THE UNIVERSITY OF ZAMBIA

PERCEPTIONS OF HEAD TEACHERS AND TEACHERS ON THE ANNUAL PERFORMANCE APPRAISAL SYSTEM IN SELECTED PRIMARY SCHOOLS OF LUSAKA DISTRICT.

BY

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A Dissertation Submitted to the University of Zambia in partial fulfillment of the requirement for the degree of Master of Education in Education Management.

The University of Zambia

2018

DECLARATION

I, Jenipher Nyeleti, do solemnly declare that this report:

1) Represent my own work;

2) Has not previously been submitted for a degree at this or any University;

3) Does not incorporate any published work or material from another report.

Signature of author…………………………………………………………………..

Jenipher Nyeleti

Date…………………………………………………………………………………..

CERTIFICATE OF APPROVAL

This dissertation by Jenipher Nyeleti is approved as fulfilling the partial requirements for award of the Degree of Master of Education in Education Management by the University of Zambia.

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DEDICATION

This dissertation is dedicated to:

The Almighty Father who tremendously paved a way for my study and for His continuous presence during the research program, and to the Lord Jesus for giving me grace to reach this far. I am grateful to the Holy Spirit for empowering me with His power and ability to accomplish this dissertation. May His name be glorified forever.

My husband, Dr Angel Chisefu for the inspiration, wisdom and encouragement rendered to me in the pursuit of this study. Thank so much for your prayers and support.

My three sons, Wisdom Chisefu for financial support during my study, Shemaiah Chisefu for financial support and for editing this dissertation, and Kucimfya Chisefu for typing the work. Thank you my dear sons for you made it possible for me to complete this document.

My mother, Mrs Silvia Chisha Nyeleti for the endless support and encouragement.

ACKNOWLEDGEMENTS

LIST OF ABBREVIATIONS AND ACRONYMS

ACR   Annual Confidential Report

APAS   Annual Performance Appraisal System

APECS   Annual Performance Evaluation in the Civil Service

GRZ   Government of Republic of Zambia

HRD   Human Resource Development

MBO   Management by Objectives

PA   Performance Appraisal

PMP   Performance Management Package

PMS   Performance Management System

PRSP   Public Service Reform Programme

PSMP   Public Service Management Division

PSMPSP   Public Sector Management Program Support Project

SMART   Specific, Measurable, Achievable, Realistic, Time Bound

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ABSTRACT

The aim of the study was to investigate perceptions of head teachers and teachers on the Annual Performance Appraisal System (APAS) in selected primary schools of Lusaka District. It was an exploratory study that used qualitative research design. To undertake the general objective, three (3) specific objectives were designed, these included: (1) to explore perceptions head teachers and teachers hold concerning APAS; (2) to examine ways in which APAS had motivated teachers in primary schools (3) to investigate levels of employees' satisfaction on the Annual performance Appraisal System. The sample size comprised twenty respondents, these were as follows: five head teachers from each sample primary school, three class teachers from each school giving a sample size of twenty (20) respondents. The research instruments used in this study were questionnaires, interview guides and focus group discussions.

The study revealed that teachers lacked proper understanding of APAS which had resulted in the development of negative perceptions and attitudes toward the system. The study revealed that the majority of teachers did not see the importance of APAS to their career because the system was not perceived to be yielding tangible results. The findings indicated that APAS was not valuable to teacher's profession. It was further revealed that the majority of teachers were not motivated with appraisal systems, and that head teachers were not playing their major role of providing trainings and initiating programs that would help in developing teachers' weaknesses. Furthermore, it was revealed that teachers were not satisfied with APAS, there were no teacher participation and involvement in appraisal process, no coaching and monitoring was conducted throughout the year. The study revealed that supervisors involved in appraisal process lacked necessary skills of evaluating employees. One of the major recommendations made by this study was that the MOGE should provide trainings and workshops to ensure that supervisors involved in appraising teachers acquire adequate skills needed for conducting appraisal process.

1.0   OVERVIEW

This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, conceptual framework, theoretical framework, delimitations of the study, and operational definition of terms.

1.1   BACKGROUND

Improving performance management has become a major focus for many organizations for the past decade. In 1997, the Zambian government introduced the Public Sector Management Program Support Project (PSMPSP) whose purpose was to improve performance management and to institutionalize strategic performance management in the public service (World Bank, 2005:2). Before the introduction of the Performance Management Package (PMP), assessment of individual performance was through the Annual Confidential Report (ACR). The Zambian government had been using the ACR, as the only tool for assessing performance in the public service.

 However, the ACR was subjective as it was based on the supervisors' personal observations and perceptions about an individual. This appraisal tool was not based on work planning and targets setting, hence, it had no baselines for performance delivery. The ACR was later found to be one sided because the Appraisee did not have access and input in the whole process since the manager or supervisors had to do the whole process. According to Cabinet Office (2008), the ACR failed to give assurance to the Public Servants, since it was a closed system and only the Managers or Supervising Officers had access to the whole process. Very few Public Servants had confidence in the ACR because it never promoted career development, rewards and recognition but was strongly used for sanctions (Zambia, 2003: i).

In order to improve performance assessment, action was initiated under the Public Sector Reform Programs (PSRP) to restore the credibility of the staff reporting mechanism. The government established a legal framework to institutionalize Annual performance Appraisal Systems (APAS) through the Performance Management Package (PMP) and included APAS in the terms and

conditions of service for Public Service to develop and introduce new instruments for measuring individual performance (Zambia, 2003:52). APAS was introduced under component two (2) of the PSRP and its goal was to improve the quality, efficiency and cost effectiveness of the Public Service to the people of Zambia. This came after the government's realization that the performance of the civil service was not improving. One of the focus of the PRSP was Management and Human Resource Performance improvement. That, therefore, prompted two objectives that lead to the birth of the APAS (Zambia, 2003).

The objectives of component Two (2) of the Public Sector Reform Program (PSRP) were:
(i) To improve the efficiency and effectiveness of the Public Service in the performance of its functions by establishing Management Systems of accountability and performance in the Public Service and developing skills which will enable senior managers to effectively manage the Public Service.

(ii)To put in place an effective personnel evaluation instrument and management information system to enable the Government to compile and manage data useful in making vital personnel decisions at the time of confirmation, promotion, discipline, transfer and retirement of Public Servants (Zambia, 2003).

According to Cabinet Office (1997), the APAS was, therefore, a component of the performance Management Package (PMP). It is the Civil Service mechanism used for appraising the performance of the individual Civil Service employees. It is a system of annually reviewing and assessing a jobholder's performance in the job against set targets of the work plan. More specifically, the APAS was introduced to:

(i)   Assess the jobholder's achievements (Performance) against set targets.

(ii)   Establish the jobholders' strengths and weaknesses in the performance of the job;

(iii)   Identify the causes of the weaknesses;

(iv)   Recommend further developmental or training needs of an individual to fill the training gaps between a job specification, job description and the individual; and

(v)   Appropriately reward employees who perform well.

Performance Management Package (PMP) was introduced to address the subjective aspect of the Annual Confidential Report. The reason why PMP was introduced was to address issues of organizational work planning, which meant that all government ministries, departments and agencies would develop annual corporate work plans, the departmental work plans and on a personal level, employees would develop annual performance plans that should be in line with the organizations' annual work plan. The annual work planning became the foundation for evaluating employees (Zambia, 2003).

In all government departments, PMP and APAS were implemented by the government of Zambia. This required all employees in government department to adapt to new approaches to institutional management, developing strategic plans, annual work plans and performance appraisal.

Dessler, (2007:313); Aguinis (2013:26); De Cenzo and Robbins (1999:389) agree to say, "performance appraisal if implemented and properly used, is one of the most powerful supervisory tools available in performance management." If implemented and used poorly, performance appraisals may lose credibility with the organization's employees (Aguinis, 2013:8; De Cenzo et al, 1999:375).

From the time APAS was introduced in government departments, specifically in the Ministry of Education, there has been no research conducted to investigate teachers' perceptions about the performance appraisals. Additionally, there has been no feedback as to how the teachers perceived performance appraisal in primary schools of Lusaka district. Since teachers play a significant role in productivity of the school, it is important to investigate what they perceive about performance appraisals and the extent to which APAS has motivated these employees. Therefore, this research is important because research advocates that fairness perceptions about performance appraisals help to the promotion of efficiency in organizations (Moorman, Blakey and Niehoff 1998:210). Employees' perception of fairness of performance appraisal is a significant factor in employee acceptance and satisfaction of performance appraisal (Longenecker, Liverpool and Wilson, 1988:312). It is also important to note that a good perception creates a positive working environment in the organization while a negative attitude will attract a number of challenges that can result in the low performance of the school.

1.2 STATEMENT OF THE PROBLEM

The focus of this study was to investigate head teachers and teachers' perceptions on the annual performance appraisal system. Even though performance appraisal has many beneficial uses to the organization, there seems to be a negative attitude and dissatisfaction with the appraisal system from employees (Khoury and Analoui, 2004). It is important to investigate the perceptions to get a clear understanding of teachers perceptions in order to find ways of curbing the system so that appraisal can satisfy both head teachers and teachers in primary schools. Much of the research conducted on performance appraisal in Zambia was focused on the impediments to the institutionalization of APAS in government institutions and effectiveness of APAS in Public Service. It appears little research has been conducted in Primary Schools on teachers' perceptions on APAS to inform what perceptions teachers hold concerning the system. This study therefore, sought to explore the perceptions of teachers and head teachers on the Annual performance Appraisal System in selected primary schools of Lusaka district.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate perceptions of teachers and head teachers on the Annual Performance Appraisal System in selected primary schools of Lusaka district.

1.4 GENERAL OBJECTIVE

To explore the perceptions of the head teachers and the teachers on the Annual Performance Appraisal Systems in selected primary schools of Lusaka district.

1.5   SPECIFIC OBJECTIVES

The objectives of the study were to:

i.   Explore perceptions head teachers and teachers hold concerning the Annual Performance Appraisal System in primary schools.

ii.   Examine ways in which Annual Performance has motivated and developed teachers and head teachers in primary schools.

iii.   Investigate the level of employees' satisfaction on the Annual Performance Appraisal System.

1.6   RESEARCH QUESTIONS

i.   What perceptions do head teachers and teachers hold concerning the Annual Performance Appraisal System in primary schools?

ii.   Does the Annual Performance Appraisal System bring motivation to both head teachers and teachers?

iii.   To what extent is, the Annual Performance Appraisal System satisfying teachers and head teachers in primary schools?

1.7   SIGNIFICANCE OF THE STUDY

It is hoped that the study would generate information on perceptions of head teachers and teachers on the Annual Performance Appraisal System. It is further hoped that the findings of this study might guide policy direction and recommendations may be made to improve on the implementations and applications of the APAS in public schools. The study may also provide critical insights on what is currently transpiring in public learning institutions concerning the Annual Performance Appraisal System. This study may advance the knowledge in this area. The study may also stimulate further and advanced research on the Annual Performance Appraisal System.

1.8   THEORETICAL FRAMEWORK

The theoretical framework of this study was drawn from the Goal-setting theory developed by Edwin Locke, (1979). The Goal-setting theory states that goal setting is linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. Feedback is a means of gaining reputation, making clarifications, and regulating goal difficulties. It helps an individual to work with more involvement and leads to greater job satisfaction (Verbeeten, 2008).

The theory highlights four mechanisms that connect goals to performance outcomes, as follows: 1) direct attention to priorities; ii) stimulate effort; iii) challenge people to bring their knowledge and skills to bear to increase their chances of success; and, iv) the more challenging the goal, the more people will draw on their full repertoire of skills (Locke and Latham, 2002).

However, the effects of goal-setting have been shown to be applicable to individuals as well as to organizational units (Rodgers and Hunter, 1991) and the entire organization. Therefore, performance appraising of individual relies on the goals set by an employee and how much effort an individual has contributed to performing those tasks. This study therefore shall explore the opinions of the employees concerning the Annual Performance Appraisal System (APAS) regarding their set goals in order to discover to the degrees of motivation in their place of work.

1.9   CONCEPTUAL FRAMEWORK

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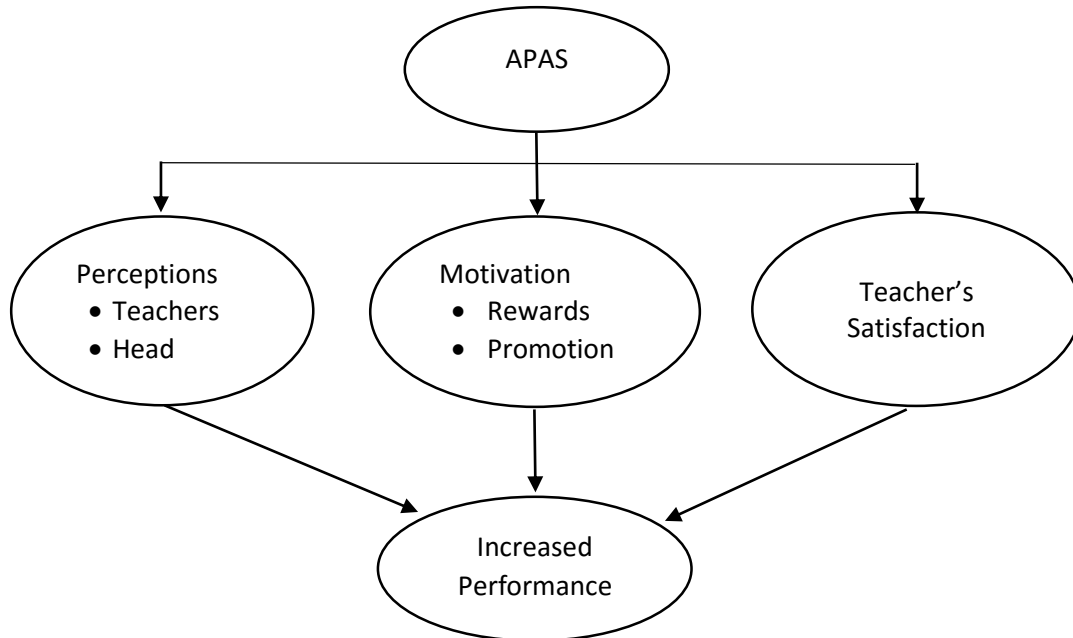
1.10   DELIMITATIONS OF THE STUDY

The study was conducted in Lusaka district because the researcher intends to get views within the district, as there are many schools before involving other schools outside the district. The study was conducted only in selected primary schools within the district.

1.11   LIMITATIONS

The study was done in five primary schools in Lusaka District, hence, results on this aspect may not be generalized to other schools or districts because there could be other opinions that may affect results.

1.12 OPERATIONAL DEFINATION OF TERMS

Performance: an achievement of an individual or organization in relation with its set goals.

Performance Management: a systematic process for improving organizational performance by developing the performance of individuals and teams (Armstrong, 2005).

Performance Measurement: a process of quantifying the efficiency and effectiveness of past actions through acquisition, collation, sorting analysis, interpretation and dissemination of appropriate data (Ahmed, 2007).

Performance appraisal systems: a structured formal interaction between a subordinate and a supervisor, that usually takes the form of a periodic interview (annual or seem annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weakness and strengths as well as opportunities for improvement and skills development (Mondy & Noe, 2005:252).

Promotion: the act of moving forward to a higher rank or position (Ahmed, 2007).

Feedback: Information reflecting past performance and results given by the supervisor to the employee (Ali, 2012).

Motivation: Willingness to achieve organizational objectives (Fletcher, 2014)

Perceptions: "Dynamic way and complex way, in which individuals select information (stimuli) from the environment, interpret and translate it so that the meaning is assigned which will result in a pattern of behavior or thought" (Mullins, 2005:1060).

Summary

This chapter introduced the study on Perceptions of head teachers and teachers on the Annual Performance Appraisal System in selected primary schools of Lusaka district. The chapter also presented background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, conceptual framework, theoretical framework, delimitations of the study and operational definition of terms.

CHAPTER TWO

LITERATURE REVIEW

2.0   OVERVIEW

This chapter aims to discuss performance appraisal system by taking insights from various literature reviews from different scholars. The chapter begins with a brief discussion on the concept of Performance Appraisal, followed by objectives of performance appraisal, benefits of Performance Appraisal, Fairness of the Performance Appraisal System.

2.1   CONCEPT OF PERFORMANCE APPRAISAL

Many scholars have defined performance appraisal in different ways. Armstrong (2006:66) defines performance appraisal as "a systematic evaluation of the individual with respect to his or her performance on the job and his or her potential for development." From this definition, it can be noted that an employee is evaluated according to his/her performance of work. Appraisals are a means of assessing an individual's performance in a systematic way. Wise (2005) views performance appraisal as the ongoing process of evaluating employee performance. Therefore, performance appraisal should not be seen as an end in itself, but as an on-going process of evaluating employees. They are reviews of employee's performance overtime, as Ahmed (2007:78) rightly puts it, "performance appraisal is a formal system of review and evaluation of individual or team task performance."

Chapman (2009) gives a more comprehensive definition of performance appraisal. He says, "Performance appraisal is a formal, structured system of meaning and evaluating an employee's job related behaviors and outcome to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, organization and society and all benefit." From this definition given by Chapman, performance appraisal is a formal system that evaluates the quality of an employee's performance. It is also important to note that appraisals act as an aid on behalf of the supervisor to discover how an individual is performing on job. Performance appraisals are advantageous to an employee, the organization where the employee belongs and the society.

Armstrong and Baron (2005) asserts that performance appraisal is an element of the performance management process that involves different measurements in an organization. They describe

performance management as the process of identifying, measuring, managing and developing the performance of the human resources in an organization. Performance appraisal is an important component of performance management, and it is vital, in that it directly reflects the organization's strategic plan. The evaluation does not merely occurs on individuals per say, but also on the team performance when teams existing in an organization (Tom, 2014). As Armstrong and Baron (2005) puts it, "an effective appraisal system evaluates accomplishments and initiates plans for development, goals and objectives.

2.2 OBJECTIVES OF PERFORMANCE APPRAISAL

Performance appraisal is widely used in many organizations for a variety of activities through which organizations seek to assess employees and develop their competences, improve performance, and allocate rewards (Fletcher, 2001). Grote (2002) identified the following objectives of performance appraisal:

2.2.1 Communicating

Grote (2002) observes that the first major reason for performance appraisal is to provide an opportunity for formal communication between management and the employees concerning how the organization believes each employee is performing. He notes that successful communication requires two way interaction between people. A two way interaction between the employee and the supervisor can remedy a number of performance problems existing in an organization. It enables the employee and the employer to have an understanding of what is required, when it is required and how the employee's contribution measures up (Grote, 2002).

Communication demands that individuals have the opportunity and ability to provide feedback to their supervisor in order to make sure that the communication is understood. Consequently, in performance appraisals the communication process require that the supervisors communicate with the subordinates to provide them information about how they believe they are doing in their job. On the other hand, the process also requires that individuals are accorded opportunity to speak to their supervisors concerning factors that inhibit their ability to successfully perform for the organization (Flether, 2014; Grote, 2002).

Nevertheless, there are factors in the job that causes loss of productivity which management may not know about. Flether (2014), suggests some of these factors which include; lack of training,

poorly maintained equipment, lack of tools necessary to perform, conflict within work groups, among others, that management may not see on a daily basis. If the communication component of the performance appraisal process does not allow for these two-way communication, supervisors may not know obstacles that subordinates have to overcome. The only way to resolve problems is to know about them. Thus, supervisors ought to communicate with their subordinates to discover when problems within the work environment cause loss of productivity. Hence, two-way communication is an important component of addressing problems through the performance appraisal process (Flether, 2014).

2.2.2   Decision Making (Evaluating)

According to Grote (2002), decision making is another objective of performance appraisals as it allows management to make decisions about employees within the organization. He argues that supervisors need to make decisions based on information that is derived from the communication. The information has to be accurate for supervisors in order for them to make decisions that will improve organizational productivity. He notes that when supervisors have valid and reliable information concerning each individual, it gives them ability to make decisions that can enhance productivity within the organization. Flether (2014:76) asserts that, "managers use information from annual performance appraisals to make evaluative decisions concerning workforce including salary increase, promotions, demotions, training and development, and termination."

2.2.3   Salary increase:

Performance appraisal plays an important role in making decisions about salary increase. Typically, salary increase of an employee depends on how the individual is working in his job. This will enable the supervisor to judge how well an individual is performing and how much he should be compensated by way of salary increase (Fletcher, 2014).

2.2.4   Promotion: Performance appraisal plays significant role in making decisions where promotion is based on merits and seniority. Performance appraisal reveals how an individual is working in his present job and discloses the strengths and weakness of that person. In light of these, it can be decided whether an individual can be promoted to the next higher position (Fletcher, 2014).

2.2.5 Training and Development: Performance appraisal identifies strengths and weakness of individuals on his present job. This information can be used for creating training and development programs necessary for overcoming weakness of individuals (Grote, 2002).

2.2.6 Feedback:

In the processes of formal performance evaluation, feedback refers to direct communication between supervisor and employee. The information reflecting past performance and results and given by the manager to the employee is called feedback. It improves the effectiveness and helps in decision making within the organization. The feedback directs the individual to the organization missions and objectives. During appraisal process, the employee receives information about how they are performing and where they could improve. Managers identify the weaknesses of the employees and together they make a plan for the employee's development (Ali, 2012).

Armstrong (2010) posits that the source of the feedback must be perceived by the recipient as being trustworthy, credible, reliable, objective and properly motivated. Armstrong argues that the satisfaction with the performance appraisal is an indication of the degree to which subordinates are satisfied with the process and the feedback they have received. He notes that feedback serves as a report of the accuracy and fair evaluations of the performance. When individuals are satisfied with performance appraisal, they will improve further working relationships with supervisors and colleagues. The feedback can also bring negative reactions from employees. If perceived unfair, the feedback can cause behavioral changes such as absenteeism, lack of cooperation, lack of focus on priorities, unhealthy competition and even can cause staff turnover (Armstrong, 2010).

The Supervisory Guide (2010) identifies two kinds of feedback that can help the employee, (1) Praise, (2) Constructive comments. Praise for a job well done encourages the employee and supports the employee's work performance. Constructive comments show the employee where he/she is having performance problems. When feedback includes praise, it is supportive and the result is a more confident and competent employee. After feedback has been given, then the supervisor can coach the employee to help him or her improve performance.

2.2.7 Motivating (Developing)

Grote, (2002) further reports that another major purpose for performance appraisal is to provide motivation to the employees in order to improve the way they work individually for development

purposes, which results in the improvement of the organizational productivity. Fletcher, (2014) defines motivation as the willingness to achieve organizational objectives. Managers need to create an atmosphere where employees develop some willingness to achieve the organization's objectives which in turn will increase organizational productivity. The reason for evaluative decisions is for employee development. Fletcher, (2014) is of the view that supervisor are mandated to make decision to train the employees as this leads to their development through improving their performance. When employees are trained, it leads to better utilization of the resources to improve organizational performance.

2.3   EMPLOYEE PERCEPTIONS OF PERFORMANCE APPRAISAL

Performance Appraisal has a major influence on the employees' perception that may affect the behavior in terms of performance of employees as well as the performance of the organization (Ahmed et al, 2011). Robins and Judge, (2007) defines perception as the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. From this definition, perceptions has to do with the way an individual understands their surroundings. Another scholar, (Armstrong, 2010) reports that perception is the attitude towards policies concerned with pay, recognition, promotion and equality of working life influence of the group with whom they identify. This explanation tells that individual develops certain attitudes towards their earnings, promotion and quality of working life.

 Perceptions play a significant role in the rationality of individuals, and influence people's life experiences, attitudes and emotions. Mullins (2010:209) asserts that perception forms the basis of organizational behavior and that situation can be evaluated regarding its perceptual inferences. Employees' perception about the performance appraisal results can be beneficial depending on a number of factors, these factors include employees' attitudes, personality, motives, interest, past experiences and their expectations from organization. From this exposition, it can be noted that individuals understanding about the outcomes of the appraisals can be beneficial depends on these factors stated as well as what they expect from the institutions.

 Fletcher (2014) reports that employees' perceptions of appraisal systems are very important but rarely considered when being appraised. Most often, supervisors do not take interest to know employees' understanding on the system but overlook whatever views they may hold when being

appraised. They may begin to perceive that performance appraisals are neither accurate nor fair. Fletcher asserts that perceptions of fairness affect employees' likelihood to demonstrate a sense of belonging to the organization. Nevertheless, when they perceive that they are treated fairly, employees express greater satisfaction with social relationships.

Employees may be more receptive and supportive for APAS if they perceive that the system is an effective source of feedback that helps to improve their performance. If they perceive appraisals as an opportunity for getting reward, and as an avenue for personal development, employees are likely to contribute in a real manner to a given performance appraisal (Mullins, 2005). On the other hand, if they perceive appraisal as only an attempt by management to exercise closer supervision and control over the tasks the employee perform, a number of different reaction may occur. APAS will be effective if the appraisal process is transparent and clearly explained to the people involved and at the same time, they are agreed for that (Anthony et al, 1999).

According to Skarlicki and Folger (2007), the appraisal process can become a source of frustration and dissatisfaction when employee perceive that the appraisal system is biased, political or irrelevant. Some supervisor make mistakes during appraisal process. Mistakes usually committed are biases and judgmental errors that tend to mar the performance appraisal process. Supervisors have different feelings about each of the individuals working under him or her. Whether he likes or dislikes them can cause serious effect on their performance.

Supervisors need not to be biased, they must not allow individual differences such as sex, age, race (Dessler 2010:207-208), or personality affect the evaluations. Objectivity ought to be promoted when rating each individual focusing on the job and not on the character of the person. In addition, another important issue is the employee participation in the performance appraisal process. Employee should participate during the development of reliable, valid, fair and useful performance standards. They should participate during the designing, the rating format and measuring scales. This is important as this leads to trust, open communication and equal employee treatment.

In a study conducted by Onyango (2013) in Kenya, on factors affecting employee perception of performance appraisal process, it was established that some of the factors that affected employees' perception of the performance appraisal process was that feedback during the appraisal process

was not accurate. The study also established that performance appraisals were only periodically and that they were not used as a way of motivating staff. Other things that were established included; there was favoritism and nepotism by raters, setting of unrealistic targets, good performance was not rewarded, there was lack of adequate knowledge on individual performance, among others. The study recommended that employees' be involved in designing the rating and designing the rating and measurement scales to ensure development of reliable, valid, fair, and useful performance standards.

In another study conducted on employees satisfaction on performance appraisal system by Pearl (2014) in Ghana, it was established that employees understood the criteria used for appraisal assessment and employees were invited for discussions about their performance before appending their signatures on the assessment sheet. The findings from the study stated that appraisers may not have adequate knowledge of the job specification of the employees in order to give a profound assessment. The study recommended that management should employ well positioned appraisers who have adequate knowledge of the job before they carry out the appraisal exercise. The study further recommended that management to have a review process or committee for employees who were not satisfied with their results to seek redress.

In India, Singh and Rinku, (2014) conducted a research on performance appraisal system. Their main focus was to explore the employee perceptions towards the Performance Appraisal Program in the packaging industry. Their study also analyzed the impact of demographic variables on employees' perception towards Performance Appraisal Program. The research investigated perceptions of employees towards Performance Appraisal Programs. The research also explored the outcomes and constraints of effective performance Appraisal Program.

The findings of the research suggested that the employees had both positive and negative perceptions towards the Performance Appraisal Program. They believed that though the appraisal enhances the chance of promotions, sometimes it lacks in terms of employees proper assessment. The employees also believe that it is not helpful in reducing grievances among the people. The study established that employees' perceptions also vary according to their demographic differences.

The study recommended that the Performance Appraisal Program need transparency and well explained parameters for the acceptance and satisfaction of employees as these impact the overall

organizational performance. They further recommended that developmental plans must be communicated to the employees to ensure proper coordination to reduce the negative reactions among employees when their performance is appraised at regular intervals.

In Zambia, a study conducted by Lukwesa Kanchebele (2012) on the main impediments to the Institutionalization of APAS in the Zambia Public Service revealed that Cultural, Political and Organizational factors were the main hindrances to the successful institutionalization of the APAS. The study revealed that under political factors, the government lacks political will to ensure that civil servants accepted the APAS and create a sense of ownership and commitment towards it. The findings under cultural factors revealed that cultural differences in the supervisor-subordinate relationship affects appraisal results and becomes an obstacle to the successful institutionalization of APAS. Under organizational factors, the obstacles were; the PSMD poor communication to line ministries and un sustained APAS training and socialization to new entrants in the service, lack of commitment by top leaders to implement the systems and the poor perceptions of the APAS held by both supervisors and subordinates.

In another study conducted by Kangwa (2016) on the effectiveness of APAS in selected ministries of the Zambia Civil Service, revealed that APAS was not effectively used in appraising performance in concerned ministries. The findings of the study indicated that Departmental and Individual Work plans and target setting were not strictly adhered to in all the concerned Ministries. It was revealed that APAS was only used for the purpose of confirmation and substantive promotions in the Civil Service. The study also revealed that there were inconsistencies in implementing performance planning, monitoring in concerned Ministries. It was further revealed that APAS was not effectively used in making human resource decision and that APAS had not achieved almost all the objectives for which it was established.

2.4   PERFORMANCE APPRAISAL SATISFACTION

According to Khoury and Analoui (2004), appraisals are designed to assist organizations retain, motivate and develop their employees. If these important outcomes are lacking, then employees will be dissatisfied with the process. They note that if employees are not satisfied or perceives a system as being unfair, they will less likely use performance evaluations as feedback to improve

their performance. As regards to satisfaction with performance rating, higher rating stimulate positive reaction to the appraisal and are connected to satisfaction with the appraisal process. They state that the level of performance ratings conveys important message and is a basis for many important administrative decisions, and employees get satisfied with higher ratings than lower ones.

During the process of performance appraisal, employee attitude toward the process or the system is connected with satisfaction with the system. Therefore, it is important to understand an individual's attitudes about the performance appraisal system as they can determine its effectiveness (Fletcher, 2014). Fletcher comments that if the performance appraisal is seen to be biased, irrelevant and political, it may cause a number of dissatisfaction with the system. Consequently, individuals' reaction to the appraisal system is a critical aspect of the acceptance and effectiveness of the system. He argues that much dissatisfaction and perceptions of unfairness and inequality in the ratings may cause the system to be a failure.

Additionally, Fletcher posits that satisfaction with the appraisal process has an impact on factors such as productivity, motivation and organizational commitment. He argues that an appraisal process may be designed to motivate employees and compels them to work toward achieving the goals. However, if people involved are not satisfied with and support it, the system will be unsuccessful.

2.5 BENEFITS OF PERFORMANCE APPRAISAL

A well designed and implemented appraisal system can create a number of benefits for organization. Singh and Rinku (2014) discovered that the appraisal process can:

   i.   Provide a managerial instrument for goal setting and performance planning with employees.
  ii.   Improve employee motivation and productivity.
 iii.   Encourage interaction concerning employee growth and development.
  iv.   Make available a basis for wage and salary changes, and
   v.   Generate information for a variety of human resource decisions

Murphy and Cleveland (2004) identified four ways in which performance appraisals can bring benefits to an organization. Firstly, performance appraisals can improve organizational decisions such as reward allocation, promotions, layoffs and transfers. Secondly, performance appraisal can improve individual career decisions and decisions about where one focus his time and effort. It enables employees to make several decisions relating to their roles in an organization.

Thirdly, Murphy and Cleveland (2004) reports that performance appraisal can assist organizations by providing a set of tools for evaluating the effectiveness of current ways of operating. Finally, performance appraisal bring new ideas to the employees about their commitment to their organization. If properly used, appraisals can promote close supervision of their employees in order to allow them do a better job.

2.6 FAIRNESS OF THE PERFORMANCE APPRAISAL SYSTEM

The fairness of any appraisal system depends on how it is correctly done and implemented to serve the highest value of the organization as a whole. According to Greenburg (2005), the fairness of the appraisal system and its outcomes should be examined because an appraisal system has to be seen as fair and just by appraisees in order to be effective. It is important that the appraisees must scrutinize the appraisal system for them to see if it is fair and just. They must be given that opportunity to study the process and its outcomes for it to be effective. Greenburg is of the view that "feelings of unfairness in the process and inequity in evaluations, any appraisal system will be doomed to failure."

Lawler (2004) is of the view that employee beliefs about the fairness of a performance appraisal system are an important influence on the ultimate success of any performance appraisal system, because fairness is linked to confidence in and, hence, acceptance of the performance appraisal system. From this exposition, the success of the appraisal system depends on what the employees believe about the fairness of the appraisal system. If they believe that the process is fair, they will have confidence in it accept, and value it, as reported by Lawler when he states, the value of the appraisal system not only depends on the physical characteristics of the evaluation instruments, but may also be affected by the perceived fairness of the evaluation process.

In the same vein, Landy further contends that fairness of the appraisal process is perceived with the level of two-way communication between the supervisor and the employee. He states that an open communication would not result in negative repercussions as important in promoting perceptions of performance appraisal fairness. A fair and just appraisal process must be one provide feedback to the subordinates, one that motivates employees in an organization.

2.7   PROBLEMS IN PERFORMANCE APPRAISAL

Performance appraisal can cause problems and create negative perceptions on employees if rating supervisors are not objective in their appraisals of employees. Supervisors make mistakes during appraisal process and Abu-Musa (2008) identifies some of the mistakes as follows:

2.7.1   Unclear standards: When rating employees, some supervisors would define good performance, fair performance, quality of work, creativity and others. This in itself becomes a problem to the employee as it becomes unclear to understand what the supervisor meant. There are a number of ways to rectify this problem, and one of them is provide a descriptive phrase that define each trait. For instance, the evaluation form should state what is meant by quality of work, outstanding, superior and good quality of work.

2.7.2   Lack of Objectivity: Most performance appraisal systems lack objectivity in the sense that their rating scale method include factors such as loyalty, attitudes, and personality that are difficult to measure. Apart from being difficult to measure, these factors are irrelevant with the employee's job performance and they are not job related (Mondy and Noe, 2005).

2.7.3   Bias: Biasness during appraisal period develops when the supervisor distort the rating. If the supervisor has strong dislike of certain group of people, the bias can result in the distorted appraisal information for some people. Abu-Musa (2008) notes that hallo error occurs when a manager generalizes one positive performance features or incident to all aspects of employee performance resulting in a higher rating.

2.7.4   Leniency: According to Mondy and Noe (2005), giving undeserved high rating is referred to as leniency, this occurs to avoid disagreement between the supervisors and the employee. Some

supervisors give higher rating to their employees because they want to give a picture to everyone that the work under their responsibilities is proceeding very well. Another reason is that they do not have the ability to convince their subordinates that they deserve those ratings. Abu-Musa identifies another problem related to leniency, which is strictness. He notes that strictness is rating subordinates on the lower level of the rating system.

2.7.5 Central tendency: Central tendency is another type of mistake that happens when employees are not correctly rated near the average or middle of the scale (Monday and Noe (2005).

2.7.6 Recent Behavior Bias: This is when rating is not based on the entire appraisal period and just on the last month of the appraisal.

2.7.7 Personal Bias: This occurs when supervisors allow individuals differences such as age, religion, seniority, sex, appearance to affect the rating they give to employees (Monday and Noe, 2005).

2.8   THE BIRTH OF THE APPRAISAL SYSTEM IN ZAMBIA

From the time that Zambia got its independence, the Ministry of Education had been using the Annual Confidential Report as one of the means to appraise the performance of its employees. The Annual Confidential Report (ACR) was however, perceived to have some elements that did not please both the supervisor and the subordinates. The Cabinet Office (2010) observed that the ACR was not serving the purpose on the individual performance and was seen to be a mere routine. It was seen with more weaknesses than strength that led to the loss of confidence of its credibility.

Plans of formulating another evaluating system began. The administrative committee of enquiry was put in place to investigate on the ACR. It was discovered that the ACR had many weaknesses, among them, it was a closed system; it was a non-participative system that provided no feedback to the employee on matters such as strengths and weaknesses; had no training and development needs for employees; and no job performance; it had no career development and was based on a

subjective evaluation of personal attributes and qualities (Cabinet Office, 2010). As a result, the Annual Confidential Report System became non-effect in the Zambian Public Service. The system became irrelevant because it was not helping the civil servants and the organization at large in regard to manpower development. These weaknesses enabled the government to introduce a new staff reporting system. Thus, the second appraisal system was initiated in the Zambia public service known as the Annual Performance Evaluation Confidential Scheme (APECS).

2.8.1   OBJECTIVES OF THE APECS SCHEME IN ZAMBIA

The objectives of the Annual Performance Evaluation Confidential Scheme were as follows:

    i.   Manpower planning: covering skills, gaps overlaps, recruitment, transfers and promotions.

    ii.   Manpower utilization: maintaining the effectiveness of selection and placement

    iii.   Manpower development identifying training needs gathering data on potential weakness for development of officers and career progression

    iv.   Operational communications management styles and overall improvement strategy and goals

It is stated in the APECS user guide that the above stated objective were applicable to all managers, supervisors and professional technical officers. Both the managers and subordinates need to evaluate performance in order to improve every one's performance in the organization. The use of the appraisal scheme was anticipated that the Zambian Civil Service would get important information needed for decision making in an organization (Zambia, 2003).

2.8.2   THE DESIGN OF THE APECS

The design of the APECS was in such a way that it fits the Zambian civil management in style and culture. Its main features according to the user guide included:

    i.   Robust and straight forward with minimal report writing.

    ii.   Useful rather than threatening to both manager and managed

iii.   Action based and result oriented

iv.   Culturally acceptable

v.   Innovative.

The process of the APECS provided a two way communication between the supervisor and the employee on job performance. It had three domains that were followed during the process of evaluating an employee. These included; Skills, Knowledge and experience; Management ability and styles; and Interpersonal skills.

2.8.3   METHODS USED IN THE APECS

The way in which the APECS was made meant that every notice required to be evaluated, that is both the manager and the job holder needed to take part in the evaluation process. The process started with the manager first evaluating requirements in the job which he supervised. The manager then evaluated the current level of performance being achieved by the job holder in achieving those job requirements. The job requirement and current level of performance were recorded against each statement in a scale from very high to very low without an average rating. By so doing the manager could indicate both what the job required and the level at which the jobholder was performing in relation to many aspects of one's job. In addition, the job holder evaluated the requirements of one's job and made judgment on their own level of performance in relation to each of the segments. This was done independently from the evaluation of his manager or supervisor. Hence a job holder recorded his/her self-evaluation of current performance.

Upon completion of their independent evaluation the manager and job holder prepared together for the evaluation meeting. This meeting would examine in detail the similarities and differences between their respective evaluations. Upon agreements of the discussions they would identify what actions are required to be taken to make improvements. At the end of the evaluation level, all the decision that were made and the requirements were recorded on the evaluation form. Through this process the manager and the job holder would arrive at some answers to the questions. At the end of the year it was assumed that the job holder would know what was required of the jobs since the provisions were made in the post evaluation procedure.

Evaluation procedure

A copy of the signed form, together with an updated personal detail form would be submitted under confidential cover to the permanent secretary, personal division, or provincial offices, head of department, the manager and the job holder. Where necessary a further review would take place within three months from that date of evaluation.

2.8.4 IMPLEMENTATION OF SCHEME

Discussing change that would affect people before it was implemented can result in commitments to change when it finally comes. Workshops and seminars attended by permanent secretary and some heads of department provided involvement which to the procedures of implementing the annual performance appraisal evaluation scheme. These meetings and seminars involving personnel division staff in Zambia included the following basic issues;

    a. Concepts of APECS

    b. Questionnaires

    c. Coverages of skills

    d. Application of the training

    e. Pilot scheme

    f. Budgeting

    g. The meetings were arranged in groups according to hierarchy

2.8.5 EVALUATION AND INTERVIEW SKILLS

According to the APECS user guide, training workshops were organized by the expatriate personnel management advisor. The training programs were focused on the personnel cadre who were involved in the pilot project. The objectives of the workshops were;

    a. To present the strategic and operational reasons for evaluating performance in the civil service

b. To explain the system to be applied at this level and to demonstrate how the evaluation process works

c. To communicate the program for both training and implementation

d. To give opportunity to raise any points on clarification

e. To enable participants have the confidence to evaluate job requirements

f. To teach and practice interviewing skills and to interpret the APAS evaluation statements

2.8.6   PILOT SCHEME

The permanent secretary in 1989 addressed a circular to all Lusaka based officials on the implementation of the APCES. However, the APECS scheme failed due to the following;

a. The APECS scheme was introduced without consideration of some very important information required in the appraisal process. This included information about job description and rating skills. Performance standards need to be agreed upon before workers undertake appraisal interviews.

b. Lack of interpersonal communication skills and sufficient training of trainers who were supposed to be responsible for a continuous process of training evaluators. It was not made clear who would be responsible for training evaluators.

c. Financial constraints were also cited as one of the major hindrances to the implementation of the APECS scheme. Financial investments were not made available in the form of personal emoluments and departmental expenses.

These reasons were major hindrances to the implementation of APECS appraisal system and following the creation of Public Sector Program, the creation of a new and better performance review system came. This came to be called the Annual performance appraisal systems (APAS).

2.8.7 DEVELOPMENT OF THE APAS

In 1995, employees from Management Development Division (MDD) and Public Service Management Division made consultations with Coopers and Lybrand an organization based in the United Kingdom over performance improvement in the Zambia Public Service. In 1996, there was further work by the Common Wealth Secretariat with MDD and the PSMD to design the PMP that included the APAS.

The government of the Republic of Zambia through the Secretary to the Cabinet, at the launch of the APAS in 1997, indicated that APAS Workshops would be conducted in all Ministries and Provinces where APAS would be introduced. These Workshops included a detailed Tutorial, using the user Guide. Members would have the chance to experience a practical session simulating the appraisal process, (Cabinet Office 2010).

2.8.7 The APAS USER GUIDE Manual made it clear that for the performance of every employee, and eventually the whole Public Service to improve, the basic responsibility falls on every supervisor. This was to ensure that the best possible use is being made of all the resources available at work. Among these resources are the employees. Employees are supposed to know and understand how well or not they are doing at work. This applied to supervisors as well as the employing secretariat and PSMD itself, this meant that both the supervisors and subordinates had a basic need to appraise performance. In this way, questions to be asked and decisions to be made are determined. Thereafter, action can be taken to improve performance at the individual, team and organization levels, that is, in the Ministries and the rest of government departments (Cabinet Office, 2010).

2.8.8 RESPONSIBILITIES AT VARIOUS LEVELS

At individual level, some of the matters that were of concern are

> ➤ that the employee needed to have a clear understanding of his or her job;

> ➤ be aware of what was expected to be achieved;

> ➤ know his or her strengths or weaknesses;

> ➤ know the problems which were to be discussed with the supervisor;

> ➤ know his/her career prospects and also identify what kind of training had to be considered

> the employee needed to ask himself/herself whether he or she performed all that can be reasonably expected of him/her to meet both needs of the employee and the Ministry.

At the supervisory level,

> the supervisor was expected to know his subordinates quite well and if at all there are any problems, they should be addressed.

> to improve the output of the people under his charge by making it clear to them what is required from their work and be aware of their training needs and how they are met.

> identify and develop a likely successor so that he/she may be considered for promotions.

> to come up with actions to undertake in order to improve team work and overall performance. (ibid).

At the organization level,

> the Zambian Public Service as whole was expected to have a clear picture of and be satisfied about the best use of its human resources. By appraising the performance of all the employees, both managers and the managed at all levels from top downwards,

> the Public Service were expected to collect essential information on a number of issues which require decisions and control such as the number and mix of skills, qualifications and experience in the right levels;

> identification of gaps and overlaps;

> identification of who needs training and at what time;

> know who would perform better if transferred to other posts.

The APAS manual has clearly stipulated that the APAS applies to all civil servants. Its design implies that every employee requires to be appraised and is involved. The appraiser and the appraisee participate in the process. Since performance appraisal is often considered as one of the most important human resource practices and is one of the more heavily researched topics in work

psychology (Fletcher, 2014), the construct validity of performance measures is critical. The system works in such a manner that the supervisor reviews the work plan and targets according to the job description and the appraisee should contribute to the process. The supervisor then appraises the current level of performance being achieved by the jobholder in meeting the agreed targets, (Cabinet Office, 2010).

2.8.9   TYPES OF APPRAISALS THAT ARE CONDUCTED

Government had come up with four (4) types of appraisals which were expected to be conducted within a year for different officers. The four appraisals were designed to attend to specific areas of the expected performance.

General Annual Performance Appraisal- was conducted at the end of every year to appraise the individual officer's performance in a particular year from January to December. This appraisal is for promotions, demotions, transfers and training.

Incremental Performance Appraisal- was conducted when the officer's annual incremental date is due. The recommendations in this appraisal are based on annual increment (recommendation to be made for the current period).

Performance Appraisal for Confirmation - was conducted after six (6) months' probation period. The recommendation made in this appraisal is for confirmation in acting position.

Performance Appraisal for Promotion -is conducted after six (6) months acting in a position with a view of being considered for promotion. This appraisal is specifically for promotion.

Performance appraisal systems are indispensable in the public sector context as they can be used to measure the extent to which human resources or employees are delivering the required or expected service. Performance management systems are, therefore, not only at the tail end of promoting good governance, but also are at the direct interface with those who receive the service (Agere and Jorm, 2000). It is, therefore, incumbent upon the particular country to formulate the appropriate performance management system, which includes needs analysis, implementation and evaluation and, more importantly, to design the relevant performance appraisal instruments. In this

regard, the instruments should be transparent and objective, indicating the degree of accountability (Ibid).

2.9   PERFORMANCE APPRAISAL PROCESS

According to Murphy and Cleveland, (2004), Performance appraisal refers to the process by which an observer, often a supervisor or a peer, rates the job performance of an employee. It must be noted that an employee can either be rated by a supervisor, or a peer, and that the ideal performance is a process, not a form. It is a process that involves setting expectations of the supervisor and subordinate. UCR, (2015) identifies four major components of the performance management process, which include: Planning, Managing and Coaching; Appraising Performance; and Recognizing and Rewarding Performance. The process is a continuous cycle not just to be conducted once a year, it must be accompanied with feedback linking each part of the process.

The planning begins at the after the beginning of the performance appraisal period where the employee meets with the supervisor to discuss:

i.   The duties of the job.

ii.   The performance groupings and how they relate to performance expectations, requirements and any specific goals or projects.

iii.   The importance of the significant performance Categories

iv.   How the employee can get an overall rating of meets expectations.

According to UCF, (2014), phase 1 of the Performance Appraisal System begins with performance planning. For employees on new probation appointment, performance appraisal begins when the employee starts in the position. For other employees, it begins shortly after the start of an employee's annual appraisal rating period. At that time, the supervisor gives an employee the appraisal form needed to be used. The following steps must be followed:

a) Ensure that the position description is current

The supervisor must see to it that the position description must be reviewed every year. If certain duties in the position have changed that do not allow a re-clarification, then revision should be made. It is also important as an employee to make some review of their position description and forward any changes to their supervisor.

b)   Identify the essential job functions.

During planning process, duties that must be carried out by the position should be identified. It must be indicated clearly the reason the position exist, and make clarification if essential functions have changed. These essential functions can be used as a guide to setting performance expectations.

c)   Develop performance expectations

The Supervisory Manual (2001) indicates that Performance expectation is a description of results expected for the fully satisfied performance of a job function. Not only does it defines how" well" each function or task must be performed, but also provides a benchmark against which to evaluate work performance. A performance expectation should be derived from mission, goals and values; mutually understood; developed collaboratively, describe how a job is to be performed; describe full satisfactory performance; and reasonable and attainable.

The supervisory manual (2001) reports that it is required for both the employee and the supervisor to meet together to discuss all job duties and notify the employee on how the APAS works. The main purpose of this meeting is for the employee to understand the Performance Categories and expectations and performance requirements, and how they apply to his or her duties. The supervisor need to the rating levels to the employee.

2.9.1   WORK PLANNING AND TARGET SETTING IN EDUCATION

The Public Service Performance Operational Manual (2009) defines a work plan as a written outline of what is to be achieved over a period of time. A work plan is an outline of activities to be carried out on a daily, weekly or monthly basis. During assessment, employees can be assessed against proposed outcome. Work planning is important to every organization because it promotes accountability by opening the decision making process to everyone involved.

In the Ministry of Education, work planning is done in two categories; these are, Departmental work planning and Individual work planning. Each department plans for the work needed to be carried out annually, as such, it must indicate its annual and long term objectives for its activities. For the activities to be conducted well, a departmental work plan must put in place a personnel to be involved in achieving the goals. Developing the individual work plan refers to giving a comprehensive explanation of what the employee is expected to do and what is expected of him or her, which calls for a greater involvement from both parties.

After planning the work, target setting must follow. When setting the targets, the Head of Department must see to it that they are set in line with the SMART. In setting the goals, the use of SMART formula is important. This entails that the targets must be Specific, that is, they must be precise and targeted. They must be measurable, Attainable, Relevant, linking to results. Goals must also be Trackable, meaning they must have completion dates. Timeframe for each action must be set.

2.9.2 Monitoring and Coaching Performance

Performance management is a process throughout the year, meaning that meetings should be held with employee all-round the year to discuss and reassess the employee's progress towards achieving the goals and performance objectives. When work is planned, there is need for coaching performance by holding meetings with the employee. The meetings are helpful to the supervisor because he will be able to see if the employee is progressing towards attainment of the objectives in the work plan. During the discussions, the supervisor observes if there is enough resources to support the activities and whether the deadlines are being met or not. (PSMD Concept paper, 2012).

Performance monitoring is very important and must not be conducted once a year as this does not give the employee enough feedback to improve performance. That is why the performance appraisal must be an on-going process throughout the year. The supervisor must observe, monitor, coach and record the performance of an employee during the appraisal period. Performance monitoring enables the supervisor to identify performance problems at an early stage. It allows the supervisor to begin working with the employee to correct the problems identified. The supervisor will begin some considerations of coaching, training, and other developmental activities to help the employee. In light of this, the Zambia Public Service Performance Management Operational

Mannual (2009) indicates that performance monitoring should be based on well- defined indicators reflected in the strategic plan and targets as contained in departmental and individual work plan.

2.9.3   APPRAISING PERFORMANCE

The Appraising performance is the last phase of the Performance Appraisal System. At this time, the supervisor will review with the employee the performance plans which were discussed earlier; monitoring, coaching, and other important issues noted during the process; and results of the completed appraisal. If well conducted, appraisal conference can improve communication between the supervisor and the employee. It can also improve future work performance and enhance the employee's desire to continue producing excellent work. The purpose of the appraisal conference is to:

    i.   Talk about performance effectiveness during the period being rated.

    ii.   Help the employee understand how he /she can improve performance.

    iii.   Provide positive feedback

    iv.   Begin performance planning for the next period.

    v.   Discuss performance expectations/requirements and goals for the coming year.

2.9.4   CHALLENGES OF PERFORMANCE APPRAISAL

Murphy and Cleverland (2004) opines that there are some challenges that are common to performance systems if not conducted well, some of them include;

a)   Performance appraisal are very demanding especially from supervisors.

B)   Standards and rating vary widely and sometimes unfairly.

c)   Personal values and bias can replace organizational standards

d)   Employees may not know how they are rated due to lack of communication

e)   The validity of ratings is reduced by supervisory resistance to give the ratings-particularly negative rating.

f)   Negative feedback can demotivate employees, and

g)   they interfere with the more constructive coaching relationship that should exist between supervisor and employee.

Murphy and Cleveland (2004) asserts that there are a number of ways that performance appraisal can upset an organization. They observe that if the system is seen to overemphasize the work of the individual and underemphasize the work of the team, this can cause some upset in the organization. Another way an appraisal system can upset the organization is when the system is seen to send mixed messages about the most and least important aspects of job performance and about the importance of performance well. Additionally, the performance appraisal is often a source of discontent for the manager and the employee being appraised. Managers may feel dissatisfied with the appraisal process and sometimes creating tensions in work relationships with supervisors. As already alluded to, when the performance appraisal is done well, it is an effective tool for increasing managerial effectiveness. However, when it is done poorly, it is a dysfunctional organizational practices and has many negative results.

In his article entitled, "Performance Appraisals Don't Work" (2002:12), Gray gives five reasons why performance appraisal fails. He states:

  i.   Many appraisal programs are implemented without appropriate training for the managers giving the appraisals.

 ii.   Performance appraisal encourages mediocrity by encouraging safe behavior as opposed to risk-taking because managers set unchallenging goals to ensure they meet their goals.

iii.   Most work in organizations is the result of a group effort rather than individual work so individual performance appraisal is not a meaningful way to measure performance.

 iv.   Supervisor bias can cause inaccuracies in the appraisal feedback

  v.   Performance appraisal does not provide protection from legal issues dealing with discrimination and, when not done well, it can actually be a detriment to organization when faced with legal challenges by its employees.

More problems occurs when organizations use performance appraisal to determine pay-for-performance. This process has been viewed as a contributor to most fears and competition that takes place in the organization. The problem is that with pay-for-performance, individuals are singled out for increased rewards whereas in reality most work is done by groups of people in an organization. It can damage the morale within the organization (Gray,2002).

Summary

This chapter has attempted to review different and relevant literature on the Annual Performance Appraisal System. The chapter reviewed literature on Perceptions of employees on the APAS, employees' satisfaction on the appraisal, benefits of Performance Appraisals, Fairness of APAS, the birth of APAS in Zambia, and objectives of the APEC schemes in Zambia has been presented. Literature from different countries around the world has been presented, countries like India, Ghana and Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   OVERVIEW

This section describes the methods that were used in collecting and analyzing data. It also describes the research designs that were used, the target population, sample size and sampling methods. The research instruments, data collection procedures and modes of data analysis that were used are also included in this section.

3.1   RESEARCH DESIGN

Exploratory design was adopted in this study. This design was preferable for this study because there are few studies conducted on APAS in public schools in Zambia, this is in accordance to what Ashley (2018) who puts it that, "exploratory design is conducted about a research problem when there are few or no earlier studies to rely upon to predict an outcome." In addition, exploratory design enabled the researcher to gain more insights and familiarity regarding perceptions of teachers on APAS in public schools. Scholars have revealed that exploratory design seeks to produce well-grounded picture and generates new ideas of the situation being developed (Orodho and Kombo, 2002). The study was conducted in five (05) primary schools of both urban and rural setting of Lusaka district.

3.2   TARGET POPULATION

The target population of this study involved selected teachers in all five (05) primary schools. From each school, three (3) teachers were selected, and five (5) head teachers of the very schools. The study population was composed of five (05) head teachers and fifteen (15) teachers. The total population was twenty (20) and these were physically visited to the head teachers' offices.

3.3   SAMPLE AND SAMPLING TECHNIQUES

Category of Population	Parent Population	Sample Population	Sampling Method
Head teachers	05	05	Purposive
Teachers	90	15	Purposive
Total	95	20	Purposive

Table 1: Study sample size from the five primary schools

The sample size was made up of five head teachers from each school, three teachers from each school two from the five primary schools in Lusaka districts. Purposive sampling method was used to select head teachers and teachers because the researcher believed that they were the right people who could give the right information on the applicability of   APAS in primary schools (Amia, 2005:142).

Black (2010) defines purposive sampling as non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgments of the researcher. Purposive sampling is used in situation where the researcher would need to reach a targeted sample quickly and will result in saving time and cost is lower.

3.4   DATA COLLECTION INSTRUMENTS

This study used both primary and secondary data. Primary data collection was done with the use of questionnaires, interview schedules and Focus Group Discussions. The questionnaire had two sections, section A provided personal information while section B focused on the application of the Annual Performance Appraisal System. Interviews were used to get opinions from stated respondents.

Secondary data was obtained from official records, reports, internet, dissertations and books that provided data related to the topic.

3.5   VALIDITY AND RELIABILITY

Validity examines the extent to which the results of the study could be generalized to the real world (Achola & Bless, 1988). This study used a combination of three data collection methods. There were face to face interviews, focus group discussion and questionnaires. The combination of these methods used in the study increased reliability and validity. Multiple methods of data collection validate research because methods complement each other with no overlapping weakness (Patton, 2002). Combination of methods ensures that inconsistences are removed and thus validity and reliable data emerges (Patton, 2002). In order to validate the findings, the researcher listened to the recordings at the end of the day so as to check for unclear material and then cross check with the respondents (Patton, 2002). While cross checking, the researcher made use of the responses for the verification of findings.

3.6   DATA COLLECTION PROCEDURE

Data was collected as:

(a) Questionnaires.

The researcher used a set of self-administered questionnaires to obtain information from head teachers. A questionnaire is data collection instrument consisting a series of questions and other prompts for gathering information from the respondents. Questions were in open and closed format. Questionnaires can measure both qualitative and quantitative data but it is more appropriate for quantitative (Abawi, 2013).

(b) Face to face interviews:

Face to face interviews guide was also used to collect qualitative information from the key informants, the teachers. The researcher intended to use interviews as a means of collecting data because they allow pursuance of in-depth information around the topic and was helpful to make follow-ups to certain respondents and to further investigate their responses and served the purpose of triangulation (Amia, 2005).

(c) Focus group discussion:

Focus group discussion were used to obtain information from fifteen teachers to get perceptions regarding APAS. Kombo and Tromp (2006) postulates that focus group discussion are a form of group interview. It involves a discussion of the topic supplied by the researcher in order to allow the people to explore and clarify their views in ways that could be less easily accessible in questionnaire.

3.7   DATA ANALYSIS

Qualitative data collected were analyzed through thematic analysis. Exploratory analysis, tables and percentages were used. A summary of all analyzed data was compiled in sub-themes to come up with overall themes under each objectives and used to report the findings of the study.

3.8   ETHICAL CONSIDERATIONS

The researcher emphasized confidentiality and informed consent as the major ethical issues because the respondents were informed about the purpose of the research. The title and purpose of the research were explained in the letter. All respondents were assured that this study was purely academic and the information collected would only be used for that purpose. They were further assured that the responses would be treated with high level of confidentiality to avoid victimization by their supervisors and the public service.

Summary

This chapter has presented the methodology used to collect data. It has explained It has explanations of the research design, target population, research sample and sampling procedure, research instruments, data collection procedures, data analysis and ethical consideration. The next chapter presents the findings.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0   OVERVIEW

The previous chapter provided the methodology used for collection and analysis of data beginning from research design up to data collection instruments. This chapter presents the findings of the study obtained through the questionnaires and structured interview guide as well as focus group discussions. The findings are based on the following study's research questions:

i.   What perceptions do head teachers and teachers hold concerning Annual Performance Appraisal Systems (APAS)?

ii.   Does APAS stimulate motivation to both head teachers and teachers in primary schools?

iii.   To what extent is APAS satisfying teachers and head teachers?

4.1   PRESENTATION OF FINDINGS

This section will present findings for each research questions. The data was collected from twenty (20) respondents these are, five (05) head teachers and fifteen (15) teachers. Data collection instruments used were semi- structured questionnaire, structured interview guide and focus group discussion, this was analyzed qualitatively. The responses to questions under each of the above three main questions are presented in frequency and percentage tables with narrations below each chart and table.

4.2   DEMOGRAPHIC DATA

A total number of 20 respondents participated in the research of which 15 were teachers and 05 were head teachers. From the 20 respondents, 13 were female representing 65 % and 07 were male, representing 35 %. From the data collected, the researcher found out that women teachers outnumber their men counterpart in most primary schools of Lusaka district. This disparity is attributed to the assumption that women are naturally endowed to teach the young and prepare them for better citizen. The questionnaire that was administered requested for only the age range, that was from 21 to above 51.

Respondent by Age

Age Group	GENDER				Totals	Percentage
	MALE		FEMALE			
	Number	Percentage	Number	Percentage		
26 – 35	0	0	2	15.4	2	20
36 – 45	4	57.1	7	53.8	11	55
46 – 55	2	28.6	4	30.8	6	30
Over 55	1	14.3	0	0	1	5
Total	7	100	13	100	20	100

Table 2: Age distribution of the respondents

As shown in Table 2, most of the respondents were between the ages of 36 and 45 years, followed by those between the 46 and 55 years old. From the data collected there were two (2) respondents between the age of 26 and 35, representing 20% of the total population. This suggest a relatively young teacher population in the district. The Table shows only one respondent from above 55 representing 14.3 % and the respondent was nearing the retirement age.

4.3 DISTRIBUTION BY GENDER

The demographic characteristics of the respondents by gender is shown in the table below.

Category	GENDER				Totals
	MALE		FEMALE		
	Number	Percentage	Number	Percentage	
Head Teachers	1	20	4	80	5
Class Teachers	6	40	9	60	15
Totals	7	35	13	65	20

Table 3: Gender distribution of the respondents

According to the data on the table, the gender disparities in the primary schools is not very huge. From the table above, there are more female head teachers than their male counterparts. This

indicates that more women are dominating the headship position in the Ministry of Education. Conversely, there are more female teachers in primary schools than male teachers.

4.4   MARITAL STATUS OF THE RESPONDENTS

Status	Number of Respondents	Percentage %
Single	3	15
Married	12	60
Divorced	2	10
Separated	0	0
Widowed	3	15
Total	20	100

Table 4: Marital status of the respondents

The above table shows that a big number of the respondents were married, representing 60 % out of the total respondents. This shows that married teachers are present in primary schools of the district and they represent a huge number in all the schools.

4.5   ACADEMIC QUALIFICATIONS

The table below shows the academic qualifications of the respondents

Qualification	Frequency	Percentage	Cumulative Frequency
Certificate	2	10	10
Diploma	13	65	75
Bachelor's Degree	5	25	100
Master's Degree	0	0	100
Total	20	100	

Table 5: Academic qualification of respondents

Academic qualification is very important in the sense that it contributes to teacher's productivity and helps to determine the quality of education being delivered in schools. From the table above, 13 out of 20 respondents hold diplomas representing 65% of the total respondents. These are

teachers who are qualified to teacher in primary schools. However, only 5 respondents hold bachelor's degree representing 25 %, while none of the 20 respondents had had Master's degree from university education.

4.6   WORKING EXPERIENCE FOR THE RESPONDENTS

POSITION	NUMBER OF YEARS	NUMBER	
HEAD TEACHER		**MALE**	FEMALE
	1 to 10 years		
	11 to 20 years		
	21 to 30 years		2
	31 to 40 years	1	2
CLASS TEACHER	Below 5 years		
	5 to 10 years	1	1
	10 to 15 years	2	3
	15 to 20 years	2	1
	Above 20 years	1	1

Table 6: Work experience of respondents

The above table shows the working experience for the respondents. The number of years an individual serves in their position indicates the experience one has concerning the kind of work he or she is involved in. Teachers with more years of working experience in teaching are productive because the more years they acquire in teaching, the more they sharpen their skills and knowledge in executing their duties.

4.7   TEACHER'S RESPONSES ON THE IMPORTANCE OF APAS

The table below shows the teachers responses from the interview questions to establish the perceptions on the importance of APAS. The responses had three options, namely, Agree, Disagree and Undecided. The responses were collected in figures and was converted into percentages.

Questions	Agree	Disagree	Undecided
1.Ihave a good understanding of APAS	5(33.3%)	10(66.6%)	0
2.The Appraisal process in which I am evaluated is fair.	2(13.3%)	11(73.3%)	2(13.3%)
3.The current performance appraisal system is related to my development	6(40%)	8(53.3%)	1(6.7%)
4. The rating scales used in the appraisal form is not an effective measure of my performance	9(60%)	4(26.6%)	2(13.3%)
5. There is clarity and fairness in the appraisal in the appraisal system	3(20%)	11(73.3%)	1(6.7%)
6. There is Appraiser-Appraisee relationship	2(13.3%)	12(80%)	1(6.7%)
7. Appraiser-Appraisee meet to discuss the need for goal-setting.	1(6.7%)	14(93.3%)	0
8. I am not aware of the benefits of APAS	13(87%)	2(13.3%)	0
9. Inadequate provision of equipment supplies and time to achieve the goals	9(60%)	5(33.3%)	1(6.7%)
10. Review of performance data to identify progress or opportunities for improvement.	2(13.3%)	12(80%)	1(6.7%)
11. Teacher given opportunity to explain how she/he sees the progress toward the goals	3(20%)	12(80%)	0
12. Teachers invited to ask questions and express concerns during APAS	4(26.6%)	11(73.3%)	0
13. Feedback is always given at the end of evaluation	6(40%)	9(60%)	0

Table 7: Responses on the importance of APAS

The researcher wanted to establish the importance of APAS from the respondents. From the table above, 66.6% disagreed having a good understanding of the appraisal system while 33.3% agreed. 73.3% disagreed the appraisal being fair while 13.3% agreed, and 13.3% were undecided. 40% of

the respondent agreed that APAS was related to their development while 53.3% disagreed and 6.7% of the respondents were undecided. On the rating scale, 60% of the respondents agreed that the rating scale used in the appraisal form was not an effective measure of their performance but 26.6% disagreed, 13.3% were undecided. 73.3% of the respondents disagreed that there was clarity and fairness in the appraisal system while 20% agreed and 6.7% were undecided. 80% of the respondents disagreed that there was Appraisal-Appraisee relationship while 13.3 respondents agreed but 6.7% were undecided. 93% of the respondents disagreed that Appraiser-Appraisee met to discuss the need for goal-setting while 6.7% agreed. 87% of the respondents agreed that they were not aware of the benefits of APAS while 13.3% agreed. 60% of the respondents agreed that there was inadequate provision of equipment supplies and time to achieve the goals while 33.3% disagreed and 6.7% were undecided. 80% of the respondents disagreed that there was review of performance data to identify progress while 13.3% of the respondents agreed and 6.7% were undecided. 80% of the respondent disagreed on the statement that teachers were given an opportunity to explain how they saw the progress towards the goals while 20% agreed. 73.3% of the respondents disagreed that teachers were invited to ask questions during APAS process while 26.6% agreed. 60% of the respondents disagreed on the statement that feedback was always given at the end of evaluation while 40% agreed.

4.8   RESEARCH FINDINGS IN LINE WITH RESEARCH QUESTIONS

4.8.1 Question 1. What perceptions do teachers hold concerning APAS?

The researcher wanted to find out the views of teachers on the Annual Performance Appraisal Systems in terms of their understanding of the appraisal system, the importance of APAS to their work, the value APAS had added to their professions, and many more questions were asked that assisted the researcher to get the respondents feelings, attitudes and perceptions on APAS. When asked about their understanding on the Annual Performance Appraisal Systems, some respondent's comments were as follows:

> *"The Annual Performance Appraisal System is the process by which teacher's aims, goals, objectives, in general work, is evaluated to improve on performance."*

Another teacher from the same school explained that:

"APAS enhances performance and grades a teacher according to the way one performs.

At this school, there were three (3) teachers that were interviewed to get their own understanding on the Annual Performance Appraisal systems and each teacher responded differently. The first teacher stated that APAS is the process used to evaluate the aims and objectives of the teacher so that there is improvement in her performance. The second teacher indicated that APAS enhances and grades a teacher but she did not elaborate more on how APAS enhances the performance. Yet another teacher at the same school had this to say:

"I don't understand it, I think it is for the administrators and not me a teacher. Supervisors just come and leave forms for you to sign. I am able to evaluate myself because I know how I work and am a hard working teacher. I don't even understand the process, and I don't understand its purpose. In the first place, why are we evaluated? Where do they take those forms?

At another school, three teachers who were interviewed gave their own understanding on APAS in different ways. At this school, one teacher stated that:

"There are forms that are submitted yearly to appraise the teachers.

Another teacher was interviewed and the researcher asked the same question, "What do you understand by the Annual Performance Appraisal systems?" This is what she said:

"It gives us an opportunity to look back on what we have and not achieve for the whole year"

Another teacher said:

"It is a tool used to evaluate the performance of teachers in a year by both supervisor and teacher."

Yet another one commented:

"It is the performance of a teacher that is done annually"

Some teachers could not give their own understanding on APAS. A number of teachers could not give a comprehensive explanation of what APAS was and what it meant to them. During the interview, one teacher said:

"To tell you the truth, this APAS I don't know it well. Can you just explain it to me so that I can be able to share something? As for now, am blank. I have been teaching for twenty (20) years now but still I don't know what it is really all about. When filling the forms, I just check from what my friends have written and copy exactly. I just do it for the sake of doing.

When asked if APAS is important to their work. Some said it is important for career development. For example, one teacher said:

"It helps me to improve my performance and plan in advance. It helps me evaluate my own work because I don't have to wait for someone to evaluate me. I have to do it before other people comes to do it."

Another teacher reported that:

"APAS is important to me as a teacher because it makes me to be active in my teaching. APAS reminds me duties outside and inside my classroom because of the targets and I work hard towards achieving the set goals. During my instructions, I consider what I have planned."

Few teachers indicated the importance of APAS to their work. Others did not see APAS to be important to their work and one teacher commented that:

"If APAS is important to my work, why is it that the supervisors at this school take time to evaluate us? The last time I was evaluated was in 2014, what are my supervisors doing about it? Even the way it's conducted has not impressed me. The supervisors here select those they like because they give them something and evaluate them and it is done privately. Some of us are left behind. I don't see any transparency at all."

When asked whether APAS is adding any value to their profession, some teachers declined APAS adding any value to their work because they don't see any change no matter how many times they fill in the forms. One teacher reported that:

> *"APAS has not added any value to my profession despite filling the forms so many times. I was not going to be at this level as a class teacher if APAS was conducted properly and follow all the procedures"*

Another teacher said,

> *"How can it add value to my profession when feedback is not given after you have been evaluated? They don't even check if am improving or not. Supervisors don't make follow-up on teachers to find out if they are working on their weaknesses.* Instead *they will wait for another appraisal period where they will pin you down."*

According to the teachers, feedback is not given after the appraisal making it difficult for them to appreciate the efficacy of appraisal systems. They lamented that if feedback is given to them, it could help them improve and work on their weaknesses.

4.8.2 Question Two: Does APAS motivate teachers?

The major purpose for performance appraisal is to provide motivation to the employees in order to improve the way they work individually for development purpose. It was therefore cardinal that motivation was established on individual teachers as this is linked to their productivity. When asked if APAS has provided motivation to them, only two out of fifteen teachers answered yes.

For instance one teacher said;

> *After evaluation, I put more effort to achieve the failed goals.*

Another teacher stated that:

> *I get motivated in the sense that I improve my performance where I have been cautioned.*

The other respondents declined to say they were not motivated by APAS in their institutions. One of the teachers indicated that:

"Am not motivated at all because there is no appreciation shown to motivate me, and there is nothing that comes out of the appraisal system. It does not motivate because supervisors do not aim at building me because my strengths are not noticed. The supervisors concentrates much on my weaknesses forgetting about areas of your strengths. When I make improvements in my weaknesses they just keep quite. Can I say am being motivated?

Another teacher expressed himself in this way:

I think the motivation is not there, I say so because the entire process is taken as a mere procedure by the people up there. It has been a procedural without any tangible outcome associated to it, because if truly the people in authorities have been following the same appraisal, deserved teachers would have seen the benefits and those who are on the sidelines can be inspired to work harder as they can see their fellow teacher who have been appraised and have been upgraded.

At one of the primary schools, a teacher denied being motivated by appraisal system because she did not perceive the system to reflect a true measure of her performance. She explained that a teacher's measurement depended on the feelings of the supervisor. This is what she said:

I don't think that is the true measurement of my performance. They under grade my performance. The supervisor can rate you according to the way he or she wants. And, supervisors are not open to get the views of the teachers. If a teacher has a bad relationship with the supervisor, your measurements are affected.

In some schools teacher's views are ignored and they are not allowed to defend themselves when being appraised. Teachers are not given opportunity to explain and share some problems they face during instructions. They are told to be creative and use their own resources.

4.8.3 Question three: To what extent is APAS satisfying teachers in primary schools.

Satisfaction is an important matter in the performance appraisal system. It was cardinal to hear from the teachers the levels of satisfaction they obtain from the appraisal system in their institutions. If teachers are not satisfied with the process, it affects the attitudes and develops

negative perceptions towards the system. The levels of teachers' participation and involvement in the process demonstrations how satisfied teacher are with the system. This study offered an opportunity for the teachers to express themselves and air out their views in this domain. When asked about their participation in the process, some teachers expressed ignorance about it. One of the teachers answered:

> *At this school, what I have seen during the appraisal period is the supervisor taking the lead. It is the supervisor who talks most of the time, as a teacher, I only wait for him to ask me and give an answer and that is what I know.*

When asked if the teachers meet with their supervisors for coaching and discuss the need for goal setting. One teacher commented:

> *Such a thing does not happen. We are told to set goals on our own. If you don't know how to set goals, you can just get from your friend and change the grade and session. We are not assisted on goal setting.*

At another school, one of the teachers said she was not satisfied with the appraisal because the people conducting it are not fair. She pointed out to say:

> *"There is unfairness and inequality in rating. There is biasness, some teachers are rated high while others not. Teachers who are favored by the administration are given high ratings compared to the rest. The rating scale is supposed to be used genuinely to come up with correct rates."*

Another teacher commented:

> *"APAS is not satisfying. It is a tool used by managers to punish teachers."*

When asked if the teachers are being promoted with the appraisal system, this is how teachers responded.

> *"I have worked for many years and filled appraisal forms many times but still not promoted. They are saying the vacancies have been frozen."*

Another teacher said,

"If they were following APAS, a number of teachers were not going to be where they are today. They would have been promoted."

At one of the primary schools, one teacher expressed herself to say:

"APAS is not used for promotions or salary increase. From 2013, I have been upgrading myself from certificate to degree level but still in the same salary scale of a certificate. Am frustrated and tired of filling forms. Promotion nowadays depends on who you know and the people one is connected to. There is a lot of beauracracy in education and promotions are not on merit. Some teachers have attained degrees but still working as class teachers. Others have obtained master's in education still teaching and being supervised by head teachers and deputy heads with diploma qualifications."

Most of the respondents indicated that APAS was not used for promotions and even in salary increments. One of the teachers said he had been working for many years, evaluated many times but nothing had come up in terms of promotion despite holding a degree. There were many teachers who have not been upgraded and felt very demotivated. At the same school, the other teacher said:

"We are not surprised when we do not see the outcome of the appraisal because when we fill the forms, they don't go anywhere. APAS forms are just thrown away after teachers have filled in. They are kept in the head teacher's office and eventually, they get rid of them by throwing them away and yet teachers spend a lot of money to make copies. We don't look forward for another appraisal time because we waste our time and financial resources."

4.9 FINDINGS ON HEAD TEACHERS: WHAT PERCEPTIONS DO HEAD TEACHERS HOLD CONCERNING APAS?

The head teachers being the supervisors of the schools have the basic responsibility of appraising performance of the people working under them in order to know how well or not well they are doing at work. Therefore, it was important in this research to establish their opinions on the management of appraisal systems in the institution they are heading. When asked about the importance of APAS in their institution, one of the head teacher from school A said:

It is important because it helps to gauge the performance of the individual teacher

Another head teacher from school B said:

Application of APAS in this institution is important because it helps officers to know their strengths and weaknesses. Feedback is given there and then because it is an interview.

The head teacher at school C expressed herself in this way:

It seems to be of no importance because for the last four years of filling APAS forms there is no feedback from the employers.

When asked if appraisals are used to promote teachers, the head teachers commented to say:

Sometimes, because there are no vacancies. The positions for promotion have been frozen in education for the past years. This is creating some problems between teachers and the supervisors because teachers think we are not recommending them for promotions.

The head teachers said since promotions are frozen, it is difficult to recommend teachers for the promotions because there are no vacancies. Teachers are working for many years without seeing their promotion coming forth despite being appraised several times.

The head teachers were requested to state some challenges they face during appraisal period. Some challenges stated were as follows:

I. It is a challenge to grade someone according to performance.
II. Teachers fear the appraisal process. They also portray negative attitude towards it and are unwilling to submit the forms because there is no effect of any kind.
III. Non-acceptance of ratings especially low ones. Teachers want to be given high ratings.
IV. Teachers are no longer serious about APAS. They consider it to be a mere routine.
V. Some supervisors do not have the skill of conducting appraisal process, especially senior teachers.
VI. The process is hectic on the part of administrators. There is too much work to counter check every appraisee and at the end of it, nothing tangible comes up.

Some head teachers said APAS is one of the systems that gives them stress. There is more work but results are not seen. They said they submit appraisal forms for teachers to the relevant authorities and give them all the information required but they don't see the

purpose. They still don't understand why they should keep on filling the forms because what they submit about the teachers is ignored and thrown away. The head teacher from school D complained and said:

We submit all necessary information but authorities turn against us, we are implicated as head teachers for low performance of the learners.

Yet another head teacher from school E said:

I for one have worked for 34 years in education, I have filled appraisal forms for many times. I have not seen the importance of APAS in my career. APAS has not done any good nor has it added any value for my work. Even where I take the forms, they don't work on them accordingly.

Some head teachers perceive APAS to be one of the systems that has brought stress in their job because they have not seen results from the exercise. Just like teachers, the head teachers have not seen any importance of the APAS. They are all frustrated with the system because some are still underpaid despite holding good qualifications.

Summary

This chapter presented and analyzed the findings of the study using narrative reports and tables in relation to the research questions stated in chapter one on the Annual performance Appraisal System (APAS). The next chapter discusses and interprets the findings in relations to the objectives of the study.

CHAPTER FIVE

DISCUSSIONS OF RESEARCH FINDINGS

5.0   OVERVIEW

This chapter discusses the findings of the study on perceptions of head teachers and teachers on the Annual Performance Appraisal System in selected primary schools of Lusaka Districts. The discussions of findings are presented according to the objectives starting from the first to the third objective. The objective of this research were as follows:

i.   To explore perceptions head teachers and teachers hold concerning the Annual Performance Appraisal Performance System.

ii.   To examine ways in which Annual Performance has motivated teachers.

iii. To investigate the levels of employees' satisfaction on the Annual Performance Appraisal System.

The findings are presented in the same sequence they have been presented in the preceding chapter.

5.1   TO EXPLORE PERCEPTIONS OF HEAD TEACHERS AND TEACHERS HOLD CONCERNING APAS

The first objective of this study was to explore perceptions of head teacher and teachers on APAS and the perceptions will be discussed in themes.

5.1.1 Perceptions on the understanding of APAS.

The research revealed that teachers had various perceptions of the appraisal system. Their understanding of the appraisal system is different and this has affected their attitudes and behavior towards the system. The research revealed that quite a number of teachers lack the proper understanding of the appraisal and could not properly define it. One teacher said;

> *I don't understand it, I think it is for the administrators and not me a teacher…..why are we evaluated, where do they take the forms?*

This response is evident enough that there is lack of understanding of APAS among teacher. This has resulted in the development of negative perceptions that have the potential to affect their behavior, as Almed et al, (2011) puts it, performance appraisal has a major influence on

employee's perception that may affect the behavior in terms of performance of employees as well as the performance of the organization. Lack of understanding has caused teachers to develop negative attitudes towards APAS and their work. This view is supported by Armstrong (2010) who asserts that perceptions is the attitude towards policies concerned with pay, recognition, promotion and quality of working.

According to Cabinet Office (2010), the government established a Legal Framework to institutionalize Annual Performance Appraisal System (APAS) through the Performance Management Package (PMP). The objective, among others, was to enable employees develop an understanding of their job-description. Through the implementation of APAS, teachers are expected to know and understand what the process is all about and what their job is. It must be understood that performance appraisal enables individual teachers to know their job description and understand what is expected of them by their supervisors. It creates an awareness in an individual teacher to know what is required of him as it is used to describe various activities to be performed by the teacher and set targets for each activity.

5.1.2 Perceptions on the importance of APAS

The research findings revealed that appraisal systems are not perceived to be very important to some teachers. Very few teachers indicated the importance of APAS to their work and gave reasons why they considered it to be important. For instance, a certain teacher indicated that APAS was important to her work because it reminds him about the set targets and prompts him to work hard towards the achievement of the targets. This is in line with the Public Service Performance Operational Manual (2009) that states that APAS seeks to introduce a culture of work planning and target setting among employees. On the other hand, the findings shows that the majority of teachers did not see the importance of APAS in their work. One of the reasons that was given was that they were unable to see tangible results from the appraisal systems.

Kehoe and Wright (2013) postulates that performance appraisal system is one of the most important human resource practice. The system is very important to both the employee and the supervisor hence, need to be taken very serious. The User Guide Manual on APAS clearly stipulates the importance of APAS to every individual and states that an individual needed to have a clear understanding of his or her job; be aware of what was expected to be achieved; know his

or her own strengths and weakness; know her career prospects and identify what kind of training had to be considered; and that an individual needed to ask him or herself whether he/she performed all that can be reasonably expected of him/her to meet both needs of the employee and the ministry. Therefore, if this kind of awareness is lacking in teachers, it creates serious problems and teachers' perceptions on the appraisal systems is affected.

5.1.3 Perceptions on the Value of APAS

One of the questions asked to the respondents was about the value performance appraisal added to their profession. The researcher wanted to find out if performance appraisal was contributing any value to their profession. The research revealed that few teachers observed APAS to be valuable to their profession while the majority seem not to perceive any value attached to it. Literature on the objectives of performance appraisal systems suggests that organizations using appraisal systems seek to assess employees and develop their competences, improve performance and allocate rewards (Fletcher, 2014). Developing employees' competences is one of the major objectives of appraisal systems. Teachers must be able to see that their competencies are being developed through appraisal systems. These development of competence can come about if learning institutions participate in the creation of training and initiating programs that would help overcome weaknesses of teachers. As Grote (2001) rightly puts it, performance appraisal identifies strengths and weaknesses of individuals on his job, the information can be used for creating training and development of programs necessary for overcoming weaknesses of individual.

5.1.4 Perceptions on the fairness of Appraisals Systems

The fairness of any appraisal system depends on how it is correctly done and implemented. Greenburg (2005) asserts that the fairness of the appraisal system and its outcome should be examined because an appraisal system has to be seen as fair and just by appraisees in order to be effective. Appraisee ought to scrutinize the appraisal system for them to see if it is fair and just. Fairness is linked to confidence in and, hence, acceptance of the performance appraisal system.

The findings of the research on fairness of the appraisal showed that 73.3% of the respondents indicated that there was no fairness in the appraisal system while 13.3% were undesired and 13.3%

agreed that the appraisal system were fair. A good number of teachers indicated that the appraisal was not fair and that that contributed to the reason why most of the teachers failed to accept the appraisal. The teachers stated that supervisor were too biased when conducting the process. At one school, the teachers expressed that supervisor tended to select teachers they felt to appraise while others would be left behind. Yet the APAS User Guide clearly stipulates that APAS applies to all civil servants. The way in which APAS is designed means that every officer is required to be appraised. Both the supervisor and the job-holder take an active part in the appraisal process (Cabinet Office, 2008).

5.2 OBJECTIVE 2: TO EXAMINE WAYS IN WHICH APAS HAS MOTIVATED TEACHERS

5.2.1 Perceptions on Motivation

Motivation is one of the major purpose for performance appraisal. Motivation helps employees to improve the way they work individually which also results in the improvement of the organizational productivity. Fletcher (2014) defines motivation as the willingness to achieve organizational objectives. He argues that managers are obligated to create an atmosphere where employees develop some willingness to achieve objectives of the organization as this would increase the productivity of the organization. The research findings revealed that motivation of teachers is not there due to the manner in which appraisals are being conducted. During the focus group discussion, only 26% of the respondents indicated that they are motivated with APAS. The majority of the respondents constituting 74% declined to say APAS was not bringing any satisfaction at all. The reasons that were given by the respondents who agreed that they were motivated as a result of the appraisals were not convincing. For example, one of them said,

After evaluation, I put more effort to achieve the failed goals. Another one said, *I get motivated in the sense that I improve my performance where I have been cautioned*.

These responses is an indication that teachers do not understand the motivation that comes with the appraisal systems. Fletcher (2014) postulates that an effective performance appraisal process has two parts; the evaluating part and the motivating part. Fletcher argues that the evaluative part of the appraisal process is the component that is about assessing the past performance of the

employee while the motivating part is about developing employees to improve their future performance. This means that school head teachers have two roles to play when conducting appraisal system, to evaluate past performance of the teachers and also to develop the teacher to improve future performance. The findings of this study revealed that most of the head teachers just end on evaluating past performance of the teachers, they spot their weaknesses and strengths, and the process ends there. The other part of developing teachers' weaknesses to help them perform better in future is not considered. Head teachers need to provide tools, trainings and other methods that can develop the teacher. This is an important element of the appraisals process which need not to be left out, because this is the part that brings motivation to the teacher.

5.2.2 Perceptions on the Feedback

Another question that was asked during focus group discussion was about Feedback. The researcher's intent was to find out whether feedback was being provided for during and after the appraisal process. Giving feedback to teachers is part of the appraisal process for it stimulate behavioral change in an individual. Feedback enables the teacher to know how they are performing on their job and this help to determine the success of the appraisal system (Mullins, 2010). From the findings, feedback is rarely giving to teachers. The research revealed that 60% of the respondents disagreed that feedback were not being provided by their supervisors, while only 40% of the respondents agreed that they receive feedback after the appraisal process. This was attributed to the fact that supervisors do not create time to sit down with their teachers to discuss. In some schools, when time for evaluating teachers comes, teachers are told to fill in the forms and submit them to the head teacher and the process ends like that. This type of handling appraisals has really affected the perceptions of teachers over the system.

Literature has indicated that feedback is helpful in improving on-the job performance (Fletcher,2014) and in attaining goals. Almed et al (2011) argued that when performance feedback is precise and timely, it may result in behavior change. It should also be noted that feedback plays an important role in employees' perceptions of the fairness, legitimacy and rationality in performance appraisals and forms an important tool in the performance appraisal process (Almed et al, (2011). To this effect, appraisals must be used by management for improvement, especially if it is specific and behavioral oriented, and should be used for both as problem-oriented and

solution-oriented (Mullins, 2010:667). The research findings in this study revealed that management in primary schools have undervalued the worthiness of providing feedback to their subordinates. Inability of this provision (feedback) is an indication that school management do not fully understand the role feedback plays in appraisal process. As such. It has affected teachers' perceptions on the appraisal systems.

5.2.3 Perceptions on Promotions

The issue of promotion was another aspect that was discussed during the focus group discussion on the appraisal performance in primary schools. The researcher wanted to find out how APAS were being used to promote teachers in primary schools. During the discussion, most of the respondents revealed that appraisal systems were not being used for promotion of teachers. The findings revealed that many teachers have worked in the government for many years but have not been promoted. The teachers expressed themselves bitterly that they have been filling APAS for so many years but there is nothing that comes out for their good in terms of promotions. Teachers have concluded that it's not the appraisal that can be used to promote a teacher. Neither qualifications nor APAS itself can make a teacher get promoted, because teachers have upgraded themselves by obtaining degrees and even masters but are not considered for promotions. It was revealed that teachers they have seen being promoted do not even have proper qualifications. The teachers revealed that head teachers had their favorites who they considered when they saw that there was a vacancy. According to Fletcher (2014), promotion is one of the objectives of appraising employees. He notes that appraisals are conducted to generate information from annual performance appraisals to make evaluative decisions concerning workforce including salary increase, promotions, demotions, training and development, and termination. One may wonder how the head teachers used the information they got from the appraisals if it could not be used for the intended purposes such as promotions.

Most of the respondents further revealed that they had not seen any form of reward that comes from the APAS. Regarding salary increase, some teachers complained that they are still being underpaid despite upgrading themselves. One teacher said he had not seen change in terms of notches on his pay slip. This current scenario taking place in the education system of Zambia

contradicts the ideas of Lawler (2015) and Cawley (2011) with respect to appraisals system being a basis for wage, salary change and reward allocations in organizations.

5.3 OBJECTIVE 3: TO INVESTIGATE THE LEVELS OF EMPLOYEES' SATISFACTION ON THE ANNUAL PERFORMANCE APPRAISAL SYSTEM.

Satisfaction of the teachers was also one of the questions discussed during interviews. The researcher wanted to find out how satisfying APAS was to the teachers. Satisfaction is an important matter in the performance appraisals, if this element is lacking, the appraisal process fail to work well in some organization (Lawler, 2004). Lawler is of the view that some appraisals fail as a result of lack of employees' participation and involvement in the process, as well as lack of coaching relationships between super-ordinates and subordinates. During the discussions, it was revealed that teachers were not satisfied with the appraisal system. When asked about the levels of their participation in the process, most of them indicated that they were neither involved nor took part in APAS and explained that their supervisors were the ones who took the lead. This had brought dissatisfaction among teachers and causing them to perceive appraisals as irrelevant and political. The research revealed that teachers participation and involvement in appraisal process was not taken seriously in most primary schools. It must be noted that teachers' involvement and participation in the appraisal process had great potential to influence their perceptions. This view is supported by Robert (2003) who opines that employees' participation in several aspects of the appraisal process has potential to mitigate many of the dysfunctions of traditional performance appraisals.

Literature has further revealed that the rationale of introducing performance appraisal was to come up with a system of evaluating employees that is participatory, a system where the appraisee would actively participate in the process. As such, the government of Zambia implemented the Performance Management Package (PMP) and the Annual Performance Appraisal System was instituted in all government departments to enable all individual participate and be involved in the process (Cabinet, 2008).

5.3.2 Coaching and Monitoring Relationships

The researcher wanted to find out if coaching and monitoring were being conducted in primary schools since it is also an integral part of the performance appraisal process. Performance management is a year round, which means meetings should be held with the supervisor and the employee to discuss and reassess the employee progress towards achieving goals and performance (Supervisory Manual, 2015). During this meetings, the supervisor observes, monitor, and coach the employee throughout the rating period. The researcher asked the respondents whether the teachers and their supervisors do have such meetings for the purpose of coaching and monitoring and just to have time to discuss the performance requirements, goal setting and other expectations. From the respondents, about 80% indicated that such meeting do not exist in their schools. The teachers stated that coaching teachers by the supervisor was impossible because they had not experienced such a thing in all primary schools as far as appraisals were concerned. From the interviews, it was revealed that the appraisals were not an ongoing process, it just happened once in a year. The Supervisory Manual (2015) stipulates that Performance Appraisals is an ongoing process to be carried out throughout the year. The process begins after the supervisor hold talks with the employee about the performance, and during performance monitoring and coaching, the supervisor will be:

1. Observing the teachers' performance
2. Recording work performance, especially outstanding standards
3. Talk to teacher about work progress
4. Providing advice and help in areas where performance does not meet expectations
5. Giving constructive feedback.

5.4   PERCEPTIONS OF HEAD TEACHERS ON APPRAISAL SYSTEMS

The head teachers as supervisor have an important role to play during the performance appraisal period. Their role is stipulated in the APAS USER GUIDE on how they are expected to conduct appraisal systems in their institutions. The findings revealed that head teachers were conducting the appraisals in the schools and they stated that appraisal were important as it helps them to know the strengths and weakness of the employees. Concerning giving feedback, some head teachers agreed that feedback is provided immediately after interviewing the teacher. When asked to state

the kind of feedback they give to the teachers, some head teachers did not answer that part of the question. From the way they responded it was concluded that feedback is not provided for the teachers during appraisal process. Head teachers do not know how to give feedback. According to Supervisory Manual (2015), head teachers are advised to give lots of feedback to teacher during monitoring and throughout the process. The Supervisory Manual outlines two types of feedback that head teacher can give to the employees, (1) Praise   (2) Constructive comments. Praise for a job well done encourages the employee. This means that teachers get encouraged when they receive praise from their supervisors. When head teachers observes that the teacher has done some commendable job, they need to acknowledge that and praise the teacher by speaking good words. Constructive comments is equally important because it shows the employee where he or she is having performance problems for they offer ways to correct those problems. The Supervisory Manual states that after the supervisor gives feedback, he may need to coach the employee to help him or her improve performance. This research has revealed that head teachers fail to coach their teachers because they do not provide feedback to them. Instead, they demand that teachers' improve their performance without them putting in their efforts.

5.5   PERCEPTIONS OF HEAD TEACHERS ON PROMOTIONS

All head teachers indicated that they were not recommending teachers currently because the government had frozen positions for promotions. From the findings, it can be noted that the decision taken by the government to freeze all position in order to avoid promoting teachers was irrational. This decision had created an atmosphere that was not conducive for the appraisal system not to work well in the Ministry of Education. As already alluded to, performance appraisal is an important tool that is used in management to evaluate and review performance of employees in order to get information that can be used in decision making such as salary increase, promotions, among others (Fletcher, 2014). If teachers are being evaluated yearly for promotions and other aspects and the government is failing to make those decisions, then the appraisals system is not serving its intended purpose.

5.6   CHALLENGES FACED BY HEAD TEACHER

Head teachers encounter a number of challenges during appraisal process. The findings has revealed that some head teacher find it hard to grade a teacher according to performance. It was also revealed that teachers feared to be evaluated and portrayed a negative attitude towards it. Sometimes, teachers were not willing to submit the forms because there was no effect of any kind. Another challenge that was discovered was that teachers refused to accept the ratings especially low one. They wanted to be given high ratings. It was also revealed that teachers were no longer serious with APAS, they considered it to be just a mere routine. Some head teachers complained that the process was hectic on the part of administrators. They said there was too much work to counter check everyone in the institution and at the end of it nothing tangible came up. Another challenge encountered was that some supervisors involved in conducting appraisal process lacked adequate skill to carry out the process.

5.7   SUMMARY

This chapter has discussed the findings according to the objectives. The chapter has discussed findings of perceptions teacher have on the understanding of APAS, the importance of APAS, the value of APAS, the fairness of APAS, teachers Perceptions on Motivation, Perceptions on Feedback, Promotions, Coaching Relationships, Perceptions of head teachers and Challenges faced during appraisal period.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1   OVERVIEW

This chapter is a conclusion of the study. It reaffirms the main aim of the study, highlights the general conclusions and recommendations. The limitations of the study are also among the items discussed in this sections.

The focus of this study was to investigate perceptions head teachers and teachers hold on the Annual Performance Appraisal System in selected primary schools of Lusaka districts. Much of research conducted on performance appraisal systems in Zambia focused on the impediments to the institutionalization of APAS in government institutions and another study focused on the effectiveness of APAS in Public Service. A review of literature did not indicate studies focusing on the perceptions head teachers and teachers hold on Annual performance Appraisal System specifically in primary schools. The purpose of this study was to explore opinions held by these employees regarding APAS in primary schools.

The first objective of the study was to explore perceptions head teachers and teachers hold concerning the Annual Performance Appraisal System in primary schools. The findings of the study revealed that even though APAS was being used in primary schools, teachers lack the proper understanding of the system. It was revealed that lack of understanding of appraisal system has resulted in the development of negative attitude towards the system by the teachers. The study further stated that the majority of teachers did not see the importance of APAS in their career as teachers because they were unable to see tangible results from the appraisal systems. The study revealed that APAS were not perceived to be valuable to the profession of teachers because the system was not seen to be developing competences of teachers. The findings of the research revealed that there were no fairness in the manner in which APAS were conducted and that the supervisors tended to select teachers they felt like appraising while the rest would be left out.

The second objective was to examine ways in which APAS had motivated teachers. The study findings revealed that the majority of the teachers were not motivated by the appraisal systems and that they did not understand how they could be motivated with the systems. It was discovered that head teachers were not playing their major role during the appraisal process. One of the major

roles was to evaluate the past performance of the teacher in order to identify strengths and weaknesses and the other one was to provide tools, training and other methods that could develop the teacher. It was revealed that there were no such training in schools being conducted to develop weaknesses of the teacher. The findings further revealed that management in primary schools have undervalued the worthiness of providing feedback to teachers. They do not even understand the role feedback plays in appraisal process. The findings of this study revealed that were no promotions given to teachers as a result of the appraisal systems. The respondents revealed that appraisal systems were not being used for promotions and salary increments.

The third objectives was to investigate the levels of employees' satisfaction on APAS. The study revealed that there were no satisfactions of teachers regarding APAS. It was revealed that there were no teachers' participation and involvement in the appraisal process. The findings of the study indicated that there were no meetings for Coaching and Monitoring between the teacher and the supervisor and that such meetings never existed in their schools. The appraiser and the appraisee do not meet to discuss performance requirements, goal settings and other expectations. The head teachers fails to coach their teachers because they do not provide feedback to them since feedback provide a basis for coaching and monitoring. The study revealed that performance appraisals were not an on-going process, they just happen once a year. The research further revealed the challenges head teachers encounter during the appraisal period. Some of the challenges include; difficult in grading a teacher according to his or her performance; teachers unwillingness to submit the forms because they fear to be evaluated; non-acceptance of ratings by teachers especially if the ratings are low; teachers are no longer serious about APAS, it is considered a mere routine; the process is time consuming and very involving; and that some supervisors do not have the skill of conducting the appraisal process especially senior teachers.

6.2 RECOMMENDATIONS

From the findings, discussions and conclusion of this study, the researcher makes the following recommendations:

- ➢ This study of perceptions of head teachers and teachers on the Annual Performance Appraisal System should be extended to other schools outside Lusaka province to establish some variances of perceptions in schools.
- ➢ The study should be extended to private and community schools to determine if there are variances between public primary schools and private schools regarding perceptions of employees on the Annual Performance Appraisal System.
- ➢ The Ministry of General Education should be providing trainings and workshops for all supervisors involved in evaluating teachers to enable them acquire skills on how to conduct appraisal processes.
- ➢ The government through the Ministry of Education should allocate adequate funds to primary schools to enable them conduct programs and trainings within their institutions that would aim at developing teachers' competences and improve performance.

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TOPIC: PERCEPTIONS OF TEACHERS AND HEAD TEACHERS ON THE ANNUAL PERFORMANCE APPRAISAL SYSTEM IN SELECTED PRIMARY SCHOOLS OF LUSAKA DISTRICT.

Dear Sir /Madam,

I am a post graduate student at the University of Zambia conducting a research in Education Management with my main focus on the Annual Performance Appraisal System in Schools. You have been identified as one of the key informants in this research, hence, am kindly requesting for your full participation in this study. Your willingness, honest and openness to share information will be appreciated. The information that will be collected is academic and would be kept as highly confidential as possible. Your cooperation will be highly appreciated.

INSTRUCTIONS

    i.   Please answer the questions or statements as they apply to you as an individual.

SECTION A: Personal Information

1.   What is the name of your school? …………………..

2.   What position do you hold? …………………………...

3.   AGE:

(a) 16 – 25 [   ] (b) 26 – 35 [   ] (c) 36 – 45 [   ] (d) 46 – 55 [   ] (e) Over 55 [   ]

4.   Gender

(a) Male [   ]   (b) Female [   ]

5. Marital Status:

Single [   ]   Married [   ]   Widowed [   ]   Divorced [   ]   Separated [   ]

6. Level of Education

Certificate [   ]   Diploma [   ]   Bachelors Degree [   ]   Master's Degree [   ] Other

Specify……………………………………………………………………

SECTION B: EMPLOYMENT BACKGROUND

7. How long have you been working in the Ministry of Education?

a) Less than 5 years [   ] b) 5-10 [   ]   c) 10-15 [   ] d) 15- 20 [   ] e) Above 20 years [   ]

8. How many times have you been evaluated? …………………………………………………..

9. Do you fill in APAS forms?   Yes [   ]   No [   ]

If no, why? ....

10. Have you been promoted after the evaluation? ....

If no, why? ....

……………………………………………………………………………………………………

If yes, how long did it take for you to be promoted? ....

……………………………………………………………………………………………….

11. What is the Division of your current position?

a) Division 1 [   ]   b) Division 2 [   ]   c) Division 3 [   ]

SECTION C

IMPORTANCE OF APAS

Please indicate by ticking in one of the columns

Questions	Agree	Disagree	Undecided
1. I have a good understanding of the Appraisal System			
2. The Appraisal process in which I am evaluated is fair.			
3. The current performance appraisal system is related to my development			
4. The rating scales used in the appraisal form is not an effective measure of my performance			
5. There is clarity and fairness in the appraisal system			
6. There is Appraiser-Appraisee relationship			
7. Appraiser-Appraisee meet to discuss the need for goal-setting			
8. I am not aware of the benefits of APAS			
9. Inadequate provision of equipment, supplies and time to achieve the goals			
10. Review of performance data to identify progress or opportunities for improvement			
11. Teacher given opportunity to explain how she/he sees the progress toward the goals			
12. Teachers invited to ask questions and express concerns during APAS process			
13. Feedback is always given at the end of evaluation			

SECTION D

1. What do you understand by the Annual Performance Appraisal System as a teacher?

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

    ……………………………………………………….………………………………………..

2. When were you last appraised by your supervisor?

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

3. How often is the appraisal conducted in your institution?

    …………………………………………………………………………………………………

4. Is the appraisal important to your work?

    …………………………………………………………………………………………………

5. If yes, give reasons,

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

6. If no, give reasons,

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

7. What value has APAS added to your profession?

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

8. Do you receive feedback after the appraisal process?

    …………………………………………………………………………………………………

9. If yes, what type of feedback do you receive?

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

10. After the evaluation, do you get motivated?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

11. If yes, in what ways, explain

………………………………………………………………………………………………………

…………………………….……………………………………………………………………………

………………………………………………………………………………………………………

12. If no, why

……

………………………………………………………………………………………………………

13. Do you think the Appraisal is a true measure of your performance?

………………………………………………………………………………………………………

14. If yes, why do you think so? If no, why do you think so?

……

……

………………………………………………………………………………………………………

15. In your own opinion, do you understand the rating scale format used in APAS?

………………………………………………………………………………………………………

16. If yes, explain what it means

………………………………………………………………………………………………………

17. ……………………………………………………………………………………………………….

18. If no, would you like to have a proper rating format?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

19. Are you able to share some problems you face to your supervisor during appraisal time?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

20. If no, explain

……

………………………………………………………………………………………………………

21. In your own opinion, has APAS enhanced development in your career?

……

……

22. Is APAS promoting satisfaction in your job?

……

23. If yes, in which ways?

……

……

24. If no, why?

……

……

25. Do you look forward to another appraisal after you have been evaluated?

……

26. If yes, explain

……

……

27. If no, explain?

……

……

28. How would you like the Appraisal to be so that you are motivated?

……

29. State some ways you think APAS has motivated you.

……

……

………………………………………………………………………….

30. Do you think APAS has contributed to your productivity? If yes explain

……

……

……

31. If no explain

……

……

32. Are you satisfied with the process?

…………………………………………………………………………………………………

33. If no, why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

END OF INTERVIEW. THANK YOU FOR YOUR CONTRIBUTIONS.

APPENDIX B: HEAD TEACHERS QUESTIONNAIRES

TOPIC: PERCEPTIONS OF TEACHERS AND HEAD TEACHERS ON THE ANNUAL PERFORMANCE APPRAISAL SYSTEM IN SELECTED PRIMARY SCHOOLS OF LUSAKA DISTRICT.

Dear Sir / Madam,

I am a post graduate student in the Educational Management program conducting research on the Annual Performance Appraisal System. You have been purposively selected to answer this questionnaire. This study is being conducted for academic purposes and the information you shall provide will be treated in strict confidentiality and will be used for the purpose of research only. Kindly spare a few minutes to answer the questionnaire.

INSTRUCTIONS

Do not write your name on the questionnaire.

Please answer all the questions.

Respond by putting a tick in the box and write in the space provided.

SECTION A

School:…………………………………………………………………………………..

1. Gender: Male [   ]   Female [   ]

2. Age: 20 -30 [   ]   31-40 [   ]   41-50 [   ]   51- 59 [   ]

3. Educational Level: Certificate [   ]   Diploma [   ]   1st Degree [   ] 2nd Degree [   ]

4. Marital Status: Single [   ] Married [   ] Divorced [   ] Widowed [   ] Separated [   ]

5. Work experience: 1- 10yrs [   ]   11-20 yrs [   ] 21-30 [   ]   31-40 yrs [   ]

6. Number of Teachers in school…………………………………………………………

SECTION B

1.   Is there any form of performance appraisal system in this institution?

……………………………………………………………………………………………

2.   How often does your institution use the appraisal system?

Yearly [   ]   Quarterly [   ]   Sometimes [   ]

If not yearly, do you think the APAS is not important?

…………………………………………………………………………………………..

3.   What can you say about the application of APAS in this institution?

…………………………………………………………………………………………..

………………………………………………………………………………………….

4.   Do you give feedback after the appraisal? …………………………………………..

If yes, what type of feedback do you give your subordinates?

……………………………………………………………………………………………

……………………………………………………………………………………………

If no, why don't you give feedback? …………………………………..………………………….

5.   What things do you look for when appraising the teachers? ....

…………………………………………………………………………………………..

…………………………………………………………………………………………..

6.   What type of challenges do you face during appraising period?

……………………………………………………………………………………………

………………………………………………………………………………………….

………………………………………………………………………………………….

7.   How have you managed to overcome some of the challenges you have been facing relating to APAS?

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

8.   Do you think APAS has motivated the work force in this institution?

If yes, in which ways?

………………………………………………………………………………………….

………………………………………………………………………………………….

If no, explain

………………………………………………………………………………………………

9.   During evaluation, does the appraisee share openly with you the challenges they face in school?

If no, why are they not open to share their challenges?

………………………………………………………………………………………………

………………………………………………………………………………………………

10.   Do you appraise to set and measure goals? ………………………………………….…

11.   Is the current Annual Appraisal System (APAS) helping to improve the overall performance of your institution?

………………………………………………………………………………………………

12. Do you appraise teachers for promotion? ………………………………………….

13. How many teachers have been promoted in this school for the last two years? ………………

If none explain why, ………………………………………………………………………….

…………………………………………………………………………………………………..

14.   Do you have teachers who have not been promoted for a long time?

…………………………………………………………………………………………………..

15.   Teachers who have not been promoted after working for a long time, what could be the problem?

……
……
……

16.   How long does it take for the teacher to be promoted?

…….

……..

…….

17.   How are you motivating teachers who are performing well but still not promoted?

……
……..

18.   What do you think about APAS, is it a good system, why do you say so?

……..

……
……..

19. Do you follow the process of APAS? If not why…………………………………………..

……..

………

If yes, explain the process how you do it.

……
……
……

THE END OF THE INTERVIEW.

THANK YOU SO MUCH FOR YOUR COOPERATION.

TOPIC: PERCEPTIONS OF HEAD TEACHERS AND TEACHERS ON THE ANNUAL PERFORMANCE APPRAISAL SYSTEM (APAS) IN SELECTED PRIMARY SCHOOLS OF LUSAKA DISTRICT.

Dear Sir / Madam,

I am a post graduate student at the University of Zambia conducting a research in Education Management with the main focus on the Annual Performance Appraisal System in primary schools. You have been identified as one of the key informants in this study, hence, am kindly requesting for your full participation in this study. Your willingness, honest and openness to share information will be appreciated. The information that will be collected is academic and would be kept as highly confidential as possible. Your cooperation will be highly appreciated.

1. What is your own understanding of APAS as a teacher?
2. Do you think APAS is important to you and the organization you are working?
3. How motivated are you and the rest of the teachers at this school with the appraisal system?
4. Do you receive feedback during and after the appraisal process?
5. Are you able to share the problems you face during instructions with your supervisors?
6. How is your participation and involvement in the appraisal process?
7. Is there Coaching and Monitoring concerning APAS in this school?
8. How many teachers are promoted in this school after being evaluated by the supervisor?
9. Are you satisfied with APAS?

END OF THE DISCUSSION

THANK YOU FOR YOUR COOPERATION