposed to be done or carried out periodically by an employees' immediate manager but the common practice here (UDS) is that staff are appraised mostly when they are due for promotion. Every individual staff works under a supervisor and the supervisor is expected to monitor and coordinate the activities of every staff and to report appropriately but this does not happen in this university. Some assertions were: *The performance appraisal system processes in the university especially on the catering of staff under consideration and therefore does standout enough to be noticed.*

It was also revealed that there are instances where employees report of being victims of unfair performance appraisal. Words from one of the Registrars were: *This happens especially when the appraisee already has issues with the appraiser, any fair comment that is negative in nature is mostly interpreted as an instance of unfair performance appraisal*

4.3.2 To establish the extent to which performance appraisal process affects

employee motivation

Based on this objective two, the study first wanted to find if performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against employees or not. The findings were that 75 (75%) of the Administrative Assistants mentioned that performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against employees. It was also found that, an insignificant number of the Administrative Assistants 5 (5%) claimed they do not know if performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against employees or not. The study again revealed that 20 (20%) of the Administrative Assistants were not in agreement that performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against employees.

The qualitative findings were that when an employee is discriminated through appraisal process, this could affect his/her moral, affect productivity negatively and when employees are likely to become cynical when they are discriminated against irrespective of their appraisal outcomes. A response was: *This is possible when a staff feels he/she is not treated fairly, it may demotivate him/her.*

This is why Chaponda (2014) laments that, employees may be motivated if there is fair appraisal process in place in the organisation, they may be demotivated if the appraisal process is discriminatory and unfair. Still on the objective two, the study looked into issues of whether there are a number of employees who are demotivated because they have reported of being victims of unfair performance or not. The revelations were that 65

(65%) of the Administrative Assistants agreed that there are a number of employees who are demotivated because they have reported of being victims of unfair performance evaluation. It was also revealed that 30 (30%) of them did not know if there are a number of employees who are demotivated because they have reported of being victims of unfair performance or not. Again, the study found that 5 (5%) of the Administrative Assistants disagreed that there are a number of employees who are demotivated because they have reported of being victims of unfair performance.

Again, on the objective two, the study investigated to find if there is regular assessment of performance of employees, as such; employee are motivated or not. The study revealed that 15 (15%) of the Administrative Assistants claimed there is regular assessment of performance of employees, as such; employee are motivated. About 10 (10%) of them did not know if there is regular assessment of performance of employees, as such; employee are motivated or not. It was found that 75 (75%) of the Administrative Assistants claimed there is no regular assessment of performance of employees, as such; employee are not motivated.

Contrary to the above findings, Chaponda (2014) claims regular assessment of employees' performance does lead to their motivation and also has effect on their performance.

Based on the objective two, the study investigated to find if the appraisal process in the university is based on accurate and current job descriptions of employees or not. The revelation was that 40 (40%) of the Administrative Assistants mentioned that the appraisal process in the university is not based on accurate and current job descriptions of employees It was also found that 40 (40%) of them did not know if the appraisal process

in the university is not based on accurate and current job descriptions of employees. Again, the study revealed that 20 (20%) of the Administrative Assistants thought the appraisal process in the university is based on accurate and current job descriptions of employees.

This is why Chaponda (2014) reiterates that employees may be motivated if the appraisal process is based on accurate and current job descriptions, while Ndowu (2017) corroborates that there is significant positive outcome when organization uses performance appraisal as a motivation tool.

The last to be investigated on the objective two was to find out if the university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees or not. The findings were that 40 (40%) of the Administrative Assistants believed the university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees. It was also found that 40 (40%) of the Administrative Assistants did not know if the university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees or not. The study also found that 20 (20%) of the Administrative Assistants said the university does not use more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees. Ndowu (2017) supports the above findings by stating that the use of more than one appraisal techniques help to yield greater satisfaction and motivation for employees.

It was also revealed that appraisal process can affect staff negatively when the appraisee is seen not to be treated fairly, when staff are due for promotion but are not promoted due to poor performance management, when it does not produce the expected outcomes.

Voices were: *I think when an employee is due for promotion bur are not promoted due to poor performance management.* It was also found that performance appraisal process in the university can affect employees positively when appraisals reflect the true performance of an individual, when it is seen to be fair, when a staff is prepared well towards their promotion.

4.3.3 To ascertain the challenges in performance appraisal systems at UDS, Dungu Campus

On this objective three, the study first investigated on how organizational politics influence the ratings of employees in the university. The findings were that 50 (50%) of the Administrative Assistants claimed organizational politics influence the ratings of employees in the university. Also, 30% of them said they did not know whether organizational politics influence the ratings of employees in the university or not. Again, the study revealed that 20 (20%) of the Administrative Assistants were of the opinion that organizational politics does not influence the ratings of employees in the university.

These findings have been confirmed by Longenecker and Ludwig (1990) that organizational politics do influence employee performance appraisal outcome.

Still on the objective three, the study looked into issues in the rating of employees, if there are potential sources of bias and inaccuracy. The findings were that 60 (60%) of the Administrative Assistants believed in the rating of employees, there are potential sources of bias and inaccuracy. It was also found that 30 (30%) of the Administrative Assistants said they don't know if in the rating of employees, there are potential sources of bias and inaccuracy or not. Also, it was found that 10 (10%) of the Administrative Assistants were

of the opinion that in the rating of employees, there are no potential sources of bias and inaccuracy.

To corroborate with this findings, Blasé and Blasé (2003) are of the views that most employees are victims of bias, inaccuracy of rating and unfair ratings. According to Longenecker and Ludwig (1990) there are individual raters whose ratings decisions were been influence by potential sources of bias.

Still on the objective three, the study investigated if the consistency and equity of appraisal ratings are distorted by gender or not. The findings were that 55 (55%) of the Administrative Assistants were of the views that consistency and equity of appraisal ratings are really distorted by gender. It was again found that 20 (20%) of the Administrative Assistants maintained they did not know if the consistency and equity of appraisal ratings are distorted by gender or not. Again, it was revealed that 25 (25%) of the Administrative Assistants said the consistency and equity of appraisal ratings are not distorted by gender.

Studies in the USA by Alimo-Metcalf (1991) and White (1999) are of the views that employees' performance appraisal outcomes are affected by their gender.

Furthermore, based on the objective three, the study looked into how the consistency and equity of appraisal ratings are distorted by ethnicity. The findings were that 60 (60%) of the Administrative Assistants claimed the consistency and equity of appraisal ratings are really distorted by ethnicity, 10 (10%) of the Administrative Assistants thought they did not know if the consistency and equity of appraisal ratings are really distorted by ethnicity or not whiles 30 (30%) of the Administrative Assistants claimed the consistency and equity of appraisal ratings are not distorted by ethnicity.

A study in the USA by Geddes and Konrad (2003) has it that employees' performance appraisal outcomes are affected by ethnicity of the appraisee and appraiser.

Last on the objective three to be investigated on was how the consistency and equity of appraisal ratings are distorted by the ratings of appraisers themselves. The findings were that 80 (80%) of the Administrative Assistants asserted that the consistency and equity of appraisal ratings are distorted by the ratings of appraisers themselves. It also found that 5 (5%) of them said they did not know if the consistency and equity of appraisal ratings are distorted by the ratings of appraisers themselves or not. Again, it was revealed that 15 (15%) of Administrative Assistants disagreed that the consistency and equity of appraisal ratings are distorted by the ratings of appraisers themselves.

The qualitative findings on the challenges to appraisal process in the university include: Performance appraisal is not done effectively in this university, there is favouritism, especially when a staff who has a very good relationship with a boss could have some positive influence on the appraisal and vice versa., politics in the university sometimes leads to hand picking of formalities, gender and ethnicity, staff of a particular ethnicity could be bias towards other persons outside of a particular ethnic group and could affect ratings negatively and vice versa and due to the establishment of some relationship between supervisors and subordinates over time, it becomes difficult sometimes to do an honest appraisal. An opinion was: *performance appraisals are supposed to be carried out periodically and regularly but looks it happens here when staff are due for promotion.*

4.3.4 To suggest training programmes for effective performance appraisal processes and management in the administrative section of the UDS, Dungu Campus

With reference to this last objective (objective four), the study first investigated on how sources of rater bias and errors can be resolved by improved organizational justice. The study revealed that 90 (90%) of the Administrative Assistants claimed sources of rater bias and errors can be resolved by improved organizational justice. It was also revealed that an insignificant number 10 (10%) of the Administrative Assistants disagreeing that sources of rater bias and errors cannot be resolved by improved organizational justice or not.

To confirm these findings, Bach (2005) claims raters' bias and errors can be resolved by improved organizational justice

The study also looked into how sources of rater bias and errors can be resolved by increasing the reliability of the appraiser's judgement. The study revealed 75 (75%) of the Administrative Assistants claiming the sources of rater bias and errors can be resolved by increasing the reliability of the appraiser's judgement. Just only5 (5%) of them claimed they did not know if the sources of rater bias and errors can be resolved by increasing the reliability of the appraiser's judgement or not. Again, 20 (20%) of the Administrative Assistants disagreed that sources of rater bias and errors can be resolved by increasing the reliability of the appraiser's judgement.

Based on the objective four, the study investigated on whether to improve objectivity in appraisal system, there should be retraining of raters/managers or not. The findings were that 70 (70%) of the Administrative Assistants asserted that to improve objectivity in appraisal system, there should be retraining of raters/managers, 20 (20%) of them said

they did not know if to improve objectivity in appraisal system, there should be retraining of raters/managers, while the10 (10%) of the Administrative Assistants thought otherwise that to improve objectivity in appraisal system, there should not be retraining of rater/managers.

This is why Randell (1994) argues that few managers do receive effective training on effective employee performance appraisal.

Also, the study found 70 (70%) of the Administrative Assistants stating that to the statement that improve objectivity in appraisal system, there should be the removal of top down ratings by managers, 20 (20%) of them said they did not know if improve objectivity in appraisal system, there should be the removal of top down ratings by managers or not, while 10 (10%) of the Administrative Assistants claiming to improve objectivity in appraisal system, there should not be the removal of top down ratings by managers.

It is a result of raters' subjectivity in rating employees that Blasé and Blasé (2003) mentioned that the interpersonal dynamics between appraise and appraiser can impact either negatively or positively on employees' performance in ratings. While Grint (1993) confirms the above findings by claiming that the solutions to improve objectivity in rating depends on the retraining of raters.

Last on the objective four to be investigated on was whether to ensure fairness in the appraisal system, there should be multiple-rater evaluation using 360 degree appraisal or not. The findings were that 80 (80%) of the Administrative Assistants agreed that to ensure fairness in the appraisal system, there should be multiple-rater evaluation using 360-degree appraisal while only 20 (20%) of them said they did not know if to ensure

fairness in the appraisal system, there should be multiple-rater evaluation using 360 degree appraisal or not.

In support of the findings above, Lindquist (1993) opines that fairness of performance appraisal procedures may be associated with fairness of the outcomes. Also, Grint (1993) confirms the above findings by claiming that the solutions to improve objectivity in rating depend on the use of multiple-rater evaluation using 360-degree appraisal.

The qualitative findings on the training programmes for effective performance appraisal processes were: supervisors should be trained on how to administer performance appraisal, an effective appraisal system should be used routinely, appraisal should be divided into three (3) periods of beginning of the year, mid-year review and end of the year review, PA should be regular and fairly carried out, PA should be managed or carried out by professionals or people with a background in HR to reduce biases, appraisers should be given the necessary training to reduce the incident of bias, a team should be constituted to do appraisal instead leaving in the hands of individual supervisors and PA should be conducted by professionals mostly with HR background.

4.4 CONCLUSION

This chapter has presented a detailed interpretation of the data; it has also presented and discussed the findings that resulted from the analysis.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the findings from the points of views of the Administrative Assistants and Assistant Registrars concerning performance appraisal system at the University for Development Studies, Dungu Campus. This summary will be followed by the researcher's conclusions as well as recommendations.

5.1 SUMMARY

This research project was set out to examine Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus. In the absence of a carefully structured system of appraisal, people tend to judge the work performance of others naturally, informally and arbitrarily. Some discernments hold by sections of the administrative staff of the University for Development is that performance appraisal of staff is being influenced by personal feelings and bias. There is inclination to judge staff performance without following a structured appraisal system. There is unfairness that create serious motivational and performance related problems in the administrative sections in the University. There is also the feeling of inadequate management of performance appraisal system in the university as such; there seems to challenges in its implementation.

The main objective was to ascertain the administrative staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus. The sub-objectives were:

- To determine how performance appraisal is being managed at the UDS, Dungu Campus

- To establish the extent to which performance appraisal process affects employee motivation.

- To ascertain the challenges in performance appraisal systems at UDS, Dungu Campus

- To suggest training programmes for effective performance appraisal processes and management in the administrative section of the UDS, Dungu Campus.

The review of literature included the influences of performance appraisal on employees' job performance, Feedback Intervention Theory (FI)), the management of performance appraisal system, how performance appraisal decisions affects employee motivation, the challenges of performance appraisal systems and available training programmes for ensuring effective performance appraisal processes and management.

This study included quantitative as well as qualitative research methods. Survey and case study research methods were used. Simple random sampling technique and purposeful selection were used to select the Assistant Registrars and the Administrative Staff respectively. Data were gathered through the use of open-ended questionnaires and individual in-depth face-to-face interviews.

Permission was sought before data were collected; also, each Administrative Staff was informed on what was expected, including the questionnaires and interviews that were used. Data collected through questionnaire were analyzed with the help of SPSS and Microsoft Excel 2007. Data that were collected through interviews were analysed

manually. Table-based descriptive statistics were used to represent data collected quantitatively, while thematic analytical strategy was used for data collected qualitatively. The Administrative Staff who took part in the study knew why they were been involved. The following were some of the most important findings:

- The management of performance appraisal in the university offers a valuable opportunity to employees to focus on work activities and goals.

- The management of performance appraisal in the university does ensure a valuable opportunity to identify and correct existing problems of employees.

- The management of performance appraisal system ensures a valuable opportunity to encourage better future performance of employees.

- Performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against them.

- There are a number of employees who are demotivated because they have reported of being victims of unfair performance evaluation

- There is no regular assessment of performance of employees, as such; employees are not motivated.

- The appraisal process in the university is not based on accurate and current job descriptions of employees

- The university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees.

- Organizational politics influence the ratings of employees in the university.

- In the rating of employees, there are potential sources of bias and inaccuracy.

- Consistency and equity of appraisal ratings are really distorted by gender, ethnicity and the ratings of appraisers themselves.

- Sources of rater bias and errors can be resolved by improved organizational justice and an increased in the reliability of the appraiser's judgement.

- To improve objectivity in appraisal system, there should be retraining of raters/managers and there should be the removal of top down ratings by managers.

- To ensure fairness in the appraisal system, there should be multiple-rater evaluation using 360-degree

5.2 CONCLUSION

This study has looked at the Administrative Staff discernment of performance appraisal system at the University for Development Studies, Dungu Campus. Chapter 1 provided an overview of the study's background, problem statement, research objectives and questions, significance of the study, limitations and delimitations definitions of terminology, study structure, and conclusion. In Chapter 2, the researcher conducted a review of the existing literature on staff's discernment of performance appraisal system. Chapter 3 outlined the study's research strategy. Chapter 4 summarized the findings and discussed the implications. Based on the objectives and the research question certain inferences were drawn. Some of the findings were:

The management of performance appraisal system at the University for Development Studies is that through it, the university offers a valuable opportunity to employees to focus on work activities and goals, the system does ensure a valuable opportunity to

identify and correct existing problems of employees and it ensures a valuable opportunity to encourage better future performance of employees.

Performance appraisals (P.A) are usually designed by the HR unit/dept. and are supposed to provide individuals with confidential feedback on their job performance by doing PA through the HR units pushes individuals to focus on their work activities and goals.

Not much is being done by using management of performance appraisal in the university to ensure a valuable opportunity to identify and correct existing problems of employees. It was found that the university is supposed to use performance appraisal to review progress of employees' job performance and so where there are identified problems this could be corrected

Performance Appraisal are supposed to give feedback to management of individuals on their performance for improvement purposes but this is rarely in the university, there is no such a thing and staff are not also aware that they would require a confidential report.

It was also revealed that PA are supposed to be done or carried out periodically by an employees' immediate manager but the common practice here (UDS) is that staff are appraised mostly when they are due for promotion. Every individual staff works under a supervisor and the supervisor is expected to monitor and coordinate the activities of every staff and to report appropriately but this does not happen in this university.

The extent to which performance appraisal process affects employee motivation includes: it has a far reaching consequences on employees' performance when evaluators discriminate against employees, when a number of employees have been demotivated because they have reported of being victims of unfair performance evaluation, when there is no regular assessment of performance of employees, as such; employee are not

motivated, when appraisal process in the university is not based on accurate and current job descriptions of employees and when the university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees. When an employee is discriminated through appraisal process, this could affect his/her moral, affect productivity negatively and when employees are likely to become cynical when they are discriminated against irrespective of their appraisal outcomes

Appraisal process can affect staff negatively when the appraisee is seen not to be treated fairly, when staff are due for promotion but are not promoted due to poor performance management, when it does not produce the expected outcomes. It was also found that performance appraisal process in the university can affect employees positively when appraisals reflect the true performance of an individual, when it is seen to be fair, when a staff is prepared well towards their promotion.

The challenges in the performance appraisal systems at UDS, Dungu Campus were that organizational politics influence the ratings of employees, in the rating of employees; there are potential sources of bias and inaccuracy, when consistency and equity of appraisal ratings are distorted by gender, ethnicity and the ratings of appraisers themselves.

The challenges to appraisal process in the university include: Performance appraisal is not done effectively in this university, there is favouritism, especially when a staff who has a very good relationship with a boss, politics in the university sometimes leads to hand picking of formalities, staff of a particular ethnicity could be bias towards other persons outside of a particular ethnic group and could affect ratings negatively and vice

versa and due to the establishment of some relationship between supervisors and subordinates over time and it becomes difficult sometimes to do an honest appraisal.

Possible training programmes for effective performance appraisal processes and management in the administrative section of the UDS, Dungu Campus include: sources of rater bias and errors can be resolved by improved organizational justice, by increasing the reliability of the appraiser's judgement, there should be retraining of raters/managers, there should be the removal of top down ratings by managers and there should be multiple-rater evaluation using 360 degree appraisal or not.

Also training programmes for effective performance appraisal processes were: supervisors should be trained on how to administer performance appraisal, an effective appraisal system should be used routinely, appraisal should be divided into three (3) periods of beginning of the year, mid-year review and end of the year review, PA should be regular and fairly carried out, PA should be managed or carried out by professionals or people with a background in HR to reduce biases, appraisers should be given the necessary training to reduce the incident of bias, a team should be constituted to do appraisal instead leaving in the hands of individual supervisors and PA should be conducted by professionals mostly with HR background.

5.3 RECOMMENDATIONS

Based on the findings, the researcher wishes to present the following recommendations: It is recommended that the management of the University should recruit Performance Evaluation experts to augment the existing staff of the Huma Resources Department. The Huma Resources Department of the University should organize performance appraisal awareness training for all staff of the university. In such trainings, experts in employee

ratings should be made to educate all employees on the significance and what performance appraisal of employees generally entails.

It is also recommended that all staff of the university should be made to know their duties and rights pertaining to performance appraisal processes and outcomes. The university Management should organize in collaboration with the Human Resources Department should organize in-service training for all unit and sectional heads, Head of Departments, Directors, faculty Deans and Principles to build their skills on Performance Appraisal Management and process, the do's and don'ts of Performance Appraisals Management.

Performance Appraisal Experts should be made by the university management to educate all raters on the contributive factors to staff demotivation based on performance management process and outcomes. All raters should be made to do away with victimization, discrimination, organizational politics, bias, inaccuracy and been influenced by gender and ethnicity when appraising their subordinates.

The Human Resource Section of the University should work hand in hand with the various unions to institute twice in a year, a performance appraisal of staff in a formal way with all processes and stages followed. The Human Resources Department should also educate all raters to ensure their ratings and appraisals are based on accurate and current job descriptions of all staff. All raters should also be encouraged to use more than one appraisal techniques, there should be improved organizational justice, there should be an increased in the reliability of the appraiser's judgement to help yield greater satisfaction and higher motivational levels of employees.

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7. APPENDICES

APPENDIX A: QUESTIONNAIRE (ADMINISTRATIVE ASSISTANTS)

ADMINISTRATIVE STAFF'S DISCERNMENT OF PERFORMANCE

APPRAISAL SYSTEM AT THE UNIVERSITY FOR DEVELOPMENT STUDIES,

DUNGU CAMPUS

This study is on the topic "Administrative Staff's discernment of performance appraisal system at the University for Development Studies, Dungu Campus". This questionnaire is to gather information from you; this exercise is expected to last not more than thirty (30) minutes. Information gathered from this will serve as the basis for writing the dissertation, therefore, your participation remain anonymous and voluntary.

your answers will be kept completely confidential. As a prospective participant, you have the right to withdraw at any point of the exercise without having to give reasons.

SECTION A: DEMOGRAPHIC INFORMATION

1. Age (current)……………………………………..
2. Working Experience (Years)……………………………..
3. Unit/Department ………………………………………………………………………..

Please mark with **X** or **(√)** in the box with the appropriate response. Mark one box only.

SECTION B: HOW PERFORMANCE APPRAISAL IS BEING MANAGED

Please put a cross (**X**) or a tick **(√)** in the applicable box to rate your level of agreement or disagreement. Mark one box only.

No	Item	Agree	Don't Know	Disagree
4.	In this university, the management of performance appraisal is that offers a valuable opportunity to employees to focus on work activities and goals.			
5.	In this university, the management of performance appraisal is that it ensures a valuable opportunity to identify and correct existing problems of employees.			
6.	In this university, the management of performance appraisal is that it ensures a valuable opportunity to encourage better future performance of employees.			

SECTION C: THE EXTENT TO WHICH PERFORMANCE APPRAISAL PROCESS AFFECTS EMPLOYEE MOTIVATION

Please put a cross (**X**) or a tick **(√)** in the applicable box to rate your level of agreement or disagreement. Mark one box only.

No.	Item	Agree	Don't Know	Disagree
7.	Performance appraisals have far reaching consequences on employees' performance when evaluators discriminate against employees			
8.	There are a number of employees who are demotivated because they have reported of being victims of unfair performance.			
9.	There is regular assessment of performance of employees, as such; employee are motivated.			
10.	The appraisal process in the university is not based on accurate and current job descriptions of employees.			
11.	The university uses more than one appraisal techniques to help yield greater satisfaction and higher motivational levels of employees.			

SECTION D: CHALLENGES IN PERFORMANCE APPRAISAL SYSTEMS AT UDS, DUNGU CAMPUS

Please put a cross (**X**) or a tick **(√)** in the applicable box to rate your level of agreement or disagreement. Mark one box only.

No.	Item	Agree	Don't Know	Disagree
12.	organizational politics influence the ratings of employees in the university			
13.	In the rating of employees, there are potential sources of bias and inaccuracy.			
14.	The consistency and equity of appraisal ratings are distorted by gender, ethnicity and the ratings of appraisers themselves.			
15.	The consistency and equity of appraisal ratings are distorted by ethnicity			
16	The consistency and equity of appraisal ratings are distorted by the ratings of appraisers themselves.			

SECTION E: TRAINING PROGRAMMES FOR EFFECTIVE PERFORMANCE

APPRAISAL PROCESSES AND MANAGEMENT IN THE

ADMINISTRATIVE SECTION OF THE UDS, DUNGU CAMPUS

Please put a cross (**X**) or a tick **(√)** in the applicable box to rate your level of agreement or disagreement. Mark one box only.

No.	Item	Agree	Don't Know	Disagree
17.	Sources of rater bias and errors can be resolved by improved organizational justice.			
18.	Sources of rater bias and errors can be resolved by increasing the reliability of the appraiser's judgement.			
19.	to improve objectivity in appraisal system, there should be retraining of raters/managers			
20	To improve objectivity in appraisal system, there should be the removal of top down ratings by managers.			
21.	To ensure fairness in the appraisal system, there should be multiple-rater evaluation using 360-degree appraisal			

THANK YOU FOR YOUR TIME AND CO-OPERATON

APPENDIX B: INTERVIEW SCHEDULE (ASSISTANT REGISTRARS)

ADMINISTRATIVE STAFF'S DISCERNMENT OF PERFORMANCE APPRAISAL SYSTEM AT THE UNIVERSITY FOR DEVELOPMENT STUDIES, DUNGU CAMPUS

Dear Respondent,

I am carrying out a study on the topic "Administrative Staff's discernment of performance appraisal system at the University for Development Studies, Dungu Campus". You have been purposefully selected to participate in the research by answering the following interview questions. It would be very helpful if you assist in answering the questions below. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential and use for purely academic purpose. Thank you.

1. HOW PERFORMANCE APPRAISAL IS BEING MANAGED

1.1 How does the university system ensure that the management of performance appraisal offers employees the opportunity to focus on work activities and goals?

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1.2 Do you think in the university, the management of performance appraisal offers employees the opportunity to identify and correct existing problems? Discuss

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1.3 To what extent do you think the management of performance appraisal offers the opportunity to encourage employees for better future performance?

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1.4 Generally, how is performance appraisal process managed in this university?

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2. THE EXTENT TO WHICH PERFORMANCE APPRAISAL PROCESS AFFECTS EMPLOYEE MOTIVATION

2.1 How would evaluators or administrators discriminatory evaluation against an employee affect his/her motivation and productivity?

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2.2 Are there instances where employees report of being victims of unfair performance appraisal? Explain.

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2.3 Employees are motivated if the appraisal process is based on accurate and current job descriptions in the university

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2.4 How does performance appraisal process in the university affects employees negatively?

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2.4 How does performance appraisal process in the university affects employees positively?

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3. CHALLENGES IN PERFORMANCE APPRAISAL SYSTEMS AT UDS,

DUNGU CAMPUS

3.1 How true is it that organizational politics do influence the ratings of employees in this

university?

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3.2 In the rating of employees, are instances of bias and inaccuracy|? Explain

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3.3 How do gender and ethnicity affect the consistency and equity of appraisal ratings?

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UNIVERSITY FOR DEVELOPMENT STUDIES

3.3 Generally, what are the challenges in performance appraisal systems in the university?

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4. TRAINING PROGRAMMES FOR EFFECTIVE PERFORMANCE APPRAISAL PROCESSES AND MANAGEMENT IN THE ADMINISTRATIVE SECTION OF THE UDS, DUNGU CAMPUS

4.1 What can be done to ensure an effective performance appraisal processes and management in the university?

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4.2 How can we resolve rater bias and discrimination in the appraisal system of the university?

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THANK YOU