

**AN INVESTIGATION INTO THE FACTORS AFFECTING THE IMPLEMENTATION
OF THE PERFORMANCE APPRAISAL SYSTEM (PAS) IN SECONDARY SCHOOLS
OF PETAUKE DISTRICT, ZAMBIA**

By

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**A dissertation submitted to the University of Zambia in partial fulfillment of the
requirements for the award of the degree of Master of Education in Educational
Administration and Management**

The University of Zambia

LUSAKA

2019

DECLARATION

I Joackim Pelekamoyo hereby declare that this dissertation is my own original work and has not previously been submitted to any other institution of Higher education except in the case where acknowledgement has been made in the text.

Author's Signature.....Date.....

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CERTIFICATE OF APPROVAL

This dissertation of Joackim Pelekamoyo has been approved for the partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Administration and Management of the University of Zambia.

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ABSTRACT

The purpose of this study was to investigate the factors hindering the implementation of the Performance Appraisal System (PAS) in two selected secondary schools of Petauke District, Zambia. Specifically, the objectives of the study were to ascertain the extent of the implementation PAS in order to determine how effectively it is implemented in schools; to establish the perceptions of the administrators and teachers with regard to the purpose of the implementation of the PAS; to probe the factors hindering the implementation of PAS in order to establish their effect on performance appraisal in schools and to suggest mitigation strategies that should be practiced in order to achieve the implementation of the PAS in schools. This study was guided by the theory of organizational readiness. The study utilized the case study design. 32 participants were selected using homogenous sampling and purposive sampling. These comprised of 1 District Education Board Secretary (DEBS), 1 Human Resource Management Officer (HRMO), 2 Headteachers, 2 Deputy Headteachers, 14 Heads of Departments (HODs) and 12 class teachers. Using the qualitative research procedure data was collected through interviews, focus groups discussions and documentary analysis. Thematic analysis was used to analyse data. Results shows that PAS was ineffectively implemented since it was not conducted regularly and annually. The findings from the second objective revealed that administrators and teachers had very limited understanding as well as knowledge about the purpose of implementation of the PAS. The study further established major factors that had hindered the implementation of PAS which included relationships, time consuming, lacked training and pressure of work. Additionally, inadequate content in PAS form, lack of cooperation, differential in educational levels, negative attitudes, inconsistent are also factors that hindered the implementation of PAS. On the other hand, documentary analysis showed that there were no policy, circulars and user guides in schools. The suggested strategies were provision of training and induction, PAS be conducted twice year, feedback, monitoring and budgeting. Based on the above findings, it could be concluded that PAS had not been effectively implemented in secondary schools. Due to the poor execution of PAS, the study recommends conduction of PAS biannually; train or induct administrators and teachers; revision of PAS forms; provision of policy and user guide; PAS be used to identify teachers for rewards.

Keywords: *performance appraisal system, performance appraisal, implementation, factors*

DEDICATION

I dedicate this research to the Almighty God for his blessings and protection. I also dedicate this study to my late mother Prosperina Njobvu Pelekamoyo who gave me the inspiration to excel in life and my father Joachim Pelekamoyo for his encouragement. The dedication also goes to my wife Margret Mulenga for taking care of our children during my full-time study period, and to my children Naliwe, Joackim, Chilufya, Blessings, and Kapika for believing in me, and sharing my dream. Further, this work is also dedicated to my young siblings Joan, Janet, Jephther and Pyopyo for their moral support.

ACKNOWLEDGEMENTS

I thank my supervisor, Mr. Henry Msango for his professional guidance and assistance towards my work.

My very special and everlasting thanks goes to my Educational Administration and Management course mates for their encouragement and support throughout my study. I wish to extend my deepest sincere gratitude to my friends Jacob Hussein Munshi and Evan NKumbwa. Also special thanks goes to my brother in-laws; Kelly Mulenga and Xhlumalo Nanguzgambo for their moral support.

I also thank all the respondents that participated in this research as they made it possible for the dissertation to be a success. Finally, I thank Dr. G. Masaiti and Dr. F. Chipindi for their consistent encouragement towards my work.

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DEFINITION OF TERMS

Performance Appraisal System: Refer to as the formal assessment and rating of individual's work performance by their supervisor or manager at the reviewing meeting (Armstrong, 2006).

Performance appraisal: refer to as systematic evaluation tool for identifying, evaluating and developing the work performance of employees in relation to job standards (Fish, 2016).

Appraisal: Refer to as a process of assessing or reviewing the performance of an employee in relation to assigned duties, roles and responsibilities. Generally, appraisal was conducted by the supervisor either once or twice in a year (Josh, 2013).

Appraiser: Refer to a supervisor or manager who performed the appraisal and assessed the Performance of the subordinate.

Appraisee: Refer to an individual who underwent appraisal and whose performance was assessed by his or her close superiors.

Implementation: Refer to as a process in which activities designed are put into practice or effect.

ACRONYMS AND ABBREVIATIONS

ACR	Annual Confidential Report
APAS	Annual Performance Appraisal System
DEBS	District Education Board Secretary
HOD	Head of Department
HRMO	Human Resource Management Officer
PAS	Performance Appraisal System
PEO	Provincial Education Officer
MMD	Movement for Multiparty Democracy
MOGE	Ministry of General Education
PMP	Performance Management Package
PRSP	Public Service Reform Program
PSMD	Public Service Management Division
TSC	Teaching Service Commission

CHAPTER ONE: INTRODUCTION

The study investigated the factors affecting the implementation of the Performance Appraisal System (PAS) in selected secondary schools of Petauke district. This chapter presents the introduction, background to the study, statement of the problem, purpose of the study, objectives, research questions, and significance of the study, delimitation of the study, limitation of the study, theoretical framework and conceptual framework.

1.1 Background

The Performance Appraisal System (PAS) as a tool for appraisal was introduced into public schools by the Zambian government with the view of improving teacher performance in order to regain and sustain quality education in schools. Despite the existence of Performance Appraisal System in schools, one ethical problem that arose between the administrators and teachers was that of rewards and recognition for promotions (Kanchebele, 2012).

The PAS in Zambia could be traced way back to the 1990s when various Government Ministries were restructured. PAS was introduced by the International Monetary Fund (IMF) as one of conditions with an aim of improving the civil service performance in various ministries (Mate, 2006). However, in 1993 the Zambian government launched the Public Service Reform Program (PSRP) and within the framework of the PSRP was the Performance Management Package (PMP) which had the component of the PAS as reported by Kanchebele (2012). In 2003, appraisal system was introduced in the MOGE when the Ministry was restructured (Kamfwa 2016). During this time PAS was earlier referred to as Annual Performance Appraisal System (APAS) in Ministry of General Education (MOGE). But in 2015, the APAS was changed to PAS with the view that it could be used at any given time of the year. The PAS in MOGE was implemented with an aim of improving service delivery in terms of teaching.

According to Kanchebele (2012) PAS was meant to assess organisational and individual performance objectively using the work plans and with the set targets. To ensure the credibility of the PAS, it was linked to the Ministries' Strategic Plan. In the case of the MOGE, each school had its strategic plan where individuals' Work Plans were drawn from. Furthermore, PAS as an instrument was used to assess the teacher performance which was linked to rewards and

sanctions including staff development and skills training. In addition, PAS brought the culture of work planning in terms of schemes of work, lesson plans, records of work or weekly cast planning as reflected in their individual work plan (GRZ, 1997).

PAS was actually the replacement of the Annual Confidential Reporting System (ACR) in both the public civil and teaching service. The ACR had become irrelevant since it was seen as not contributing to the improvement of employee performance (Mate, 2006; GRZ, 1997). Kanchebele (2012) explains that ACR as the appraising tool only reviewed individual attributes such as punctuality, obedience and it was serving very little purpose. The ACR was secretively used by administrators and it was considered as a confidential document that teachers had no access to. It was also highly subjective as it lacked focus on individual teacher performance. Furthermore, the ACR was not directly linked to the identification of the performance gaps and training needs as there were no specific set targets. Therefore, the PAS in the Ministry of General Education was introduced and implemented as to restore the lost credibility to the teacher appraisal system. However, PAS had not achieved much what it was intended for as compared to ACR since teachers are not formally appraised by having interviews. Also, PAS had not achieved most of its purposes since it was implemented in the ministry as cited by (GRZ, 1997).

The PAS was a highly objectively oriented tool as it is focused on improving individual teacher performance in schools. The PAS was to be conducted between the appraiser and appraisee under an agreed conducive environment in the schools. During the appraisal sessions, the appraiser who was the administrator used set targets in the individual teacher work plan to assess the appraisee's performance. The grading of the scores to the set targets in the PAS was done by both parties agreeing on the scores and feedback was given to the appraisee in regard to performance. The PAS was associated with rewards, promotions, salaries, sanctions and, identification of staff development and training needs. However, it was noted that these activities of appraisal were not actually performed by both parties. Meyer (1991) observed that the chances of failure in implementing performance appraisal far outweigh the chances of its success in many institutions. PAS seem to had failed as it contributed very little to the quality of teacher performance as it was seen in the learners' performance. In all schools PAS existed, but did not fully deliver results as originally intended. Also, Tompwe (2016) explained that teachers were not interviewed but were only made to complete PAS forms as an implementation process of the

PAS. Therefore, the aim of this research was to investigate the factors that were hindering the implementation of the Performance Appraisal System (PAS) in secondary schools of Petauke District, Zambia.

1.2 Statement of the Problem

The Ministry of General Education (MOGE) implemented the Performance Appraisal System (PAS) in 2003 with the view of improving teacher performance as well as making them accountable for learner performance. The PAS was being implemented by immediate supervisors annually for permanent staff and bi-annual for the probation or upgrading staff. It was intended to help teachers identify their weaker areas so that they could improve their work performance. But, it's observed that despite having the PAS in place, there had been no relationship established between the PAS and teacher performance as seen in the learner's performance.

Tompwe (2016) showed that appraisals were not being formally conducted annually, unless supervisors were processing cases for promotions, confirmations and upgrade of workers to the Service Commission. In addition, the Teaching Service Commission (TSC) during the ZNBC Radio two program on 18th March 2018 acknowledged that appraisals (PAS) were ineffectively implemented in schools. Therefore, there was need to investigate the factors that hindered the effective implementation of the PAS in schools in Zambia.

1.3 Purpose of the study

The purpose of this study was to investigate the factors hindering the implementation of Performance Appraisal System in selected secondary schools of Petauke District in the Eastern Province.

1.3.1 Objectives

The objectives of this study were

- i. To ascertain the extent, the implementation of PAS in order to determine how effectively it is implemented in schools.

- ii. To establish the perceptions of the administrators and teachers with regard to the purpose of the implementation of the PAS in schools.
- iii. To probe the factors hindering the implementation of PAS in order to establish their effect on performance appraisal in schools.
- iv. To suggest mitigation strategies that should be practiced in order to achieve the implementation of the PAS in schools.

1.3.2 Research Questions

- i. How was the implementation of the PAS in schools?
- ii. What are the perceptions of the administrators and teachers with regard to the purpose of implementing the PAS in schools?
- iii. What were the major factors hinder the implementation of PAS and their effects on performance appraisal in schools?
- iv. What would be some of the mitigation strategies need to be practice to achieve the implementation of PAS in schools?

1.4 Significance of the Study

This study focuses on PAS in Zambian school systems. There are very few studies that have been conducted in this area. It means knowledge and practices about appraisals in the education Zambia system are very scanty. Therefore, this study would be useful to the Policy makers, PEO, DEBS and School administrators for them to identify and overcome the factors hindering the implementation of PAS within the school systems. Further, the study would add new knowledge to the subject of PAS by the inclusion of identified factors and strategies to foster the smooth implementation of the PAS in schools.

To the stakeholders, the study proposed strategies that the Education Standard Officers were to adopt to carry out continuous monitoring of the performance appraisal in all schools and where necessary modify it to suit the Ministry.

1.5 Delimitation of the study

The study was restricted to two (2) selected urban secondary schools in Petauke District.

1.6 Limitation of the study

The limitation of the study was that it covered only two secondary schools in Petauke District as the researcher had limited time and inadequate resources. Accessibility to documents was also a constraint.

1.7 Theoretical framework

This study was guided by the theory of organisational readiness which was one of the theories of the implementation which was developed by Weiner in 2009. This theory was referred to organisational member's change commitment and change efficacy to the implementation organisational change. To implement the change, it requires personal commitment by each person who is to contribute something to have a joint action. Members of the organisation should be committed to implement any change and value the change as well as feel obliged. In addition, change efficacy refers to members of the organisation who share the beliefs in their collective capabilities to organize and execute the course of action involving change implementation. Hence, when the change efficacy is high people share a sense of confidence that collectively positively affect the implementation of change such as policies, programs, processes and practices (Weiner, 2009).

According to Weiner (2009) contend that organisation need to exhibit a high readiness to implement change but low readiness would negatively affect the implementation. The good managerial relationship was necessary for promoting a sense of organisational readiness for any effective implementation of change. Conversely, when leaders are inconsistent in their communication of messages or action it would result into member to unlikely to hold the common perception of readiness which impairs the implementation of change. This theory of organisational readiness explains that an effective implementation of change, it would always

depend on the change efficacy which had three determinants of implementation capability. These three determinants of implementation capability include task demand, resource availability and situational factors. Therefore, leaders should always consider human resource, financial, materials, time and internal political environment in the implementation process of change.

The theory of organisational readiness suggest that when the readiness to change was greater it result into having a successful change implementation in the organisation (Weiner, 2009). It was believed that when organisational readiness for change was high workers are more likely to implement change such as policies, procedures or practices. This had enabled these workers to support such change and also exhibit greater persistence to obstacles or setbacks as they implement change. The most proximal outcome is likely to be effective implementation of the change in an organisation as worker use the ideas, program or practices. Furthermore, when the organisational readiness are high, workers would be more skillfully and persistently take action to put change in practice and demonstrate more consistent. By contrast, if the organisational readiness is low or non-existent workers would resist initiating change in the face of implementing challenges. Therefore, this study was specifically designed to focus on the factors hindering the implementation of PAS in secondary schools.

1.8 Conceptual framework

Figure1 illustrates the implementation of the change (PAS) is being influence by the personal commitment leaders have towards it and this needs to be examined to foster the implementation of the PAS. While, managerial relationship which is being portrayed by leaders could positively or negatively affect the implementation of PAS depending on the understanding the supervisor has with regard to PAS. Lastly, determinants (factors) need to be identified if the implementation of the PAS was to be achieved in schools. Further, strategies could be devised and practiced for PAS implementation to be also achieved. Therefore, if all these are well managed by supervisors PAS would be conducted occasionally and also teacher performance might improve.

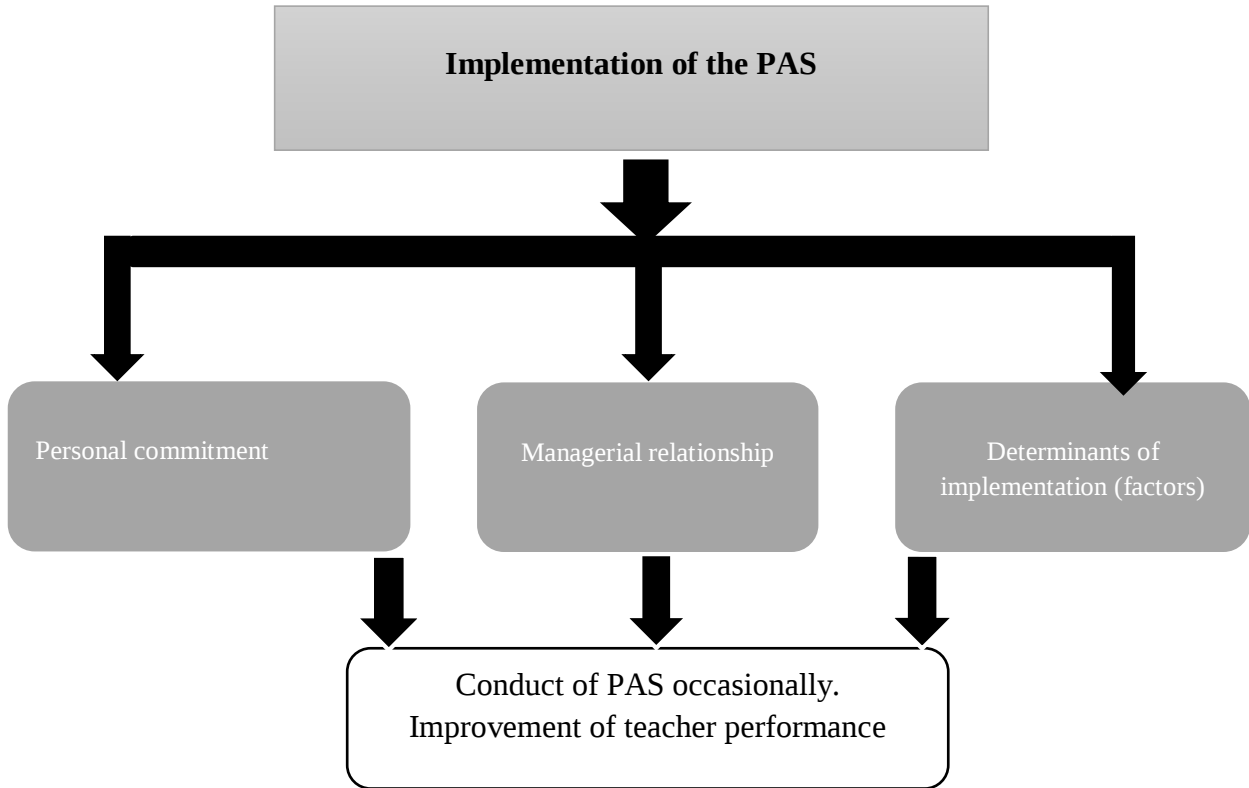


Figure.1 Conceptual framework

1.9 Organisation of the Dissertation

The chapter presented the introduction of the study. The issues in this chapter included, among others the statement of the problem, Purpose of the Study, objectives, Research Questions, significance of the study, delimitations, limitations, Theoretical Framework and Conceptual Frame Work. The literature review is presented in chapter two. This chapter explored some of the existing literature on Performance Appraisal System (PAS) at global, Africa and Zambia levels. Chapter three provided the methodology which was used in conducting this study; it highlighted the research design, Study Area, population, sample and sampling techniques and procedure, and data collection procedures. The research findings of the study were presented in chapter four. Chapter five discusses the findings of the study. The final chapter, which is six, provided the conclusion and made recommendations based on the important findings of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The first chapter discussed the background to the study of Performance Appraisal System (PAS), statement of the problem, purpose of the study, general objective and significance of the study. The researcher further looked at delimitation of the study, limitation of the study, theoretical framework and conceptual framework of the study. The second chapter was a discussion on literature review on PAS in organisations. The materials reviewed in this study primarily consisted of journals, dissertations and textbooks that provided an overview on the brief history, the implementation of the PAS and the purpose of the implementation of the PAS. Lastly, this literature reviews also gave a review of different factors that had hindered the implementation of the PAS.

2.2 A brief history of Performance Appraisal System

Historically, Performance Appraisal Systems (PAS) was developed in the 1940s during the First World War in United State (US) by Army General Lewis Cass. He created it as the merit rating system which was used for vindicating employees' wages as cited Ismail and Gali, (2017). The origins of PAS could be traced back to time of Taylor and was being used to assess productivity standards in factories. However, over the years, PAS had received imperative global attention as most multinational companies worldwide had started using it in their organisations. It was noted that from 1998 to 2004 almost all US and UK companies had increased in the use of performance appraisals with an aim of increasing performance and productivity. However, in the early 20th century PAS was rolled out to Europe, Asia, Australia and Africa.

In Africa, some of the countries such as Botswana introduced and implemented PAS in their public institutions including the education sectors in 1999 as revealed by Bulawa (2012). Baraka (2015) mentioned that in Tanzania PAS was also introduced in 2004 and was referred to as the Open Performance Review and Appraisal System (OPRAS). This was the reform that had replaced the closed annual confidential report system.

In Zambia, PAS could be traced to the Government under the Movement for Multiparty Democracy (MMD) in 1993 in the public civil service under Public Service Reform Program

(PSRP). PSRP was officially launched by the late Republican President, Mr. F.J.T. Chiluba (Mate, 2006 and Kamfwa, 2016). PAS in the Ministry of General Education (MOGE) was implemented after 2003 to replace Annual Confidential Report (ACR) in public schools.

2.3 The implementation of the Performance Appraisal System (PAS)

Global studies on the implementation of the PAS

Some of the studies that were done globally showed that PAS was effectively implemented as it was conducted either annually or twice in a year which was aimed at improving employees' performance in the organisations. The PAS as eluded by Josh (2013) was conducted by supervisors either once or twice in a year depending of the organisation. Further, Blume et al (2009) cited Milline (2002) who indicated in a recent survey that was conducted in Canadian 1000 largest companies that 50, 27 and 14% of managers conducted PAS annually, biannually and quarterly respectively. Therefore, this was an indication that the PAS was implemented successfully since it was conducted once or twice in a year so as to assessing the employee's performance. Appraising of the employee twice a year enabled the employee correct the weaker areas before the next appraisal.

Furthermore, Stelz and Chmielewski (2016) explained that PAS was conducted periodically as to appraise employees' performance. While, Werber et al (2012:12) indicated that, "Under AcqMemo, a specific timeline had been set for the performance appraisal process. The annual appraisal cycles begin on October 1st and end on September 30th." This indicated that, performance appraisal was being successfully implemented. However, a study of Clarke et al (2013) also revealed that performance appraisal was not frequently conducted as there was time lapse between appraisals. This brought the element of inconsistence and hence the implementation of PAS was negatively affected.

African studies on the implementation of the PAS

However, studies conducted in Africa had divergent views regarding how PAS was implemented in institutions. Fredie et al (2015) in their findings, it was indicated that performance appraisal was conducted every after six months and annually as employees were appraised at different times in NDLG in Rwanda . Obisi (2013) cited Brumback and Vincent (1979), performance

appraisal was conducted either once or twice a year and new employees were appraised regularly. Contrary to these studies, Ndiranga and Waigango (2013) indicated that time for PAS was never allocated on the school calendar. This implied that PAS was never conducted annually although officers requested to be appraised when they needed to be promoted in public secondary schools of Kenya. This means that PAS was not effectively implemented owing to various factors not disclosed in their studies.

Zambian studies on the implementation of the PAS

In the Zambian situation, Tompwe (2016) in his study established that PAS was not being conducted annually in schools unless when there were cases of promotions, appointments and confirmations. He further indicated that it was conducted whenever there were directives from the Provincial Education Office (PEO) through the District Education Board Secretary's office (DEBS) requesting for the submission of PAS forms. Similarly, Kamfwa (2016) also showed that PAS generally was not conducted annually as intended in these three ministries. Since PAS was not formally conducted annually, this means that it was either partially or not implemented in these institutions which was against its guidelines.

Therefore, the studies conducted failed to show whether the PAS was being implemented effectively or not in these institutions. This study was different from the rest of the studies reviewed since it would be examining how PAS was being implemented in schools. This was a gap identified which needs to be addressed in the study. Therefore, this study sought to ascertain the extent the implementation of the PAS in order to determine whether it was implemented successfully in schools.

2.4 The Purpose of the Implementation of the Performance Appraisal System (PAS)

The Purpose of the Implementation of the PAS from the Global Perspective

Eremin, et al (2010:8) stated that, "Performance evaluations, based on the work an individual is performing, serve to inform a variety of human resources decisions including pay/recognition, training, promotion/demotion, and adverse action/termination." In this context, performance appraisal was primarily implemented to assist managers to make rightful administrative decisions pertaining to who should be counseled, awarded, promoted or demoted in an

organisation. Kozica and Brandl (2015) and Mullins (2005) asserted that PAS as an evaluative tool was to be used for managing employee performance as well as for making managerial decisions on staffing, training, pay increment and rewarding employees.

Furthermore, Fisk (2016) conducted a study on US workers and the key findings indicated that PAS was implemented in organisations as to be used for decision making in relation to pay and bonuses and promotion. Further, it was also used for retention, demotions and dismissals, recognition of individual performance, and the identification of poor performance. Therefore, supervisors used the PAS to identify highly performing employees who would be considered for promotion to vacant positions within the organisation. Whilst other employees were considered for rewards after being recognized as hard working amongst employees. Alternatively, non-performers could be recommended to be retrained, be transferred to other institutions or be laid off from the institution using the justification of information in the PAS. A supervisor equally used the same tool for budgeting and human resource planning as to effectively utilize the available human resource.

In Pakistan, Rasheed et al (2011) conducted a study on the purpose of the implementing the PAS in Islamia University of Bahawalpur. In their study, respondents had divergent views: 74% of the teachers believed that performance appraisal was implemented for promotion purposes. While, other respondents stressed that the purpose of implementing the PAS was used for administrative decisions such as career development of teachers. Other scholars like Dusterhoff et al (2014) argued that PAS was intended to sustain, improve, and help an employee develop and to overcome barriers to high performance in the organisation. Armstrong (2006) agreed that PAS empowered an employee to define, communicate and review his or her expectation, objective and progress in achieving strategic objectives of the organisation. According to Ismail and Gali (2017) also stated the purpose of implementation of PAS was aimed at improving employees' performance by identifying their strengths and weaknesses during appraisal. Also, Sayeed and Bhide (2003) acknowledged that the implementation of the PAS was to be used by the supervisor to give valid advice and guidance to employees for purposes of them to improve their performance.

Nonetheless, the implementation of the PAS was meant to build interactive relationships between a supervisor and a subordinate by bringing them together as it transcended into team work within organisational hierarchical structure (Sayeed and Bhide, 2003). Mullins (2005) contended that PAS improved communications in an organisation as it gave workers the opportunity to discuss with their supervisors about their performance. Through the implementation of PAS, workers were able to solve organisational problems. Not only that, PAS also made it easier for the employees to attain targeted goals of the institution. This helped to bring in greater employee commitment to the institution.

The Purpose of the Implementation of the PAS from the African Perspective

In Africa, some of the researches which were conducted had also highlighted some of the key purposes of implementation of the PAS in these institutions. For instance, Obisi (2011) from Nigeria established that Performance appraisal outcomes were used to identify the strengths and weaknesses of the performance of an employee in organisation. Further, it was revealed that apart from using PAS for performance evaluation, it was also used for identifying organisational training needs as to improve employee performance. In Obis' study, the respondents showed that they had little knowledge about the purpose of implementing PAS in their institutions.

In Kenya, kamenca (2011) stated that PAS was a prerequisite of any organisation if they had to succeed in the selection, training and employee motivation practices. In the study, 56.9% of the respondents explained that PAS was used for identifying employees with promotion potential as well as for assessing their competences and development. Fredie et al (2015) also conducted a study in Rwanda which was a case of Nyamasheeke district local government (NDLG). In the study, it was revealed that PAS was used to provide feedback which was aimed at performance improvement in the institutions. However, Chwaya (2013) observed that employees did not have adequate knowledge and skills about Open Performance Review Appraisal System (OPRAS) which was also referred as PAS. This had negatively affected the implementation of OPRAS as it acted as an obstacle since the employees had inadequate knowledge of performance appraisal in public institutions in Tanzania.

However, there are no studies in Zambia that had been done to ascertain whether administrators and teachers had adequate understanding and knowledge about the purpose of implementation of

the PAS. This makes my study different from kamfwe and Tompwe's studies since this study would establish whether administrators and teachers had a full understanding and knowledge about the purpose of implementing the PAS. The aim was to establish whether it acted as hindering factor to the implementation of the PAS in schools.

2.5 Factors Hindering the Implementation of Performance Appraisal System (PAS)

Performance Appraisal System (PAS) had been experiencing a lot of hindrances in its implementation in these institutions. Therefore, these studies have been reviewed according to different perspectives which are Global, Africa and Zambia.

Global Studies on the Factors Hindering the Implementation of PAS

The PAS had been experiencing some numerous challenges in the implementation process in various institutions globally. The study of Daonis (2012) indicated that PAS of the company was in place, aligned with the vision and the mission of the institution. This appraisal was accurate in terms of content and purpose. Lack of employees' participation in the formulation of the appraisal form had equally demotivated them. On the other hand, PAS had major flaws when it was being implemented in the company. Daonis highlighted the flaws that there were no appropriate rewards given to the best employees and the appraisal system was not fully explained to employees. Furthermore, in her study the respondents' complaint was that no feedback was given after the appraisal which demoralised employees and saw no sense of being appraised. This made the implementation of the PAS being negatively affected in the company.

In addition, Daonis (2012) reported that both the manager and employees lacked training in PAS which rendered the implementation performance appraisal ineffective. This finding was supported by Rasheed et al (2011), who contended that potential issues or problems in implementing the PAS in the University of the Pakistan was the evaluators were untrained. This was an indication that the employees were lacking the technical skills and knowledge that might have been attributed to insufficient trainings related to the PAS. Contrary to the study of Daonis, Ismail and Gali (2017) explained that PAS was time consuming as it involved a lengthy discussion using the appraisal form and individual work plan as the appraiser interviewed the

appraisee. Similarly, Bollen and Whaley (2009) elucidated that some supervisors were reluctant to conduct the appraisal because it was time consuming in its process.

Further, Daonis (2012) in her study claimed that PAS of the company was not reliable and valid since it was not conducted honestly and fairly by their supervisors. On the other hand, Bol (2011) and Fisk (2012) purported that supervisors deliberately altered the ratings in order to please the subordinate by being subjective in the appraisal and this thereby rendered the whole process ineffective. The implication was that the performance appraisal gave none true picture of the information which could be used for administrative decisions. These journals reviewed revealed potential factors that had negatively affected the PAS in these institutions which has a different social and economic settings which are different from Zambia. The limitation to this study offers additional opportunities for the researcher to focus on this gap to investigate the factors that are hindering the implementation of PAS in the Zambian set up.

African studies on the Factors hindering the Implementation the PAS

In Africa, researchers such as Ochoti (2012) revealed that the implementation of PAS in the ministry of state for Provincial Administration, Nyamira district, Kenya was being affected by multifaceted factors such as interpersonal relationship, rating accuracy, informational and employee attitudes. It was evidently indicated that these factors had an influence either positively or negatively. When these factors are taken into consideration by both the supervisors (raters), subordinates (ratees) and government policy makers, the PAS could be successfully being implemented in the institution. However, factors such as interpersonal relationships had an influence on the performance appraisal and it had contributed for the ratings to be inaccurately done in the appraisal. The relationships that existed in the institutions gave rise to the supervisors to give compromised scores of ratings or information. This was aimed at avoiding any sort of confrontations or limiting the criticisms that might arise between them (supervisors) and their subordinates.

Furthermore, another study which was conducted in Kirinyaga Central sub country of Kenya by Ndirangu and Waigango (2014) in selected schools reported that time had affected the implementation of PAS. Supervisors lacked the time as there was no time allocated for PAS on school calendar which negatively affected the implementation of PAS in these schools. For this

reason, time was a significant factor that had hindered the implementation of PAS in all schools in Kenya as most supervisors had no time to conduct it as prescribed in its guide book. Their findings revealed that school managers (supervisors) conducted performance appraisals when requested for instance, if there were issues of promotions and confirmations since there were no scheduled annual activities of PAS in schools.

In Rwanda, Freddie et al (2015) carried out a study on the implementation of the PAS in the Nyamasheke District local government. Their findings showed that factors such as the management of the process, level of trust, training of the raters and rates and communication had an influence in the implementation of the PAS. For instance, if these factors are well managed by supervisors they could improve the staff performance appraisal in institutions. However, lack of effective management of these factors could make the performance appraisals to be ineffectively implemented by both the supervisors and subordinates. Never the less, in the study, it was disclosed that the subordinates had no trust in their supervisors which had negatively affected the whole exercise of performance appraisal. Similarly, Kamenca (2012) in the study of Kenya Tea Development Agency (KTDA) in Kenya indicated that the training of employees had a great influence on the effectiveness of PAS in the organisation. Also, Baraka (2015) explained that lack of trained managers on OPRAS was a hindrance in the implementation of it in Tanga, Tanzania.

It was very obvious that when there were non-trained supervisors, the whole process of PAS was bound to fail. My study was different from these studies because this study would probe the respondents to find out actual factors that are hindering the implementation of the PAS in two selected schools of Petauke district. Further, these factors that were reported may not be the actual factors that the teaching staff would encounter during the implementation of PAS in schools due to different geographical settings of the country.

Zambian Studies on the Factors Hindering the Implementation of the PAS

The study that was conducted by Kanchebele (2012) looked at investigating the main impediment to the institutionalization of the APAS in the Zambian Public Service. In Kanchebele's study, it was revealed that the prevailing cultural, political and organisational factors acted as a hindrance to the successful institutionalization of the PAS. From her findings,

cultural factor in working places was most characterized with friends, relatives and siblings who made it extremely difficult to be appraised by their supervisors. This made the supervisor to be bias in rating the scores to their subordinates and such practice negatively affected the performance appraisal in the public service of Zambia.

The government had an obligation to support performance appraisals if it was to be successfully implemented in this public civil service. However, the Zambian government lacked political will which negatively affected the performance appraisal that had contributed to the employees to lack the sense of ownership and commitment towards it. From the research findings of Kanchebele (2012:47) point out that:

Lack of the government's total support in implementing the APAS was pointed out as a key obstacle to its successful institutionalization in the Zambian civil service. The importance of governments role in ensure of the institutionalization of the APAS was unanimously advocated. Generally, all the interviewees felt that government had a significant responsibility in as far the success or failure of the institutionalization of the concerned.

This entailed that the government had a responsibility of ensuring that performance appraisal was successfully implemented through providing financial and training supports. In her study, she pointed out there was lack of monitoring of the performance appraisals. From the study of Tompwe (2016), it was revealed that lack of monitoring and evaluation by the government senior officers had negatively affected the implementation of the performance appraisal on the teacher performance. This had made teachers not to develop sense of ownership, commitment and acceptance of the performance appraisal causing unsuccessful implementation of PAS.

It was also noted that organisational factors acted as a setback to the institutionalization of the performance appraisal in three ministries studied by Kanchebele. However, Kanchebele (2012), under the organisational factor PSMD did not provide enough training to the evaluators (supervisors) as to intensify the familiarization of performance appraisal. She further revealed that there was poor communication by PSMD to the lined ministries which lacked feedback. Similarly, Tompwe (2012) reported that there was lack of feedback given by school

administrators to the teachers after the performance appraisal. This actually demoralised the teachers who saw the appraisal system for just an academic exercise in schools.

Further, a study by Tompwe (2016) established that the administrators had encountered other challenges such as lack of leadership support and commitment, inadequate staffing and materials resources, and non-confirmed of people in administration. He mentioned that school administrators had never received support from the higher offices as government was not committed to ensure effective implementation of PAS on teacher performance. In addition, it was discovered in his study that most of the supervisors had been acting in their position for too long without being appointed. This acted as a setback which school administrators faced in the implementation of performance appraisal in selected schools in Luwingu District of Northern Province. It was clear that these school administrators had no authority to appraise anyone in the school as they were on probation. Kamfwa (2016) agreed in his study that the appraisal system had not achieved almost all its objectives for which it was established. However, he did not disclose any factors that hindered the implementation of the performance appraisal.

The previous literature reviewed had shown divergence views about the factors hindering implementation of the performance appraisal in different institutions or countries. However, these cited factors cannot be generalized and even Tompwe (2016), his study did not probe the factors that hindered the implementation of the PAS in the schools. Also, Tompwe did not incorporate teachers in his study who are potential informants. This makes my study stand out different as it focuses on probing actual factors hindering the implementation of the PAS using two selected secondary schools for the study.

2.6 Summary

In the literature, it was established that in other countries except in Zambia had successfully implemented PAS. Further, the implementation of the PAS was being influenced by the employees' understanding and knowledge about the PAS. However, the implementation of the PAS has been encountering a lot of setbacks and these setbacks a result of mismanaging factors such personal relationship, time, untrained staff and so forth in the institution. There are fewer studies in Zambia that had looked into the performance appraisal. The next chapter presents the methodology.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The previous chapter discussed the literature review on Performance Appraisal System (PAS) in organisations which included an overview on the brief history of PAS, purpose of PAS and factors that affect the implementation of PAS. This chapter would describe the methodology that was used in the study. A qualitative methodological approach was employed. This section also included the research design, study area, study population, study sample, sampling techniques and procedures, data collection procedures and instruments, data collection and timeline, data analysis, trustworthiness and ethical consideration.

3.2 Research Design

The case study design was adopted for this research. Creswell (2007) defined the case study design is qualitative approach in which the investigator explores in-depth a program, an event, an activity, a process, or one or more individual. The case or cases are limited by time and activities through which detailed, in-depth information are collected involving multiple sources of information such as interviews and documents analysis. Therefore, this design was preferred as it allowed an in-depth analysis of the comment, discussion and perception that participants had with regard to the ineffective implementation of PAS in their schools. Furthermore, this design enabled the researcher collect detailed and in-depth information using a variety of data collection procedures within a short period of time.

3.3 Study Area

The study was conducted in the township of Petauke District in the Eastern Province of Zambia.

3.4 Study Population

“A population is a group of individuals who have the same characteristics,” as viewed by Creswell (2009: 124). In this case, a population refer to entire group of people that have one thing in common. Consequently, in this study the population was characterized with the teaching staff from the two secondary schools and DEBS office. This target population comprised the District Education Board Secretary (DEBS), Human Resource Management Officer (HRMO),

Headteachers, Deputy Headteacher, Head of Departments (HODs) and teachers who had served for more than one year in their respective positions.

3.5 Study Sample

Ng'andu (2013: 36) emphasized that a sample was referred to as “the number of the participants selected from the universe to constitute a desired sample.” In this view, a sample was a subgroup of the target population that represented the entire population. Also, the sample are taken from the target population for the research. Therefore, the total sample population sample was 32 respondents that comprised of 1 DEBS, 1 HRMO, 2 Headteachers, 2 Deputy Headteachers, 14 HODs and 12 Teachers.

3.6 Sampling techniques and procedures

The homogeneous sampling and purposive sampling was used in selecting the participants for the study.

3.6.1 Homogeneous sampling

Homogeneous sampling was a non-probability sampling technique in which a certain site or people with similar trait, characteristic is selected for the sample as a subgroup of the population (Creswell, 2012). In homogeneous sampling, the researcher decisively samples individual founded on membership in a subgroup that had defining characteristics in the population. This technique involved researcher purposefully targeted a group of individual from the targeted population into a subgroup considering gender using sampling frame. The targeted group of individual in the population were chosen they were reliable informants and the sample was created for the study.

The homogeneous sampling procedure involved the obtaining the staff list of teachers from the Headteacher. Then using the staff list, the researcher chooses six (6) female and six (6) male teachers who had been teaching for more than three (3) year in the same school to form the sample for the study. This enabled the sample to have individuals selected to be proportional to their representation in the total population of 12 teachers (Creswell, 2012).

3.6.2 Purposive sampling

The Purposive sampling was a technique that required researchers to select the cases to be included in the sample on the basis of their judgment of their typicality as revealed by Cohen et al (2007). In the purposive sampling, the researcher purposely targeted a group of individuals believed to be reliable informants to the study. In this way, a sample was built through handpicking of specific participants for the specific purpose.

Purposive sampling technique was more appropriate to this study because it lied in selecting actual informants who had been managing PAS processes and who had information for in-depth analysis.

The procedure in the purposive sampling technique was that the researcher had to select the DEBS, HRMO, Headteachers, Deputy Headteachers and HODs based on their positions, as they were the implementers as well as appraisers of the PAS in schools (Cohen et al, 2007).

3.7 Data collection procedures and instruments

Data collection refers to the gathering of information to answer research questions in the research. The instruments used for data collection were interview guide, focus group guide, document analysis and an audio recorder (Ritchie, and Lewis, 2003).

3.7.1 Interview guide

The interview guide comprised a written list of questions or topics that were covered by the interviewer. The interview guide covered both open and closed-end questions and was used in Semi-structured interviews. It also provides an opportunity for both the interviewer and interviewee to interact and discuss some of the questions or topic in a more detail. Further, the interviewer has the freedom to probe the interviewee for more clarification on the asked question. In this study, the researchers conducted face-to-face interviews with the DEBS, HRMO, Headteachers and Deputy Headteachers as they were at the focal point of managing the performance appraisal process (Creswell, 2003; Kombo and Tromp, 2006). However, the steps in conducting an interview involved the researcher asking questions as well as writing down interviewee's answers. The digital voice recorder was also used to record the conversation of the interview. At the end of the interview, the researcher (interviewer) thanked the interviewee and

told the interviewee what the next step was in the study. After the interview, the researcher wrote down comments that would help explain the data.

The interview guide helped the researcher to obtain comprehensive, systematic and in-depth information about PAS from key informants. It also helped the researcher to have a detailed understanding of the problem under research (Kombo and Tromp, 2006).

3.7.2 Focus group guide

The focus group guide is an instrument that generally has unstructured and open-ended questions that are relevant to the research questions which should not be more than ten questions (Hancock, et al, 2009). The focus group guide was used in the focus group discussions and these focus groups consisted of approximately six to eight interviewees. A research assistant took notes and the conversations were recorded using the digital voice recorder. The meeting approximately took 60 minutes. At the end of the meeting, the researcher thanked all participants for their contributions.

The focus group guide was intended to elicit views and opinions from the HODS and teachers with regard to the implementation of the PAS in their schools. Furthermore, it helped to capture perspectives of the program's target audiences and gathered in depth qualitative information of the participants' attitudes and perceptions related to the program (Hancock, et al, 2009).

3.7.3 Document Analysis

The document analysis was conducted in two selected secondary schools as well as at DEBS office to check the availability of documents with regard to PAS. The document that were considered for analysis included PAS policy, user guide, circulars, minutes from meetings, PAS forms and diaries (personal notes and jotting individual write to themselves (Creswell, 2012). The document analysis was help to develop data source for the researcher.

3.7.4 Digital voice recorder

A digital voice recorder as an instrument was used in capturing the conversations during interviews with interviewee(s) and interviewer.

3.8 Data collection

3.8.1 Primary data

Primary data was obtained using interview and focus group guide directly from original sources such as teachers, HODs, Deputy Headteacher, Headteachers, HRMO and DEBS who were involved in the appraisal process. Data was collected within a month (Kombo and Tromp, 2006).

3.8.2 Secondary Data

Secondary data was collected from relevant documentations which included PAS policy, circulars, records of PAS of teachers and diaries. The time required to collect this data was a month (Kombo and Tromp, 2006).

3.9 Data Analysis

In this study, the data was collected, organised and reviewed by using qualitative analysis. Qualitative data from interviews and focus groups was analysed using thematic analysis. Creswell (2014) illustrated thematic analysis procedure as follows; data from interviews was transcribed and notes were written in the margins of the transcripts. Therefore, the sentences or paragraphs in the transcripts were coded and these codes were generated into emergent themes.

3.10 Creditability and Trustworthiness

The validation of the findings was used to verify trustworthiness of the researcher's findings. Triangulation and member checking method were used to check for the accuracy of the findings of the study (Creswell, 20012). Triangulation was used to seek evidence from a wide range of sources as well as comparing the findings from each source (interviews and focus groups). Hence, the researcher examined each source of information and finds evidence to support a theme. This ensures that the findings of study were accurate since the information are drawn on multiple sources of information. In this way it helps a researcher to develop a report would be both accurate and credible. Member checking involved taking the final report or findings back to the participants to determine whether it reflected the issues they had discussed.

3.11 Ethical considerations

The researcher needed to consider ethical issues such as the consent and confidentiality of information during the data collection in the field and in analysis (Creswell, 2009). In this case, the researcher obtained the participant's consent before engaging them in the study by making them sign the informal consent form (see appendix E). The researcher explained the information in the consent form to the participants and assured them of the confidentiality of the information they would give out during the interviews. Furthermore, the participants were informed that their participation was on voluntary basis and they were free to withdraw at any stage of the interview. The researcher protected the anonymity of the participants by assigning them with alphabet letters so as to hide their identity during interviews or focus groups. An introductory letter was obtained from the University of Zambia, Assistant Dean for Post Graduate students to permit the researcher conduct the field study (see appendix F). A permission letter from the District Education Board Secretary (DEBS) was obtained so as to authorize the researcher to access the research sites (schools) and respondents (see appendix G).

3.12 Summary

Chapter three looked at the methodology which adopted a qualitative methodological approach to the study. The case research design was used in the study and this enabled the researcher to collect detailed information using a variety of data collection procedures. The total study sample population was thirty-two comprising of DEBS, HRMO, 2 Headteachers, 2 Deputy Headteachers, 14 HODs and 12 Teachers. Homogenous sampling and purposive sampling techniques were used to select key informants for the study. The research instruments that were used to collect data were interviews guide, focus group guides and document analysis. The data collected was analysed by thematic analysis while validation was used to check the trustworthiness of data. The ethical consideration was also discussed in this chapter. In the next chapter, the research findings are presented.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

The previous chapter presented the methodology that was used for data collection and analysis for this study. This chapter presents the research findings based on four research questions that had to ascertain the extent the implementation of PAS in schools, purpose of the implementation of the PAS, factors hindering it and suggestion of appropriate strategies that would enhance implementation of PAS in secondary schools.

4.2 Findings on the Implementation the Performance Appraisal System in Schools

The research results that emerged from the first objective was that Performance Appraisal was not properly implemented as it was not conducted annually or regularly in schools. The DEBS clearly stated that PAS was not implemented as it does not exist in schools. However, one of the school administrators, HT-1 explained,

PAS is usually done once in a year need arises for a particular individual for special reasons such as being recommended for promotions and upgrading.

Similarly, HOD-D stated.

This appraisal system is done yearly. But mainly sometimes it can also be done when need arises, for example, if there is a new member of staff who has joined the department. Certainly, one to be appraised at a certain time exclusively leaving out maybe those who are in the system. But it is not done to everyone in my department since it is big department in term of the number of teachers.

4.3 Findings on the Purpose of the Implementation of the Performance Appraisal System in Schools

The second research objective was to establish the perceptions of the administrators and teachers with regard to the purpose of the implementation of the PAS in secondary schools. A number of issues arose from the interviews and focus group discussions.

4.3.1 The Perceptions of the Administrators and Teachers with Regard to the Purpose of the Implementation of the Performance Appraisal System

Results indicated that the Performance Appraisal System (PAS) in public schools was mainly used to assess and evaluate teacher performance, identify strengths and weaknesses of teachers. Further, the findings also revealed that the PAS was also used for promotions, appointments, confirmations, and upgrade, salary incremental on pay slip notches and providing advice or guidance. These are the themes that emerged from the results.

4.3.1.1 Assessment and Evaluation

In the study, the majority of the respondents mentioned that PAS was used to assess and evaluate the teacher performance by their school administrators. The findings revealed that the set targets in the individual work plans were used to gauge the performance of teachers in schools. One of the respondents, DHTR-1 stated,

The main reason is actually to check on teacher performance. We need to look at the areas as speculated in their work plan. Each teacher is encouraged to give us his work plan. What is it that they want to achieve by the end of the year coupled with their departmental work plan. So, by virtual of them conducting their teaching or whatever is enshrined in their work plan, we need to assess and evaluate them, have they achieved their targets.

Similarly, HOD-I commented on assessment and evaluation on teacher performance. She said,

Is the way of assessing teacher performance, you are able to tell how a teacher performs in a transparent manner because you are able to interview the teacher on one to one.

In addition, TR-A stated,

It is used to evaluate teacher performance in that particular year.

4.3.1.2 Identification of strengths and weaknesses

Related research results indicated that the PAS was used for identifying the strengths and weaknesses of a teacher's performance in school. For instance, HRMO said,

One of the functions of using PAS is that it serves basically four purposes. In abbreviations you can put it like SWOT.

HT1 also expressed her opinion with regard to the purpose of the implementation of PAS.

She stated,

We are able to know the strengths of a particular teacher and where his or her weaknesses could be. So, by so doing, we are able to assist that teacher in his or her weaker areas so that he or she to be become a better teacher. Looking at the strengths of a teacher, we recommend him or her to continue working hard.

Similarly, DHTR-2 from another school also commented,

It is important to use PAS because you need to know whether that teachers are progressing well or is retarding or going back because when you appraise a teacher, a teacher needs to know the weaknesses and progress.

4.3.1.3 Promotions, confirmations and upgrades

The PAS according to some respondents was used for recommending teachers for either confirmations, appointments, promotions or upgrade. One of the respondents, HTR-2 explained,

The PAS is mainly used for confirmations or promotions. We use the PAS when we want to confirm, promote or upgrade a teacher in a school. Secondly, if you look at the teaching service right now, we have to look at those who started work long time ago because for them to be entitled to a certain salary scale or increase in notches, we need to appraise them depending on their performance using the PAS.

While, one of the teachers from another secondary school, TR-K stated,

In my opinion the PAS is used for confirmation and promotion. If one is to be recommended for promotion and upgraded, the PAS is used by the school administrators.

4.3.1.4 Annual salary increment

In the study, respondents from the interviews and focus group mentioned that the PAS was also used for purpose of salary increment. For instance, HODK stated that,

We are saying it is also a tool to use for salary increment. So, it is an instrument that can be used for salary increment to the civil servants and our teachers.

4.3.1.5 Provide Advice and Guidance

In the study, 2 respondents mentioned that PAS was used to provide either advice or guidance to teachers who were not performing well. One of the respondents, HOD commented,

PAS is very important in the sense that this is time you able to interact with officers, able to find out some few things and able to discuss with them, see what you are writing and at the end of the day able to agree and say am satisfied about what you have written about me or what we have discussed.

4.3.2 Findings on the Use of Performance Appraisal System for Administrative Decisions

The research findings revealed that administrators do not use the PAS to make administrative decisions but only for recommending teachers for promotions, confirmations and upgrades in schools. HTR-1 said,

We use the PAS results for the purposes of confirming teachers maybe if it's a new teacher, those determines whether somebody can

be confirmed or not. We use them for the purposes of promotions whether one can be promoted or not.

Further, the DEBS explained,

In the first place, PAS does not exist, so how can you use it to make formal decisions.

4.3.3 Findings on the Benefits for the Implementation of the Performance Appraisal System

The teacher respondents including the informants from the MOGE indicated that PAS was not in any way beneficial to teachers as there was no feedback from the relevant authority and no salary incremental in terms of notches on the pay slips. TR-F highlighted,

The answer is no because I have not seen any positive results in why I should do the PAS for filling in, no feedbacks what so ever, I have been at this station for four years now and I have only filled in that once and there has been no feedback whatsoever.

Similarly, teacher from the another focus group, TR-C commented,

But I still remember being a unionist, when we asked in union meetings. When you look at that pay slip notches, that then those are notches. When you look at me, I started a day maybe 5-6 years, 10 years, some 11 years ago. You are getting the same salary with the person who has just started a day, they say this is supposed to increase according to your PAS. But when we are being appraised here at school, the information we get is that they don't change because the PAS is not being done. So, we wonder where these forms go. We leave it there because in that sense it does not benefit us because either, they tell us you were appraised below average or average thus why the notch didn't change or the notch should change.

4.4 Findings on the Factors Hindering the Implementation of the Performance Appraisal System in Schools

The research findings of the third objective revealed that relationship, time consuming, lack of training, pressure of work, lack of cooperation to be appraised are factors that were hindering the effective implementation of the PAS in the schools. Further, educational levels, negative attitudes, inadequate content in PAS forms and inconsistency were also factors that had impeded the implementation of PAS. These are themes which emerged from the findings of this objective and are discussed below:

4.4.1 Relationships

Relationships between administrators and teachers were seen as contributing to the PAS not to being effectively implemented in schools. TR-A from one of the selected secondary school explained, with reference to relationship,

The relationship that we have, you know a teacher and manager or teacher and HOD the way we relate because if you relate well equally the appraisal will also go well, for instance, the supervisor may ask you how you feel here and which score you want. He may give you 4 out of 5 which should be in agreement with you even ask you how you feel about it. Not necessarily looking at your performance or capabilities. So, if you are in good terms, he will write good things and sometimes not necessarily looking at your ability. But if you are in bad terms it's possible for the HOD to write the complete opposite of you.

4.4.2 Time consuming

In addition to the above, the respondents in the study said that the PAS was time consuming and this led to lack of utilisation of the appraisal tool. One of the administrators, HOD-C complained,

One major factor in the department is that there are so many teachers, so it takes a lot of time for me to do PAS. It consumes a lot of time and it becomes so tiresome. This is one of the factors that affects PAS.

4.4.3 Lack of training or Induction

Lack of training or induction in the implementation of the PAS was seen as a hindering factor. Almost all administrators were untrained or un-inducted in the PAS. For instance, DEBS acknowledged,

Most of the administrators haven't been trained as these were employed recently. All administrators and even some of DEBS were not trained or inducted.

TR-F complained,

Certain supervisors do not seem to be well acquitted with PAS forms. It's like they don't know what they are supposed to write in certain parts.

4.4.4 Pressure of workload

The respondents in the study believed that pressure of workload had also contributed in hindering the implementation of PAS as they were assigned with a lot of responsibilities within schools. Also, the respondents had complained of being overloaded with work that had mounted pressure on them. For instance, HOD-J complained,

The workload like in our department you find that teachers give excuses we were unable to fulfill the target because of the work load. We are unable to sit down to write lesson plans.

Similarly, TR-C commented,

Somebody who had promised to write maybe 60 lesson plans for a given class in a given term end up writing 40 or 35 lesson plans not because they wanted to but due to pressure that the

government has exerted on them. On the other hand, the government won't understand you are below average. So the pressure that they also give that also affect the way the PAS is implemented.

4.4.5 Inadequate content in PAS forms

The administrators in the study complained that some contents in the PAS forms were not linked to any documentation such as lesson observations and extra-curricular activities. For instance, HOD-A described,

There are certain the areas that we assess which are not documented for example assessing extra-curricular activities. Teachers are involved in extra-curricular activities, there is no documentation, no evidence that a teacher is truly involved in such activities.

4.4.6 Lack of cooperation

Some reports from respondents revealed that certain teachers resisted being appraised by their immediate supervisors due to various reasons. HOD-G also lamented,

Lack of cooperation by teachers, some of the teachers they feel when you invite them for the appraisal you just want to intimidated them. So, they are just not willing to be appraised so they would just stay away but others are willing to be appraised.

4.4.7 Differential educational levels

The respondents in the study mentioned that differential educational levels that existed among the administrators and teachers were one of the major factors that had hindered the implementation of PAS activities. One of the administrators, HOD-J alleged,

The level of education between the appraiser and appraisee was one of the contests that had affected PAS. If the person who is

being appraised has the same level of education as the appraiser or is above. For example, all degree holders, so whatever you try to guide, you are degree holder and am also a degree holder so what are you telling me and that is a problem.

4.4.8 Negative attitudes

It was also established that certain school administrators are lazy and this had negatively affected the implementation of PAS. One of the respondents, TR-A elucidated,

I think one of the factors is laziness, some supervisors are lazy, they just feel they have so much work to do. You find that by the end of the year you are not appraised.

4.4.9 Inconsistence

Some teachers in the study complained that there was a lot of inconsistence in the way PAS was being conducted in schools. One of the teacher's participants, TR-G stated,

I would say inconsistence, I would say like way TR-K had said today that she has worked for more than 10 years and she has been appraised three times. So again, inconsistence will compromise the effective implementation of PAS. Inconsistence will affect the implementation of PAS today and the following year.

Similarly, TR-K explained,

I'm also new teacher in this school but from the previous schools, I have been its not effectively implemented. If it's supposed to be implemented yearly, they could have appraised me maybe 10 times, but I have been appraised three times and I have work for the government 10 years now.

4.4.10 PAS Documents Analysis

Table 1: PAS Document Analysis

S/N	Documents	School 1	School 2	DEBS office
1	Government PAS policies	N/A	N/A	N/A
2	Government PAS user guide	N/A	N/A	N/A
3	PAS Government circulars	N/A	N/A	N/A
4	PAS forms for appraisal	Available	Available	Available
5	Administrators Diaries (notes on PAS)	N/A	N/A	N/A
6	Minutes on PAS	N/A	N/A	N/A
7	Government officials (monitoring PAS referring to the Log book)	N/A	N/A	N/A

From the document analysis on table 3, it was revealed that the PAS policy, PAS user guide, PAS circulars, Administrators diaries (notes on PAS) and Minutes on PAS were non-existence in both selected secondary schools of Petauke District. The only document that was available were the PAS forms. A similar situation was also prevalent at the District Education Board Secretary (DEBS) office.

4.5 Findings on the Strategies to Enhance the Implementation of Performance Appraisal System in Schools

The respondents in the study suggested strategies that could be used to enhance implementation of performance appraisal system in schools. These strategies included; provision of training and induction, conducting PAS twice a year, feedback, and budgeting for the PAS.

4.5.1 Provision of training and induction

Looking at the responses, the respondents suggested that the training or inducting of administrators was very necessary for one to effectively implement PAS in schools. For example, one of the respondents, DEBS recommended,

The first strategy is to ensure all school administrators or all administrators in the education system are re- trained or re-oriented if at all they were not trained or oriented. They should be oriented in one what PAS is all about and what the PAS does to an

individual. Once individuals have appreciated what PAS is, they should be taught the steps in PAS or PAS cycle.

4.5.2 Conduct PAS Twice in a Year

In the study, respondents suggested that performance appraisal should be conducted twice a year and be put on the school calendar as to enhance the implementation. For example, DHTR-2 stated,

I feel it is important for the ministry to allocate a certain time because us managers or administrators we just use our initiative to do this program.

TR-I also said,

Teachers should be appraised twice or middle month of the year. So, we have to be appraised twice in a year and it has to be timed tabled. It has to be a must that if teachers are not appraised, the head teacher has to be charged for not appraising teachers meaning he or she is not doing his or her work.

4.5.3 Feedback

Feedback was suggested as one of the strategies that could be used to encourage administrators and teachers to take the PAS with seriousness when implementing it. For instance, one of the participants HTR-1 suggested,

The same way, we are doing it, its fine but what I would have wished for is that there should be immediate results. Immediately you appraise someone and then if it recommending him to a position, there should be other parallel structures to ensure that they are also motivated in term of promotion, feedbacks and could be written or verbally.

4.5.4 Monitoring

The research findings also revealed that all key informants suggested that monitoring should be conducted for the enhancement of the implementation of the PAS in secondary schools. For instance, one of the school administrators, DHTR-2 also suggested,

Even the education standard officers can also come at the school level as they do their routine of inspection. They can even include that monitoring to us their administrators.

4.5.5 Budgeting

Finally, budgeting for the PAS emerged as one of the suggested strategies by respondents to enhance the PAS implementation. The DEBS said,

The other strategy is meeting the budget line of the appraisal because that appraisal itself comes with the budget line, if I have to move or prepare the PAS forms. I have to buy paper to ensure that work is done.

4.6 Summary

This chapter presented the results of the study and the findings from the first objective revealed that the PAS was not properly implemented as the appraisals were irregularly done. Information collected also showed that administrators and teachers had varied but limited knowledge about the purpose of implementing the PAS in secondary schools. Factors reported by respondents that had hindered the implementation of the PAS included relationship between administrators and teachers, the process of the PAS was time consuming and so forth. The strategies that were proposed for the enhancement of the implementation of the PAS included provision of training or induction for administrators; Appraisals should be done twice in a year; feedback in the PAS process; monitoring and the provision of budgeting of the PAS. The next chapter presents discussion of findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter presented the analysis of the interviews, focus group discussion and document analysis results. In this chapter the research findings from the previous chapter are discussed based on the four research objectives.

5.2 The Implementation the Performance Appraisal System in Schools

The findings of the study established that the Performance Appraisal System (PAS) was not implemented with consistence in these secondary schools. There was a lot of inconsistency in the implementation of the PAS since it was conducted not annually or regularly in secondary schools. The performance appraisal was only conducted whenever there were related cases of the teaching service commission (TSC) or urgent information required by the Ministry of General Education (MOGE). This contributed to ineffective PAS implementation as teachers were not appraised on their performance. These findings are in line with the findings of Kamfwa (2016) and Tompwe (2016) who revealed that performance appraisal was not being conducted in schools annually. In this view, performance appraisal had been inconsistently implemented as essentially intended when it was introduced in the ministry. In short, school administrators were not so committed to implement PAS in schools.

Obisi, (2011.95) cited Brumback and Vincent that employees are formally appraised once a year. Also the study that was conducted in Tanzania by Fredie, et al (2015) had contradicted with the findings of this study that performance appraisal was conducted twice in a year. In this view, PAS was effectively implemented since it was regularly conducted in a year as it was not the case with the Zambian secondary school systems. Therefore, the inconsistency of the implementation of the performance appraisals in secondary schools meant that supervisors would not appraise their teachers as well as use it for administrative purposes.

The theory of organisational readiness of Weiner (2009) was in line with the findings of this study since the low commitment of members had negatively affected the implementation of change such as PAS.

In this regard, the PAS was not consistently or properly implemented since it was not conducted regularly or annually in secondary schools of Petauke district. This was an indication that performance appraisal was not being properly implemented for various reasons. However, it can be concluded that the objective of the study was achieved since it had established that there was a lot of inconsistency in the implementation of the PAS or not implemented in the real sense in these secondary schools. The implication was that teacher's performance was not appraised.

5.3 The Purpose of the Implementation of the Performance Appraisal System in Schools

5.3.1 The Perceptions of the Administrators and Teachers with Regard to the Purpose of the Implementation of the Performance Appraisal System

It was established that individual respondents had varied but limited reasons and knowledge about the purpose of the implementation of the Performance Appraisal System (PAS) in schools. However, the purpose of the implementation of the PAS that were cited by the respondents included: assessment and evaluation of teachers, identification of teacher strengths and weaknesses, promotions/upgrade, annual salary increments and providing guidance to teachers.

5.3.1.1 Assessment and evaluation

As reported from the findings, the purpose of implementing the PAS was to use it to assess and evaluate teacher performance basing on the set targets they had planned in their individual work plans. During the appraisal using the individual work plan and the teaching file, teachers were made aware whether they had achieved the planned set targets or not. This helped to rate teachers according to their achievements in terms of performance in the schools. Josh (2013) similarly suggested that performance appraisal was for the purpose of assessing the quality performance of the employee as well as their ability to work efficiently. However, Fisk (2016) and Eremin, et al (2010) advocated that the purpose of implementing the performance appraisals was both for administrative and developmental purposes. Rasheed, et al (2011) from the Islamia University of Bahawalpur reported similar results that teachers believed that the appraisals were for evaluating their performance. Similarly, Manoharan, et al (2009) explained that performance

appraisal was implemented in institutions for the purpose of assessing employee's performance in relation to his or her set targets or goals.

The teachers and administrators' view about the purpose of implementing the PAS was in line with the theory of organisational readiness as they had acquired the idea of the appraisal as referred to Weiner (2009).

In this regard, the key purpose of the implementation of the PAS was to assess the teacher performance and this might help the headteachers to know whether the teacher was a performer or a non-performer in school. In addition, this might help teachers to improve the performance when assessed as they would become aware of their weaker areas.

5.3.1.2 Identification of the Strength and Weaknesses

The study also established that the PAS was implemented in secondary schools as to be used for the purpose of identifying the strengths and weaknesses of teachers' performance. Teachers become aware of their strengths and weaknesses including unwanted behavioral which later assists them to improve in their weaker areas. According to Ismail and Gali (2017), the purpose of any appraisal system was to improve employee performance by making them aware of their strengths and weaknesses. Ideally, any appraisal including the PAS helps to keep employees focused on achieving the desired goals of the institutions and maintain high morale and continuing efforts to enhance performance.

From the study, this finding was backed by the theory of organisational readiness as teachers had an idea of this purpose of performance appraisal as eluded by Weiner (2009).

The properly utilized of the implementation of the PAS in schools would enable administrators to identify the strengths and weaknesses in the teachers' performance. Additionally, immediate feedback to the teachers would increase awareness about their strengths or weaknesses. This might help the teachers improve their teaching performance.

5.3.1.3 Promotions, confirmations and upgrades

The findings from this study established that the purpose of implementation of PAS was to be used by headteachers to recommend teachers to TSC to be substantively promoted, confirmed and upgraded. Fisk (2016) wrote that the key purpose of implementing performance appraisals was for administrative purposes which included promotion decisions and retention. Ismail and Gali (2017) acknowledged that performance appraisals contributed to high performance of employees as they were linked to compensation, bonuses or promotion. Therefore, supervisors in Petauke could use the PAS to identify highly performing teachers who should be considered for substantive promotion to vacant positions within the ministry. Kamfwa (2016) confirms the findings of this study when she reports that respondents in her study stated that the APAS was used for confirmations. Hence, it seemed that in Petauke, the purpose of implementing the PAS in secondary schools was mainly used for recommending officers who were on their probationary period. Even those acting in certain positions waiting to be substantively promoted were also subjected to be on probation for six months.

These results which stipulate that PAS was used for rewards are backed by the theory organisational readiness of Weiner (2009). Teachers had shown that they had an idea for the implementation of PAS in schools.

Therefore, the PAS must be used as to identify and recommend teachers with good performance for rewards such as promotion and upgrading. When the PAS is used, then the rightful human resources would be selected in right positions which would improve performance in schools.

5.3.1.4 Annual salary increment

The other purpose of implementing the PAS that was established was that it was used for salary incremental as reflected on the pay slip (notch). Administrators and teachers in schools were supposed to be appraised at the end of every year using the PAS. Then the PAS forms be submitted to the Public Service Management Division (PSMD) for the sanctioning of the salary increment according to the notches on the pay slip. Fisk (2016) suggests that one of the key purposes of implementing an appraisal was for the evaluative function of salary administration. The studies of Eremin, et al (2010:8) also revealed that performance evaluations served to inform

a variety of human resources decisions including pay increment. Further, Kozica and Brandl (2015), and Mullins (2005) asserted that one of the purposes of appraisals was for making managerial decisions on pay increment.

In line with views of teachers and administrators in Petauke, Stetz and Chmielewski (2016) also show that the workforce's perception of pay was related to performance appraisal. One of the purpose of implementing PAS in Zambia was to effect the salary increment on the pay slip after one was appraised at the end of each year. The PSMD was responsible in sanctioning it as they received the forms. This would have motivated teachers to perform highly in their jobs if implemented in the schools by government.

The theory of organisational readiness postulates that employees had acquired this idea as one of the purpose of implementing the change. It means that the theory was in support with this finding of the study (Weiner, 2009).

In this regard, salary increment on their pay notches as one of the key purpose of implementation of the PAS would help the teaching staff in school systems appreciate the usage of PAS. The expectations of every teacher after the appraisal would be an increment in salary according to the notches, which was not the case in Zambia.

5.3.1.5 Provide Advice and Guidance

The purpose of the implementation of PAS provides information on the teacher's performance which could be used by administrators to provide advice or guidance to the teachers. In schools, the use of the PAS enables appraisers and appraisees to interact and discuss some of the strengths and weaknesses identified in the individual work plan. Armstrong (2006), Sayeed and Bhide (2003) acknowledge that supervisors used appraisals to give advice and guidance to employees for the purpose of them to improve their performance. The findings of Baraka (2015) showed that 74 percent of the respondents argued that appraisals lacked the aspect of employee guidance. The theory of organisational readiness supports this view that to produce a high level performance of work of an employee as it makes people ready for change.

In this view, providing valid advice and guidance was one of the key purposes of implementing the PAS in schools and the aim of this purpose was to correct the erring employees. Therefore,

this purpose of PAS if implemented fully in schools would enable administrators give valid advice and guidance pertaining to what he or she had identified during the appraisal with their teachers.

5.3.2 The Implementation of Performance Appraisal System for Administrative Decisions

In addition to the above, the study established that school administrators do not use the PAS to make formal administrative decisions and those teachers that are recommended for rewards are not formally appraised. Actually, those teachers that are being considered for promotions are hand-picked and made to fill in these PAS forms without any formal appraisal. Even, teachers that were recognized for awards during commemorations such as teachers' day were just hand-picked by their administrators. It can be concluded that the purpose of the implementation of the PAS was not being used for administrative purposes in these schools. The findings of Fisk (2016) are contrary to the findings of this study, where he explained that purpose of implementing the appraisals were used for administrative purposes which included evaluative and developmental functions. Further, Kozica and Brandl (2015), and Mullins (2005) stated that appraisal are used for making managerial decisions on staffing, training, pay increment and rewarding employees in terms of promotions.

This does not fit with the theory of organisational readiness as teachers are rewarded with promotions or awards by being hand-picked by administrators. The realization by teachers that they are not being recognised for good performance makes them lose confidence of the PAS that was being implemented in schools.

The absence of the use of the PAS in making administrative decisions by administrators may have resulted in hand-picking non-performing teachers who were promoted or awarded with incentives. For this reason, it was paramount to use the PAS for most of administrative decisions so as to manage teachers effectively in schools.

5.3.3 Benefits of the Performance Appraisal System to Teachers

Teachers reported that the benefits that were accrued from the implementation of the PAS were very minimal as it had only helped them to receive letters of confirmation, appointments for promotions and upgrades. However, the majority of the teachers recounted that the PAS was not

beneficial at all to them as it lacked feedback from the relevant authority and no annual salary incremental on pay slip since its implementation by the ministry. This indicated that actually teachers never benefited from the implementation of the PAS in school as they were not appraised by their immediate supervisors.

The studies of Fisk (2016) and Dusterhoff et al (2014) were in disagreement with the findings of this study as the purpose of any implementing the appraisal was to benefit employees. Jankulović and Škori (2013) also described that implementation of appraisals should be beneficial to employees. The implementation of PAS has not fully benefiting teachers since its applicability was not there in schools. Even those that were promoted or upgraded were merely recommended using PAS forms for formality as they were made to complete forms without any formal appraisal. Certain rewards for teachers such as incentive or bonus were merely under the school administration's disaggregation.

In conclusion, the study established that administrators and teachers had varied, scanty and limited reasons, and knowledge about the purpose of implementing the PAS in schools. These respondents did not know further that the purpose of implementing the PAS was to be used for identifying actual training needs, improving performance and so forth. Further, administrators never used the PAS for administrative decisions and also most teachers did not benefit from its implementation. This was what the objective had established that the level of understanding and knowledge by the respondents was evidently that it had negatively affected the implementation of PAS.

5.4 Factors Hindering the Implementation of the Performance Appraisal System in Schools

The major findings on the third objective established factors such as relationship, time consuming, lack of training or induction; pressure of work, PAS content and lack of cooperation. Further, educational levels, negative attitudes, inconsistency and lack of PAS documents were pointed out as factors that had hindered the implementation of PAS in secondary schools of Petauke district.

5.4.1 Relationships

As shown in the results section, relationships between administrators and teachers within schools had negatively affected the implementation of the PAS. When untrustworthy relationships exist in any school between management and staff, the outcome was usually a strained relationship between the managers and the subordinates. This may lead to feelings of favoritism, tribalism and corruption. Zambian schools are very dynamic in terms of relationships between administrators and the teaching staff. In some schools there was mistrust for the administration while in others there was not. Thus in the case of the two schools in Petauke district, the implementation of the PAS was seen as not being effectively implemented due to perceived favoritism by the administrators. As such, certain teachers were treated more favorably by administrators leading to the belief that appraisals such as the PAS play a very limited role in teacher advancement. This was in agreement with findings of Fisk (2016) and Bol (2011)' who reported that supervisors deliberately alter the ratings in order to please their subordinates by being subjective in the appraisal and this renders the whole process to be ineffective.

Also, this finding was supported by Spence and Keeping (2010) who also revealed that there was so much evidence of biases being displayed in the ratings by supervisors as they conducted the performance appraisal. The aim of inflating the ratings for teachers by school administrators was meant to avoid any anticipated negative criticisms or confrontations that could damage their personal relationships. This led the implementation of PAS to be compromised as there was a lot of exaggerations in the ratings of the appraisal for individual teachers in secondary school.

This finding of the study was in line with the theory of organisational readiness as administrators and teachers had low commitment to the implementation of this change. This negatively affected the organisational change (PAS) in schools (Weiner, 2009).

In this regard, relationships in secondary schools among the school administrators and teachers had impeded the implementation of the PAS. This may suggest that school administrators' end up rewarding teachers due to relationships they had with them. Therefore, the implementation of the PAS has in the most sense been rendered non-existence as some administrators valued relationships more than the appraisal system in secondary schools.

5.4.2 Time Consuming

The time-consuming nature of the PAS seems to be a preventive factor in the implementation of the appraisal system itself. The study relates this view to the following reasons: the forms of the PAS are considered too bulky and many teachers needed to be appraised. The negative outcome of this was administrators had resorted to instructing teachers to just fill in the PAS forms without any formal appraisal. Ismail and Gali (2017), Bollen and Whaley (2009) also reported that appraisals are time consuming as they involved lengthy interviews. The negative implication was that the school administrators avoid conducting appraisals because the interview with the teacher was lengthy and the PAS forms take long to be filled in. Kamfwa (2016) and Kanchebele (2012) agree that even the APAS was time consuming in its process. They said that supervisors avoided conducting an open interview with their subordinates as it was time consuming. Ndirangu and Waigango (2014) in their study conducted in Kenya revealed that lack of time allocated for appraisals in the school calendar had negatively affected the process of appraising teacher performance.

From the finding of this study, the theory of organisational readiness was in disagreement with this factor since the theory had stated time was necessary for implementing any organisational change in an institution as argued by Weiner (2009).

In conclusion, PAS was time consuming as it required a lot of time to appraise individual teachers in a single day which might result in suspending their other duties. Therefore, school administrators had resorted in compromising the whole process of PAS by instructing teachers to just fill in the forms without any formal interview so as to save time. The implication was that the PAS practicality and its applicability were always compromised with the aim of saving time.

5.4.3 Lack of Training or Induction

Lack of training or induction in PAS by administrators had resulted into lack of knowledge, competency and understanding of the performance appraisal activities. This had actually negatively affected the handling of the implementation of PAS since the administrators were untrained or un-inducted in their previous or current positions as reported in the research findings. Kanchebele's (2016) findings are in agreement with this finding, she indicated that most supervisors were untrained in the implementation of APAS. The findings by Tompwe

(2016:52) also revealed that “Most of respondents were not oriented or trained in the implementation of performance appraisal apart from the two respondents.” In this case, almost of the administrators had never undergone any form of training or induction in PAS programs which was a factor that hindered performance appraisal implementation in schools.

In addition, the studies by Ndirangu and Waigango (2014) described that lack of training the supervisors had impeded the implementation of PAS. These untrained or un-inducted supervisors had failed to properly implement PAS as they had no knowledge and skills despite having the experience in service. Furthermore, untrained administrators ignorantly practiced the implementation of PAS through trial and error methods that had jeopardized the whole appraisal process in schools. These administrators were seemingly illiterate about the system and this resulted into PAS being ineffectively implemented in schools.

The theory of organisational readiness was in agreement with findings of this study as it was established that administrators had low organisation readiness as they were untrained. This hindered the implementation of the performance appraisal in schools.

In my view, ineffective implementation of PAS was as a result of having school administrators who were never trained or inducted in their previous or current positions. The administrators had contributed to the failure of the implementation of PAS as seen in the way they conduct it. The MOGE had also failed to invest in training of the human resource in PAS programs as to make them competent.

5.4.4 Pressure of workload

Pressure of work had emerged as one of the factors which had diversely hindered the implementation of PAS as administrators and teachers were overwhelmed with other duties and responsibilities. The school administrators including the teaching staff were overwhelmed with a lot of school activities or extra-curricular activities such as sports activities, professional meetings and many others. This had resulted into the school staff experiencing pressure of workload which caused them not to implement the PAS as expected. However, findings of Mate (2006) are in agreement with this study that civil servants partially failed to adhere to their work plan as they were assigned other extra work. The implication is that when teachers are under pressure with a lot of extra responsibilities, it causes them to give excuses leading to

postponements of implementing PAS. Also, the findings by Tompwe (2016) are in agreement with this study as he revealed that understaffing in schools affected the implementation of the teacher performance appraisal. In this case, most of the schools in Zambia are understaffed resulting into teaching staff being overloaded with other extra responsibilities and duties making it so difficult to implement the PAS.

From what the study established, it was clear that the findings were in support with theory of organizational readiness because these administrators and teachers were under pressure with work. This lowered their organisation readiness to implement PAS as change. However, administrators are involved in a lot of professional duties and responsibilities that has contributed to the postponement of the performance appraisals in secondary schools. This has impeded the implementation of the PAS since they considered it not to be an important activity as they are already overwhelmed with other duties.

5.4.5 Inadequate content in PAS forms

Another hindering factor that emerged in this study was the PAS form content which were considered to be bulky and lacked certain information such as extra-curricular activities including lesson observations. Some administrators and teachers reported that the forms were irrelevant and only reflected the job description of a worker (teacher) which was only teaching. Therefore, during the appraisal sessions teachers were not assessed in extra-curricular activities in which they were involved and lesson observations. All these were excluded in the PAS forms making it not very suitable to the school's environment in Zambia. Hence, the PAS forms had demoralized both the administrators and teachers which negatively affected its full implementation in secondary schools of Petauke district.

The literature by Ngeno et al (2013) also explained that the performance appraisal forms had lacked specific job-related descriptions. The administrators became lenient to use PAS forms strictly as it had only covered job description. However, the findings of Obisil (2011) as cited in Stalz (1966) were contrary to the findings of this study, he contended that the content of the appraisal forms were satisfactory and in order. As earlier suggested in the study, the PAS forms were not suitable for the teaching staff in Zambia because it did to cater for other areas apart from teaching. From the research finding, the content in the PAS forms were in line with the

theory of organisational readiness because it was one of the factors in the theory that impaired the implementation of change (Weiner, 2009).

In my view, the content in the PAS form were bulk without the inclusion of lesson observations and extra-curricular activities in which the teachers could also be assessed in. The content in the PAS form were mostly developed to suit the western countries not Zambia in particular because some administrators had difficulties in using it during its implementation.

5.4.6 Lack cooperation

Some of the teachers had displayed unwillingness to cooperate with their administrators to be appraised since they had failed to prepare adequately the lesson plans and records of works as stipulated in their individual work plans. In addition, some teachers had refused to be appraised as they felt that PAS was being used by administrators to intimidate or victimise them. This had negatively affected the implementation of the PAS as they had resorted in postponement of the appraisal by both parties within the school. However, the finding by Capadosa and Bernard (2013) support this study that certain people resisted to be appraised since they felt uncomfortable and insecure with performances appraisal. Therefore, teachers who had failed to achieve the set targets in their work plans became very insecure with performance appraisal.

Further, Ochoti, et al (2012) suggested that dissatisfaction or unwillingness to participate in the performance appraisal processes made these employees resist to be appraised. This implied that teachers became hesitant to be appraised as they felt uncomfortable and insecure with the PAS activities in schools. In short, the impediment of the implementation of the PAS was cause by lack of cooperation between the teachers and immediate supervisors who had to continuously postpone the appraisals in schools.

The theory of organisational readiness in this study did back this factor because when the organisational readiness was low workers would resist initiating change such as being appraised in schools (Weiner, 2009).

In my view, lack of cooperating or resistance to be appraised by teachers had negatively affected the implementation of PAS in secondary schools of Petauke district. Such employees were very uncomfortable, insecure or afraid and dissatisfied with the system.

5.4.7 Differential Educational Levels

Educational levels among some school administrators and teachers became a hindrance in implementing PAS in secondary schools and this emerged as one of the factors in this study. One of the school administrator cited that it was a challenge to appraise a teacher who had similar qualifications as this brought conflict whenever they were being appraised. On the other hand, some of the teachers also complained that administrators who had either a low or equivalent qualification with them always gave excuses as to avoid appraising them since they were jealousy. The study by Chwaya (2013) pointed out that effective performance appraisal may be affected by the level of education of the employees which was in agreement with the findings of this study. Consequently, individual teachers who had high qualifications than their supervisors were being demoralized and demotivated in the implementation of PAS. It was observed that such administrators always gave excuses of being committed with other duties by postponing the performance appraisal to a later date. This factor was noted to be hindering the conduct of PAS as administrators avoided to appraise such teachers. They considered such teachers to be their potential competitors in terms of acquiring better future promotions in the ministry. Therefore, the theory of organisational readiness was in support with this finding.

The differential education level of individual administrators and teachers had negatively affected the implementation of PAS since the teachers who are highly educated were over confident than their supervisors. This lead into administrators with low qualifications to develop inferiority complex and this occasioned them to be avoiding appraising those teachers by occupying themselves with other responsibilities.

5.4.8 Negative attitudes

In the study findings, some of the school administrators were lazy and this had caused them fail to implement PAS successfully because they were always complaining of having so much work to perform in schools. This type of work behaviour in some school administrators could be termed as having negative attitudes toward the implementation of the PAS. Kamfwa (2016) was in agreement with this finding as he reported that employees had negative attitudes toward performance appraisal which resulted into them to unwilling implement it. Meanwhile, the research finding of Spence and keeping (2010) established that some supervisors were perceived

to be poor workers and they took the whole process of PAS with lack of seriousness. In this view, the impediment of the implementation of the PAS was a result of administrators having a negative attitude by being lazy executes it.

This finding was in agreement with the theory of organisational readiness since some administrators exhibited an attitude of laziness when it came to the implementation of PAS. (Weiner, 2009). Such portrayed behaviours by administrators had derailed teacher's perception about performance appraisal.

In my opinion, some administrators exhibited a negative attitude when it came to implementation PAS in secondary schools. The head teachers knowingly and casually never reminded the head of departments to appraise their teachers in the departments unless a teacher reminded them to be appraised. Respectively, certain teachers had not been appraised for a long time because of negative attitude exhibited by the administrators.

5.4.9 Inconsistent

The inconsistency in the implementation of PAS was equally established in the study as one of the factors that had hindered it and most administrators never appraised individual teachers annually unless there was a need. In the study, one of the respondents complained that there was a lot of inconsistency in the way school administrators conducted performance appraisal as some of the teachers had worked for more than ten (10) years but they were appraised less than three times. This shows how inconsistent the PAS had been conducted by school administrators and this inconsistent had negatively affected the implementation of the PAS. In short, irregular conduct of the PAS had negatively affected its implementation in schools. Never the less, findings of Zeitschrift (2015) are similar with the findings of this study; he revealed that in public sector organisations PAS was inconsistent in its implementation. Similarly, the study by Clarke et al (2013), also revealed that performance appraisal occurred less often in a year. In this view, there were a lot of inconsistency and regularities in the way PAS was being implemented in secondary schools.

Contrary to the finding of this study, Fredie et al (2015) indicated that in the District Local Government, the performance appraisal was conducted consistently. While Mohanty and Sahoo (2012) indicated that the Performance Appraisal was practiced in most organisations periodically

aimed at appraising employee performance. The finding of this study disagreed with these scholars' findings as performance appraisal was not conducted annually and consistently by administrators which negatively affected the implementation of the PAS in secondary schools.

From the study, this factor of inconsistency in the conduct of PAS was in agreement with the theory of organisational readiness. In theory, leader that are inconsistent in acting had negatively affected the implementation of change as cited by Weiner (2009).

The inconsistency in the conduct of performance appraisal had negatively affected the implementation of the PAS in secondary schools. PAS was only used whenever there were TSC cases or if there was a directive requesting submission of PAS forms by relevant authority.

5.4.10 Lack of PAS documents

Based on document analysis it was established that apart from PAS forms, there was no PAS policy, user guide and circulars in two selected secondary schools of Petauke district. Lack of such documents meant that administrators had nothing to refer to during the appraisal activities leading to ineffective implementation of the PAS. In addition, PAS related matters were never recorded by administrators in their diaries or minutes books. This had shown that there was no evidence that PAS was being implemented in these schools. The research finding by Kanchebele (2012) confirms the finding of this study as she revealed that lack of government support in the implementation of APAS had negatively affected its institutionalization in the Zambian civil service. So the failure of the government to supply the schools with necessary PAS documents such policies or circulars to guide the administrators it has actually negatively affected or impeded the PAS implementation in schools.

In addition, PAS programs in secondary schools were never monitored by government officers as there was no evident in log books. This lack of monitoring by government officers contributed to unsuccessful implementation of PAS since the school administrators looked at it as just an academic exercise. This finding was in correlation with the literature of Sayeed and Bhide (2003) who argued that there was absence of a sense of ownership by government as they had shown no support to such reforms. Contrary to the findings of this study, Jamil (2007) explained that the implementation of the PAS in institutions needed a political backing by government which included monitoring.

The theory of organisational readiness was in contrary with this finding of the study. Theory had argued that policies and procedures could positively or negatively affect the organisational members, task demands, resources availability and situational factors not the implementation of change (Weiner, 2009). The objective confirms that it was achieved since major factors that were hindering the implementation of the PAS in secondary Schools of Petauke district were established from the study. Further, it also helped the researcher to understand these factors in-depth and to what extent they had hindered the implementation of the PAS in schools.

5.5 Strategies to Enhance the Implementation of the Performance Appraisal System in Schools

The fourth objective of the study established some suggestive strategies from the findings which included provision of training and induction, conducting PAS twice in a year, feedback, monitoring and budgeting.

5.5.1 Provision of training and induction

Training and induction was established from the study findings as one of the suggestion that could be used to help enhance the implementation of PAS in secondary schools of Petauke district. In the study, the respondents suggested that all administrators needed to be trained or inducted in PAS activities so as to enable them have the knowledge and skills to implement it professionally. Even the teachers needed to be included in the training or induction program since they were highly reliable of being promoted also as administrators in these schools. This would help them to develop a sense of appreciation, acceptance and ownership of PAS when implementing it in schools. The findings of Kanchebele (2012) and Tompwe (2016) are similar to this study findings, as both revealed that the provision of training or orientation of administrations and teachers was paramount in the implementation of PAS. Therefore, this strategy of training or inducting administrators and teachers should be an ongoing process in the MOGE so that even newly appointed administrators and teachers must be acquitted with PAS.

The literature of Kulvass (2007) as cited by Fredie et al (2015), was in agreement with the findings of this study, that training of both supervisors and subordinates would be more beneficial as it would increase the levels of PAS literacy among individual workers. The training or induction of both supervisors and teachers in schools would help them to develop competency

and confidence in implementing PAS with less challenges. Further, Ndirangu and Waigango (2014) indicated that, training of administrators in appraisal techniques would benefit PAS activities to be successfully implemented in institutions. Hence, the findings of the study correlated with the findings of these scholars as key informants suggested that capacity building workshops were very important for the enhancement of the implementation of PAS.

The theory of organisational readiness in this study supported this strategy of training or inducting. This might contribute to have a high change efficacy that would make administrators and teachers value the implementation of the PAS in schools.

In my view, it would be imperative to train or induct all administrators at different levels including teachers in the implementation of the PAS as it might help them to be PAS literate. Through training or induction, administrators and teachers might become competent to handle the implementation of it successfully at all times. Therefore, the MOGE need to be continuously training or inducting both administrators and teachers so that they could understand and appreciate the implementation of PAS in schools.

5.5.2 Conduct PAS Twice in a Year

The respondents in the study had proposed that PAS should be conducted twice in a year, where the first appraisal must be at the mid of the year probably June. The mid-year performance appraisal may be used to enable teachers know their weaknesses and correct them before the next appraisal within the same year. Hence, appraising teachers twice in a year would make them be accountable for their performance and this may enhance the implementation of the PAS. These findings are in agreement with Capadosa and Bernard (2013) who confirmed that performance appraisal was conducted twice a year in city government of Iloilo, Philippines. Furthermore, Obisi (2011) also agreed with findings of this study that PAS was recommended to be conducted three or four times a year for employees as to enable them achieve their objectives. Therefore, it was important that performance appraisal be conducted twice in a year as to enhance its implementation in these schools.

As revealed in the findings, respondents argued that there was need for the MOGE to allocate time on the school calendar for teacher performance appraisal. This might help PAS to be part of

the school routine activity and there could be consistency in its implementation. Hence, whenever school administrators use this strategy it would enable them appraise each teacher twice in a year not necessarily for the sake of recommending them for promotions or upgrades. This finding correlated with the study of Werber et al (2012) who had indicated that a specific timeline had been set for performance appraisal process as to complete the annual appraisal cycle. Also Daoanis (2012) explained that teachers were to be appraised twice in a 12 months' period. Therefore, when administrators would practice this strategy it may help to enhance the implementation of PAS in these secondary schools.

The study findings are supported by the theory of organisational readiness. Weiner (2009) indicated that time need to be made available effective implementation of organizational change such as PAS.

In view of this strategy, conducting performance appraisal twice in a year would help school administrators to be constantly assessing their teachers and this could help them to correct errors before the next appraisal. Consequently, such a strategy may help administrators to be consistently being implementing PAS which could lead to improvement of teacher performance.

5.5.3 Feedback

Feedback was suggested as one of the strategies which could be used to improve the implementation of PAS in secondary schools. The respondents in the study stated that, there was need for immediate feedback whenever teachers were formally appraised by administrators as to let them know their strengths and weaknesses in their performance. This feedback could be verbal or written and such feedbacks would motivate teachers to feel appreciated in the implementation of PAS. Hence, feedbacks are very paramount as it motivates both supervisors and teachers to see the need of implementing PAS in their schools. Mwale (2016) agreed with the findings of this study that, for effective implementation of PAS to be achieved, feedback was necessary as it was an acknowledgment from the supervisors informing teachers of their performance.

The findings of this research resonated well with the assertion of Wesley (2003) that feedback was very important whenever PAS was being conducted and this helped most workers to develop the sense of confidence of the system. Also, Werber (2012) stated that feedback must be

provided adequately by supervisors. It was very necessary for school administrators to provide adequate feedback after the appraisal to teachers as to address any suspicions and discomforts concerning the implementation of the PAS.

This strategy was in line with the theory of organisational readiness in that organisational members would value and appreciate the implementation of the change such as PAS when feedback was given as reported by Weiner (2009).

The researcher believed that the strategy of feedback if properly executed after the performance appraisal would equally motivate teachers. This may help them develop the sense of acceptance and appreciation of implementation of the PAS in schools.

5.5.4 Monitoring

Monitoring was suggested as one of the strategies that might be used to ensure that PAS was being implemented successfully by school administrators. It was necessary for headteachers to monitor teachers on how they were achieving set targets as speculated in their individual work plans. Also, it was proposed that Education Standard Officers (ESOs) should include PAS programs on their institutional and teacher's performance daily monitoring routine in schools. These findings were in agreement with Tompwe (2016) and Bulawa (2012) who showed that monitoring and evaluation were one of the strategies that made Headteachers more accountable in the implementation of PAS to the relevant authorities. Therefore, monitoring of the implementation of the PAS would make headteachers to be held accountable to their supervisors such as DEBS and any other senior government officer. The monitoring aspects by government officials would act as a motivational energy to the school administrators and this could lead them to take performance appraisal seriously.

Similarly, Daoanis (2012) also stated that supervisors had to conduct frequent monitoring of annual performance appraisal as to ensure that it was being implemented successfully in the institutions. In this view, headteachers had to monitor head of departments on delegated responsibilities of conducting performance appraisals in their department as to enhance the PAS implementation in schools. This was important for them as to ensure that PAS was being actually implemented and what adjustments needed to be made for its success implementation to be achieved.

This strategy in this study was supported by theory of organizational readiness. It had shown that if the activities of workers were monitored this might make them value and feel obliged to effectively implement PAS as pointed out by Weiner (2009).

The researcher agreed that monitoring as a strategy was imperative for the enhancement of the implementation of PAS as this would bring the aspect of accountability and professionalism in the school administrators. This would result into the PAS being consistently implemented in schools without any relapse of appraisal for each teacher as head teachers would be held accountable for any default in the implementations of PAS.

5.5.5 Budgeting

The budgeting for appraisal activities and resources was suggested to be one strategies that would enhance the improvement of implementing PAS in schools. The inclusion of budgeting for PAS activities in schools would assist the administrators to plan and procure the necessary resources such as stationary and printing of PAS forms. The availability of such resources would contribute to PAS being implemented successfully. The findings of Baraka (2015) were in line with this study finding. In her study 56% of the respondents mentioned that the provision of a budget was needed that could meet the required resources for the implementation of performance appraisal in OPRAS. The interpretation of this, administrators should include PAS activities and needed resources in their school budget, for it to be successfully implemented in schools.

Furthermore, this finding are similar with the findings of Tompwe (2016) who revealed that, the provision of adequate human and material resources was necessary for effective implementation of PAS in schools. There was need for higher authority to provide resources including funds meant for the implementation of PAS activities in schools.

The theory of organisational readiness supported this finding as the budgeting of resources would positively affect the implementation of the PAS as change in school (Weiner, 2009).

As a researcher, budgeting of PAS activities and resources could be one of the positive strategies that administrators would use to help them implement it successfully since they would procure necessary stationary. The budgeting of PAS would equally enable head teachers to plan for the training or induction programs for newly appointed administrators and deployed teachers.

The forth objective of this study was achieved since suggested strategies were discussed in detailed with the focus of mitigating hindering factors that affected the implementation of PAS in secondary schools. Further, through the practice of these strategies, it would equally create a sense of ownership and acceptance of PAS by both the administrators and teachers in schools.

5.6 Summary

This chapter had presented a discussion of the findings according to the four objectives. It was established that the PAS was ineffectively implemented in secondary schools. Further, the finding from the second objective exposed that the administrators and teachers had varied, scanty and limited knowledge in regard to the purpose of the implementation of the PAS. This actually impeded the implementation of the PAS in these schools in Petauke District. In addition, teachers had never benefited from these suggested purposes of implementing the PAS since they had never been used for administrative purposes. The factors that had hindered the implementation of PAS included relationship, time consuming and so forth. Lastly, the suggested strategies for the enhancement and improvement of the implementation of the PAS included provision of training, PAS to be conducted twice in a year, feedback, monitoring and budgeting. The next chapter looks at conclusions and recommendations.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter presented the discussion of findings which was based on the four objectives. Therefore, this chapter would give a conclusion to the findings based on the same objectives and also suggest recommendations including further researches.

6.2 Conclusion

The first objective of the study established that the applicability of the implementation of Performance Appraisal System (PAS) was not being practiced in schools. Schools administrators did not conduct the PAS as they way it should be implemented. In the pretext of conducting the PAS, they only instructed those teachers who were on probation to just fill in the forms in their absence. This could be concluded that PAS was actually not implemented despite having it introduced in schools. Further, this PAS was not being conducted regularly and annually in these schools which was an indication that its implementation was compromised by number of factors.

Regarding the second objective, the impediment of the implementation of the PAS was also caused by administrators and teachers who had limited understanding and knowledge about the purpose of the implementation of PAS. These administrators highly contributed for the PAS not to be practically implemented as they had no adequate knowledge and skills to implement the PAS in schools. Due to the limitation of the knowledge about the purpose of the implementation of the PAS administrators resorted not to appraise teachers formally in schools.

Further, administrators having very limited understanding and knowledge about PAS ignorantly used PAS wrongly by just recommending teachers they had hand-picked for promotions or awards. This was an indication that teachers never benefited from performance appraisal since practicability or applicability was not there in its implementation.

The practicability and applicability of the implementation of PAS in schools was not there as established from the main findings of the third objective of this study. The factors that had negatively affected PAS implementation in schools included relationships that brought about

practices of favoritism which contributed to the failing of PAS. The school administrators avoided implementing performance appraisal since it involves lengthy interviews which results into time consuming. Administrators were never trained to handle the implementation of PAS and they ignorantly conducted PAS wrongly which compromised its implementation. Pressure of work caused school administrators and teachers to be overwhelmed with other responsibilities causing them to ignore implementing the PAS in schools. Also, the appraisal forms lacked necessary information pertaining extra co-curricular activity and lesson observations which made it look as an irrelevant reform and this hindered the actual implementation of the PAS.

Further, other major factors included lack of cooperation on the part of teachers as they had resisted to be appraised by their immediate supervisors and this impeded the implementation of PAS. Differential educational levels among the teaching staff brought a lot of inferior complex among administrators with low qualification and they even developed a negative attitude toward the implementation PAS. The fear was that those teachers are their potential competitor for better position than them hence they avoid to implement PAS in schools. In additionally, there was lack of necessary documents such as policy, user guide and circulars to be used to reinforce the implementation of PAS and this hindered the effective implementation of PAS.

From the fourth objective, the implementation of PAS practically could be achieved if the suggested strategies are put in practice by administrators. As suggested, all administrators and teachers need to be trained so that they could be implementing the PAS as it was laid out in its guideline. Further, PAS needed to be conducted twice in a year and such suggestion would actually help to achieve its implementation in schools. Also, feedback was very cardinal for the achievement of the implementation of PAS in these schools.

Further, it was suggested that the PAS should be regularly monitored by relevant authorities in the ministry so as to ensure that head teachers were implementing it in schools. Lastly, the budgeting for PAS activities and resources was also important as this would help to achieve the implementation of the PAS with less challenges in schools.

6.3 Recommendations

Based on the conclusion, the following recommendations were made:

- i The Ministry of General Education (MOGE) to schedule implementation of Performance Appraisal System (PAS) on the school calendar and be conducted twice in a year. The appraisal should be conducted during school holidays.
- ii The MOGE should develop an ongoing training and induction of the PAS program for the administrators and teachers as to achieve the implementation of the PAS. Therefore, to achieve this the ministry should develop a training policy framework for PAS.
- iii The PSMD, the Policy makers, and technocrats should review the PAS forms by making them suitable to the Zambian school context and simple to use. There should be an inclusion of the lesson observations, extra co-curricular in the PAS forms and any other responsibilities that teachers are involved in.
- iv The MOGE should be sending PAS policy and circulars to all schools through DEBS. as to enhance the implementation of PAS. Further, the headteachers must also circulate PAS policy, user guide and all circulars to all teachers through their HODs in schools.
- v The MOGE through the PEO and DEBS should strictly use PAS to appraise, select and recommend teachers for rewards such as promotions or awards as a way of reinforcing its implementation in schools.

6.4 Recommendations for further research

The study had the following recommendations for further research:

- i This research study was only conducted in Petauke district of Eastern Province and qualitative methodology was adopted. Therefore, similar studies should be carried out in other districts of the country and mixed methodology be used for purpose of comparing the findings.
- ii In relation to future research, survey study would be recommended to examine each factor that had hindered the implementation PAS in different public schools of Zambia.
- iii The future research to study would be the relationship between PAS and teacher performance in public schools in Zambia.

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APPENDICES

APPENDIX A: THE FOCUS GROUP GUIDE FOR TEACHERS

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Introduction for Respondent

My name is **Joackim Pelekamoyo**, a postgraduate student at the University of Zambia (UNZA), conducting a study to investigate the factors affecting the implementation of the PAS in schools of Petauke District. The purpose of this study is to enable me, in part, fulfill the requirements for the award of Masters of Educational Administration and Management. As a member of the MOGE you have been selected as a respondent in this study and I would like to ask you a few questions. The information you give will be kept strictly confidential. Therefore, I encourage you to be as open and free as possible.

1. How often have you been appraised by your immediate supervisor in the school?
 - (a) If often, explain how?
 - (b) If not often, explain, why?
2. What are some of the purposes of implementing the PAS in a school?
3. How has the implementation of the PAS benefited you as a teacher?
 - (a) If you have benefited through the use of PAS, explain how and when?
 - (b) If not, give your reasons as to why?
4. In your opinion, what are some factors that are likely to hinder the effective implementation of PAS in school?
5. Can you suggest some of the possible strategies or measures that could be used to improve the implementation of PAS in schools?

THANK YOU

APPENDIX B: THE FOCUS GROUP GUIDE FOR HEAD OF DEPARTMENTS (HODS)

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Introduction for Respondent

My name is **Joackim Pelekamoyo**, a postgraduate student at the University of Zambia (UNZA), conducting a study to investigate the factors affecting the implementation of the PAS in school. The purpose of this study is to enable me, in part, fulfill the requirement for the award of Master of Education in Educational Administration and Management. As a member of the school you have been selected as a respondent in this study and I would like to ask you few questions. The information you give will be kept strictly confidential. Therefore, I encourage you to be as open and free as possible

1. Have you ever been inducted as an appraiser in PAS since your appointment in your current position?
2. Do you conduct the appraisal for each teacher on a regular basis in the department?
 - (a) If yes, how often do you appraise each teacher and when are they appraisal?
 - (b) If no, why?
3. In your opinion, what are some of the purposes of implementing the PAS in the school department(s)?
4. Do you use the PAS results or outcomes to benefit you as well as the department?
 - (a) If yes, how do you use them?
 - (b) If no, why don't you them?
5. Are there any factors you encounter when conducting PAS in the department? If yes, mention some of these factors and explain how they affect PAS.
6. In your opinion, what strategies or measures should be used to improve the implementation of PAS in the department as well as in the school and how are they supposed to be implemented?

THANKYOU

APPENDIX C: INTERVIEW GUIDE FOR ADMINISTRATORS (DEBS, HRMO AND HEADTEACHER/ DEPUTY)

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Introduction for Respondent

My name is **Joackim Pelekamoyo**, a postgraduate student at the University of Zambia (UNZA), conducting a study to investigate the factors affecting the implementation of the PAS in schools of Petauke District. The purpose of this study is to enable me, in part, fulfill the requirements for the award of Masters of Educational Administration and Management. As a member of the MOGE you have been selected as a respondent in this study and I would like to ask you few questions. The information you give will be kept strictly confidential. Therefore, I encourage you to be as open and free as possible.

1. Have you ever been trained or inducted as an appraiser in PAS since your appointment in your current position?
2. Have you ever trained or inducted your immediate subordinates in your school or district?
3. What are some of the purposes of using the PAS by the administrator(s) in the school(s)?
4. Do you use the PAS results or outcomes for making administrative decisions?
5. Are there any factors you encounter when implementing and monitoring PAS in school(s)? If yes, mention these factors and how they are affecting PAS.
6. In your opinion, what strategies or measures should be used to improve the implementation of PAS in schools and how are they supposed to be implemented?
7. Is there anything else that you feel would like to say about the PAS which would be of interest to this interview?

APPENDIX D: DOCUMENT ANALYSIS

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

My name is **Joackim Pelekamoyo**, a postgraduate student at the University of Zambia (UNZA), conducting a study to investigate the factors affecting the implementation of the PAS in schools of Petauke District. The purpose of this study is to enable me, in part, fulfill the requirements for the award of Masters of Educational Administration and Management. As a member of the MOGE you have been selected as a respondent in this study and I would like to ask you to show me documents related to PAS for the verification of their availability here. The information you give will be kept strictly confidential. Therefore, I encourage you to be as open and free as possible.

S/N	DOCUMENTS	AVALIBILITY	
		YES	NO
1	Government PAS policies		
2	Government PAS user guide		
3	PAS Government circulars		
4	PAS forms for appraisal		
5	Administrators Diaries (notes on PAS)		
6	Minutes on PAS		
7	Government officials (monitoring PAS referring to the Log book)		

APPENDIX E: CONSENT FORM

UNZAREC FORM 1b



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

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Fax: +260-211-290258/293937
E-mail: drgs@unza.zm

P. O. Box 32379
Lusaka, Zambia

HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

CONSENT FORM
(Translated into vernacular if necessary)

TITLE OF RESEARCH:

REFERENCE TO PARTICIPANT INFORMATION SHEET:

1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.
2. Your permission is required if tape or audio recording is being used.
3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.
6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
7. The information collected in this interview will be kept strictly confidential.
8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.

VOLUNTARY CONSENT

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant's name (Printed):

Participant's signature: Consent Date:

Researcher Conducting Informed Consent (Printed)

Signature of Researcher: Date:

Signature of parent/guardian: Date:

APPENDIX F: PERMISSION LETTERS FOR FIELD WORK



THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 27th JUNE 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. DELEKANWOYO JOACKIM Computer number 2016145529 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)

Emmy Mbozi (Dr) **ASSISTANT DEAN, POSTGRADUATE STUDIES- SCHOOL OF EDUCATION**

cc: Dean-Education
Director-DRGS

APPENDIX G: INTRODUCTORY LETTER

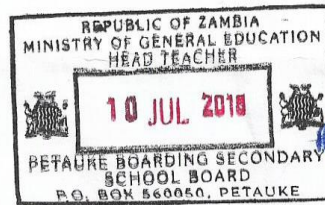
Communications to be addressed to
The DISTRICT EDUCATION BOARD SECRETARY,
Tel: 06-371185, Fax: 06-371384.



In reply please quote

**REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION**

DISTRICT EDUCATION BOARD
P.O. BOX 560080
PETAUKE



9th July, 2018

The Head teacher

PETAUKE BOARDING SECONDARY School

PETAUKE DISTRICT

RE: INTRODUCTORY LETTER – MR. JOACKIM PELEKAMOYO

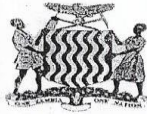
This serves to introduce to you Mr. Pelekamoyo, Computer No. 2016145529 from the University of Zambia pursuing a Masters/PhD Programme in Education.

Mr. Pelekamoyo has been permitted to carry out a research at your school.

Your assistance to him will be highly appreciated.

Mumba E.A. Nkholoma
DISTRICT EDUCATION BOARD SECRETARY
PETAUKE

Communications to be addressed to
The DISTRICT EDUCATION BOARD SECRETARY,
Tel: 06-371185, Fax: 06-371384.



In reply please quote

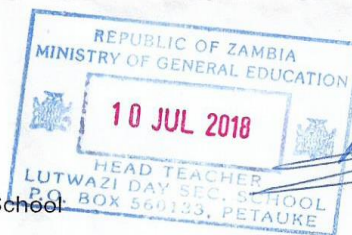
**REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION**

DISTRICT EDUCATION BOARD
P.O. BOX 560080
PETAUKE

9th July, 2018

The Head teacher

LUTWAZI DAY SECONDARY School



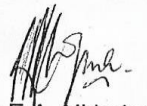
PETAUKE DISTRICT

RE: INTRODUCTORY LETTER – MR. JOACKIM PELEKAMOYO

This serves to introduce to you Mr. Pelekamoyo, **Computer No. 2016145529** from the University of Zambia pursuing a Masters/PhD Programme in Education.

Mr. Pelekamoyo has been permitted to carry out a research at your school.

Your assistance to him will be highly appreciated.


Mumba E.A. Nkholoma
DISTRICT EDUCATION BOARD SECRETARY
PETAUKE

APPENDIX H: ETHICAL APPROVAL LETTER



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgs.unza.zm | Website: www.unza.zm

Approval of Study

15th February, 2019

REF. NO. HSSREC: 2018-OCT- 006

Mr. Joackim Pelekamoyo,
Petauke Boarding Secondary School
P.O. Box 560050
Petauke

Dear Mr. J. Pelekamoyo,

RE: "THE INVESTIGATION INTO THE FACTORS AFFECTING THE IMPLEMENTATION OF THE PERFORMANCE APPRAISAL SYSTEM (PAS) IN SECONDARY SCHOOLS OF PETAUKE DISTRICT, ZAMBIA"

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved the study noting that there are no ethical concerns.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

In future ensure that you submit an application for ethical approval early enough.

Yours faithfully,

Dr. J. Mwanza

**CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE IRB**

CC: Director Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies
Senior Administrative Officer (Research), Directorate of Research and Graduate Studies

Excellence in Teaching, Research and Community Service