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RESEARCH PROJECT

**AN EVALUATION OF THE ANNUAL PERFORMANCE
APPRAISAL SYSTEM AT THE NATIONAL INSTITUTE OF
PUBLIC ADMINISTRATION**

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**EFFECTIVENESS OF THE ANNUAL PERFORMANCE
APPRAISAL SYSTEM AT THE NATIONAL INSTITUTE OF
PUBLIC ADMINISTRATION**

DECLARATION

I, Peter Mumba wish to declare that this research report is my original work, the figures, tables and statistics contained in this report were generated by me except for those whose origin has been acknowledged accordingly. I also declare that this research has never been presented at this, or any other institution for the award of an academic qualification. I further declare that the views and opinions contained in this report do not in any way reflect those of the University of Zambia, but my own.

Name of student

Signature

Date

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APPROVAL

On behalf of the University of Zambia, I wish to confirm that I supervised Peter Mumba's dissertation. I further wish to state that to the best of my knowledge, I believe that the said student actually conducted this research work. I therefore approve that this dissertation by Peter Mumba be submitted in partial fulfilment of the requirements for the award of a degree of Master of Business Administration.

Name of supervisor

Signature

Date

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DEDICATION

This work is dedicated to my beloved wife Chisola, my daughters Bumi and Wana, and my son Peter Jr. for their care and moral support.

To Deogracious Makinko and Ngongola Machayi, this one is for you.

To my late mother, Agness Mumba who I believe could have been proud to see me acquire my Masters of Business Administration degree.

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ABSTRACT

The purpose of this study was to investigate the effectiveness of the annual performance appraisal system (APAS) at the National Institute of Public Administration. Literature review indicated that although there is significant research on the use of performance appraisal in the Zambian corporate world and public sector, there is little literature on employee perceptions of performance appraisal at the National Institute of Public Administration.

The quantitative survey research design was chosen for this study. Both primary and secondary data were collected. The study targeted 140 employees from the National Institute of Public Administration. The sample size for this study was 60 employees of the National institute of Public Administration. The participants for this study were selected by stratified random sampling technique. The researcher used a questionnaire as a data collection instrument. When collecting data, permission was obtained from top management of the institution under study. To analyse the data collected from the questionnaires, the researcher used SPSS version 22.0.

The findings of this study have shown that the Performance Appraisal system in the Institution does contain many of the important elements that make the system effective, but these elements are intermittent and not present in every appraisal that is carried out. Further, the findings show that according to the employees, Performance Appraisal is not as effective as it should be. The system is a worthwhile tool quite alright; it motivates staff and helps them improve their performance.

With poor results from the research in terms of how the appraisal developed the employees being appraised and how it enhanced performance, the researcher recommends that management should ensure the system is redesigned to help develop employees, from identifying training needs, providing coaching and giving more accurate, constructive feedback.

CHAPTER ONE

1.0 INTRODUCTION

This chapter presents the background, purpose, statement of the problem, objectives of the study, research questions, and significance of the study, theoretical framework and operational definitions of key terms.

1.1 Background

In today's competitive business environment, businesses need to constantly evolve to maintain a competitive advantage and stay afloat. In order to do this, organisations need to both improve and maintain strong levels of performance. Increasingly, an organisation's success depends on its workforce and its abilities. Good employees are a major asset to an organisation and are also a source of competitive advantage.

Human Resource Management is becoming more and more important in the strategy of a company and is seen as extremely vital for strategic success. When HR sits at the boardroom table, they add value by helping the business leaders achieve things that will make the company successful (Ulrich, 2011). 'Strategic Human Resources is the strategic management of human resources aligned with the organisation's intended future direction. It is concerned with longer-term people issues and macro-concerns about structure, quality, culture, values, commitment and matching resources to future need' (CIPD, 2012).

The role HR practices play in organisational performance is increasingly becoming more important, as it is known that the way an organisation manages its people can influence its performance. Many HR departments are taking more of a strategic view and ensuring its procedures are in line with the goals of the business. Strategic HRM is more so how Human Resources can affect the organisations performance and how improving the HR strategies in the organisation will improve the company as a whole. It is concerned with the strategic choices associated with the workforce in companies and are inevitably connected to the performance. Strategic HRM is critical to the company's survival and success (Boxall & Purcell, 2003).

Only recently, the potential role of HRM in improving an organisations performance has been realised. HRM practices can develop the performance of an organisation by

contributing to employee satisfaction (Zakaria, Zainal & Nasurdin, 2012). Among the HR practices that have been studied, performance appraisal is arguably one of the more crucial ones in terms of organisation performance and appears to be an indispensable part of any HRM system (Shrivastava and Purang, 2011). ‘The success, survival and competing power of organisations depend on the commitment of their members, and this may, to a large extent, depend on how satisfied the employees are in respect of the organisation’s appraisal mechanism’ (Abdulkadir, Isiaka & Adedoyin, 2012: 124).

Performance appraisal is one of the most crucial human resource tool and a vital part of every organisation. Nonetheless, the procedure continues to create dissatisfaction among subordinates and can often be seen as ineffective and unfair. Bretz, Milkovich and Read (1992) indicated that perceived fairness of the appraisal system has emerged as the most important issue to be faced by managers.

Performance Appraisal can be defined as a system that involves setting employee standards, looking at employees’ actual job performance, assessing that performance against the standards, giving feedback to the employee on the performance, how to improve it in the future and setting new goals and expectations for another period (Dessler, 2008). Employee appraisal has been one of the most widely studied areas within Human Resource Management literature. It’s an essential component of HRM in most organisations and one of the most vital responsibilities for human resource and line managers.

1.1.1 The Organisation

Established over 50 years ago and located in the heart of Lusaka, NIPA was started as a Staff Training College of the then Northern Rhodesia Government (now Zambia). Its focus was to provide management training to African Civil Servants for promotion purposes of the Zambianising the service. In 1966, the college was transformed and re-named National Institute of Public Administration, whose training now focused more on equipping the post-independence civil servants with knowledge and skills, for improving their performance in the Public Service and in response to economic development the challenges of the newly independent Zambia.

In 1993 the Government of the Republic of Zambia (GRZ) initiated the Public Service Reform Program (PSRP), focusing on the restructuring of government institutions, the management of human resources, the decentralization of government management and capacity strengthening of local authorities. GRZ decided, in addition to restructuring some government institutions and parastatals to include NIPA as one of the commercial entities to be hived off and commercialized. Under Act No. 15 of 1998, NIPA was transformed into a semi-autonomous and self-financing institution led by an Executive Director who reports to the Governing Council which is the policy making body.

The institution employs around 140 people who are mainly based in Lusaka. The institution has a Performance Management system which includes a performance appraisal tool. Their appraisal meetings are held annually and are largely carried out by the immediate supervisor. As an organisation with such a large work force, it is important that the employees feel this system is worthwhile and effective. Performance Appraisals, for the most part, are implemented as a way of advising employees what is expected from them in their roles and how well they are meeting targets and expectations.

The performance appraisal system recognises that most of the staff development process occurs on the job in addition to the training and educational qualifications an employee may hold.

The objectives of a performance appraisal are to:

- a) identify an employee's current level of work performance;
- b) identify a member of staff's strengths and weaknesses in order to determine his/her individual and/or organisational training needs that may lead to improved work and/or organisational performance;
- c) assess the employee's level of contribution to the achievement of the Institute's corporate objectives, which contribution shall form the basis upon which salary increments may be determined and awarded accordingly;
- d) assess the potential of an officer for promotion to a higher post;

- e) improve communication and understanding between managers/supervisors and their subordinates;
- f) enable the employee to discuss openly and frankly individual and overall assessments reflecting the past year's performance, (NIPA Performance Management Policy No. 8 of 2017).

In implementing the performance appraisal system, supervising officers shall:

- a) agree with the subordinate on objectives, targets, and standards against which performance shall be measured prior to the appraisal;
- b) ensure that performance appraisal is focussed on specific key responsibilities and agreed performance measures and standards so that performance can be objectively assessed;
- c) ensure that performance appraisal is conducted regularly and progressively through coaching and support;
- d) ensure that an employee being assessed has served under the assessing supervising officer for a minimum period of six months;
- e) ensure that the appraiser and appraisee review performance together with a provision for a 360-degree feedback from each side;
- f) ensure that each assessment is reviewed by an officer supervising the assessor;
- g) ensure that provision is made on the assessment form for the employee's comments and signature;
- h) ensure that once the assessment is completed, forms are submitted to the appropriate authority for moderation before the final assessment is determined.

1.2 Statement of the Problem

Although many organisations have implemented the annual performance appraisal system, not much was known about how effective it is in semi-autonomous higher learning institutions in Zambia. Much of the research on performance appraisal in

Zambia was focused on the effectiveness of the performance management system in the public sector since its implementation.

There is a problem in Zambia in the implementation of the performance appraisal systems in institutions of higher learning. It is argued by performance appraisal pundits from the Zambia Institute of Human Resource Management (ZIHRM) that, performance appraisal systems in institutions of higher learning are not effective, (ZIHRM Newsletter, 2016). They argue that the Performance Appraisal System in these institutions do not meet the objectives of an effective PA system. These objectives are (1) Administrative, (2) Motivational, (3) Developmental, and (4) Performance Improvement.

In spite of all these gaps in knowledge, there have been no efforts among researchers and performance appraisal pundits to account for the reasons why performance appraisal systems are not effective in implementing the outcomes of performance appraisal meetings. There are notable cases where outcomes of performance appraisals are were not implemented at the National Institute of Public Administration (NIPA). Sometimes, management has had to declare salary increments across the board; some employees who needed training were not offered the said training; sometimes, employees were not given feedback on their performance after the appraisal; and the like, (NIPA Annual Report, 2012, 2014, 2015 and 2016). This lead to the employees and other stakeholders in this institution to wonder whether the performance appraisal existing at this institution was serving its purpose?

Therefore, this study was undertaken in order to investigate the effectiveness of the annual performance appraisal system (APAS) at the National Institute of Public Administration.

1.3 Research Objectives

1.3.1 Main Objective

The main objective of this study was to assess the effectiveness of the annual performance appraisal system (APAS) at the National Institute of Public Administration.

1.3.2 Specific Objectives

1. To establish whether the elements of an effective appraisal system exist at the National Institute of Public Administration.
2. To determine the extent to which the Performance Appraisal System motivates employees to improve their performance at the National Institute of Public Administration.
3. To assess the suitability of Performance Appraisal at the National Institute of Public Administration.
4. To examine the correlation between Performance Appraisal and employee development at the National Institute of Public Administration.

1.4 Research Questions

The following research questions were used to focus and guide the research:

1. Do the elements of an effective appraisal system exist at the National Institute of Public Administration?
2. To what extent does the Performance Appraisal System motivate employees to improve their performance at the National Institute of Public Administration?
3. How suitable is the Performance Appraisal at the National Institute of Public Administration?
4. What is the correlation between Performance Appraisal and employee development at the National Institute of Public Administration?

1.5 Significance of the Study

This topic is relevant to institutions of higher learning because there was scanty information about the employee's perceptions of performance appraisal in institutions of higher learning since its implementation in 2001. This study, therefore, provides empirical evidence about employee attitudes concerning the effectiveness of performance appraisal that could enable the managements in institutions of higher learning to appreciate what perceptions their employees held about performance appraisal as well as understand how performance appraisal information was used and the benefits that are derived from its use.

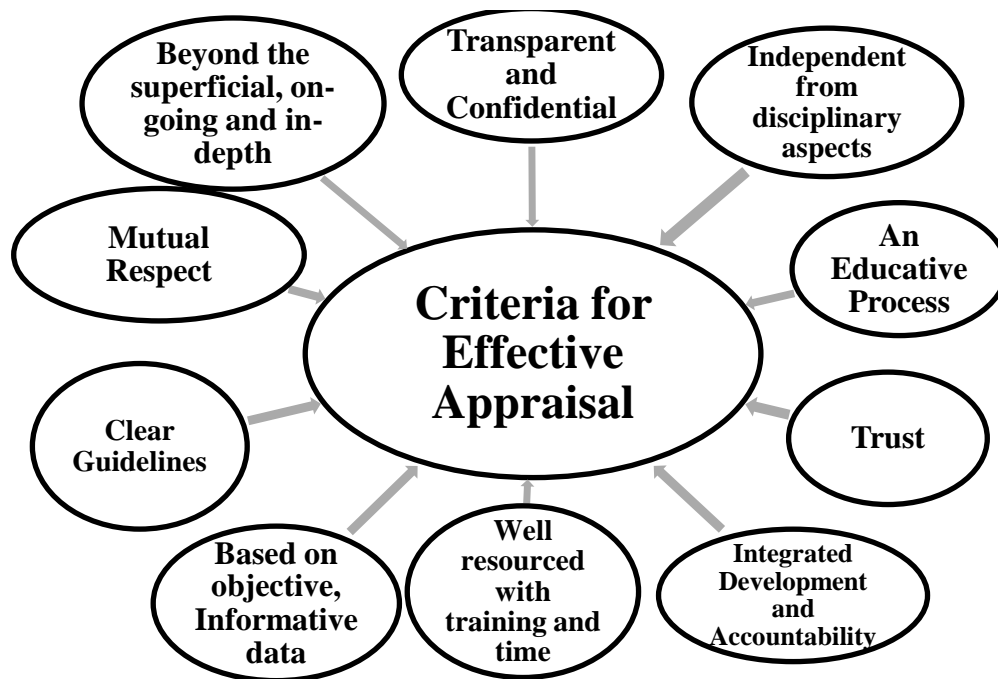
The results of this study can be utilised by the management of NIPA to give impetus to improving their existing appraisal process. This study will contribute to the existing body of knowledge and to the broader understanding of how effective performance appraisal was implemented as well as to understanding what perceptions the employee held about the performance appraisal and what their benefits and challenges are.

This study was also undertaken in partial fulfilment of the requirements for the award of a degree of Master of Business Administration.

1.6 Conceptual Framework

The conceptual framework driving this study stems from Piggot-Irvine's study. Piggot-Irvine outlines ten main constructs that are responsible for an effective appraisal. This is in essence the criteria of determination as shown below. In this study, the ten components of an effective performance appraisal system were considered. These are as shown below:

Figure 1.1: Elements of an Effective Performance Appraisal



Source: Piggot-Irvine, (2013) Key Features of Appraisal Effectiveness, *International Journal of Educational Management*, v17 n4-5 p170-78

In Figure 1.1, we see the essential criteria for effective appraisal according to Piggot-Irvine (2013). From her studies, she found that for performance appraisal to be effective the system should be confidential, informative, have clear guidelines and be educative. In order to have effective appraisal, the process must be embedded completely throughout the organisation where the values shape part of the fabric of the everyday life of the workplace (Piggot-Irvine, 2013). As previously mentioned Rankin & Kleiner (1988, p.14) believed that effective performance appraisals have six key factors. These six factors are:

- Performance goals must be specifically and clearly defined.
- Attention must be paid to identifying, in specific and measurable terms, what constitutes the varying levels of performance.
- Performance appraisal programmes should tie personal rewards to organisational performance.

- The supervisor and employee should jointly identify ways to improve the employee's performance, and establish a development plan to help the employee achieve their goals.
- The appraisee should be given feedback regarding his/her effectiveness in the performance appraisal process.
- The performance appraisal system, regardless of the methodology employed, must comply with legal requirements (notably, Equal Employment Opportunities guidelines).

Ensuring that the performance appraisal ties in with organisational goals is pivotal to the effectiveness of the appraisal. If the goals of the performance appraisal process are in contrast with the organisational goals, the resulting performance appraisal system could, in fact, be of harm to effective organisational functioning (Barrett, 1967).

1.6.1 Purpose of Performance Appraisal

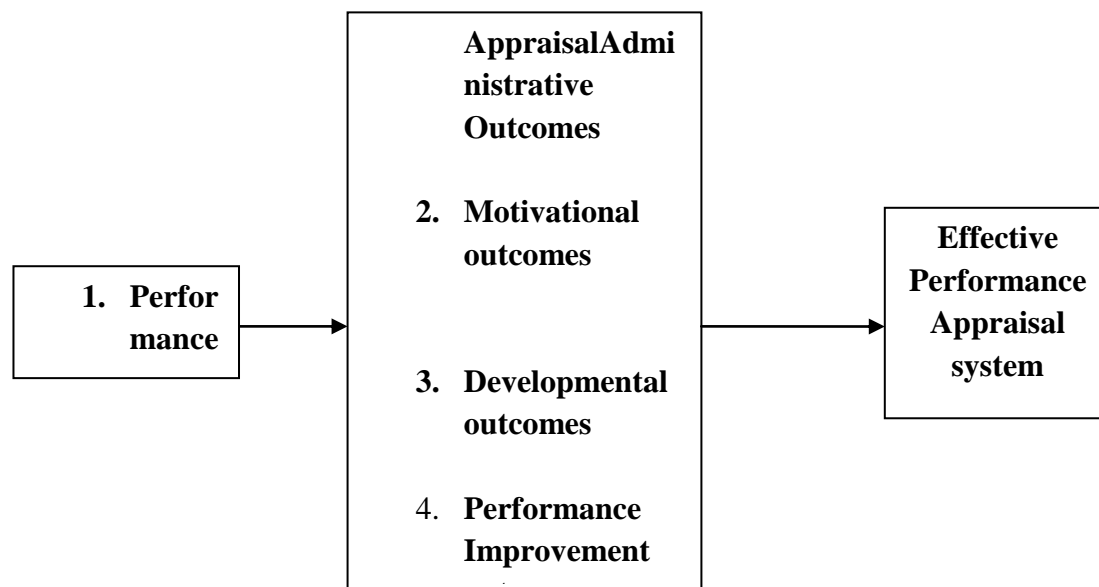
Fletcher (2001) remarked that performance appraisal as a means by which organizations develop competency, improve employee motivation and achieve equitable allocation of resources. In essence, performance appraisal achieves multiple purposes from measurement to motivation and resource allocation. As noted by Cleveland, Murphy, and Williams (1989), performance appraisal systems can be used to motivate employees through remuneration, promotions, retrenchment, and the improvement of skills, competence and expertise.

Moreover, Seidan, and Sowa. (2011) believe that the ultimate objective of any evaluation procedure is aligning individual goals and objectives with organizational objectives and priorities while individual performance should be reflected in how they contribute to organizational growth and development. According to Bassey, Esu and Inyang (2009), performance appraisal system is a means of investigating employee achievement over a certain period of time for achieving organizational goals. Consequently, performance appraisal is a means of knowledge sharing among subordinates and superiors to adequately measure the progress of the employee which will aid in making strategic human resource decisions.

The effectiveness of an appraisal system is determined by the performance standards. Hence standards must be established according to individual job description which should be tied to organizational goals and objectives. Furthermore, these standards should be a written document which will make it legally binding and objective. Failure to align performance standards with organizational goals and objectives leads to misunderstandings, poor morale, and lack of job satisfaction, ineffectiveness, and confusion (Daley, 2002; Condrey 2012).

The purpose of performance appraisal can be summarized into four categories as follows:

1. Administrative – promotion, dismissal, organizational planning
2. Motivational – self appraisal and acts as an incentive to hard work
3. Developmental – identify training needs
4. Performance Improvement – through MBO, participative goal setting and other work planning processes, (Okafor, 2005).



Source: Researcher, 2018

1.7 Delimitation of the Study

This study focussed on employee perceptions of the effectiveness of the performance appraisal system at the National Institute of Public Administration, a public learning

institution that falls under the office of the Vice President of the Republic of Zambia. This has the potential to limit the inferences that can be drawn from this study as they might apply to all public higher learning institutions in Zambia.

1.8 Limitations of the study

1.8.1 The study was limited to the National Institute of Public Administration (NIPA) in Lusaka. Although the research would have been conducted in one institution the opportunity to do research in other institutions would have offered additional benefits to the study of finding out what perceptions employees in the other institutions held about performance appraisal.

1.8.2 The findings may not be relevant and generalisable to other public institutions of higher learning in the country. The use of self-report instruments can result in response bias, which could limit the usefulness of the findings.

1.8.3 Considerable consultation about the wording of the research instrument and suggestions from the pilot study were considered. However, the level of understanding of the English language in the questionnaire may have affected the responses made by employees with low academic qualifications.

1.9 Operational Definitions of Key Terms

The following are definitions of major areas of this study.

1. Employee: A person appointed according to Part III, Section 12 of the NIPA Act number 15 of 1998 of the Laws of Zambia.

2. Perception: This is a dynamic and complex way, in which individuals select information from the environment, interpret and translate it so that the meaning is assigned which will result in a pattern of behaviour or thought, (Mullins, 2005).

3. Performance: This refers to what is expected to be delivered by an individual or a set of individuals within a timeframe. What is expected to be delivered could be stated in terms of results or efforts, tasks and quality, with specification of conditions under which it is to be delivered, (Kumari & Malhotra, 2012).

4. Motivation: This is generally considered to be an internal state that initiates and maintains goal directed behaviour, (Mayer, 2011).

5. Performance Appraisal: Process of measuring employee performance against established goals and expectations, (Mondy and Noe, 2005).

6. Organisational justice: organisational justice refers to perceived fairness in the workplace and comprises of distributive, procedural, and interactional justice (Greenberg, 1988:342).

1.10 Chapter Summary

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This research adopted both theoretical and empirical literature review. Empirical literature review is literature review which is based on findings of other researchers who have conducted research in the past on the subjects related to the subject under study, (Lemba, 2010: 17). This chapter presents the findings of other researchers who have conducted research in the past in different countries, including Zambia on the subject of “Performance Appraisal”.

2.2 Historical Development of Performance Appraisal

‘Performance Appraisal became a widely used management tool in businesses around the 1980’s. Its modern uses had previously been restricted to Army Officers and Senior Management’ (Taylor, 2005, p291). However appraisal has been present throughout history and has advanced significantly over time.

Some of the earliest evidence of Performance Appraisal was seen in the 3rd century when a Chinese philosopher Sin Yu criticised a biased rater of the Wei Dynasty on the grounds that the Imperial Rater of Nine Grades rarely rates men by their merits but always rates them according to his likes and dislikes (Patten, 1977). Appraisal was seen further on, in 1648 when it was stated that the Dublin Evening Post evaluated legislators using a rating scale based on personal qualities (Hackett, cited in Wiese and Buckley, 1998). Appraisal then became a more formal process, firstly in the 1800’s when a General in the US Army submitted an assessment of his soldiers to the War Department. The Army General used a global rating, which defined his men as for example ‘a good-natured man’ or ‘a knave despised by all’ (Bellows and Estep, 1954).

The first recorded appraisal system in industry was by Robert Owen in New Lanark Mills, Scotland around 1800. He used character books and blocks to rate staff. The character book recorded each worker’s daily report. The blocks were coloured differently on every side to represent an assessment of the worker rating them from strong to weak. These blocks were then displayed in the employee’s workplace. Owen

was happy with how the blocks improved the workers behaviour (Cardy & Dobbins 1994).

Following the success of the appraisal system used in the Armed Forces, senior management of large US corporations wanted to test this technique within their organisations and so hired many of these people who were associated with the practice used in the Army. The tools for rating evolved over time from Global Rating towards Man-to-Man Rating and then to Trait based Rating. These appraisal tools tended to exclude top management and also used the same forms for all workers regardless of skills and duties. They tended to focus on past actions instead of future goals and were always conducted by the supervisor with little input from the employee (Wiese & Buckley, 1998). Because of this a change was brought about in the tools used and consequently the critical incident and forced choice methods were introduced. These methods were more advanced and substantive than previous approaches, but their intricacy meant that they are not readily used in today's world (Flanagan, 1954). The popularity of performance appraisal in an industry setting was growing and by the early 1950s, 61% of organisations carried out performance appraisals frequently, compared to only 15 per cent immediately after the Second World War (Spriegel, 1962).

Smith and Kendall (1963) created the Behaviourally Anchored Rating Scales (BARS) hypothesized to be superior to alternative evaluation methods in several. This replaced numerical or adjective ratings used in the graphic or trait rating scales, with behavioural examples of actual work behaviours. BARS meant supervisors could rate employees on observable behavioural elements, rather than on a scale. The major advantage of such measures is that the evaluator has to make fewer inferences about the employee. The evaluator is cast more in the role of observer and less in the role of judge (Schwab, Heneman, & DeCotiis, 1975). 'Numerous spin-offs to BARS have been developed since. The contribution of these developments has been an emphasis on the behavioural bases of performance ratings' (Wiese & Buckley, 1998: 241).

One of the most influential events in the evolution of performance appraisal was the legal requirements that changed how appraisals could be carried out. The enactment of the 1964 Civil Rights Act in the United States, which prohibited administrative

action on the basis of colour, religious beliefs, sex, etc., led to a legal use for Performance Appraisal. This legal constraint was the final blow to subjective, trait-based approaches (Banner & Cooke, 1984). This meant that the use of personality traits in Performance Appraisal and the links between appraisal and human resource consequences had become strictly regulated. This change has played an enormous part in the shift towards Performance Appraisals as they are now, where there are numerous ethical concerns to take into consideration.

2.3 Performance Appraisal Today

Performance Appraisal still plays a huge part in organisations today. A report carried out by the CIPD in 2009 found that 81.3% of organisations surveyed were carrying out performance appraisal in their organizations as part of their performance management.

In recent years, performance appraisals have been used in organisations for numerous reasons, as opposed to the historical method it was used for, making administrative decisions. According to Cleveland, Murphy & Williams (1989) there are four main uses for Performance Appraisal in organisations today. These are Between Individual Comparisons, Within Individuals Comparisons, Systems Maintenance and Documentation. Between individuals relates to comparison of individuals in terms of performance, Within Individuals concentrates on identifying and developing individuals strengths and weaknesses. Systems Maintenance can mean using Performance Appraisal as a source to link company procedures and strategy with the performance of employees and the goals that they have achieved and are working toward. Linking Performance Appraisal to the business goals of the company has been seen as an innovative way of focusing employees' actions to the priorities of the business. The purpose of Documentation is the use of performance appraisal to document or justify personnel decisions and ensure they are meeting legal requirements (Cleveland et al, 1989; Wiese & Buckley, 1998).

Throughout the vast amount of journal articles and research on performance appraisal, there is a substantial view that while performance appraisal seems like a great tool and should be of huge benefit to every organisation, they can be moderately ineffective

and so have taken a lot of criticism. Lawler (2012) discusses how a lot of literature poses the idea of dismissing performance appraisal completely, but he believes that Performance Appraisal is a vital procedure for effective talent management. He recommends that the way forward for Performance Appraisal is not to eliminate it but to work on making it an effective tool. 'The key is to make them part of a complete performance management system, which includes goal setting, development, compensation actions, performance feedback and a goals-based appraisal of performance' (Lawler, 2012).

2.3.1 Performance Appraisal and Performance Management

The majority of recent literature on Performance Appraisal states that it needs to be carried out as part of a whole Performance Management system and none solely on its own. Performance Management can be defined as a systematic process for improving organisational performance by developing the performance of individuals and teams (Armstrong, 2006). Walters (1995) defined Performance Management as the 'process of directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation'. Williams (2002) believes the notion of Performance Management is creating a shared vision of the aims and purpose of the organisation, helping each individual employee to understand and recognise their part in contributing to them, and thereby managing and improving the performance of both individuals and the organisation.

Performance Appraisal plays a central role in Performance Management Systems; it is normally the vehicle behind which the organisational goals and objectives are translated into an individual's objective. It also remains the primary way of discussing and acting on the development of the individual (Fletcher, 2004). When a part of performance management, appraisal is much more tightly linked with the larger business environment. De Nisi and Griffen (2008) state that Performance management refers to 'a general set of activities which are carried out by the organisation to improve employee performance'. Although performance management is typically reliant on performance appraisals, performance management is a broader and more encompassing process and is the ultimate goal of performance appraisal activities (De Nisi & Griffen, 2008). Performance Management has been seen to be more successful and brings a lot of benefits to an organisation. A study carried out by

Fletcher and Williams (1996) in 9 UK organisations showed that features of performance management lead to organisational commitment and in particular, job satisfaction.

Performance management systems are effective when they are based on goals that are jointly set and are driven by an organisation's business strategy (Lawler, Benson & McDermott, 2012). Performance Appraisal from a social-psychological perspective as opposed to the traditional tool for measurement is becoming more popular, viewing Performance Appraisal as a communication and social process.

2.4 Effectiveness of Performance Appraisal

From reviewing the literature, there appears to be no one single best method of Performance Appraisal, although there are certain common elements throughout all effective methods. 'Effective performance appraisals are commonly associated with clear goals that are attached to specific performance criteria and are well-accepted by both the appraiser and the appraisee' (Mustapha & Daud, 2015). All effective performance appraisals include elements such as linking appraisal to rewards, the supervisor and employee working together to identify goals, performance goals clearly defined, feedback given to the appraiser on their effectiveness and compliance with legal requirements (Rankin & Kleiner, 2015).

2.4.1 Employee Perception of Performance Appraisal

'The success of any HR intervention in organisation is heavily dependent on employees' perception of that intervention' (Rahman & Shah, 2012, p.11). For performance appraisal to be effective and useful, it is vital that those taking part, the appraiser and the appraisee, are both benefiting from it and find the procedure a productive tool, as without this, it would be impossible for the system to work. Employees' thoughts of performance appraisal systems could be as important to the continuing success of the system as reliability and validity (Dipboye and Pontbriand, 1981). Employee perceptions of the fairness of their performance appraisals are useful in determining the success of performance appraisal systems (Erdogan, Kraimer & Liden, 2001). A vast amount of literature looks at whether performance appraisal is successful based on rating accuracy and qualitative aspects of the appraisal, but it is

reasonable to suppose that employees' reactions to the appraisal system could have just as much influence on the success of an appraisal system (Cawley, Keeping & Levy, 1998). An organisation might develop the most precise and sophisticated appraisal system, but if the system is not recognised by the staff, its effectiveness will be limited.

Fletcher (2004) listed the three factors that employees being appraised looked for in a performance appraisal, these are: perceiving the assessment as accurate and fair, the quality of the existing relationship with the appraiser and the impact of the assessment on their rewards and well-being.

According to Cawley et al (1998) subordinates reactions to Performance appraisal can be a way of measuring their outlook towards the system. The main reactions that can be assessed are their satisfaction from the appraisal, the utility, whether they felt they were fairly appraised, how motivated they were from the appraisal and the accuracy of the system.

Boachie-Mensah & Seidu (2012) advises that employees are likely to embrace and contribute meaningfully to the Performance Appraisal scheme if they recognise it as an opportunity for personal development, a chance to be visible and demonstrate skills and abilities and an opportunity to network with others, but if employees perceive Performance Appraisal as an unreasonable effort by management to try to closer supervise and gain control over tasks they carry out, they won't welcome the scheme as easily.

“Performance appraisal isn't about the forms. The ultimate purpose of performance appraisal is to allow employees and managers to improve continuously and to remove barriers to job success, in other words, to make everyone better. Forms don't make people better, and are simply a way of recording basic information for later reference. If the focus is getting the forms "done", without thought and effort, the whole process becomes at best a waste of time, and at worst, insulting”(Bacal, 2013).

Performance Appraisal is intended to gather crucial information and measurements about the actions of staff and the company's operations which are valuable to management for enhancing the employees' productivity, working conditions, their morale, and inner workings of the organisation wholly (Rahman & Shah, 2012). 'Effective managers recognise performance appraisal systems as a tool for managing, rather than a tool for measuring, subordinates. They may use performance appraisals to motivate, direct and develop subordinates' (Wiese & Buckley, 1998: 244).

Having both the manager carrying out the appraisal and the employee setting goals mutually is crucial for the effectiveness of the performance appraisal. This can ensure that the employee will work harder to reach these goals as they participated in setting them initially. The degree of involvement of subordinates in the appraisal has been seen to be of benefit to the success of the system. Cawley et al (1998) proved that subordinate participation in the appraisal procedure is related to employee satisfaction and their acceptance of the performance appraisal system. Employee Participation is a key element of intrinsic motivational strategies that facilitate worker growth and development (Roberts, 2003). Folger (1987), as cited by Roberts (2003) stated that the participation of employees in the appraisal system gives employees a voice and empowers them to rebut ratings or feedback that they are unhappy with. Greater employee participation is known to create an atmosphere of cooperation, which encourages the development of a coaching relationship, reducing tension, defensive behaviour and rater – ratee conflict which could be caused by the appraisal (Jordan, 1990). Pettijohn, Pettijohn, Taylor & Keillor (2001) identify participation and perceptions of fairness as integral to employees' perceptions of job satisfaction and organisational commitment. They conclude that Performance Appraisal Systems can be used to actually improve employees' levels of job satisfaction, organisational commitment, and work motivation.

According to a study conducted by Bintu (2014) at Kwame Nkrumah University of Science and Technology (KNUST) in Ghana, respondents indicated general understanding and support from the various stakeholders on the institution's appraisal system. The research was entitled, "Effectiveness of Performance Appraisal Systems: A Study of KNUST." This study investigated the effectiveness of performance

appraisal systems in KNUST. The study was descriptive using both primary and secondary data.

The study found out that the institution has in place an appraisal system, and this was largely acknowledged by all categories of respondents: junior and senior members. The study noted that there are key performance criteria that have been developed and clearly identified in the appraisal system. Findings showed that to a large extent the criteria have been developed in consultation with workers and appraisers.

The study found out that most employees show cooperation in the appraisal process. Again, most staff believed that feedback reflects their performance. Further, most staff believed that the appraisal system was relevant and did not consider the appraisal process as a waste of time. It was noted that the process had helped in identifying systematic factors that were barriers to effective performance.

Key challenges identified included low feedback rate and lack of adequate resources, among other challenges. The study recommended the need to ensure that fairness was maintained in the appraisal process so that the necessary trust and cooperation was forthcoming from staff. Further, there was need to ensure that regular feedback was given. Failure to do this could affect staff interest in the process, as much as possible feedback should be given to staff on their performance, (Bintu, 2014).

2.4.2 Appraisal Ineffectiveness

One of the major causes of ineffective performance appraisal is the dislike that both the appraiser and appraisee have towards the process. Performance Appraisal is one of the most emotionally charged procedures in management (Swan, 1991). Almost every executive has dreaded performance appraisals at some time or the other. They hate to give them and they hate to receive them (Sims, Gioia & Longenecker, 1987). Many managers and supervisors are unwilling to make accurate evaluations of subordinates because they do not want them to be hurt. Where the consequence of a low evaluation is termination, no pay increase, an unpleasant work assignment, or no promotion, managers are reluctant to be precise (Kearney, 1978). Watling (1995) highlights the importance of giving appraisals based on facts, not just feelings and suggests the best way to do this is by measuring performance by surveys, on the job observation, peer group feedback and results against targets. This is important to consider in

establishing what an effective performance appraisal is. The appraisal will not be accurate if the manager carrying out the appraisal is having difficulty in giving feedback honestly and truthfully. Because of the emotional variability involved in such processes, accuracy is something which will seldom be achieved. But is this a vital element for management, as it has been shown that executives giving appraisals have ulterior motives and purposes that surpass the mundane concern with rating accuracy (Sims et al, 1987). One manager surveyed by Sims et al (1987) felt that accurately describing an employee's performance is really not as important as generating ratings that keep things going. Some other reasons for managements manipulation of the feedback in an appraisal setting is that they have to work with these people and do not want to create tension or hostility, also the element of there being a physical document from the appraisal recorded permanently on the employees record meant that the appraiser may soften the language used.

Unfair procedures used in performance appraisals create job dissatisfaction. A Performance appraisal system should be fair and must provide accurate and reliable data (Karimi et al, 2011). Therefore it is important that performance management systems are fair to staff so that the organisation can reap the benefits.

Kamfwa (2016) undertook a study in Lusaka entitled “Evaluation of the Effectiveness of the Annual Performance Appraisal System (APAS) In Selected Ministries of the Zambian Civil Service”. The main concern of the study was that for the past nineteen (19) years the APAS had been used as an appraisal tool whose principal objective was to improve performance and individual productivity in the Civil Service. Despite being appraised every year, the employees’ performance in the Civil Service had not reached the standard expected by the general Public. The services were still not delivered effectively and efficiently. As a result, it was not known whether APAS effectively succeeded in improving performance and individual productivity in the Civil Service. The main objective of this study was to evaluate the effectiveness of the APAS in improving performance in selected Ministries of the Zambian Civil Service.

The study revealed that APAS was not effectively used in appraising performance in concerned Ministries. Departmental and Individual Work plans and target setting were not strictly adhered to in all the concerned Ministries. Furthermore, APAS was

only used for the purposes of confirmation and substantive promotions in the Civil Service. The study also revealed that there were inconsistencies in implementing performance planning, monitoring and feedback provision in the concerned Ministries. It was further revealed that the APAS was not effectively used in making critical human resource decisions such as identifying officers who should be promoted. Finally, it was revealed that the APAS had not achieved almost all the objectives for which it was established, (Kamfwa, 2016).

So many Performance Appraisal systems are solely used as a procedure to determine whether a promotion or raise will be given or as a way of communicating to staff what their role is. But instead of being used as a form of judgement, performance appraisal should be used for the benefit of both the employee and the organisation. Continuous assessment could possibly be used as a retention tool and as a system of determining what skills the organisation has and which ones it is lacking.

2.5 Benefits of Performance Appraisal

An effective performance appraisal system will bring benefits to the staff members being appraised, the manager completing the appraisal and the organisation as a whole. For the Organisation, benefits include (Fisher, 1995):

- Improved Performance due to effective communication, increased sense of cohesiveness and better management-staff relationships
- Training and Development needs identified more clearly
- A culture of kaizen – continuous improvement
- Competitive Advantage in the Market place
- Employee Satisfaction as a sense that employees are valued is spread

For the staff being appraised, the benefits include (Fisher, 1995; Sudin, 2011; CIPD, 2012):

- Enhanced relationships with line managers
- Increased job satisfaction

- A better understanding of expectations
- Greater knowledge of strengths and weaknesses

For the Manager carrying out the appraisal, the benefits include (Fisher, 1995; CIPD, 2012):

- Better relationship with employees – trust.
- Stronger knowledge of what is going on in the organisation
- Better knowledge of employees – knowing their individual strengths and weaknesses
- Facilitate management in decisions including pay rises, promotions, redundancies etc.

2.6 Criticisms of Performance Appraisal

Both researchers and management have worked for many years to try to find better ways to improve performance in organisations, however managing and evaluating performance is still a major challenge for the majority of managers today (Armstrong, 2006).

Throughout the literature, there are many authors who feel that Performance Appraisal is a waste of time. Grint (1993: 64) stated that ‘Rarely in the history of business can such a system have promised so much and delivered so little’.

According to Redman and Wilkinson (2009) the critics of Performance Appraisal believe it is an expensive process, that it can cause conflict between the appraiser and appraisee, is not hugely valuable and might also be debilitating the development of employee performance. Carroll and Schneier’s (1982) research established that Performance Appraisal ranks as the most unpopular managerial activity.

One thing that is common with the critics of Performance Appraisal is that they do not have a suggestion as to what should replace it, what can be introduced as an alternative.

Instead of eliminating Performance Appraisal, organisations need to work on improving their system and make sure that it is effective. They need to reinvent, update and renew their performance appraisal procedures so that they are more compatible with the organisation and its environment.

Wiese & Buckley (1998, p.256) state that ‘often, the goal of the rater is not to evaluate the performance of the employee, but to keep the employee satisfied and not to negatively influence employee morale’. This can lead to confusion as the goals of the manager and the organisation are conflicting. If the manager is concerned with his own image and doesn’t want to give negative rating then this is differing from what the organisation wants.

It is vital that when trying to find ways to improve Performance Appraisal in organisations that they look at making sure the Performance Appraisal system is used as it was intended to be and teaching this to the management involved.

2.7 CIPD viewpoint

As mentioned previously the CIPD (2012) define Performance appraisal as an opportunity for individual employees and those concerned with their performance to engage in a dialogue about each individual’s performance and development, as well as the support required from the manager. They also state how important it is to recognise that performance appraisal is not just about assessing the past but also about driving behaviour that will sustain performance in the future.

The CIPD (2012) believe that Performance appraisal is an operational task, it is short to medium-term and mainly concerned with individual workers and their performance and development. While it is one of the elements of performance management, and the data produced can feed into other components of performance management, appraisal by itself does not constitute performance management.

2.8 Chapter Summary

The review of the literature of this study focused on the History of Performance Appraisal, how to make Performance Appraisal an effective system, the Benefits of Performance Appraisal for the organisation, management and employees and the

arguments for and against Performance Appraisal. It also looked at the CIPD's view of the system. This chapter set out to show the evolution of performance Appraisal from when they first were introduced to the role they play in today's organisations.

From reviewing many authors research and their thoughts on Performance appraisal, the majority of them believe that performance appraisal is here to stay, and the major focus is on improving it and making it fit in the organisation. The authors who are critical of Performance appraisal systems do not offer us any alternatives and so have not given us any new information.

The aim of this study was to assess the effectiveness of the annual performance appraisal system in institutions of higher learning in Zambia. The review of literature has shown how performance appraisals can be effective and beneficial and will give assistance in the evaluation of the employees' perception of the Performance Appraisal in their workplace. For the most part, the literature looks at Performance Appraisal from the organisations point of view but what this study set out to do was to look at performance appraisal from the view of the employees and whether they feel it is a worthwhile and effective exercise.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to show how the study was conducted. This chapter looks at the sampling frame, sample size and sampling method used. The chapter also looks at the type of data collected and their sources. It looks at data collection instruments used and methods of administration and analysis techniques used in the study.

3.2 Research design

There shall never be research without research design and according to Churchill (1987), a research design is simply the frame work for a study used as a guide in collecting and analyzing data. It is a blue print that is critically followed in completing a study.

The quantitative survey research design was chosen for this study. The reason for choosing the quantitative research design is that a quantitative research design would ensure consistency and reliability of data collection. It would cast the researcher's net widely to obtain as much data as possible using the census method with the intention of arriving at findings that could be broadly generalised within the institution in the study. The survey strategy allowed the researcher to collect data that was analysed quantitatively using descriptive statistics. Further, the data gathered using the survey approach was used to suggest possible reasons for particular relationships between variables and to develop models of these relationships.

3.3 Study Area

This study was undertaken at the National institute of Public Administration, which is situated in Rhodes Park in Lusaka city. Established over 50 years ago and located in the heart of Lusaka, NIPA was started as a Staff Training College of the then Northern Rhodesia Government (now Zambia). Its focus was to provide management training to African Civil Servants for promotion purposes of the Zambianising the service. In 1966, the college was transformed and re-named National Institute of

Public Administration, whose training now focused more on equipping the post-independence civil servants with knowledge and skills, for improving their performance in the Public Service and in response to economic development the challenges of the newly independent Zambia.

Under Act No. 15 of 1998, NIPA was transformed into a semi-autonomous and self-financing institution led by an Executive Director who reports to the Governing Council which is the policy making body of the Institute. NIPA now offers training to all categories of clients.

3.4 Sources of data

In order to come up with a thorough study, both primary and secondary data were collected.

3.4.1 Primary data

According to Churchill (1987), primary data is originated by the researcher for purposes of the investigation at hand. This was mainly obtained by using questionnaires administered by the researcher. The questionnaires were pre-tested to test their simplicity and whether they would capture the desired information.

3.4.2 Secondary data

This was mainly collected from the published and unpublished literature within the objectives and from various journals and research papers particularly available on the internet. The bulk of the information was sourced from various documents and annual reports of NIPA.

3.5 Study population

The target population for this study was the total workforce of NIPA. NIPA has 140 staff including management. The study targeted 140 employees from the National institute of Public Administration. The researcher carried out the research on employees in different divisions/ departments of the institute namely Management Studies Division (MSD), Business Studies Division (BSD), Outreach Programmes Division (OPD), Research, Consultancy and Development Division (RCDD), Administration, Finance, Marketing, and Information and Communication Technology who are subjected to performance appraisal.

3.6 Study sample

The precision of any study rests heavily on the sample size. This is usually based on pre- specified level of accuracy in order to accomplish the research objectives. In this research, this was somewhat modified so that time and other resource hindrances were taken into account. The sample size for this study was 60 employees of the National institute of Public Administration.

The sample size was selected by using the formula given below:

$$n = \frac{Z^2 p(1 - p)}{e^2}$$

Where: n = sample size

Z = critical value from the standard normal distribution.

At 95% confidence level, Z = 1.96

p = population proportion

e = acceptable sampling error

3.7 Sampling Techniques

The sample for this study was selected by using a probability sampling technique. The employees were selected by stratified random sampling technique. The researcher got a list of all employees of the institute by division and department. Each department was considered a homogeneous group and then participants were selected from each subgroup by simple random sampling. This implies that this type of sampling is based entirely on randomness and that the sample contains the characteristics representative of the population.

3.8 Identification of variables

The key variables that were being considered in this study are:

Independent variable	Dependent variables
Performance Appraisal	1) Administrative outcomes 2) Motivational outcomes 3) Developmental outcomes 4) Performance Improvement outcomes

3.9 Operationalisation of variables

The measuring instrument specifically designed for this study was titled “*Effectiveness of The Annual Performance Appraisal System At The National Institute of Public Administration*”. It was designed to measure specific perception dimensions for employees at the selected institution, through the use of a 5-point Likert rating scale questionnaire. There are five rating levels from strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The ratings for the levels were:

Level	Ranking
Strongly agree	5
Agree	4
Not sure	3
Disagree	2
Strongly disagree	1

3.10 Data collection instruments

The researcher looked at numerous instruments that could be used to carry out the research, but after careful consideration, chose to use a structured self-administered questionnaire as a data collection instrument. The researcher felt that it is best suited to the research design as the research has to gather a large collection of data from a big population. This method of data collection is also chosen as the researcher needs to ensure that the answers are objective. It is vital that valid opinions and attitudes are given, and questionnaires are known for not influencing or manipulating answers given. A questionnaire is a highly structured data collection instrument whereby each respondent is asked the same questions (McColl, 1993). Questionnaires are popular as they allow the collection of a large amount of data in a highly economical way (Saunders et al, 2007). The researcher developed a questionnaire for employees that receive performance appraisal; the questionnaire looked into how the employees feel about the performance appraisal systems and whether it is effective in their opinion.

3.11 Data collection procedure

When collecting data, permission was obtained from top management of the institution under study. Questionnaires were hand delivered to the 60 participants. Participants were given a maximum of one week to complete the questionnaires. After that, questionnaires were collected in readiness for data analysis.

3.12 Data Analysis

Quantitative research expresses human experiences and opinions into numbers (Duffy and Chenail, 2008). Once the questionnaires were completed and returned, the researcher put all the data into the system to begin the analysis. To analyse the data collected from the questionnaires, the researcher used SPSS version 22.0. SPSS is a system for statistical analysis and helps to display findings by creating charts and tables. It is one of the most widely used computer software packages for analysing of quantitative data for social scientists, (Bryman & Bell, 2007: 360).

In order to achieve the findings and results for the study, the researcher used descriptive statistical analysis to summarise the data. These methods were numerical and/or graphical. Graphical methods are known for recognising patterns in the data, while the numerical methods of analysis are acknowledged for giving precise measures. The analysis consisted of graphs, tables and charts to outline the responses received which were examined and discussed. The reasons for using this procedure are to make it easier for the reader to compare and understand the findings. The aim of the analysis is to provide a run through of the opinions and perceptions of Performance appraisal from the employees surveyed. The analysis looked to address the objectives created by the researcher in Chapter One.

3.13 Ethical Considerations

Ethical conduct states that it is the responsibility of the researcher to assess carefully the possibility of harm to research participants, and to the extent that it is possible, the possibility of harm should be minimised, (Bryman & Bell, 2007). When carrying out this research, participants were made aware of why this it was being carried out, and what would be done with the information they provide. This was done in order for the participants to provide data that may be entirely truthful and accurate. Participants were informed that their identities would not be shared and that there would be full confidentiality. This research being quantitative, the investigator ensured that he was completely objective and tried not to influence the study with his own values and perceptions, (Burns et al, 1993).

Further, permission was sought from the HR Department of the Institute to allow the researcher to carry out the research. Every questionnaire that was sent out had a cover

letter attached which clearly explained the purpose of the study. The questionnaire did not require the names of the respondents; this was done to protect their identity and remain anonymous. As a result, the employees were aware from the beginning what the researcher was doing, why and where the information would go and why it was collected.

3.14 Chapter Summary

This chapter outlined the research design, study area, sources of data, study population and study sample. It then brought out the sampling technique used, identification of variables, Operationalisation of variables, data collection instruments and data collection procedure. Finally, data analysis and ethical considerations were discussed.

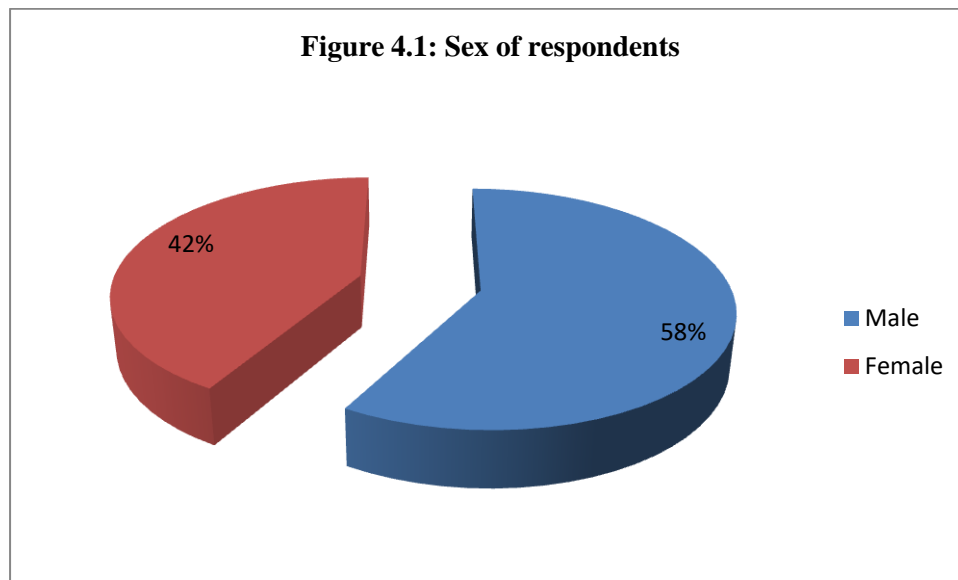
CHAPTER FOUR

4.0 DATA PRESENTATION AND INTERPRETATION

4.1 INTRODUCTION

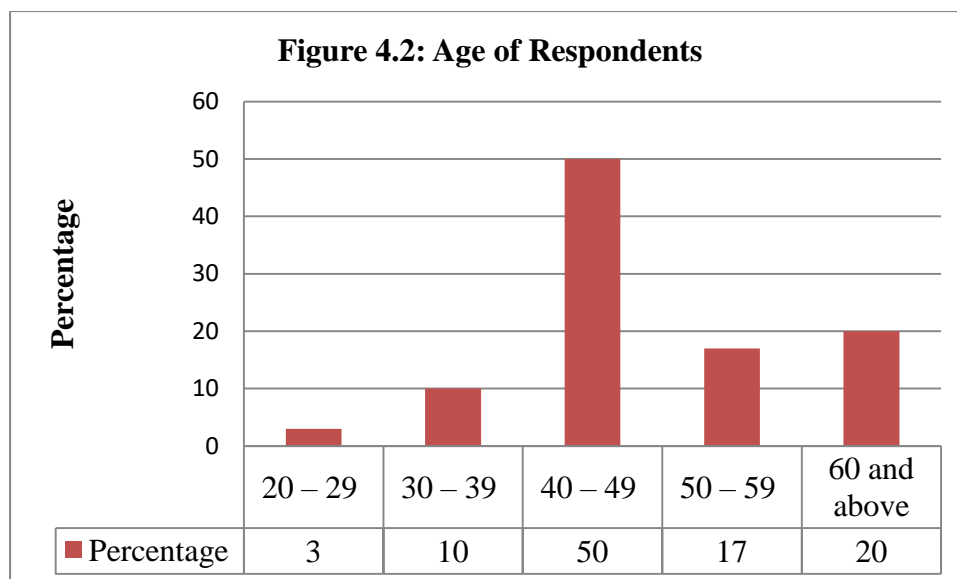
This chapter presents and interprets the findings of the study. Data was obtained from a sample of 60 respondents. The research findings were based on the objectives of the study. The findings have been presented using graphs, pie charts and bar charts.

4.2 PRESENTATION OF DATA



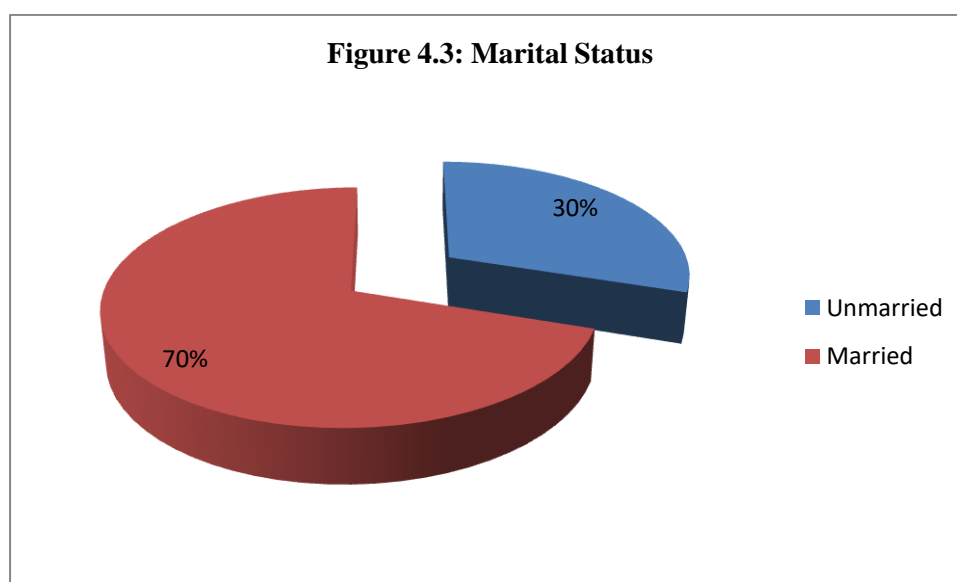
Source: Field Data, 2018

According to figure 4.1 above, 42% of respondents were female while 58% were male. This shows that the majority of respondents were male.



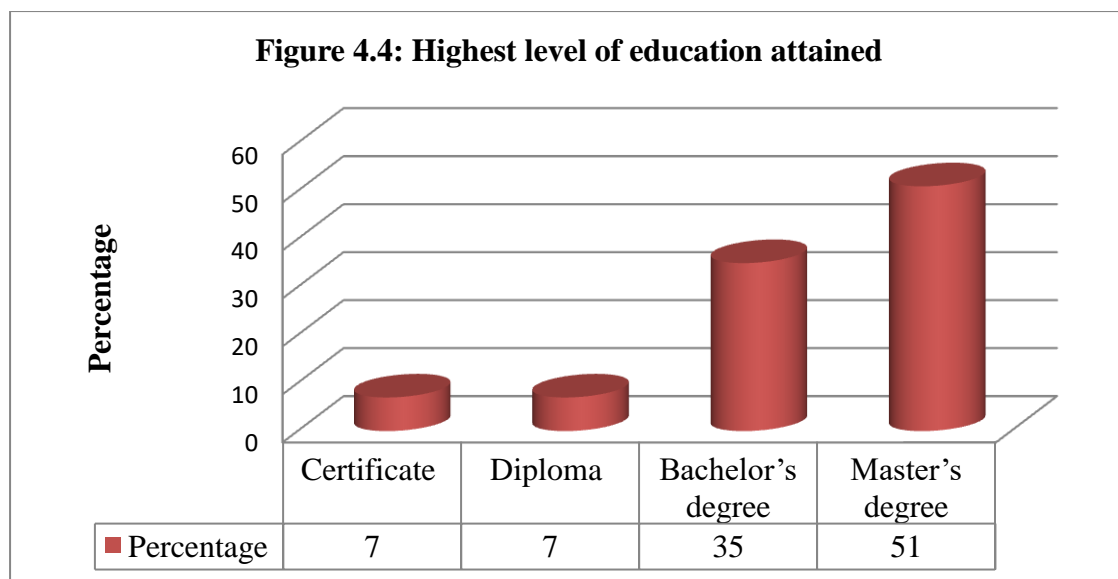
Source: Field Data, 2018

According to figure 4.2 above, 3% of respondents were aged between 20-29, 10% were aged between 30-39, 50% were aged between 40-49, 17% were aged between 50-59 and 20% were aged 60 and above. This shows that the majority of respondents were aged 40-49 years.



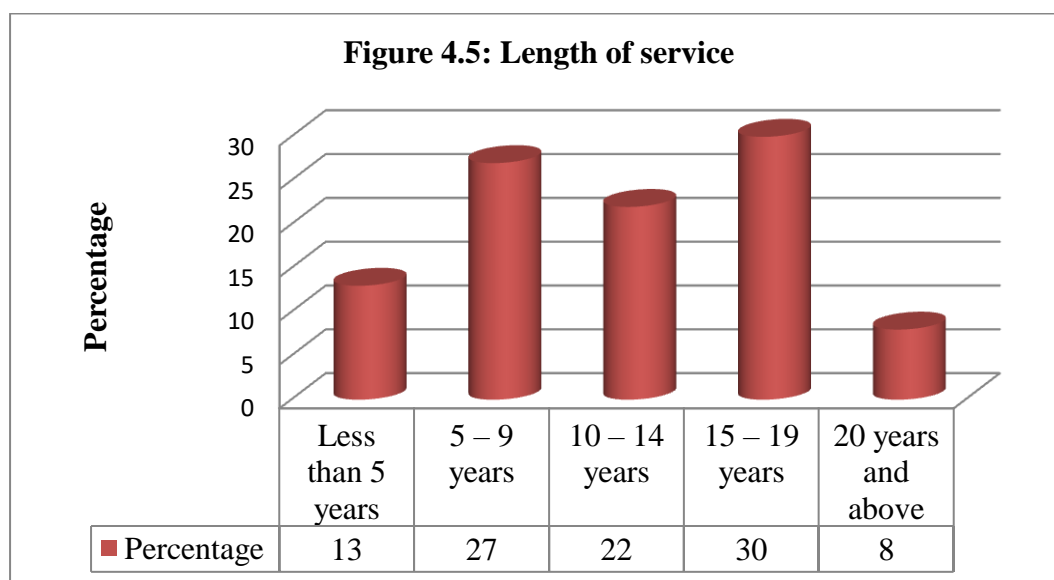
Source: Field Data, 2018

According to figure 4.3 above, 30% of respondents were unmarried while 70% were married. This shows that the majority of respondents were married.



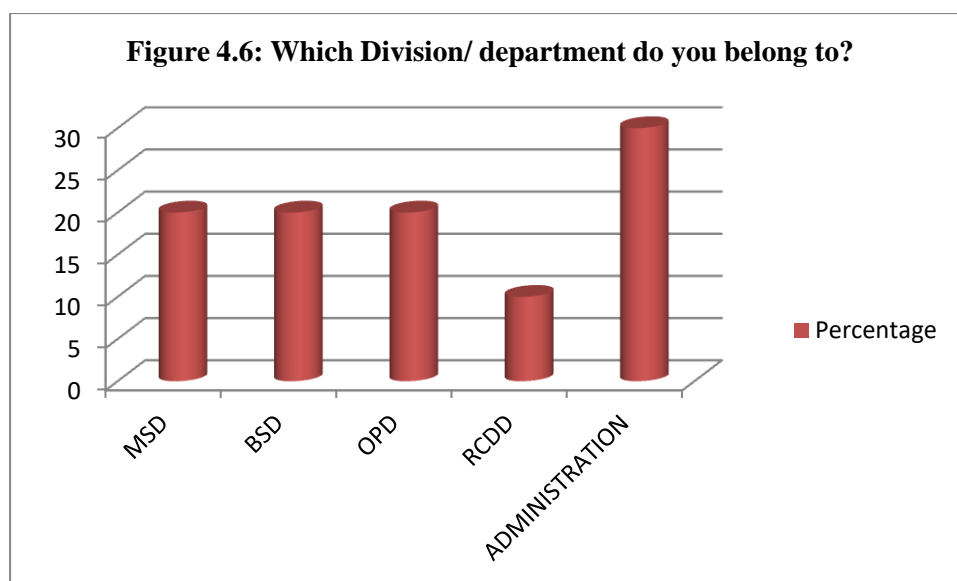
Source: Field Data, 2018

According to figure 4.4 above, 7% of respondents had craft certificates as their highest academic qualification, 7% possessed diplomas, and 35% had bachelor's degrees while 51% had master's degrees. This shows that the majority of respondents possessed master's degrees as their highest academic qualification.



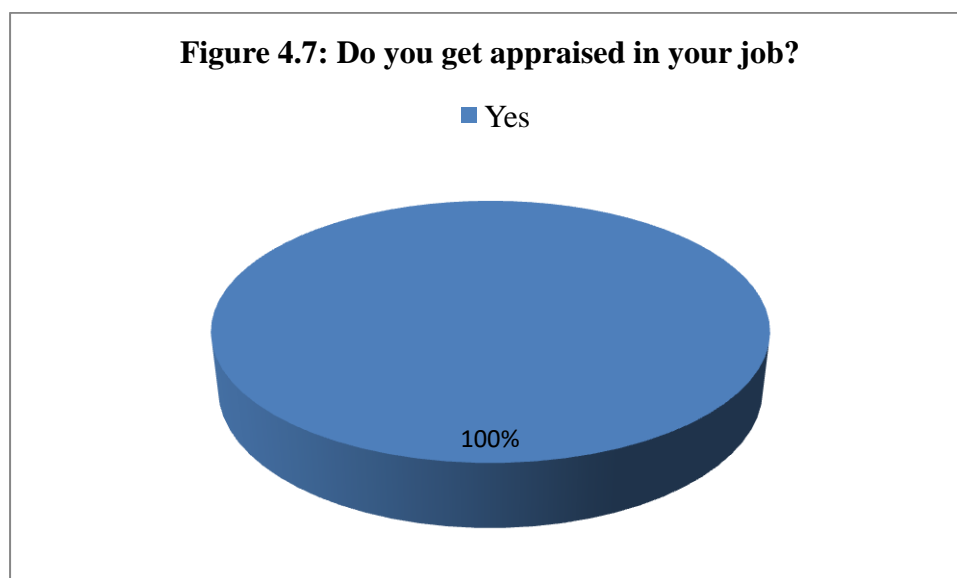
Source: Field Data, 2018

According to figure 4.5 above, 13% of respondents had less than 5 years of service, 27% possessed 5 – 9 years, 22% possessed 10 – 14 years, 30% possessed 15 – 19 years, and 8% possessed 20 years and above. This shows that the majority of respondents possessed 15 – 19 years of service as their highest length of service.



Source: Field Data, 2018

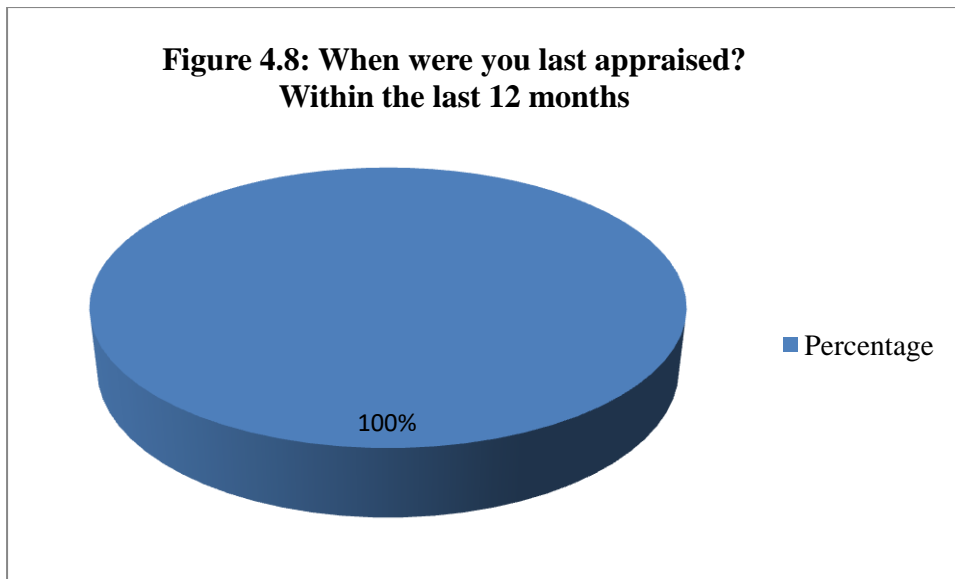
According to figure 4.6 above, 20% of respondents were from Management Studies Division, 20% were from Business Studies Division, 20% were from Outreach Programmes Studies Division, 10% were from Research, Consultancy and Development Studies Division while 30% were from Administration Department. This shows that the majority of respondents were from Administration Department.



Source: Field Data, 2018

According to figure 4.7 above, 100% of respondents get appraised in their jobs.

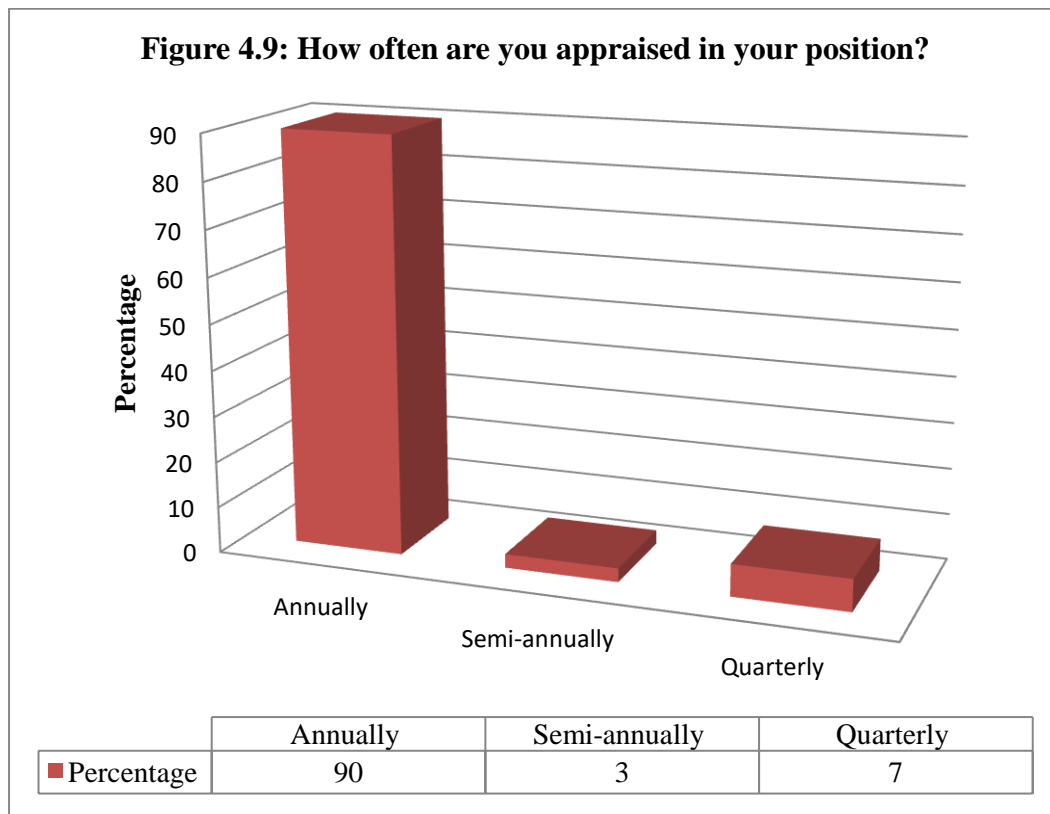
**Figure 4.8: When were you last appraised?
Within the last 12 months**



Source: Field Data, 2018

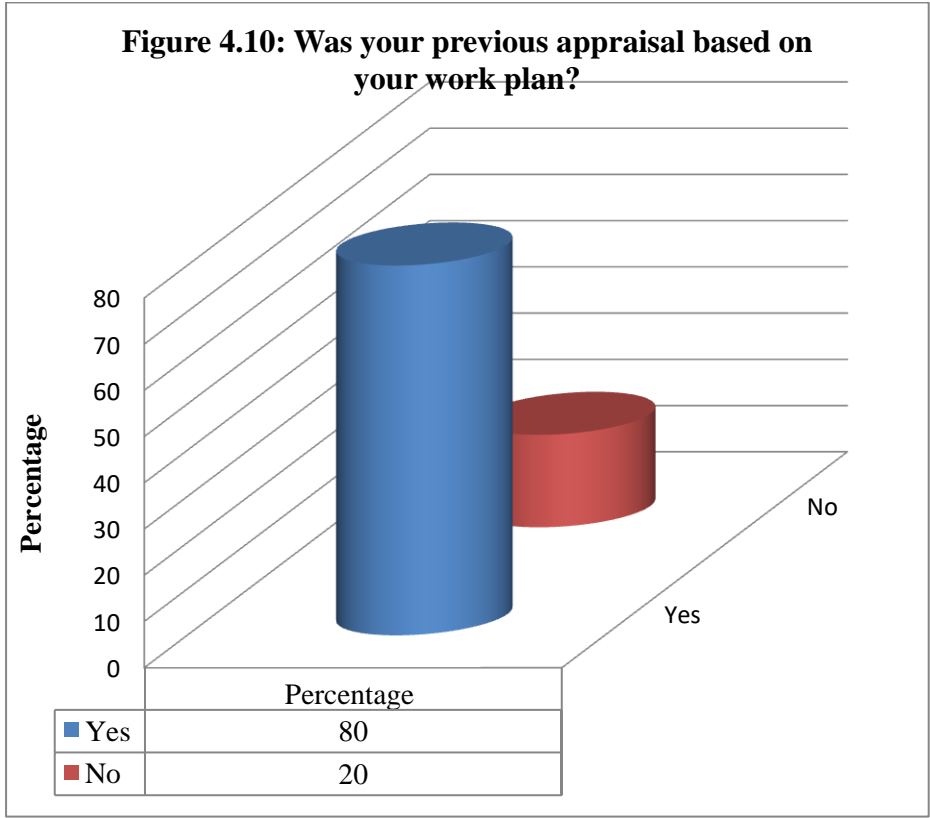
According to figure 4.8 above, 100% of respondents were you last appraised within the last 12 months.

Figure 4.9: How often are you appraised in your position?



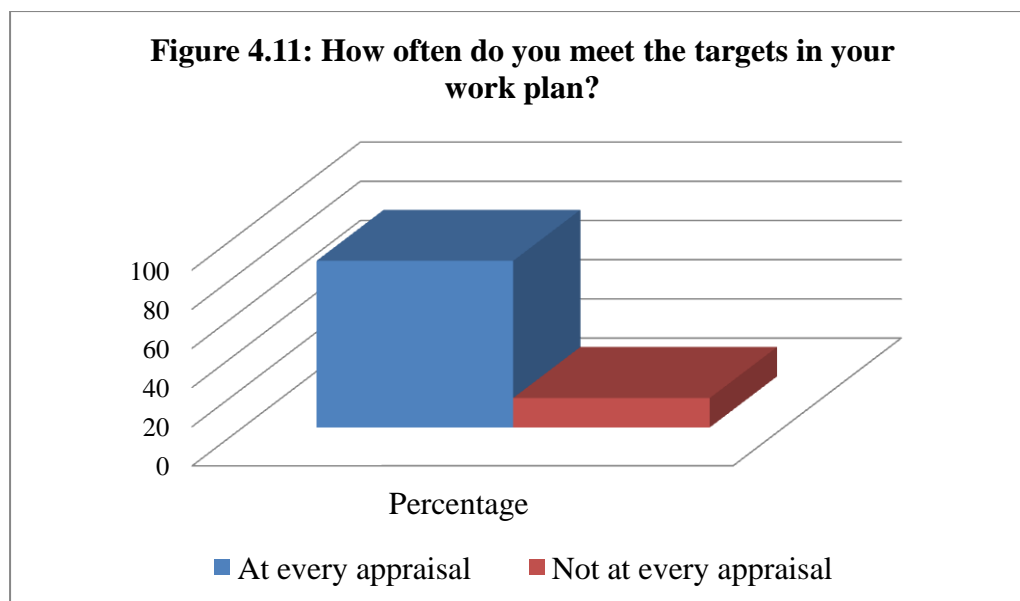
Source: Field Data, 2018

According to figure 4.9 above, 90% of respondents were appraised annually, 3% were appraised semi-annually while 7% were appraised quarterly. This means that the majority of employees at NIPA were appraised annually.



Source: Field Data, 2018

According to figure 4.10 above, 80% of respondents said their previous appraisal was based on their work plan while 20% said their previous appraisal was not based on their work plan. This means that the majority of employees’ performance appraisal was based on their work plan.



Source: Field Data, 2018

According to figure 4.11 above, 85% of respondents said they meet the targets in their work plans at every appraisal while 15% said they do not meet the targets in their work plans at every appraisal. This means that the majority of employees' meet the targets in their work plans at every appraisal.

Table 4.12: What does management do if you fail to meet your performance targets?

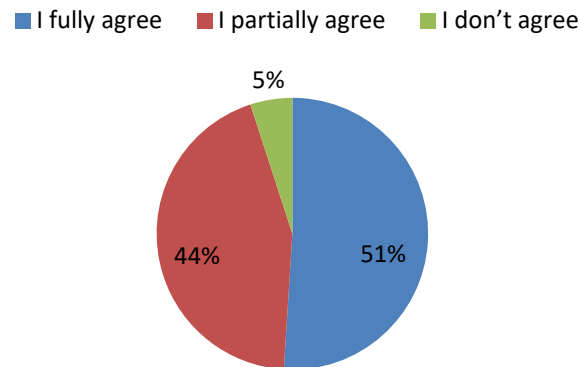
Response	Frequency	Percentage
Management tries to find out what the cause of poor performance is	2	3
Management does nothing to address the cause of poor performance	58	97
Total	60	100

Source: Field Data, 2018

According to table 4.12 above, 3% of respondents said management tries to find out what the cause of poor performance is, while 97% said management does nothing to address the cause of poor performance. This means that the majority of employees' thought that management does nothing to address the cause of poor performance.

EFFECTIVENESS OF THE APAS

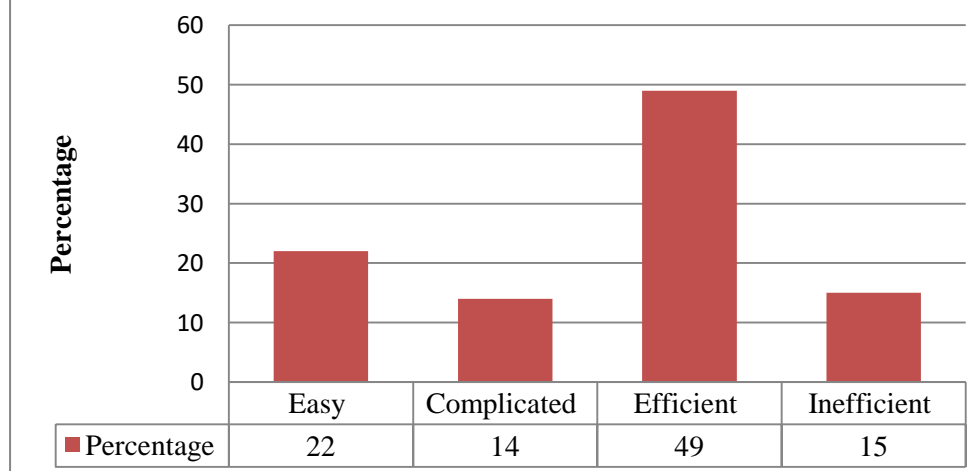
Figure 4.13: Do you agree that it is necessary for performance appraisal to be conducted in an organisation?



Source: Field Data, 2018

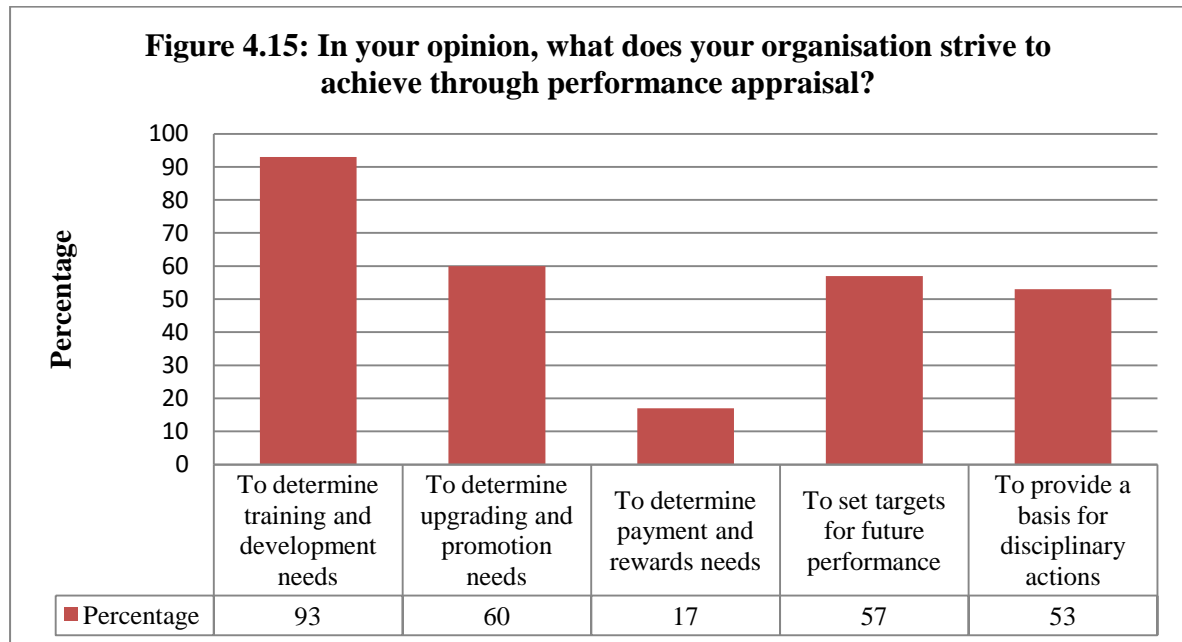
According to figure 4.13 above, 53% of the respondents agreed that it is necessary for performance appraisal to be conducted in an organisation, 47% partially agreed, and there was nobody who didn't agree that it is necessary for performance appraisal to be conducted in an organisation. This means that the majority of employees agree that it is necessary for performance appraisal to be conducted in an organisation.

Figure 4.14: How would you rate the performance appraisal in your organisation?



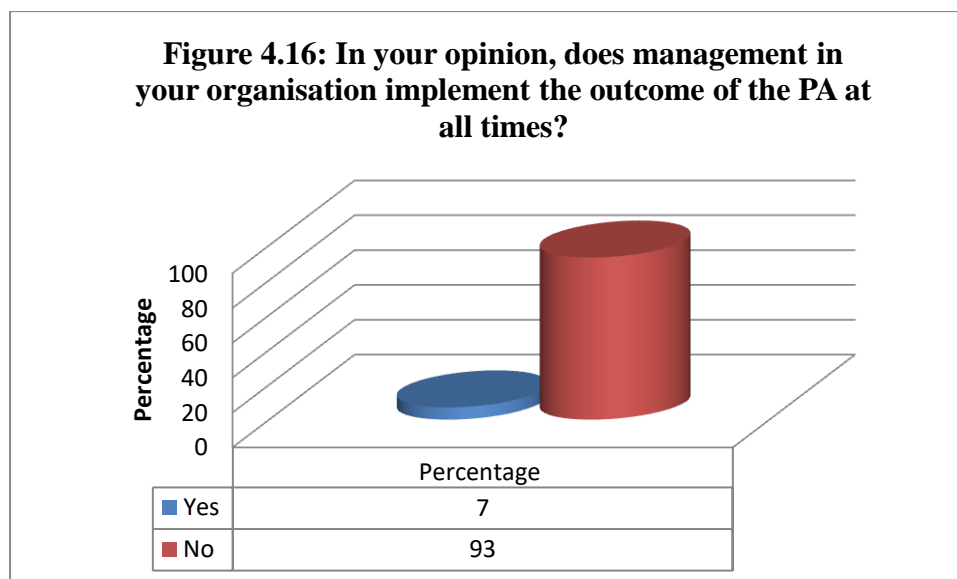
Source: Field Data, 2018

According to figure 4.14 above, 22% of the respondents rated the performance appraisal in their organisation as easy, 14% rated it as complicated, 49% rated it as efficient and 15% rated it as inefficient. This means that the majority of respondents rated the performance appraisal in the organisation as efficient.



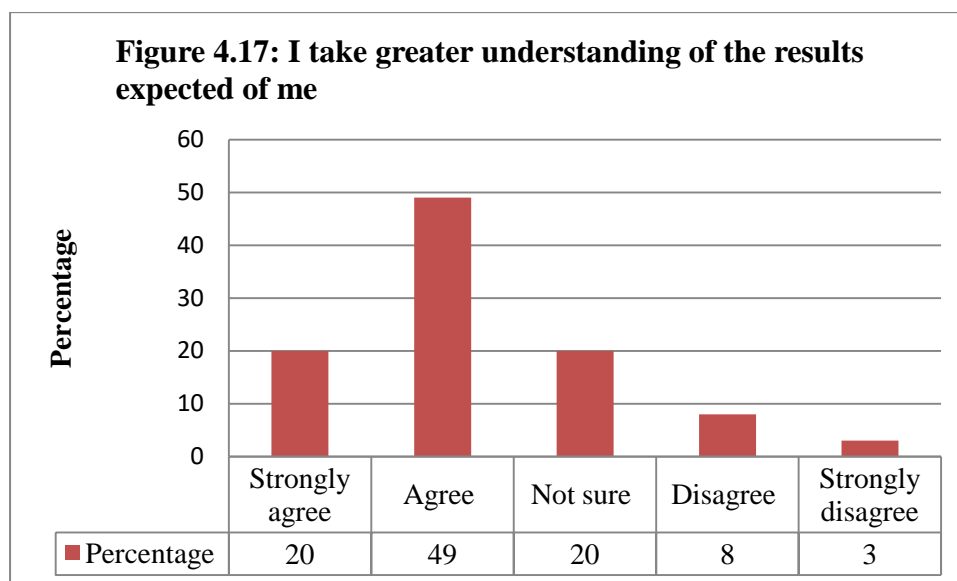
Source: Field Data, 2018

According to figure 4.15 above, 93% of the respondents said their organisation strives to determine training and development needs through performance appraisal, 60% said the organisation strives to determine upgrading and promotion needs, 17% said its to determine payment and rewards needs, 57% said it's for setting targets for future performance and 53% said it's for providing a basis for disciplinary actions. This means that the majority of respondents said their organisation strives to determine training and development needs through performance appraisal.



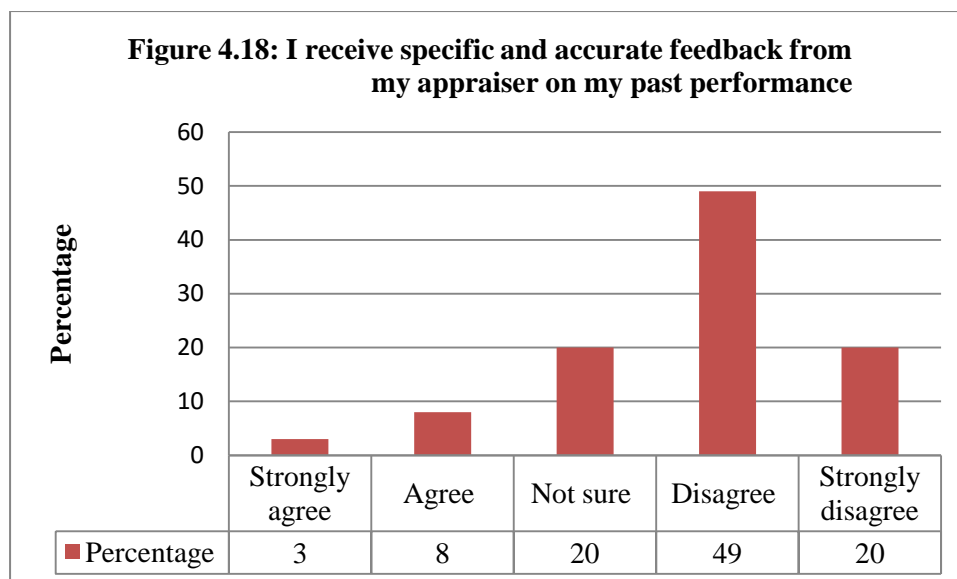
Source: Field Data, 2018

According to figure 4.16 above, 93% of the respondents said management in their organisation does not implement the outcomes of the PA at all times and only 7% said it does. This means that the majority of respondents said management in their organisation does not implement the outcomes of the PA at all times.



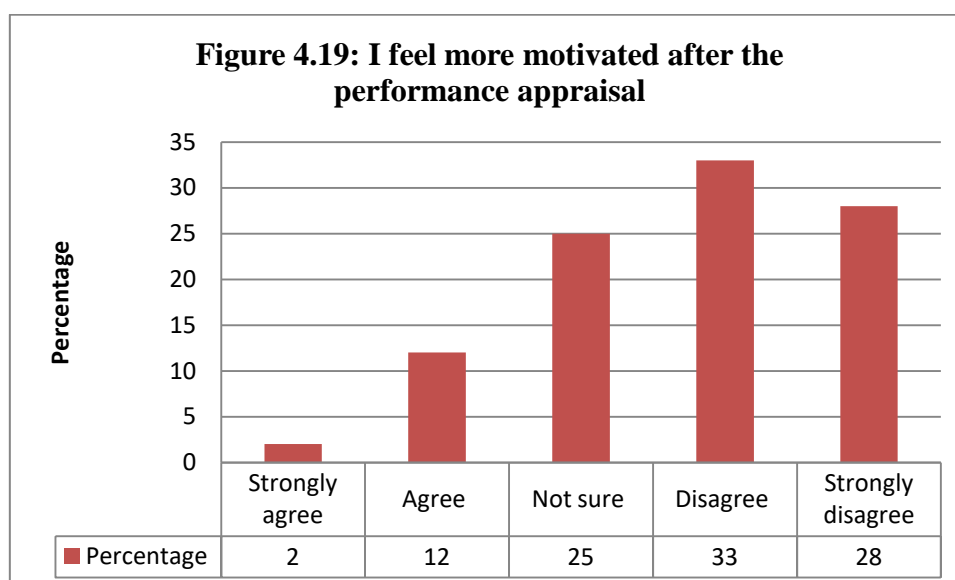
Source: Field Data, 2018

According to figure 4.17 above, 20% of the respondents said they strongly agreed that they take greater understanding of the results expected of them, 49% agreed, 20% were not decided, 8% disagreed and 3% strongly disagreed. This means that the majority of respondents (69%) said they agreed that they take greater understanding of the results expected of them.



Source: Field Data, 2018

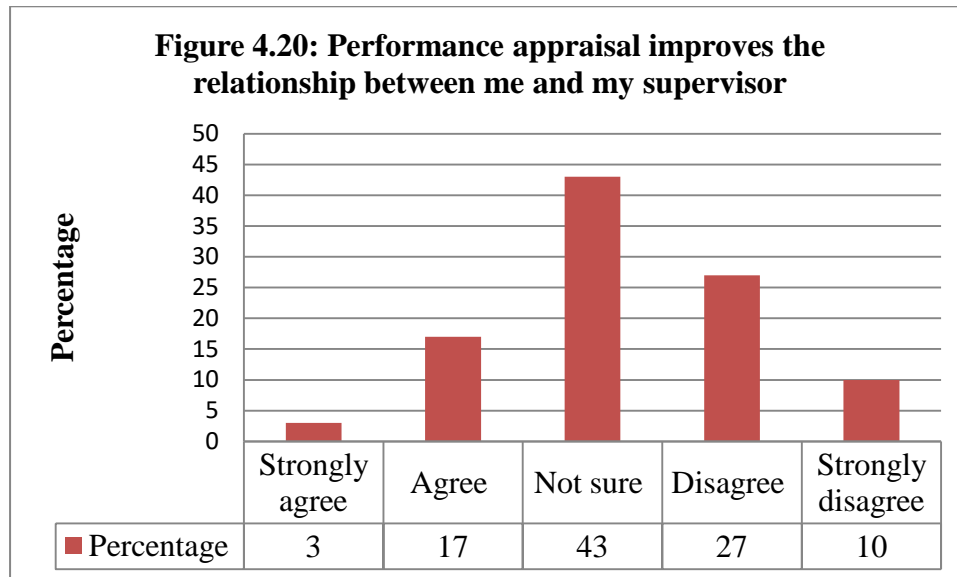
According to figure 4.18 above, 3% of the respondents strongly agreed that they receive specific and accurate feedback from their appraisers on their past performance, 8% agreed, 20% were not decided, 49% disagreed and 20% strongly disagreed. This means that the majority of respondents (69%) disagreed that they receive specific and accurate feedback from their appraisers on their past performance.



Source: Field Data, 2018

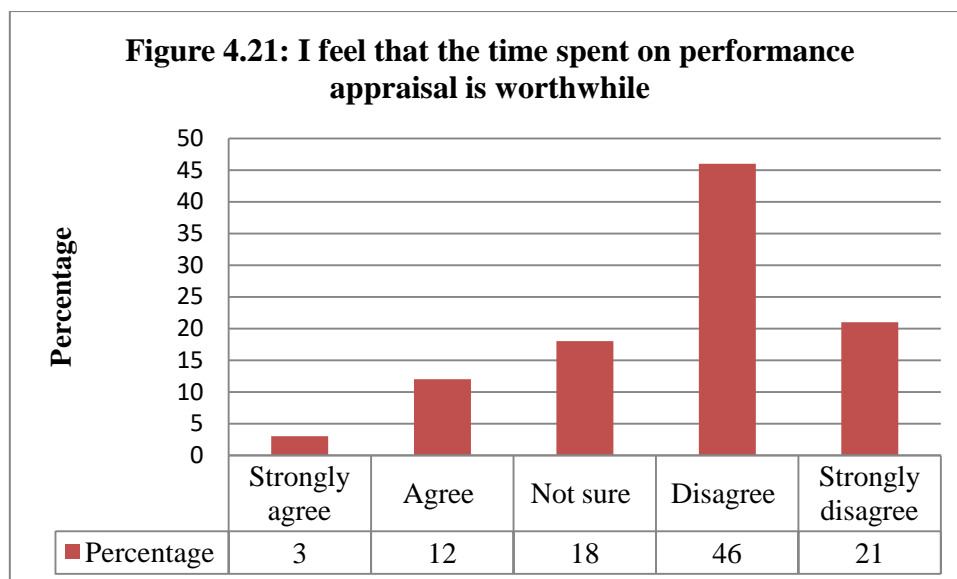
According to figure 4.19 above, 2% of the respondents strongly agreed that they felt more motivated after the performance appraisal, 12% just agreed, 25% were not

decided, 33% disagreed and 28% strongly disagreed. This means that the majority of respondents (61%) disagreed that they felt more motivated after the performance appraisal.



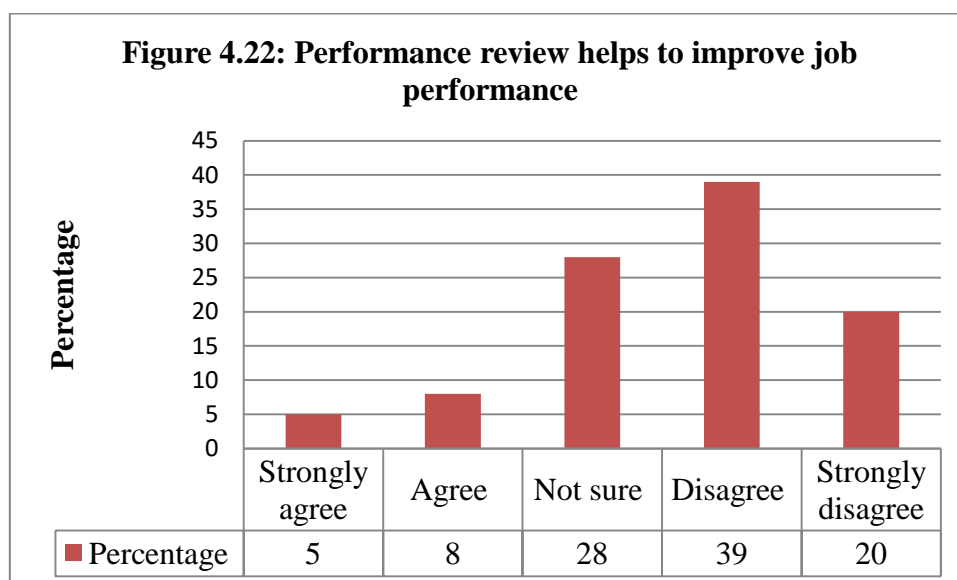
Source: Field Data, 2018

According to figure 4.20 above, 3% of the respondents strongly agreed that performance appraisal improved the relationship between them and their supervisors, 17% just agreed, 43% were not decided, 27% disagreed and 10% strongly disagreed. The majority of respondents (37%) disagreed that performance appraisal improved the relationship between them and their supervisors.



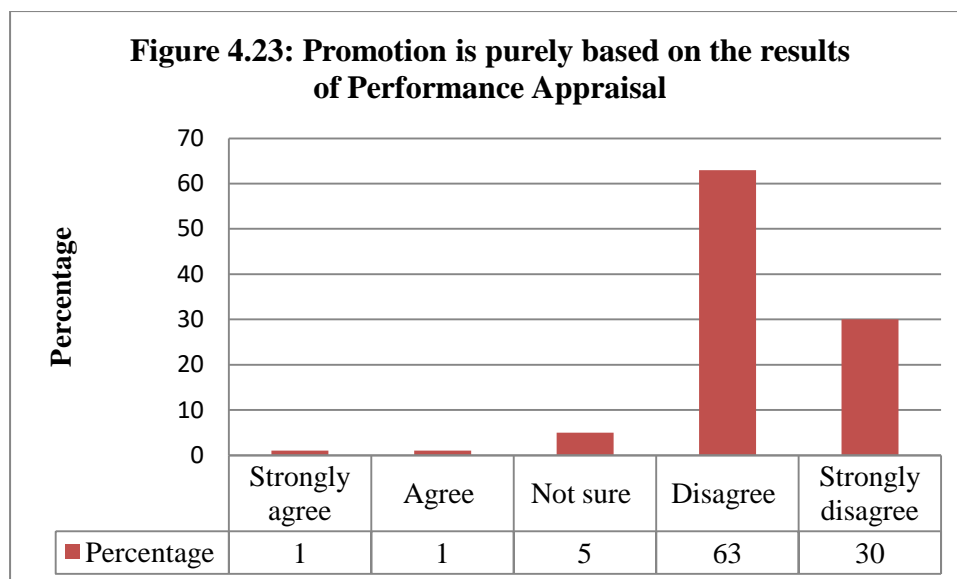
Source: Field Data, 2018

According to figure 4.21 above, 3% of the respondents strongly agreed that they felt that the time spent on performance appraisal was worthwhile, 12% just agreed, 18% were not decided, 46% disagreed and 21% strongly disagreed. The majority of respondents (67%) disagreed that they felt that the time spent on performance appraisal was worthwhile.



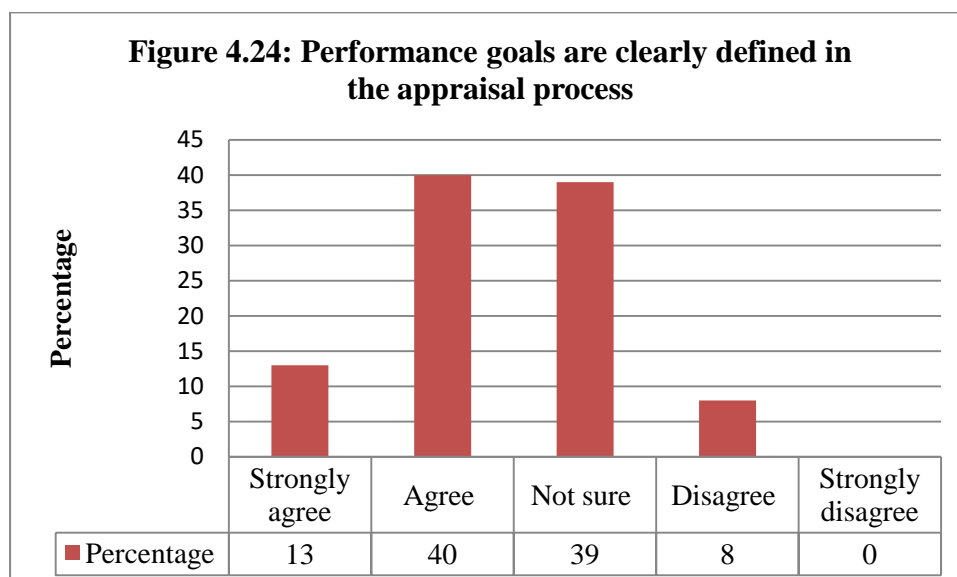
Source: Field Data, 2018

According to figure 4.22 above, 5% of the respondents strongly agreed that performance review helps to improve job performance, 8% just agreed, 28% were not decided, 39% disagreed and 20% strongly disagreed. The majority of respondents (59%) disagreed that performance review helps to improve job performance.



Source: Field Data, 2018

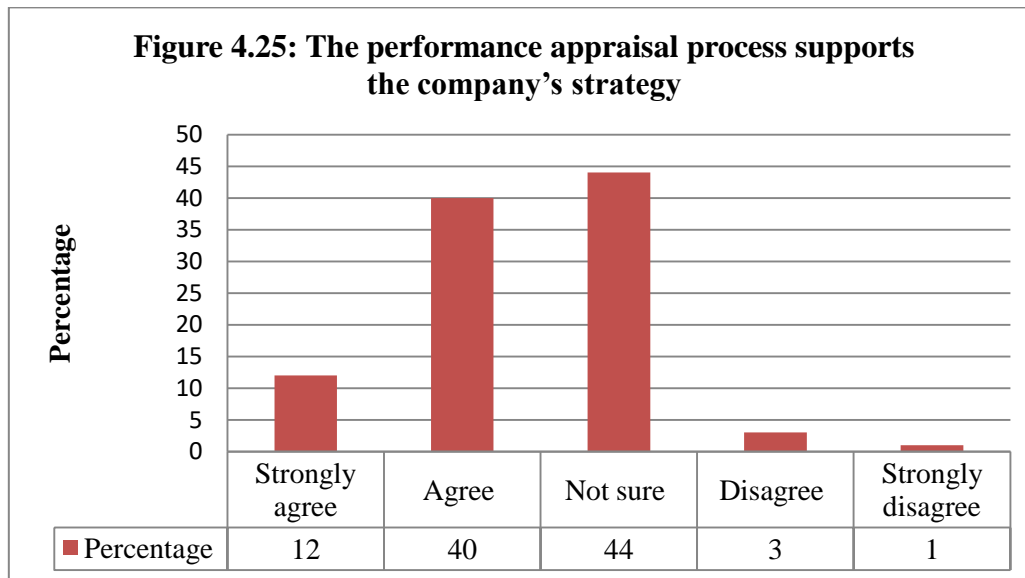
According to figure 4.23 above, 1% of the respondents strongly agreed that promotion is purely based on the results of performance appraisal, 1% just agreed, 5% were not decided, 63% disagreed and 30% strongly disagreed. The majority of respondents (93%) disagreed that promotion is purely based on the results of performance appraisal.



Source: Field Data, 2018

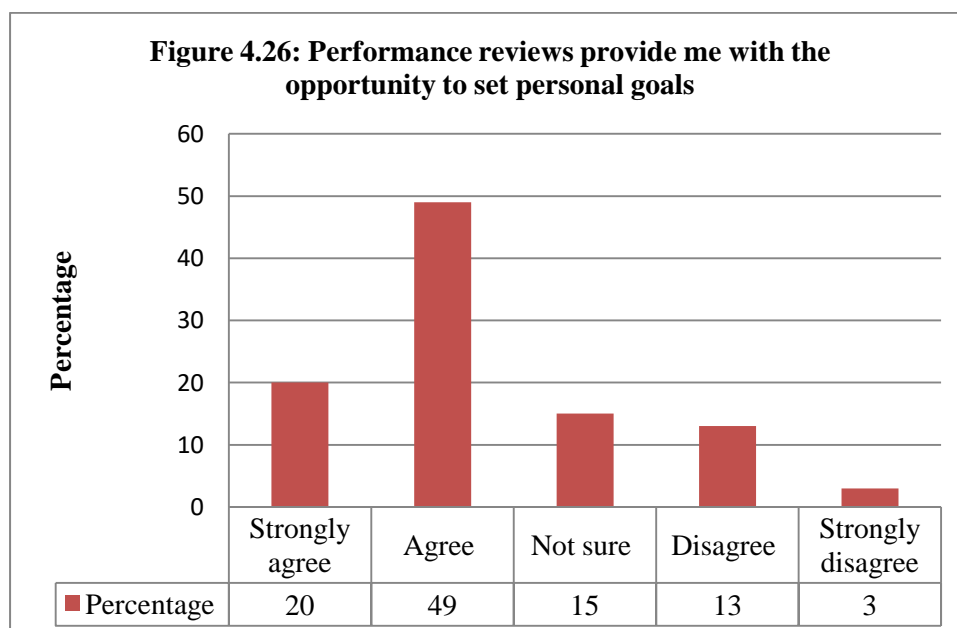
According to figure 4.24 above, 13% of the respondents strongly agreed that performance goals are clearly defined in the appraisal process, 40% just agreed, 39%

were not decided, 8% disagreed and 0% strongly disagreed. This means that the majority of respondents (53%) agreed that performance goals are clearly defined in the appraisal process.



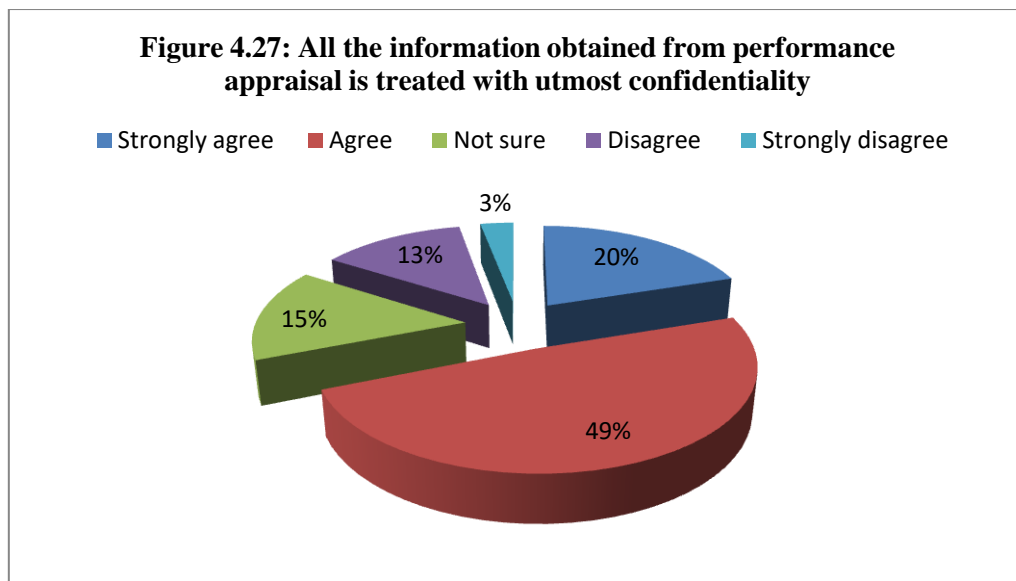
Source: Field Data, 2018

According to figure 4.25 above, 12% of the respondents strongly agreed that the performance appraisal process supports the company's strategy, 40% just agreed, 44% were not decided, 3% disagreed and 1% strongly disagreed. This means that the majority of respondents (52%) agreed that the performance appraisal process supports the company's strategy.



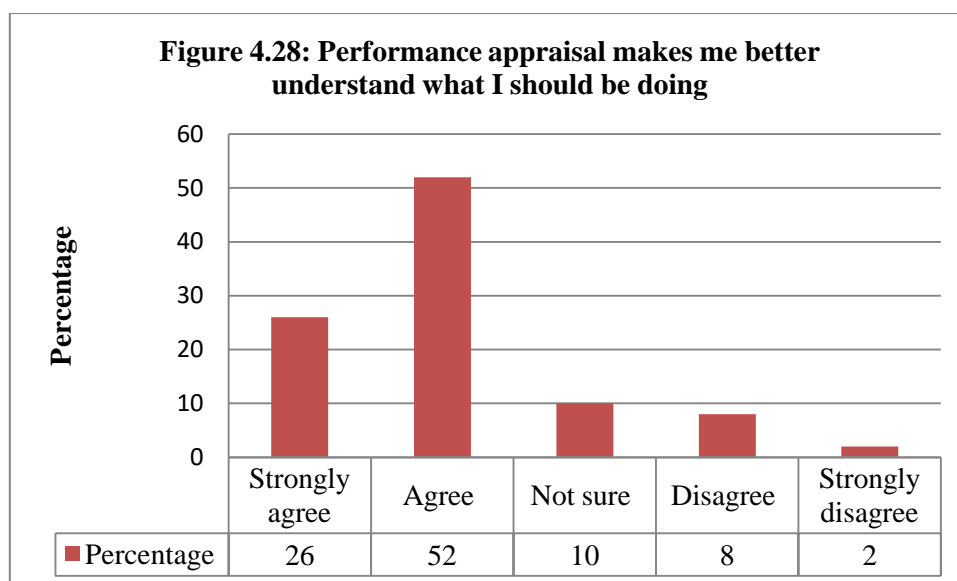
Source: Field Data, 2018

According to figure 4.26 above, 20% of the respondents strongly agreed that the performance reviews provide them with an opportunity to set personal goals, 49% just agreed, 15% were not decided, 13% disagreed and 3% strongly disagreed. This means that the majority of respondents (69%) agreed that the performance reviews provided them with an opportunity to set personal goals.



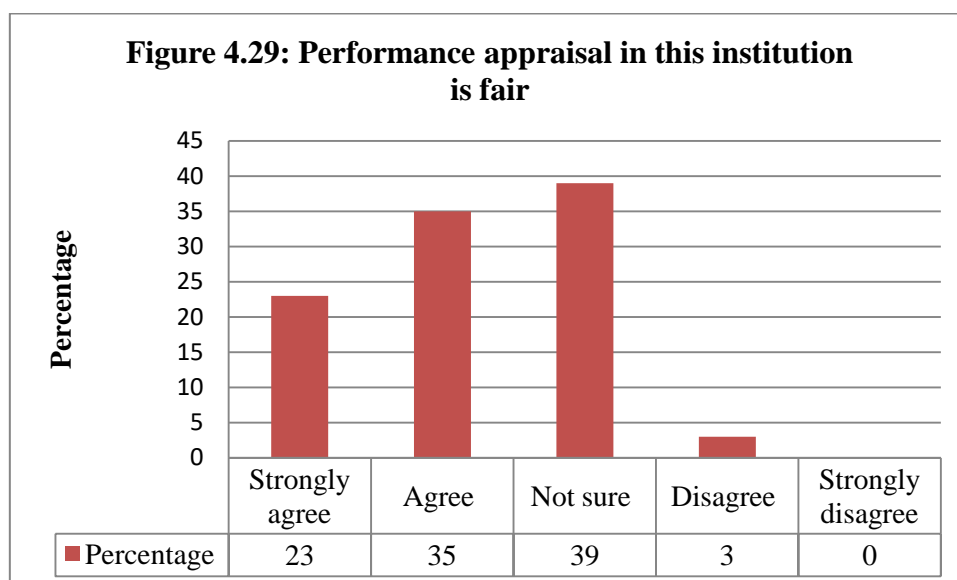
Source: Field Data, 2018

According to figure 4.27 above, 20% of the respondents strongly agreed that all the information obtained from performance appraisal is treated as confidential, 49% just agreed, 15% were not decided, 13% disagreed and 3% strongly disagreed. This means that the majority of respondents (69%) agreed that all the information obtained from performance appraisal is treated as confidential.



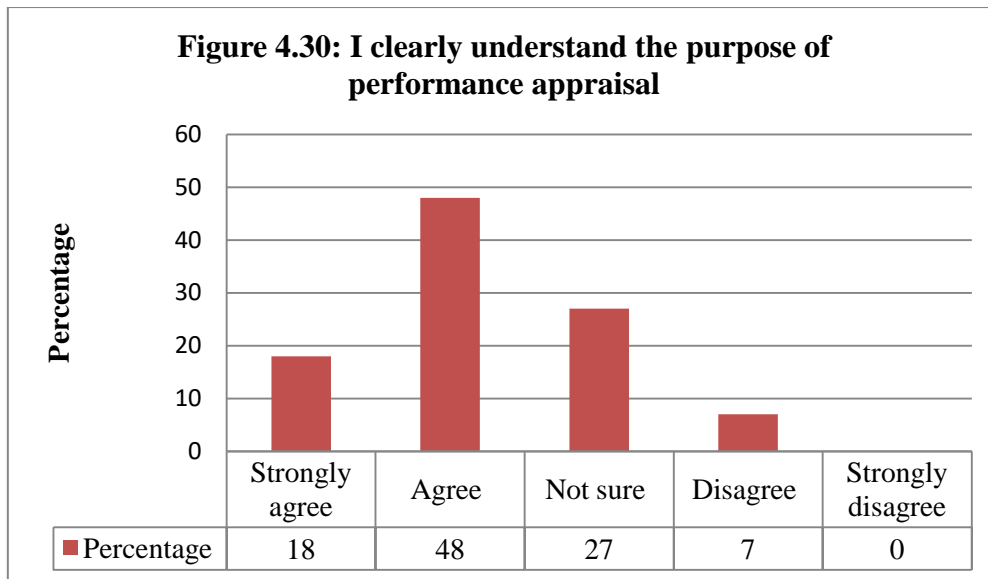
Source: Field Data, 2018

According to figure 4.28 above, 26% of the respondents strongly agreed that performance appraisal makes them better understand what they should be doing, 52% just agreed, 10% were not decided, 8% disagreed and 2% strongly disagreed. This means that the majority of respondents (78%) agreed that performance appraisal makes them better understand what they should be doing.



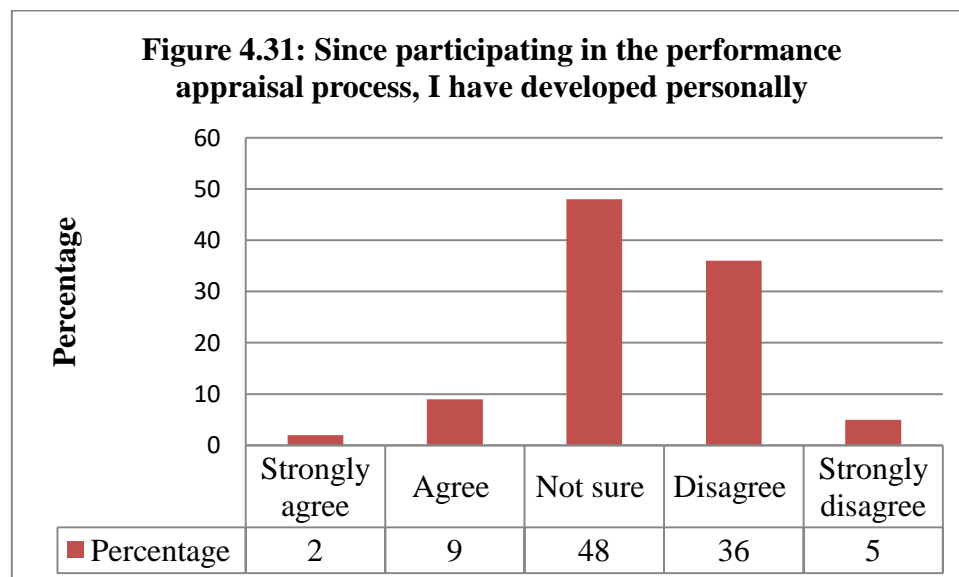
Source: Field Data, 2018

According to figure 4.29 above, 23% of the respondents strongly agreed that performance appraisal in this institution was fair, 35% just agreed, 39% were not decided, 3% disagreed and 0% strongly disagreed. This means that the majority of respondents (58%) agreed that performance appraisal in this institution was fair.



Source: Field Data, 2018

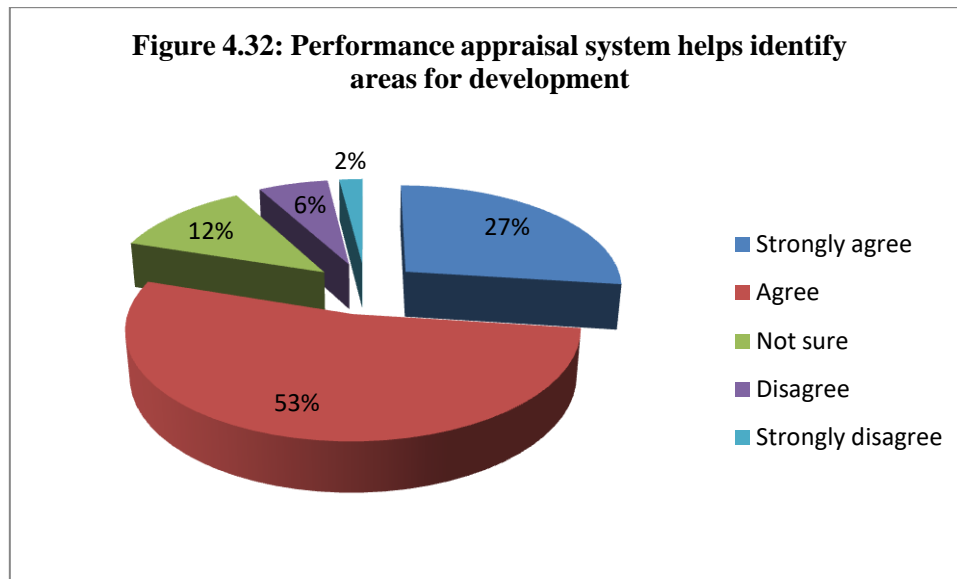
According to figure 4.30 above, 18% of the respondents strongly agreed that they clearly understood the purpose of performance appraisal, 48% just agreed, 27% were not decided, 7% disagreed and 0% strongly disagreed. This means that the majority of respondents (58%) agreed that they clearly understood the purpose of performance appraisal.



Source: Field Data, 2018

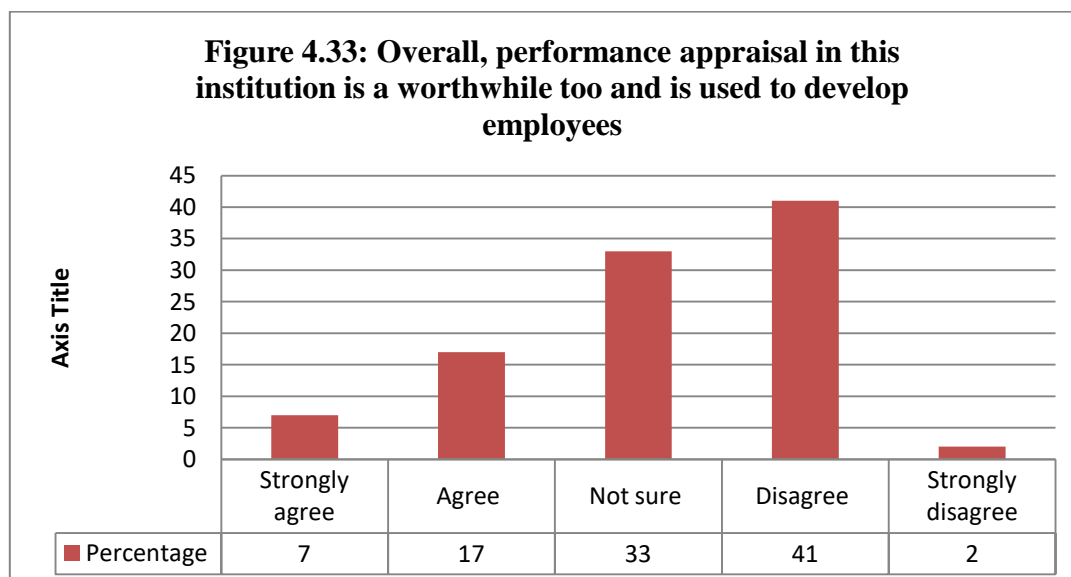
According to Figure 4.31 above, 2% of the respondents strongly agreed that since participating in the performance appraisal process, they had developed personally, 9% just agreed, 48% were not decided, 36% disagreed and 5% strongly disagreed. This

means that the majority of respondents (55%) agreed that since participating in the performance appraisal process, they had developed personally.



Source: Field Data, 2018

According to Figure 4.32 above, 27% of the respondents strongly agreed that performance appraisal system helped identify areas for development, 53% just agreed, 12% were not decided, 6% disagreed and 2% strongly disagreed. This means that the majority of respondents (80%) agreed that performance appraisal system helped identify areas for development.



Source: Field Data, 2018

According to figure 4.33 above, 7% of the respondents strongly agreed that performance appraisal in this institution was a worthwhile tool, 17% just agreed, 33%

were not decided, 41% disagreed and 2% strongly disagreed. This means that the majority of respondents (43%) disagreed that performance appraisal in this institution was a worthwhile tool and is used to develop employees.

4.3 CHAPTER SUMMARY

This chapter presented and interpreted the findings of the study. The research findings were based on the objectives of the study. The findings were presented using graphs, pie charts and bar charts.

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS AND ANALYSIS

5.1 INTRODUCTION

This chapter presents a general discussion of research findings and analysis of the data as presented in chapter four and links it to relevant literature. The discussions were made in line with the research questions which state as follows:

1. What elements of an effective appraisal system are contained in the Performance Appraisal System existing at the National Institute of Public Administration?
2. To what extent does effective Performance Appraisal motivate employees to improve their performance at the National Institute of Public Administration?
3. To what extent is Performance Appraisal a worthwhile tool at the National Institute of Public Administration?
4. To what extent is Performance Appraisal used to develop employees at the National Institute of Public Administration?

5.2 Discussion of Findings and Analysis by research question

5.2.1 Research Question One: What elements of an effective appraisal system are contained in the Performance Appraisal System existing at the National Institute of Public Administration?

In terms of measuring whether the performance appraisal process in the organisation is effective, the researcher looked at whether the process includes fundamental elements of an effective appraisal according to the literature. The elements that were discussed are fairness, employee-supervisor relationship, rewards linked to appraisal, accurate feedback, clearly defined goals, confidentiality and mutually set goals.

5.2.1.1 Fairness

According to the responses of the survey, 58% of respondents agreed that the performance appraisal system is fair. Rowland and Hall (2014) stated that fairness of

the appraisal system has emerged as the most essential issue to be faced by organisations. Fletcher (2004) also listed fairness as a crucial element of effective appraisal. Overall, fairness of the appraisal is not a major issue for the institution under study as it seems to be a vital part of their system and is an element of appraisal the institution values.

5.2.1.2 Employee - supervisor Relationship

A total of 43% of the respondents stated that they were not sure whether the appraisal system improves their relationship with the supervisor. 10% of these respondents strongly disagreed, while 27% disagreed. This is in contrast with Fisher (2012) who stated that a good employee - supervisor relationship was a major benefit of performance appraisal for all parties involved. Having meetings with a manager in relation to performance, gives employees the opportunity to discuss past performance and new targets and can often be a chance to speak about how well employees are getting on in the role. This may not be something many employees get an opportunity to do in larger organisations and consequently this can help build relationships and improve communication. The respondents overall seem not to be happy with the relationship with their supervisors as a result of the performance appraisal, and so this is a major concern for the institution.

5.2.1.3 Rewards tied to appraisal

Forty-six per cent of the employee's surveyed stated that their pay, benefits and promotion are not based on the performance appraisal. When employees were asked in question fifteen to choose what they felt were the aims the institution had for performance appraisal, 60% of the total respondents chose that it was to determine upgrading and rewards.

As previously stated, various organisations like to keep rewards and pay separate from appraisal as it can distract employees from the developmental elements of appraisal. Nevertheless, tying rewards to performance is commonplace across all industries and is widely recognised as an effective measure. By looking at the responses, the institution in question does not appear to use the appraisal as a method for determining rewards and pay, this is not necessarily a negative thing, but it is important that the institution makes participants aware of what they are using the

appraisal for. 22% of employees stated that they did not know whether appraisal results were linked to their pay and rewards.

5.2.1.4 Specific and Accurate feedback

As per the results of the survey, the majority of the respondents either disagreed or strongly disagreed that the feedback received was accurate and specific, (69%). Fletcher (2004) also noted that ensuring feedback is specific and accurate is one of the most important elements of performance appraisal.

While a large volume of the respondents disagreed that feedback was specific, 8% agreed and 3% strongly agreed. This element seems to be present in some appraisals but not in others. Performance Appraisals need to be parallel across the board for the system to be effective throughout the whole organisation.

5.2.1.5 Clearly defined goals

According to the results of the survey, 53% agreed somewhat with the statement that the goals are clearly defined for them in the appraisal meeting. 8% of the respondents disagreed; they felt the goals were not clearly defined in the appraisal process. But what is evident in these figures is that 39% were undecided whether the goals were clearly defined or not. This shows a lot of variation in how the appraisal is carried out by managers within the company, with some staff members agreeing strongly with how clear their goals are and some disagreeing.

5.2.1.6 Confidentiality

Piggot-Irvine (2013) stated that confidentiality is a vital element for effective performance appraisal. The majority of respondents (69%) agreed that all the information obtained from performance appraisal is handled confidentially, while 3% strongly disagreed. A response of 69% is strong enough and shows that the institution aims to ensure that the process is confidential at all times, although with a number of employees having disagreed, the institution is not doing enough to ensure confidentiality across the board.

5.2.1.7 Mutually set goals

The importance of employee participation in performance appraisal is colossal for the effectiveness of the procedure. Cawley et al (1998) stated that staff participation in the appraisal procedure has a major consequence on employee satisfaction and their

acceptance of the performance appraisal. Accordingly, including the employees in the process of setting goals is fundamental to the effectiveness of performance appraisal. When the respondents were asked whether they were involved in the process of setting goals, 69% of respondents stated that both they and the manager set the goals collectively. The remaining 31% of the employees surveyed stated that the manager set the goals alone. This is another strong response in terms of mutual involvement in the goal setting, but the inconsistency in how appraisal seems to be carried out is unmistakable, and needs to be dealt with.

Looking at the institution's appraisal in terms of the above elements, it is evident that all of them exist within the institution's aims, but some were more than others.

Fairness, confidentiality and the manager-appraisee relationship have been selected by respondents as being reasonably apparent in the appraisal process, while specific and accurate feedback, clearly defined goals and mutually set goals have more variety in terms of the responses. The element with the weakest presence in the appraisal system is having rewards tied to the appraisal.

The literature in Chapter 2 looked at the critics of performance appraisal and appraisal ineffectiveness, it revealed that many academics viewed performance appraisal as an expensive process, something that can cause conflict between the appraiser and appraisee, of little value and debilitating to the development of employee performance (Redman and Wilkinson, 2009).

The organisation needs to clearly set out what they want to achieve from the appraisal and what it should encompass. At the moment there is huge variety in the appraisals and what they aim to do. Pritchard (2007) argued that organisations need to eliminate performance appraisals that just go through the motions. They need to take time to question the current procedure and the way things are done and build a performance appraisal methodology that is fair and effective.

5.2.2 Research Question Two: To what extent does effective Performance Appraisal motivate employees to improve their performance at the National Institute of Public Administration?

A total of 61% of the employees surveyed disagreed that they are more motivated after performance appraisal. For employees to be motivated by something like

performance appraisal they need to have a good understanding of the system and need to benefit from it. Thus the result of this question negatively highlights how the institute's appraisal system is not fairly effective in motivating its employees.

Question twenty-two shows how the respondents felt about performance review and if it improves job performance. Of the 60 respondents surveyed, 59% of them disagreed that performance appraisal improved job performance. The main aim of Performance appraisal is to review previous performance, highlight the positives and set objectives to improve future performance. Having employees rate the appraisal system as negative in improving their performance is a major setback for the institution.

Research carried out on performance appraisal has demonstrated that features of performance appraisal can prompt positive employee reactions to performance appraisal which in turn can motivate employees to improve their performance, (DeNisi and Pritchard 2006). Selvarajan & Cloninger (2012) discussed how higher levels of perceived fairness and accuracy could lead to higher levels of employee appraisal satisfaction and motivation to improve performance in the future.

In question twenty-nine, 58% of the employees agreed that the appraisal was fair, while only 3% disagreed with the statement. This agrees with Selvarajan & Cloninger's (2012) hypothesis that employees' perception of fairness is linked to appraisal motivating employees.

From this, it is noticeable that Performance appraisal does motivate employees to improve their performance, but the organisation needs to do more to ensure this is the case with all employees.

5.2.3 Research Question Three: To what extent is Performance Appraisal a worthwhile tool at the National Institute of Public Administration?

Question thirteen of the survey asked the respondents if they agreed that it is necessary for Performance Appraisal to be conducted in an organisation. The result

from this proved that the majority of employees agree that it is a necessary tool, 51% fully agreed and 44% partially agreed.

Question thirty asked the employees to rate whether they agree or disagree that they clearly understood the purpose of performance appraisal. The results of this statement show that 66% of the respondents either agreed or strongly agreed that they understood the purpose of the performance appraisal.

The responses from these two questions display a positive result for the institution. They demonstrate that the institution has done a good job in highlighting the importance of performance appraisal to the employees and consequently the employees themselves can appreciate the reasons the tool is in place.

Question 31 stated as follows: Since participating in the Performance Appraisal process, I have developed personally. The respondents rated this question in the negative as compared to the two responses above.

While 11% of the respondents stated that they do agree with the statement, there are a higher number of respondents disagreeing with the statement. The responses show that 41% of respondents disagreed that performance appraisal had developed them personally, while 48% of them were undecided whether they have developed or not. Boachie-Mensah & Seidu (2012) previously stated that employees are likely to embrace and contribute to the Performance Appraisal scheme if they recognise it as an opportunity for personal development, but with a result like this one, the system does not seem to be doing its job of helping to develop employees involved. This is in line with the findings by Kamfwa's (2016) study that revealed that APAS was not effectively used in appraising performance in concerned Ministries. Critics of performance appraisal, Redman and Wilkinson (2009) also believed that Performance Appraisal can be debilitating towards the development of employee performance.

A study done by Bintu (2014) found that most staff believe the appraisal system is relevant and do not consider the appraisal process as a waste of time. It was noted that the process has helped in identifying systematic factors that are barriers to effective performance.

This objective looked at performance appraisal as a worthwhile tool and as a way of developing employees. The results have shown that the tool is not fully worthwhile, it

may need some fine tuning so that employees may be happy to be involved in the appraisal and see the system as a vital part of managing performance. In terms of developing employees, the institution has a lot of work to do in order to ensure their staff are gaining from the system and are seeing some personal improvements.

5.2.4 Research Question four: To what extent is Performance Appraisal used to develop employees at the National Institute of Public Administration?

According to chart 4.32 above, 27% of the respondents strongly agreed that performance appraisal system helped identify areas for development, 53% just agreed, 12% were not decided, 6% disagreed and 2% strongly disagreed. This means that the majority of respondents (80%) agreed that performance appraisal system helped identify areas for development.

This shows that the majority of employees (80%) perceive that performance appraisal in this institution is used to identify areas for employee development.

According to chart 4.31 above, 2% of the respondents strongly agreed that since participating in the performance appraisal process, they had developed personally, 9% just agreed, 48% were not decided, 36% disagreed and 5% strongly disagreed. This means that the majority of respondents (55%) agreed that since participating in the performance appraisal process, they had developed personally.

This shows that the majority of employees (55%) believe that even if the institution identifies areas for employee development, nothing is done about it. This is in contrast to Okafor's assertion that performance appraisals are used for employee developmental purposes.

5.3 CHAPTER SUMMARY

This chapter presented a general discussion of research findings and analysis of the data as presented in chapter four and linked it to relevant literature. The discussions were made in line with the research questions.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents the conclusion and recommendations of the study based on the research findings.

6.2 Conclusion

The aim of the dissertation was to examine the effectiveness of performance appraisal in institutions of higher learning according to the perception of the employees and in doing this establish:

- ❖ What elements of effective Performance Appraisal are present at the National Institution of Public Administration?
- ❖ Whether effective Performance Appraisal motivates employees to work harder and improve performance at the National Institution of Public Administration.
- ❖ Whether Performance Appraisal is a worthwhile tool and helps to develop employees at the National Institution of Public Administration.

To attain this aim the researcher reviewed literature in the area of performance appraisal and related areas comprehensively and then conducted a survey with employees of the Institution. The survey analysed the current system in place in the Institution.

A vast amount of the literature on performance appraisal demonstrated the benefits of having performance appraisal systems in place and looked at how they can be used for a variety of purposes. More recent academics discussed the ineffectiveness appraisal processes can have and the negative impact on the system and the organisation as a whole. They also stated how important it is to have a good performance appraisal system in place so that it does what it sets out to.

The research found that the majority of employees in the Institution were appraised and for the most part, have a performance appraisal meeting once a year.

The findings of this study have shown that the Performance Appraisal system in the Institution does contain many of the important elements that make the system effective, but these elements are intermittent and not present in every appraisal that is carried out.

The analysis of the research findings has shown that according to the employees, Performance Appraisal is not very effective in that it does not contain all the ten elements of an effective performance appraisal system. The system is a worthwhile tool quite alright; it motivates staff and helps them improve their performance. The institute's appraisal also includes the vast majority of effective performance appraisal objectives. While the system has its flaws and needs a lot of improving to get it to where it needs to be, it is going in the right direction and has some positive results.

6.3 Recommendations

The findings have revealed numerous potential weaknesses that are preventing the effectiveness of the system. A number of challenges have been identified and need to be manifested if the whole process is to be beneficial and fair to all the parties involved. The institution needs to improve the performance appraisal accordingly if it is to be successful in achieving its objectives. Below are the three recommendations the researcher has made for the institution to make its performance appraisal system more effective.

6.3.1 Greater Employee Involvement

For the appraisal to reach its potential and be of benefit to all involved, management should ensure that there is a higher level of employee involvement in the system than there is at present. Rankin & Kleiner (1988) specified that one of the key factors of Performance Appraisal was to have the supervisor and employee jointly identify ways to improve the employee's performance, and establish a development plan to support the employee in achieving their goals.

When employees are involved they take greater interest as they are given more of a voice. Greater employee participation is known to create an atmosphere of cooperation, reduces tension and rater–ratee conflict which could be caused by the appraisal, (Jordan, 1990).

6.3.2 More Development of employees in the appraisal

With poor results from the research in terms of how the appraisal developed the employees being appraised and how it enhanced performance, the management needs to ensure the system spends more time helping to develop employees, from identifying training needs, providing coaching and giving more accurate, constructive feedback. The ultimate purpose of performance appraisal is to allow employees to improve continuously (Bacal, 1999).

6.3.3 A consistent, one-for-all appraisal structure companywide

The most obvious issue with the current appraisal system in place in the organisation is the level of inconsistency that exists with how appraisals are carried out. The results of the survey showed that some appraisals are carried out more than once a year and yet others stated they have only one appraisal meeting every 18 months. There is also inconsistency in relation to who sets the goals, what the goals are based on and whether employees think the appraisal is efficient or inefficient.

The organisation should look to introduce a framework for Performance Appraisal within the company that sets out a number of important objectives such as fairness, confidentiality, employee development and mutual involvement. This framework would need to be explained to all involved in the process and training provided so as to ensure managers and employees are aware of how the system works and can stick to the guidelines.

6.4 Recommendation for Future Research

The researcher recommends that in future, a research can be undertaken that may employ both quantitative and qualitative approaches. Further, a research can be undertaken that covers more than one institution in order to investigate the effectiveness of performance appraisal across the whole industry. This would give the research wider coverage.

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Appendix 1: QUESTIONNAIRE

Dear Respondent,

My name is Peter Mumba, a Post Graduate Student at the University of Zambia (UNZA). I am conducting a research on assessing the Effectiveness of the Annual Performance Appraisal System (APAS) in Institutions of Higher Learning. The purpose of the study is to enable me, in part, fulfill the requirements for the award of a degree of Master of Business Administration (MBA).

You have been randomly selected to participate in this exercise. You are kindly requested to answer the questions in this questionnaire. You are sincerely assured that this exercise is purely for academic purposes and the responses you provide will be treated with maximum confidentiality. Kindly, respond to all questions herein as guided by the instructions.

Instructions

1. Do not write your name on the questionnaire.
2. Answer questions by ticking in the spaces provided.
3. For those questions that require explanation, write in the spaces provided.

Your cooperation will be highly appreciated.

Yours faithfully,

Research Student

SECTION A: BACKGROUND INFORMATION

1. Sex

a) Male ☐

b) Female ☐

2. Age

a) 18-25 years ☐

b) 26-35 years ☐

c) 36-45 years ☐

d) 46-55 years ☐

e) Over 55 years ☐

3. Marital status

a) Unmarried ☐

b) Married ☐

4. Highest level of education attained

a) Certificate ☐

b) Diploma ☐

c) Bachelor's degree ☐

d) Master's degree ☐

e) Other specify

SECTION B: EMPLOYMENT BACKGROUND

5. How long have you been working for NIPA?

a) Less than 5 years ☐

b) 5 – 10 years ☐

c) 10 – 15 years ☐

d) 15 – 20 years ☐

e) Above 20 years ☐

6. What Division/ department do you fall under?

- a) Management Studies Division ☐
- b) Business Studies Division ☐
- c) Outreach Programmes Division ☐
- d) Research, Consultancy and Development Division ☐
- e) Administration Department ☐

7. Do you get appraised?

- a) Yes ☐
- b) No ☐

8. When was your last appraisal?

- a) Within the last 12 months ☐
- b) Any other.....

9. How many times have you been appraised in your current position?

- a) 1 - 3 ☐
- b) 4 - 6 ☐
- c) 7 - 9 ☐
- d) 10 – 12 ☐
- e) 13 – 15 ☐
- f) Any other:

10. Was your previous appraisal based on the work plan?

- a) Yes ☐
- b) No ☐

11. How often do you meet the targets in your work plan?

- a) Once a year ☐
- b) Twice a year ☐
- c) When need arises ☐

12. Is the work plan for your job evaluated annually?

a) Yes ☐

b) No ☐

13. If your answer to question 11 above is No, explain why

.....
.....

SECTION C: EFFECTIVENESS OF THE APAS

14. How often are you appraised on the annual basis?

a) Once ☐

b) Twice ☐

c) Any other.....

15. Do you agree that it is necessary for Performance Appraisal to be conducted in an organisation?

a) I fully agree ☐

b) I partially agree ☐

c) I don't agree ☐

14. How would you rate the Performance Appraisal method in your organisation?

a) Easy ☐

b) Complicated ☐

c) Efficient ☐

d) Inefficient ☐

15. In your opinion, what does your organisation strive to achieve through Performance Appraisal?

Please select as many as relevant

a) To determine training and development needs ☐

b) To determine upgrading and promotion ☐

c) To determine payment and rewards ☐

d) To review performance ☐

e) To set targets for future performance ☐

☐

f) To provide basis for disciplinary actions

g) Any other:

.....

16. I take greater understanding of the results expected of me.

a) Strongly agree ☐

b) Agree ☐

c) Not sure ☐

d) Disagree ☐

e) Strongly disagree ☐

17. I receive specific and accurate feedback from my manager on my past performance. ☐

a) Strongly agree

b) Agree ☐

c) Not sure ☐

d) Disagree ☐

e) Strongly disagree ☐

18. I feel more motivated after performance appraisal

a) Strongly agree ☐

b) Agree ☐

c) Not sure ☐

d) Disagree ☐

e) Strongly disagree ☐

19. Performance appraisal improves the relationship with my supervisor.

a) Strongly agree ☐

b) Agree ☐

c) Not sure ☐

d) Disagree ☐

e) Strongly disagree ☐

20. I feel that the time spent on PA is worthwhile.

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

21. Performance Review improves job performance

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

22. Promotion is purely based on Performance Appraisal

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

23. Performance Goals are clearly defined in the appraisal process

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

24. The Performance Appraisal process supports the Institution's Strategy

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

25. Performance Reviews provide me with the opportunity to set personal goals

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

26. All the information obtained from PA is confidential.

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

27. Performance appraisal makes me better understand what I should be doing.

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

28. Performance appraisal in my company is fair.

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

29. I clearly understand the purpose of performance appraisal.

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

30. Since participating in the Performance Appraisal process, I have developed personally.

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

31. The Performance Appraisal System helps identify areas for development.

- a) Strongly agree ☐
- b) Agree ☐
- c) Not sure ☐
- d) Disagree ☐
- e) Strongly disagree ☐

THE END
THANK YOU!!!!

Appendix 2: Ethical clearance letter