ASSESSING PERFORMANCE MANAGEMENT PRACTICES: A CASE STUDY OF OBUASI SENIOR HIGH TECHNICAL SCHOOL

By

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DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management Option) and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text. I am solely responsible for any errors or omissions that might appear in the work.

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ABSTRACT

The focus of the study was to assess the performance management practices of the Obuasi Senior High Technical School (OSTS), Obuasi. Performance management helps to rate the performance of the employee and evaluate their contributions towards organization achievement. However, the careful development of performance management processes and performance measurement techniques poses a number of detailed analytical problems that take on a particular significance in the education sector, which merit further examination. To achieve this goal, data was collected using self-administered questionnaires on a population of 141 teaching and 15 non-teaching staff. The findings of the study indicate that performance was managed mostly through performance appraisal, done annually, termly or when an employee was due for promotion. It was further revealed that performance results were not linked to reward; promotioninterview was done based on length of service for poor and good performers. Again, the purpose of appraisal was not clear to the staff, while the results of appraisal were not discussed with the appraisees. Based on the findings it is recommended that the interval of assessing staff should be increased to weekly and monthly. It was further recommended that appraisal should be linked to the goal of the institution, rewarding and punishing when due and should also be used to assess training needs of personnel lacking requisite skills.

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DEDICATION

This thesis is dedicated to my husband Eddugle, my mentor;

My children

Sefakor, Edem and Semor

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LIST OF ABBREVIATIONS

1. OSHTS   Obuasi Senior High Technical School

2. GES   Ghana Education Service

3. SPPP   Self-Propelled Performance Process

4. PIKP   Performance Impact by Knowledge Point

5. CIPD   Chartered Institute of Personnel and Development

6. BPIR   Business Performance Improvement Resource

7. KSA   Knowledge Skills and Abilities

8. HR   Human Resource

9. PM   Performance Management

10. PA   Performance Appraisal

11. PRP   Performance-Related Pay

12. SPSS   Statistical Package for the Social Sciences

13. AGC   Ashanti Goldfields Company

14. AGA   AngloGold Ashanti Company

15. WAEC   West African Examination Council

16. GSTS   Government Secondary Technical School

17. BIM   British Institute of Management

18. PIWC   Pentecost International Worship Centre

CHAPTER ONE

INTRODUCTION

6.0 Background of the study

Education is currently an area with a high national priority, in the form of a high weight given by politicians and the general public on the raising of educational standards and performance, particularly in primary and secondary education. However, the careful development of performance management processes and performance measurement techniques poses a number of detailed analytical problems that take on a particular significance in the education sector, which merit further examination.

The Obuasi Senior High Technical School (OSHTS) has a dream of producing well refined students capable of meeting the job market demands when graduated. The school can only achieve this goal of raising educational standards through effective performance management practices. As part of the OSHTS strategy, some of the critical factors it is putting premium on, to achieve this goal,are its human resource base, that is, the teaching and non-teaching staffs.

Performance management helps to rate the performance of the employee and evaluate their contributions towards organization achievement. Where the process is formally and properly structured, it helps the employees to clearly understand their roles and responsibilities and give directions to the organizational goals and also review their performance. Clearly, the modern paradigm shift is that performance management takes

into account the performance of the employees and focuses on the improvement of their future performance (Bacal, 2008).

According to Aguinis (2007), performance management is an on-going process. It never ends. Once established in an organization, it becomes part of the organization's culture. The performance management process includes; prerequisites, performance planning, performance execution, performance assessment, performance review and performance renewal and reconstructing and set goals.

Administering employee appraisal and managing performance in an institution with a very large workforce like OSHTS, is a very complex and complicated process to deal with effectively. The OSHTS like most service providers and also non-profit organization has difficulty in measuring individual performance against productivity. Albeit, employee performance management, is not for only profit making organizations or products producers only.

Performance management is the continuous process of identifying, measuring, and developing the individuals and teams; aligning their performance with the organization's goals (Dessler, 2011). Using employee appraisal to manage performance enables the manager or supervisor to be fair and balanced in the assessment process. This is very important to assess performance because no two people are the same when it comes to individual capabilities, competencies and execution of given task.

Employees should be able to have access to constant feedback on their performance to reduce any form of suspicion or thought of unfairness on the part of supervisors. Thiscan

be done if a further research is conducted to divulge any form of possible impediment that can thwart the success of the process and to find alternative methods of dealing with the problem, hence this study.

1.1 Statement of the problem

According to Aguinis (2007), performance management systems serve multiple purposes, that is, it servesas a strategic purpose of linking employee activities with the organization's missions and goals. Also, performance management helps to identify results and behaviours needed to carry out the strategy and maximize the extent to which employees' exhibit the desired behaviour needed to produce results effectively.

The Mission of Obuasi Senior High Technical School, which is under theGhana Education Service (GES), is to provide relevant education for Ghanaian children at thesecondary level to enable them acquire skills that will equip them for higher education.

Although,performance management is supposed to be in place to help the school achieve its vision andmission,the reality on the ground is far from the goal. In providing itsservices, theschool is guided by these principles: quality education, efficient management of resources, accountability, transparency and equity.

OSHTS is an implementing agency within the Ghana Education Service in charge of pre-tertiary education; including basic and secondary education. Management is in the hands of headmasters/mistresses at the school level,who report to district and regional directors respectively.

Some shortfalls have been identified in the performance management processes at the school. Some possible causes could be:

i. Lack of supervision for various reasons and the laxity or unwillingness of employees to follow laid down regulations.

ii. Various systems have been labelled performance management in the school, but in actual fact, it is performance appraisal which takes place.

iii. The assessment by management is usually casual or only when some personnel are due for promotion.

iv. Another gap which calls for this study is the inability of the school to align performance results to compensation.

Compensation is devoid of performance, whether an employee is performing or not; whether an employee is the best so far as results were concerned, they are rewardedequally. This has made hardworking employees to relax since there is no equity in performance and reward systems.

Performance management has failed in many institutions due to lack of commitment, improper coordination and supervision, lack of consistency and in-depth knowledge among others on the part of management and employees. This study seeks to evaluate performance management practices in the OSHTS in relation to measurable results, how these results are achieved and suggest ways of improving on the current state of staff performance.

1.2 Objectives of the study

The research objectives are grouped into two main categories. These are the general objective and the specific objectives.

I.2.1 General objective of the study

The general objective of the study is to determine how performance management practices are carried out in the OSHTS.

I.2.2 Specific objectives of the study

The study intends to address the following specific objectives in the study of performance management practices at the OSHTS:

a. To examine performance management practices at theOSHTS.

b. To assess the impact of performance management on employee's compensationat the OSHTS.

c. To evaluateperformance managementskills of management at the OSHTS

d. To explore the challenges that confrontsthe effective performance management practices at OSHTS.

e. To evaluate measures used to improve the conduct of performance managementat the OSHTS.

1.3 Research questions

The following research questions are formulated to guide the study:

a) What are the performance management practices available at the OSHTS?

b) What is the impact of performance management on employees' compensation?

c) What performance management skills are used to assess employee performance at OSHTS?

d) Whatare the challenges confronting effective performance management practices?

e) Whatperformance management measures are usedto achieve the goals of the school?

1.4 Significance of the study

The necessity to conduct this study has become paramount for a number of reasons for various stakeholders, but most importantly for the management and employees. The study will contribute to the literature on performance management. There may be other researcherscarrying out similar exerciseson the subject in various parts of the country. This piece of work would serve as a compliment to previous work. Future researchers would have access to more local base literature for their work. Prospective researchers would identify future areas from further research suggestions.

The results of the study would also be of assistance to management of OSHTS to be abreast with what happens regarding performance management in the school. The study has the capacity of providing new or unconventional ways of properly managing employees' performance in the various educational institutions in the GES. Management would have feedback on how employees feel about performance management since the study would pool the views of employees into a fused document.

One other area of concern is for the study to reveal major issues affecting performance management at OSHTS and the GES at large. The solutions that would be suggested to address the identified problems in the School could be adapted by the GES to bring back the acclaimed 'lost glory' of the education system.

The results of the study would further, help policy formulators to make informed judgments on personnel training needs and provide the requisite materials and logistics needed for effective performance management in the country.

The results of the study would also be of help to Performance managementassessors in management positions like headmasters and their assistants, the various directors at management levels in the GES and the Ministryof Education would have the chance to mirror themselves with the results of the study, as a tool to measure their own performance against standards. The nation at large would be able to come to terms with what is expected of personnel in the service.

1.5Methodology

The case study method was used for this work. Primary data were gathered using survey techniques, self-administered questionnaires comprising both close and open-ended questions to teachers and non-teaching staff of OSHTS. The purposive sampling method was applied for the selection of the non-teaching staff. Analytical tools such as percentages, tables and charts as well as qualitative methods like words of belief, conceptions, descriptions, meanings, phenomena, perceptions and thoughts were used for the analysis of the data.

1.6 The scope of the study

The OSHTS has two main categories of personnel, that is, the teaching and non-teaching staff. The teaching staff has astrength of about 141which is further divided into nine departments headed by heads of departments. In this category of personnel there are professional and non-professional teachers including the headmaster, three assistant headmasters, guidance and counselling coordinator and the senior housemaster.

The non-teaching staff which has about seventy-five (72) is also made up of the Accounting Section headed by the Domestic Bursar, Storekeepers, and Kitchen staff headed by the Senior Matron, Security personnel and the general labourfor cleaning. The study focused on Accounts Section, Stores, Laboratory, Library and the Administrative personnel and their number sums up to fifteen (15). The number of departments and their personnel are shown in table 1.1 and 1.2
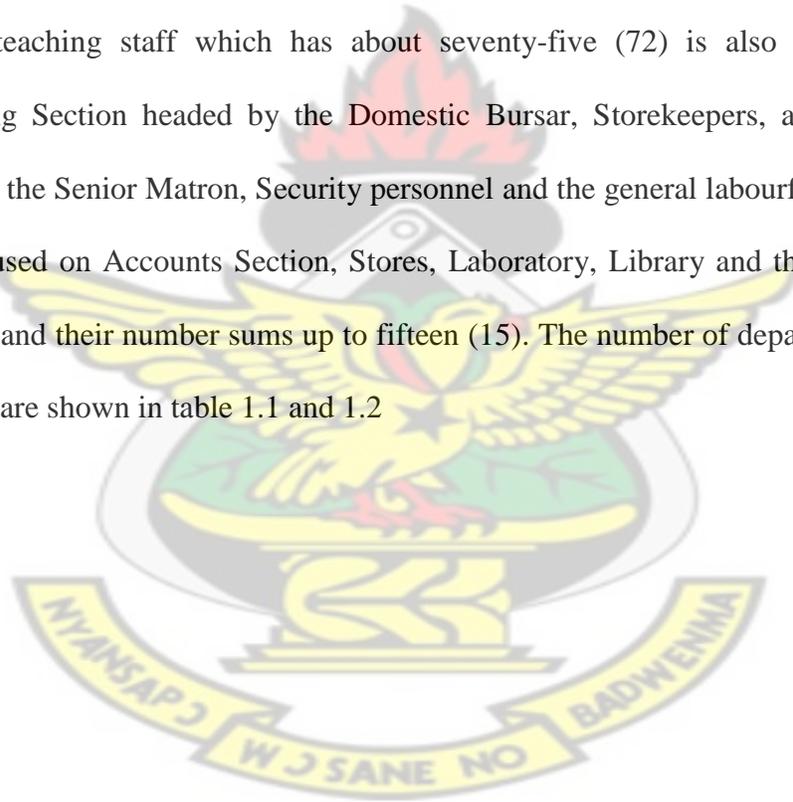
Table 1.1 Non-Teaching Staffs and their Departments

Department	Number of Employees
Accounts	7
Library	2
Stores	2
Laboratory	2
Administration	2
Total	**15**

Source: Field Survey, 2013

Table 1.2 Teaching Staffs and their Departments

Department	Number of Employees
Mathematics	26
English	18
Science	28
Arts	30
Technical	18
I. C. T.	7
Business	5
Home Economics	6
Physical Education	3
Total	**141**

Source: Field Survey, 2013

1.7 Limitations of the study

The study has been constrained by a lot of difficulties and challenges, but for Time and financethe study would have covered the whole educational sector in the country andnot asingle school.

It took the researcher a period of four weeks to distribute and gather questionnaire from the respondents at the OSHTS. Also, the refusal of some respondents to answer and return questionnaire posed another difficulty. Another challenge was scoring errors resulting from open ended responses due to different perception stands which was difficult to edit.

1.8 Organization of the study

The research has been grouped into five chapters. Chapter one contains the introduction, which looks at the background of the study, statement of the problem, objectives of the study broken into general and specific objectives. Other areas covered in the chapter include research questions, methodology, scope of the study, limitations of the study and the organization of the study.

Chapter two reviews related literature concerning the definition of performance management, the differences between performance management and performance appraisal, components of performance management, principles of performance management, tools for performance management, advantages and disadvantages of performance management.

Chapter three covered the research methodology and organizational profile. This covers the selection of the case study, the population characteristics, sampling method, data-gathering tools, data analysis, and presentation of results. The chapter also covers organizational profile and the administrative set up of OSHTS.

Chapter four analysis data anddiscuss the research findings, whiles chapter five deals with the summary of the findings, conclusions and recommendations as well as suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter reveals available data on performance management practices in organizations in general and public institutions in particular. The literature review covered themes such as the definition of performance management, the difference between performance management and performance appraisal; components of performance management, principles of performance management, benefits and challenges of performance management, as well as tools of performance management.

2.1   Definition of Performance Management

There are few comprehensive definitions of Performance Management. Treasury (2001) describes performance management as, "Managing the performance of an organization or individual". Whilst this is not a precise definition grounded in literature it demonstrates the breadth of performance management and hence the difficulties in defining its scope, activities and practices. It demonstrates that performance management is concerned with the management of performance throughout the organization and as a result is a multidisciplinary activity.

The concept of 'performance management' remains ambiguous in spite of the enormous attention it has received in academic writings, (Carroll, 2000; Otley, 1999). The confusion, according to Carroll and Dewar (2002), stems from the fact that many scholars

continuously use it interchangeably with 'performance measurement' and other forms ofperformance assessment including performance evaluation, performance monitoring and performance appraisal (Bruijn, 2007; Halachmi, 2005; McAdam et al.; 2005; Pollitt, 2006; Talbot, 2005; Wholey, 1999). Yet, one may argue that these forms of performance assessment are part of the generic idea of Performance Management Systems (PMS).

According to Schwartz (1999), one should not confuse performance management with performance appraisal and evaluation. The distinction of performance management (PM) consists in the fact that it has three main components: that is, understanding, setting goals and expectations; providing on-going feedback; and appraising performance.

Mupazviriho (2003:5) is also of the view that 'performance management extends beyond the concept of performance appraisal or performance related pay of the 1980s, which only tries to address how a person should be rewarded after the completion of tasks over a given period'.

Briscoe and Clausstate that,

> "Performance Management is the system through which organizations set work
> goals, determine performance standards, assign and evaluate work, provide
> performance feedback, determine training and development needs, and distribute
> rewards'. It may be possible to get all employees to reconcile personal goals with
> organizational goals and increase productivity and profitability of an organization
> using this process. It can be applied by organisations or a single department or
> section inside an organization, as well as an individual person. The performance
> process is appropriately named the 'Self-Propelled Performance Process (SPPP)",
> (Briscoe and Claus (2008:15)

Performance management is therefore, 'conceived as a framework with system properties' (Bouckaert and Halligan, 2008: 38). This is used most often in the workplace; can apply wherever people interact: schools, churches, community meetings, sports teams, health setting, governmental agencies, social events and even political settings; anywhere in the world where people interact with their environment to produce desired effects.

Armstrong and Baron (1998) defined performance management as a strategic and integrated approach to increasing the effectiveness of companies by improving the performance of the people who work in them and developing the capabilities of teams and individual contributors.

According to Carroll and Dewar (2002), four main elements make up Performance Management. These include:

(a) Deciding the desired level of performance;

(b) Measuring performance;

(c) Reporting or communicating performance information; and

(d) Using performance information to compare actual performance to the agreed

performance level.

Bearing this uncertainty in mind, two questions needed to be answered. These are; what is performance management? How is it different from performance measurement? Like

many social science concepts that defy a single acceptable definition, PM has been variously defined, depending on the person discussing it and the context. Its elusiveness has led many to resort to describing, rather than defining it (Halachmi, 2005; Heinrich, 2007; Radin, 2006; Wholey, 1999).

Rubiensak and Bovaird (1999: 251–2) say that PM 'is a system for focusing managers on the goals of the organization, in order to shape their work so that it contributes more systematically to the success of the organization', while Varma et al. (2008a: 3) see it as 'the key process by which organizations set goals, determine standards, assign and evaluate work'.

It is certain from the various given definitions that Performance Management entails the continuous process that has to be put in place to ensure effective delivery of organizational results. To achieve these results there should be proper definition of performance management because management performance is highly important to both employers and employees. From the employer's point, it is vital to understand how employees contribute to the objectives of the organization.

2.2   Performance Management and Performance Appraisal

The human resource is critical and difficult to manage. It is because human behaviour is highly unpredictable. It differs not only from individual to individual but often on the part of same the individual at different points of time. In spite of biological and cultural similarities, human beings not only differ in their appearance but also in their capabilities based on their background, training and experience. Human resource or a person at work

is the most important component of the undertaking. Management cannot afford to ignore human resource at any cost.

Armstrong (2001: 469), suggest that performance management has a number of aims; 'performance management is about getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competing requirements.'

There have been so many studies on performance appraisal but performance management which is the broader and continues effect of an organization has received little attention, so it is about time researchers give it a critical look. According to Deborah and Evanston (2004) when it comes to performance appraisal, nobody wants to get one and nobody wants to give one because of the numerous problems supervisors and managers face.

Torrington et al (2005) asserted in their book that there is little information on performance management but more information was written on Performance

Dessler (2011) affirmed that employees should know ahead of time the basis upon which they are going to be appraised. In practice, this means one or two things. Many managers simply use appraisal forms with pre-printed generic criteria like "quality of work" or "gets along with others." The generic criteria become the de facto standards by which you appraise your employees. For most people, "performance appraisal" brings to mind appraisal tools like the appraisal forms used in many organizations, but appraisal is more than forms filling.

2.3 Components of Performance Management

Many people mistake performance appraisal for performance management. Actually, performance management is a much bigger system, and is much more valuable to managers and companies (and employees) than performance appraisal. According to Douglas and Bacal (2010) the essential components or parts of an effective performance management system include: performance planning (which includes employee goal setting or objective setting), continuing performance communication, data gathering, observation and documentation, performance appraisal meetings and performance diagnosis and coaching.

Among other components of performance management listed by Kaplan-Leiseurson (2006) are direction and goal setting, operational processes, variety of operations concepts, support processes, evaluation and control and organizational behaviour.

Armstrong and Baron (2004) defined components of performance management to be: performance and development reviews, learning and development, coaching, objectives and performance standards, competencies, measurements, pay, teams and 360 degree feedback. They further stated that performance management is not easy to implement and due to this believe, it will be very relevant to educate individuals within a set up.

Regardless of whether or not formal, consistent policy is in place, many educational institutions do not implement components of performance management consistently in practice, says Pollitt (2006). From the review of the existing literature, consistency is a problem across all the components of performance management.

In 2005, the City of American Canyon implemented a new performance appraisal software package designed to allow for ease and efficiency of the review process called Performance Impact by Knowledge Point (PIKP). The missions, goals and values where designed in context for performance management so that individual performance is aligned with the organization's mission, goals, and values.

2.4 Performance Management Practices

Most organizations today think, and wrongly so, that they will have positive results by constantly concentrating on revising the appraisal form that is used as a performance management tool in the organization, or by copying or benchmarking the rating scheme used by other best practice companies. However, in reality, the performance management practices that work and are successful in one organization may not necessarily create the same kind of value in another, even if the two organizations are working within the same industry or external environment.

The effectiveness of any human resource performance management tools depends mostly on its fit within the broader internal organizational system in which it operates. The most powerful performance management tools are organization-specific.

2.4.1 Performance Planning

According to McNamara (2009), Performance management can play a number of important roles in an organization. It does so by helping an organization to ensure efficiency, effectiveness, and competence. This can be done on many levels, ranging from individual to organizational level. In order to ensure that this happens, it is

necessary to concentrate on using good performance management tools. These include models of standards, self-review systems, and performance maintenance programmes. Performance management of individual employees differs. It generally includes the following: planning work, setting goals, offering feedback and reviews, offering opportunities to learn more in one's field, and rewarding employees who perform well.

Vitez(2009) in his article, "Performance Management System Tools", identified the following as performance management tools: job description, output goals, annual review and feedback. Also, the tools of performance management according to Performance Management Survey Report (2005) by Chartered Institute of Personnel and Development(CIPD) are categorized under performance and development reviews, learning and development, coaching, objective and performance standards, competences, measurement, pay, teams and 360 degree feedback.

Aguinis (2007) stated that performance planning includes the consideration of results and behaviour. The issue needs to be considered at the team level, results expected of teams, behaviours expected of teams and developmental objectives to be achieved by the teams and its members.

Mullins (2010) identified performance management as a continuous judgment which brings together many aspects of people management. It is about performance improvement at individual, team, department and organizational levels. Performance management is about improving the relationships between managers and teams, between members of teams and the organisation, it is a joint process.

2.4.2 Objectives and Performance Standards

Torrington, et al (2005), Bevan and Thompson (1992) identified that performance management organizations were more likely than others to have an organizational mission statement and to communicate this to employees.

Aguinis (2007, p. 172-3)say that,"performance management objectives can be set with stated standards and mode of measurement that will be used to assess whether the objectives have been achieved". Learning objectives should be designed to take into account both the needs of the individual and those of the organization. He further stated that the developmental objectives can be achieved in the following ways: on-the-job training, self-guided reading, courses, mentoring, getting a degree, job rotation, attending a conference, temporary assignment and membership in professional or trade organizations.

Johnson et al (2008) suggest that the possession of human resource does not guarantee strategic successes, they need to be managed, controlled and motivated to create competencies. This can be done through goal-setting and performance assessment.

2.4.3 Performance Measurement and Review

Neely et al (2005) defined performance measurement as a process of quantifying the efficiency and effectiveness of action. They further added that the activities required to measure performance include three elements as follows:

a. Individual measure that qualify the efficiency and effectiveness of actions.

b. A set of measurements that are combined to assess the performance of an organization as a whole.

c. A supporting infrastructure that enables data to be acquired, collated, sorted, analysed, interpreted and disseminated.

The Business Performance Improvement Resource(BPIR) (2011), defines performance measurement as numerical information that quantifies input, output, and performance dimensions of processes, products, services, and the overall organization's (outcomes). Performance measures might be simple (derived from one measurement) or composite.

According to Armstrong (2006), the purpose of review is to derive better business results for the organization. Employees certainly need to know how they can develop their skills to be better contributors and to make sure that things work well on matters of the organization. More important is making sure that the daily efforts of employees directly contribute to the teams and the organizations goals.

2.4.4 On-going Coaching

According to Cole (2002, p.355), coaching helps a colleague to solve a problem, or to do a task better. Coaching is an important tool in learning and development. Coaching is developing a person's skills and knowledge so that their job performance improves, leading to the achievement of organizational objectives.

Aguinis (2007, p. 197) describes coaching as a collaborative on-going process in which the manager interacts with his employees and takes an active role and interest in their performance. It involves directing, motivating, and rewarding employee behaviour.

Coaching is a day to day function that involves observing performance regularly and complimenting good work, as well as helping employees to correct and improve performance that does not meet expectations and standards.

Dessler (2011) equates coaching to a means of educating, instructing and training subordinates. Coaching is about leading the coachee to identify the problem and also the solutions and not to solve the problem for him.

Mullins (2010) proclaims coaching to be a supportive relationship aimed at creating understanding, direction and action. Coaching uses deductive techniques and the coach does not have to be an expert in the subject.

2.4.5   Competencies

Dessler (2011, p. 435), defines competencies as "demonstrating knowledge, skills or behaviour that enables effective performance." Different organizations have defined competencies in somewhat different ways. Aguinis (2007, p. 106), identifies competencies as "measurable clusters of knowledge, skills and abilities (KSAs) that are critical in determining how results will be achieved.

Additionally, Armstrong (2006) stated that, the tracking of skills and competencies (for the purpose of making better staffing, recruiting, and training decisions) and the insight into these things for managers and HR teams is also vital. Lastly, the performance

review process also provides a way that is much more frequent that once per year for the employees and the manager to enhance communication so that the employees' efforts are optimized towards achieving larger business goals.

2.4.6. Reward

Performance management is often related to Performance-Related Pay (PRP), although by no means all organizations claim to use performance management and have PRP. Nevertheless, PRP is an important element in many performance schemes because it is believed to motivate; it is said to deliver the message that performance and competencies are important, and it is thought to be fair to reward people according to their performance, contribution or competence.

Dessler (2011, p.418) has stated that, 'how to distinguish between high and low performers is a pay related policy. Other pay policies usually cover how to award salary increases and promotion, overtime pay, probationary pay, leaves for military service, jury duty and holiday.' Of course, the level of economic activity will also influence how much employers should pay, as accompanying performance of employees, that is "Managing HR in Challenging Times" he further explained.

Aguinis (2007, p.248) states that,'pay is not the only factor that motivates people. People want more out of a job than a pay-check.' People seek an environment based on trust and respect, where they can have fun and develop relationships with others, and engage in meaningful and interesting work.

Reward systems that focus on pay and other monetary rewards exclusively at the expense of nonfinancial rewards are basically bribing their employees and eventually pay a high price in a lack of employee loyalty and commitment. This is a common occurrence in government entities were the employees continue to demand high remuneration every year or take industrial action to drive their point home.

2.4.7 Teams

A team is in place when two or more people interact dynamically and inter-dependently; share a common and valued goal, objective, or mission. Individuals can be members of the same team even if they work in different organization and different geographic locations. Teams are pervasive in today's organization and it is difficult to find an organization with some type of work not done in teams. Because teams are pervasive, it is important that the performance management systems focus not only on individuals but on teams too (Aguinis,2007).

Gareth et al, (2000), defines a team as a group whose members work intensely with each other to achieve a specific common goal or objective. As the definition imply, all teams are groups but not all groups are teams.

Mannering (2001)has a stance that managers can better encourage innovation by creation of teams of diverse individuals who together have the knowledge relevant to a particular type of innovation rather than relying on individual work alone. If a team is not performing well, feedback is essential and if team members can learn to both give and receive feedback effectively without blame, the team can self-improve.

Milkovich& Newman (2008, p. 338) describes teams as 'the ability to contribute to group performance, to draw out from others the best, to foster activities building group morale, even under high-pressure situations.'

Adams (2008) view of teamwork is that, team work is not an option for a successful organisation; it is a necessity. Teamwork can lead to achievement, creativity and energy levels that someone working alone, or perhaps with just one other person, could hardly imagine. This can help to reduce wider span of control and also layers of middle level management with increasing empowerment of employees.

Mullins (2010) acknowledged a team as a pattern of behaviour; characteristics of the way in which one member interact with another, where performance facilitates the progress of the group as a whole.

2.4.8   360 Degree Feedback

Aguinis (2007, p. 179) asserts that '360-degree feedback systems are tools that help employees build new skills and improve their performance in general by gathering and analysing performance information from several sources, including peers, managers (superiors), subordinates, suppliers, customers and one-self.'

Dessler (2011, p. 353) advances in his submission that '360-degree feedback is an 'all round' survey on an individual employee by parties such as peers, supervisors, subordinates and customers for development of the employee rather than for pay increases.'

2.5 Benefits of Performance Management

To Torrington et al (2005), one of the key advantages of performance management is its capacity to integrate all activities concerned with the management of the organization's performance.

Aguinis (2007) suggest performance management from three perspectives. From the employees' point of view, it increases motivation and self-esteem, help to improve performance, clarifies job tasks and duties, provides self-insight and development opportunities and also clarifies supervisor's expectation. From the perspective of managers, good system allows them to gain insight into employees' activities and goals.Performance management allows for more fair and appropriate administrative action to communicate organizational goals more clearly, to differentiate good and poor performers. Finally, it provides protection to the HR function from litigation.

Performance management is useful in the making of staffing decisions. According to Bernadin (2003), many organizations rely on performance appraisal data to decide on which employee to be promoted to fill openings and which employee to retain. It also assists greatly in the execution of training needs on analysis. He further suggested that most firms use the data obtained from appraisal to determine the training or development needs of their employees.

Dessler (2011)says that performance management benefits organizations because it has basic blocks which direct (goals) sharing, goal alignment, on-going performance monitoring, on-going feedback, coaching, and rewards and recognition. He further

implies that it reflects a total quality philosophy toward performance and more importantly, focuses on aligning and monitoring the link between the company's overall strategic goal and what each individual employee and team are supposed to accomplish.

2.6 Challenges of Performance Management

There have been major effects of performance management in the public sector around the world over. Many employees are now learning about organization vision, goals and quantified objectives. Torrington et al (2005) asserts that performance management seems to suffer from the same problems as traditional performance appraisal system. These include ratter biases and inadequate training for performance ratters. They added that performance management faces serious challenges when the business strategies of the organization are not clear. This is because in PM, individual objectives should be linked to the organization's objectives.

Most researchers dwell on the difficulty of performance appraisal than performance management. Dessler (2011, p. 347) has identified that,'supervisors find it difficult to administer performance appraisal'. He has listed the following as some of the potential problems of performance appraisal: 'graphic rating scales, unclear standards, halo effect, central tendency, leniency/strictness, recency effects, and bias.'

Dessler (2005) also added that to avoid these challenges or to minimize their effects on performance management, managers must first learn and understand the potential problems of the organisation. They must also endeavour to use the appropriate tools. Finally, they should train supervisors to reduce rating errors in performance management.

Dessler further added that improving appraisal accuracy calls for not just training, but also demands reducing the effects of outside factors on performance. These factors include: workers union pressure, employee turnover and time constraints. This implies that no one solution is a guarantee of objectivity. Managers should therefore, be guided to keep the cognitive nature of the performance process in mind.

Aguinis (2007, p.7-8) argues that, 'poorly designed and implemented performance management systems can be have disastrous consequences for all involved.' For example, employees may quit, those who stay may be less motivated, relationships, especially between supervisor and subordinate can suffer irreparable damage. Also, 'poorly designed system can be biased, resulting in costly lawsuits and wasted time and resources. In the end, low-quality and poorly implemented systems can be a source of enormous frustration and suspicion for all involved'.

Risher and Fay (2007) emphasized that performance management becomes a powerful and effective tool only when it is done correctly, but if it is done poorly, it will result in creating an atmosphere of distrust between managers and employees which will ultimately be limiting performance and the organization's ability to achieve its full potential. In view of this it is critical that managers understand and effectively practice the fundamentals of performance management which includes: planning, monitoring, developing, appraising and rewarding employee performance.

Lotich(2012) in her article, Five Key Principles of Corporate Performance Management affirm the following as possible challenges of performance management: time Consuming, discouragement, inconsistent messages and biases. It is difficult to keep

biases out of the PA process and it takes a very structured objective process and a mature manager to remain unbiased through the process. Performance appraisal ratter errors are common to managers who assess performance, so understanding natural biases isvery important in fair evaluations.

2.7 Conceptual framework

Experience suggests that when developing the research questions it is very beneficial to also design a diagram of the problem or topic. This is often called a conceptual framework. According to Miles and Huberman (1994), "A conceptual framework explains, either graphically or in narrative form (diagrams are much preferred), the main things to be studied - the key factors, constructs or variables - and the presumed relationships among them" (p. 18).

For the purpose of this study, performance management is defined as the total process of assessing an employee's performance in relation to job requirements over a period of time (i.e. clarifying expectations, setting goals, providing on the job coaching, storing and recalling information about performance) and then making an appraisal of it. Information gained from the process may be fed back via an appraisal interview to determine the relevance of individual and work-group performance to organizational process, to improve the effectiveness of the unit and to improve the work performance of employees (Cascio, 1992).

The concept of performance management has been illustrated in figure 2.1
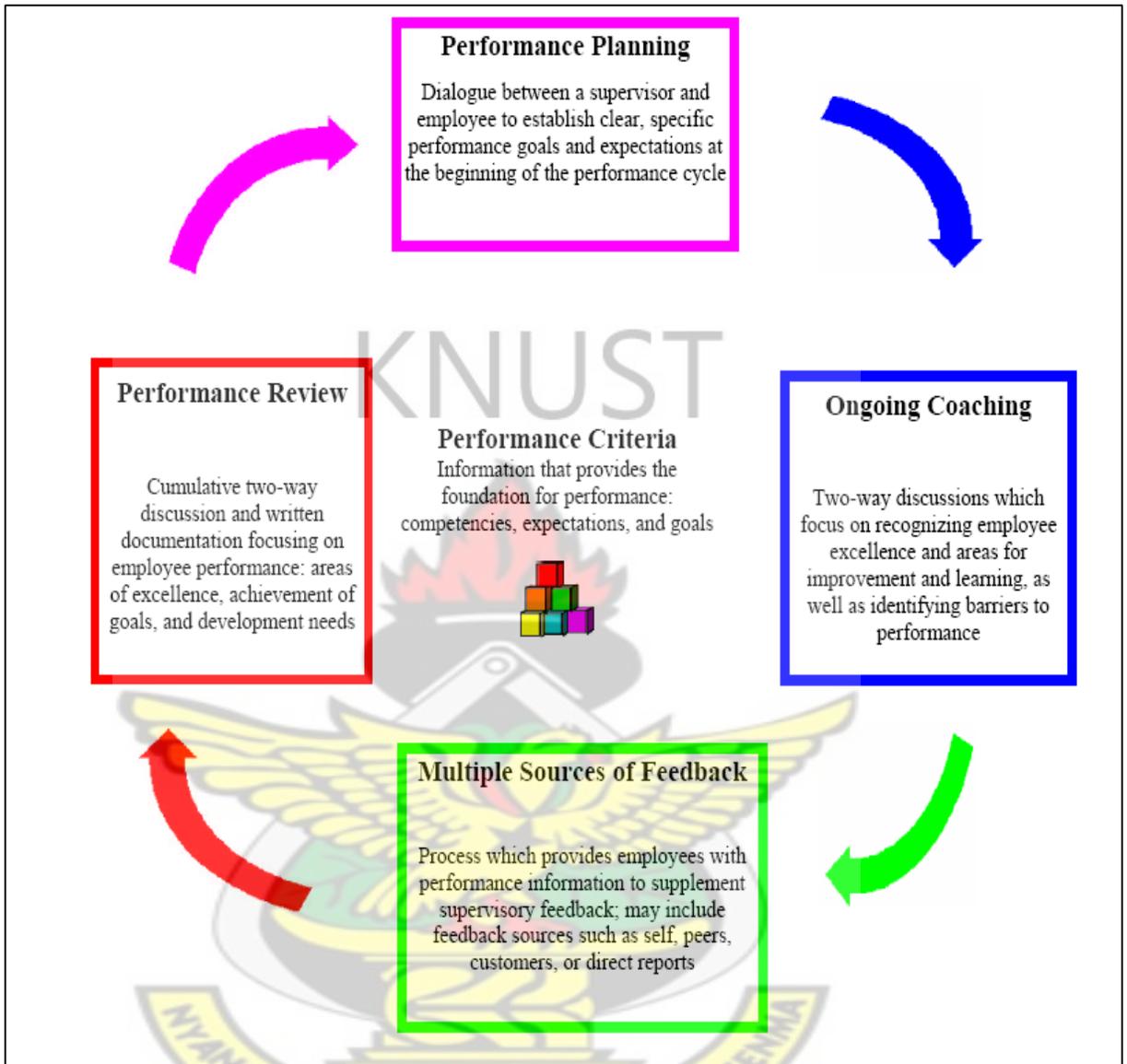
Figure 2.1 Performance Management Model

Source: City of American Canyon, 2005

Figure 2.1 explains the concept of performance management using goals and core competencies as an on-going process, it includes four componentsand these are:

1. Performance Planning: A dialogue between a supervisor and employee to establish clear, specific performance goals and expectations at the beginning of the performance cycle.

2. Coaching:Two-way discussions focusing on recognizing employee excellence and areas for improvement and learning, as well as identifying barriers to performance.

3. Multiple Sources of Feedback: A process which provides employees with performance information to supplement supervisory feedback; may include feedback sources such as self, peers, constituents, or direct reports.

4. Performance Review: A summative two-way discussion and written documentation focusing on employee performance: areas of excellence, achievement of goals and development needs.
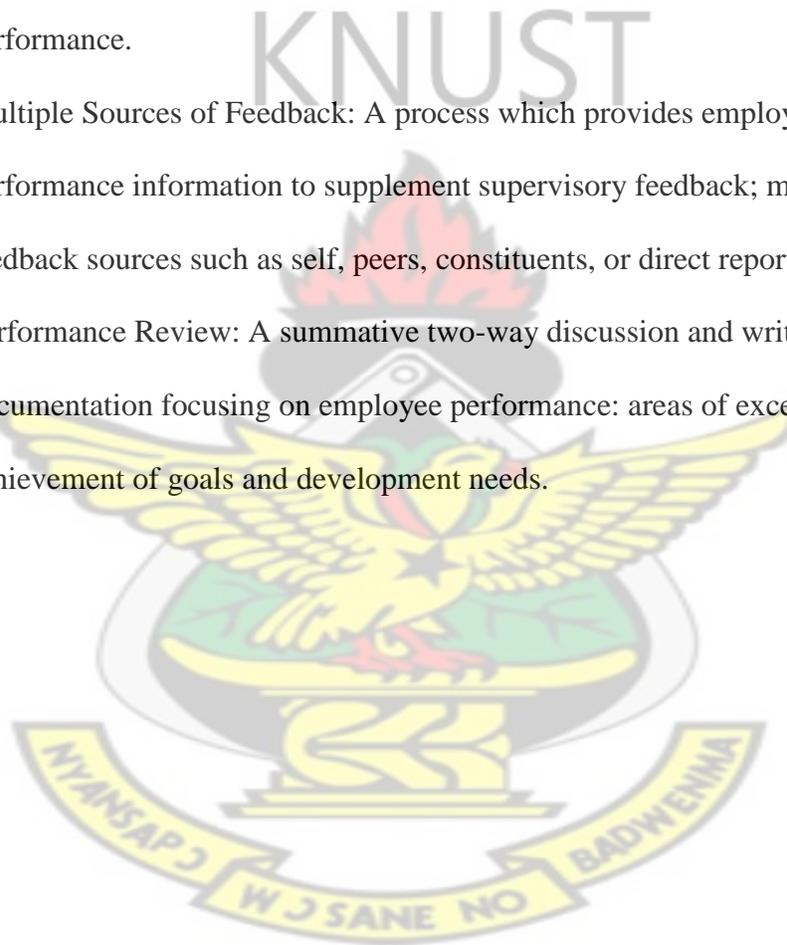
CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE

3.0 Introduction

The chapter discusses the methodology chosen for the study, the case study method, and the techniques employed in the work. It covers the research design, the case study selected and the selection of the subjects for the study. It also deals with the population characteristics, the sampling method used, the data collection instruments used, and the method of data analysis are discussed and also the organizational profile of the OSHTS.

3.1 Research Design

The case study was used to assess the performance management practices at Obuasi Senior High Technical School. Robson (2002:178) defines case study as, 'a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its life context using multiple sources of evidence.' To this end, using the survey technique, self-administered questionnaires comprising both close-ended and open-ended questions were designed and distributed to the teaching and selected non-teaching staff of the OSHTS.

3.2 Selection of the Case StudyOrganisation

OSHTSwas selected as the case study for the research. The selected criteria used in choosing the OSHTS as the case study for this study was based on the researcher's easy access to the organization. This facilitated a swift collection of the relevant information required for the study. This method is deemed appropriate in the effort of probing into the

different circumstances of OSHTS performance management practices, highlighting the processes associated with it and finding solutions to improve upon efficiency.

3.3 Research Population

The concept of population is fundamental to every research. A population is any set of individuals or objects that have, at least, one common characteristic, as suggested by Busha and Harter (1980). The population for this study is all the teaching staff including headmaster, assistant headmasters, the guidance & counselling coordinator and selected non-teaching staff in the OSHTS. The various departments and the number of respondents are shown in table 3.1.

Table 3.1 Non-Teaching Staff and their Departments

Department	Number of Employees
Accounts	7
Library	2
Stores	2
Laboratory	2
Administration	2
Total	15

Source: Field Survey, 2013

Table 3.2Teaching Staff and their Departments

Department	Number of Employees
Mathematics	26
English	18
Science	28
Arts	30
Technical	18
I. C. T.	7
Business	5
Home Economics	6
Physical Education	3
Total	141

Source: Field Survey, 2013

3.4 Sampling Method

The purposive sampling technique was used for this study. Purposive or judgmental sampling enables you to use your judgment to select cases that will best enable you to answer your research question(s) and to meet your objective, (Saunders et al 2009). By this method, the teaching staffand selected non-teaching staff in the OSHTS were chosen. Also, the purposive sampling was chosen in line with the research questions and objectives. Patton (2002) emphasizes this point by contrasting the need to select information-rich cases in purposive sampling with the need to be statistically representative in probability sampling.

3.5 Data Collection Instrument

A self-administered questionnaire was used for the data collection. It had five sections. The first two sections dealt with the background information of the respondents and general view of performance management. The remaining sections correspond with the research questions 1, 2, 3, 4, and 5 respectively. In all, there were 27 items made up of close and open-ended questions with checklist for respondents to choose from. Some of the items were in the form of a scale for the respondents to show the degree of agreement or disagreement with the proposal statement(s) pertaining to performance management. The rest of the items took different forms like multiple choices and Yes or No responses.

3.5.1*Questionnaire Method*

In using the questionnaire, both open and closed-ended questions were framed for respondents to provide answers to them. For the closed-ended questions, multiple answers were provided. The open-ended questions however, allowed respondents to provide their individual answers. In all, two different sets of questions were designed for the two categories of respondents, namely the teaching staff and non-teaching staff (see appendices A & B). Among other things, the questionnaires were used to explore the following variables:

a.   The performance management practices at the OSHTS.

b.   The impact of performance management on employee's compensation at the OSHTS.

c.   The evaluation of performance management skills of management at the OSHTS

d.   The challenges that confrontsthe effective performance management practices at

   OSHTS.

e.   The measurement used to improve the conduct of performance management at the

   OSHTS.

The questionnaires were administered to the respondents between 5th January and 5th February, 2013. The number of questionnaires distributed for each category is shown in Table 3.3 below.

TABLE 3.3:   Population and Sample Size

Respondent Category	Total Population	Sample Size
Teaching Staff	141	141
Non-teaching Staff	72	15

Source: Field Survey, 2013

3.6Method of Data Analysis

Questionnaires with various essential questions on aspects of the performance management practices and its impact on teachers were formulated. These questionnaires were distributed to all respondents in the OSHTS, which was selected through the purposive sampling technique. These respondents were grouped into two; teaching staffs and non-teaching staffs. The relative frequency of distributed responses of respondents' expressing their perceptions was computed in percentages.

In analysing the data collected for this study, the Statistical Package for the Social Sciences (SPSS) was used. Nie et al (1975), the developers of the SPSS have presented the social scientist with a useful working language for the data analysis.

This provides users with substantial increase in the ease and flexibility with which they can tackle their day to day use of the computer. This was used to calculate the responses in percentages. This was done by initially coding both open-ended and close-ended questions contained in the questionnaire. The coding was to ensure that information with each response was given a value to make the entry responses easy.

After the necessary entries, the analysis was undertaken and the results produced. This made it possible for graphical representations also to be shown in the text of the report. This was done by converting the relevant data into excel, which software was used for the drawing of graphs and figures.

3.7 Organizational profile of Obuasi Senior High Technical School

This encompasses a brief history and the administrative set up of the Obuasi Senior High Technical School.

3.8.1 *Brief History*

The Obuasi Senior High Technical School, formerly known as Government Secondary Technical School (GSTS) located in the Obuasi Municipality, was established in November, 1965 under the aegis of the Ministry of Education. The site for the school was given out by the Ashanti Goldfields Company (AGC) Ltd now AngloGold Ashanti Company (AGA) Ltd, from her land concession.

Mr Thomas Baidoo the first headmaster, a native of AdansiAkrofrom began the preparation of the site for the establishment of the school. He was later transferred to head Mim Training College. Mr G. O. Annan a senior education officer took over from MrBaidoo. Ever since, the school has gone through the hands of so many headmasters. The current headmaster is MrKwadwoOwusuAkomea. The school was an all- boys' school which started with fifteen (15) boys.

The school was the first to be established in the area as a secondary technical school. It started as a pure Arts school in a five-unit classroom block, a dining hall, a kitchen and an empty block meant for Technical department. This block temporary served a dual role as the headmaster's bungalow and the Administrative block. The technical and the science department could not take off immediately due to lack of equipment.

In pursuance of the government policy of encouraging Girl Child Education, the 2000 and 2001 academic year the school became a mixed school, starting with thirty (30) girls. Additional courses were introduced in 2001 2002 academic year. These were Business, Agricultural Science, General Arts, Home Economics and the Vocational Education.

Today the school is among the best hundred secondary schools in the country and it continues to make enrols at the West African Examination Council (WAEC) with continues improvement in results. It has a total population of three thousand-four hundred students. It has since its inception groomed a lot of students for various universities in the country a lot completed and are in the job market serving in various capacities.

3.8.2 *The Administrative System*

The school is made up of an administrative body, it constitutes the Board of Governors which is the highest decision making body, the headmaster is a member. The management team is made up of the headmaster who is the academic and administrative head of the school; and the chief disciplinary officer. He is assisted by three assistant headmasters/mistress, these are assistant headmaster academic, assistant headmaster administration and assistant headmaster domestic. They are assisted by the senior housemaster and the house masters/mistresses as house staffs heads of the various departments in addition to form masters/mistresses who manage students at the class level.

The guidance and counselling need of staffs and students are undertaken by the coordinator in charge. The accounts section is headed by the bursar with clerks under him, he also report to the headmaster. The kitchen staffs are managed by the domestic bursar who report to the assistant headmaster domestic and sometimes direct to the headmaster.

The library is taken care of by two assistant librarians, whiles in charge of the stores and procurement is the procurement officer and storekeeper. Other personnel in the chain are security, general labourers and conservancies who all report to assistant headmaster domestic. See appendix D for the proposed organogram of the school.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents findings of the study. The findings consist of the outcome of a survey conducted on the teaching and non-teaching staff of the OSHTS. The chapter is divided into five sections to facilitate a logical presentation and analysis of facts and figures provided from the responses obtained from the questionnaires.

Analyses of the responses are presented in the ensuing sections. Out of 141 questionnaires sent to the teaching staff 131 representing 93% were returned answered. Hence, the analysis is based on the 131 responses which is representative of all the teaching staff of OSHTS. The number of questionnaire designed for the selected non-teaching staff were 15 and all were returned answered representing 100% of the total responses. This number is equally representative of all the non-teaching staff of the OSHTS.

4.3 Findings from Questionnaires

As stated earlier in the work, two sets of questionnaires were sent out to the teaching and non-teaching staff of OSHTS respectively. Both questionnaires for the teaching and non-teaching staff were divided into personal data, the performance management practices available at the OSHTS, performance management results link to employees' compensation, employees' view of performance management, the challenges encountered

with effective performance management practices and how performance management has helped to achieve the goals of the schools.

Almost all but a few responses were the same of the two categories of respondents as is shown in the analysis.

4.4 Personal Data of Respondents

Biographic information of respondents was grouped in four issues for this study. They included information on their sex, age, educational qualification and the number of years respondents have been working in the school. The responses are presented in pie charts in the following sub chapters.

4.4.1 Respondents' Gender

According to Needham and Dransfield (1995), equal opportunity to all employees of employable age is very important in the modern workplace, irrespective of the age, sex or ethnic origin among others. In this regard, this study delved into the gender, age etc. of the staff of the OSHTS. The results shown in figure 4.1 indicates that the school is not gender bias, equal opportunities are given to box sexes, once the personnel has the requisite qualification though the males are dominant.
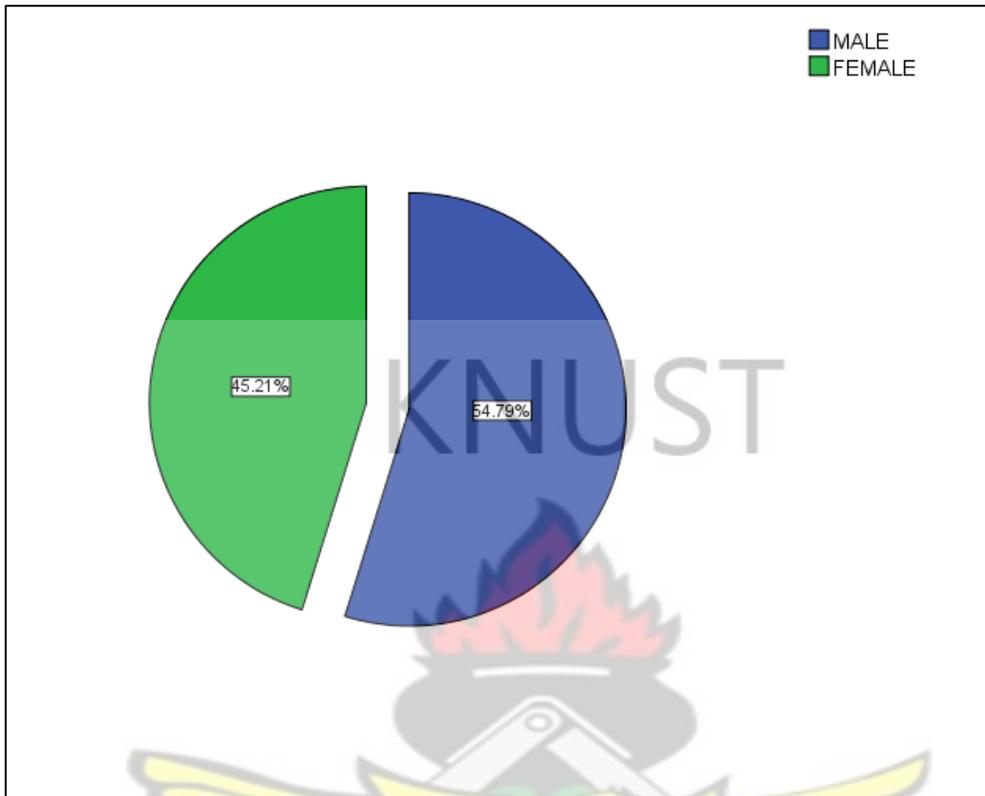
Figure 4.1   **Gender Distributions of Respondents**

Source: **Field Survey, 2013**

As can be deduced from figure 4.1, 80 (55 %) of the respondents were males and 66 (45%) females. This means the male population at OSHTS is greater than the female population.

4.4.2 Age Range of Respondents

As explained earlier in 4.2.1. Needham and Dransfield (1995), the ages of the respondents are represented in figure 4.2. From figure 4.2 above it indicates that the school employed personnel from different age groups not discriminating against any particular age group.
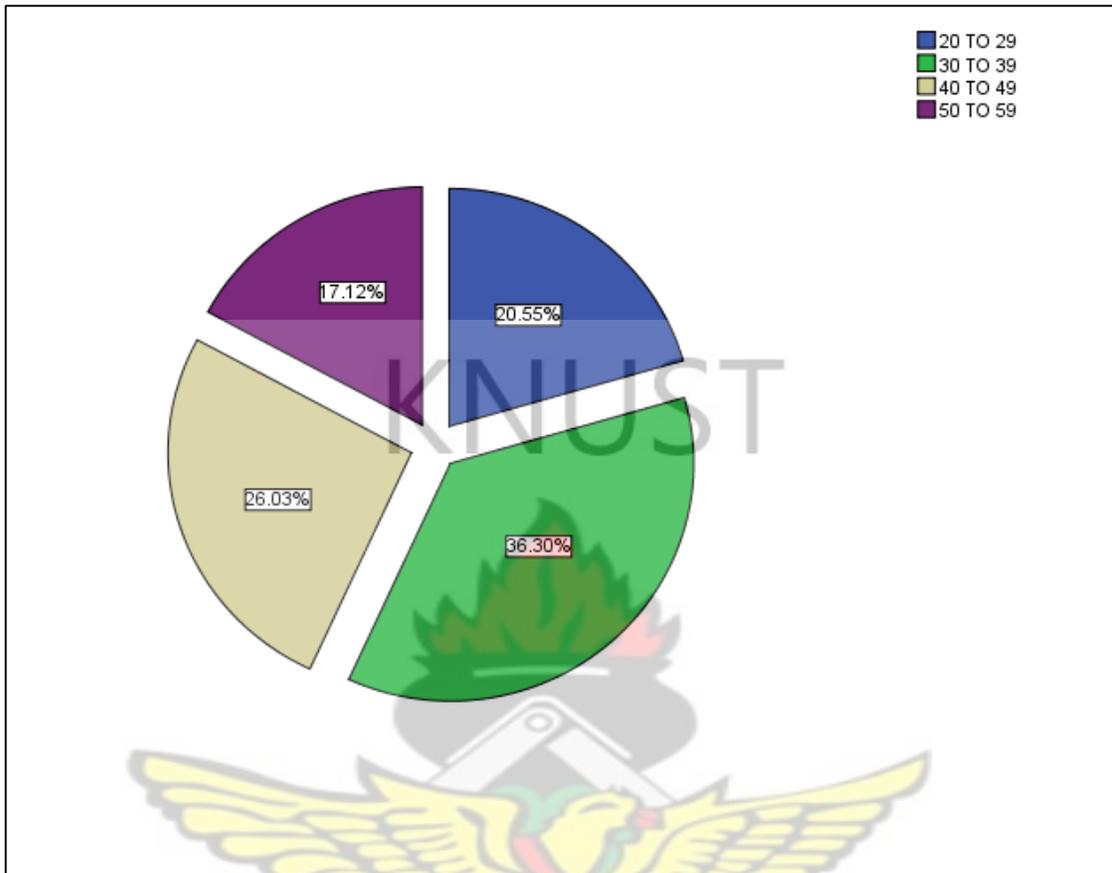
Figure 4.2   **Age Range**

Source: Field Survey, 2013

As shown in figure 4.2,30 (21%) respondents were within the agerange of 20 – 29 years, 53 (36%) falls within 30 – 39 years group, 38 (26%) were within 40 – 49 years and the remaining 25 (17%) falls within 50 – 59 years. It is obvious that 83 (57%) of the staff fall between the ages of 20 to 39 year which is an active age group for performance. This is an indication that majority of the staff are active and this can have a positive impact on performance in general at the school.

4.4.3   Length of Service of Employees in the School

Figure 4.3 below shows that78 (53%) of the respondents have been working in the school for 1 – 5 years, 39 (27%) have been there for 6 – 10 years,19 (13%) between 16 and 20 years and the remaining 3 (3%) 21 or more years.
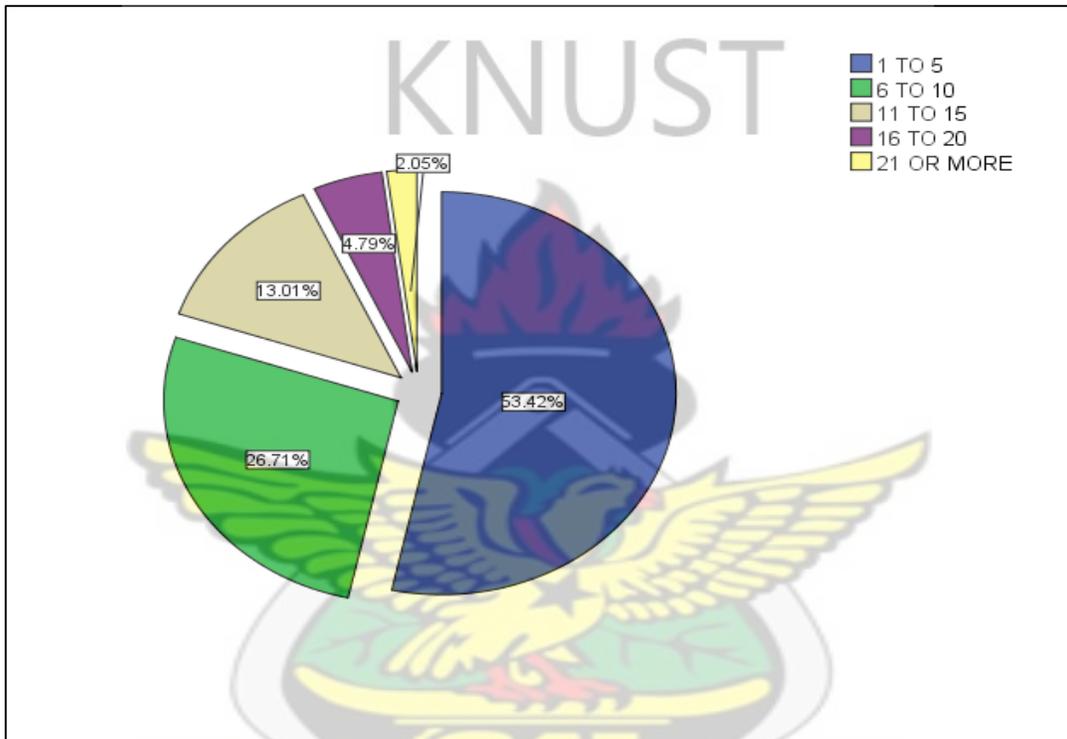
Figure 4.3 **Length of Service**

Source: Field Survey, 2013

It is clear from the figure that majority of the staff have been working in the school between the periods of 1 to 5 years. This could indicate a high labour turnover, and it may have a negative impact on staff performance. It could also be a source of increment on staff assessment cost and other assessment related; and recruitment problems. It could also mean that out of this percentage of respondents, majority may not be abreast with the

performance management processes in the school. This does not also mean that the remaining 47% will contribute meaningfully to the performance in the school

4.2.4 *Highest Educational Qualification of Respondents*

Armstrong (2006) states that, education is the development of knowledge, values and understanding required in all aspects of life, than the knowledge and skills relating to particular areas of activity. This is epitomised in figure 4.4 the distribution of the various qualifications of the staff in the school. The distribution according to figure 4.4 indicates that 105 (72%) respondents were degree holders, 22 (15%) were second degree holders, 9 (6%) respondents were Higher National Diploma (HND) holders, 7(5%) diplomats holders and 3 (2%) certificate holders.
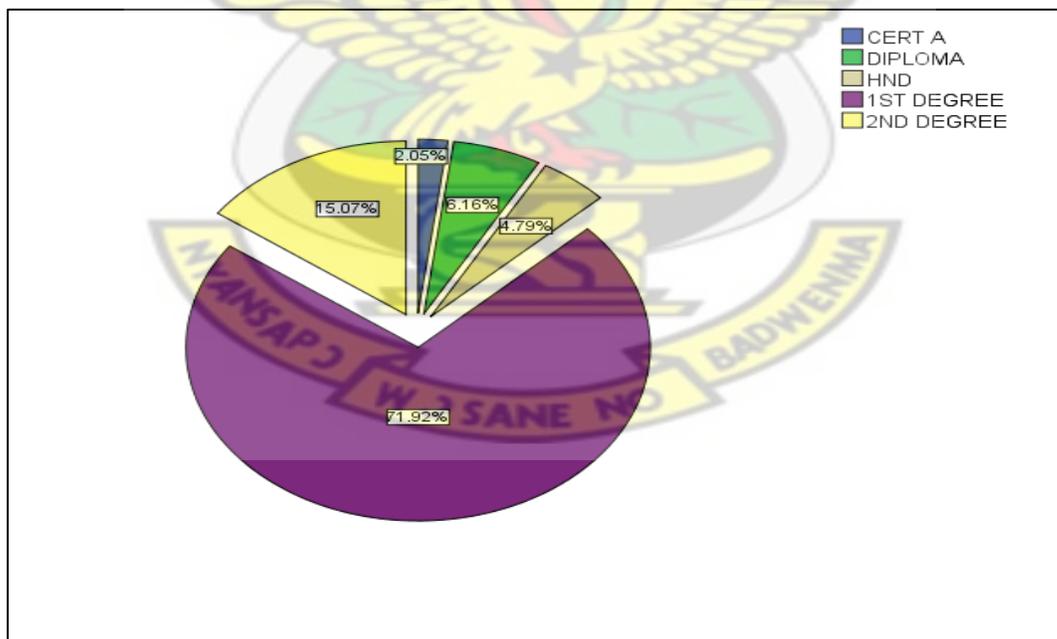
Figure 4.4   **Highest Educational Qualifications**

Source: Field Survey, 2013

This shows that most of the staff educational of staff level at OSTS is respectable and qualified enough for the job. For staff to improve upon performance there is the need for high level of qualification to achieve results. However, the respondents with second degree the employer did not recognize such qualification in the service; they were deemed to be over qualified for the teaching job at the secondary level. This occurrence can discourage employees who want to upgrade themselves beyond first degree level. The few with low qualifications like certificate and diploma were mostly the non-teaching staff who needed to upgrade their qualification to be an example for the students they are training.

4.5 Presentation of main Research Results

The study was concerned with the performance management practices that are carried out at OSHTS, a government institution. To solve the concerns involved in the performance management practices within the school, four specific objectives were framed and used to monitor the surveys. The presentation of the main findings of the study is presented with reference to the objectives.

4.5.1 Performance Management Practices at OSHTS

Performance management practices include a variety of activities for different disciplines. These may include the planning and execution of required actions to ensure that performance objectives are achieved in an organization. As cited earlier by Gareth et al, (2000), performance can best be managed in a team when members work intensely with each other to achieve a specific common goal or objective.

4.5.1.1 How often performance is Assessed in OSHTS

According to Schwartz (1999), one should not confuse performance management with performance appraisal and evaluation. Performance Management has three main components: that is, understanding, setting goals and expectations; providing on-going feedback; and appraising performance.
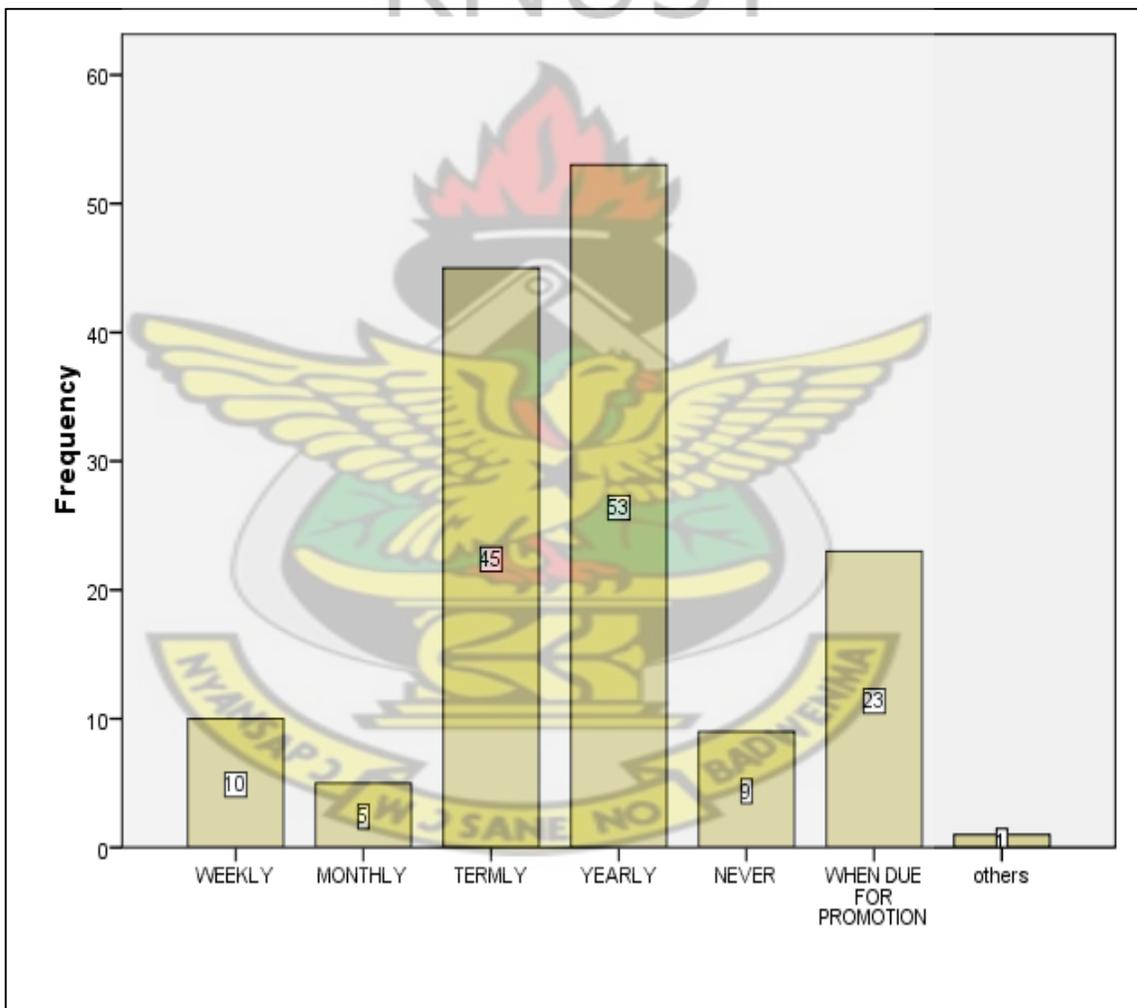
Figure 4.5   **How often Performance is assessed in OSHTS**

Source: Field Survey, 2013

From the distribution of the responses in figure 4.5, it can be concluded that assessment of staff is not regular. The highest responses of the variable is yearly assessment of employees with 53 (36%), followed by termly with 45 (31%) and 23(16%) when one is due for promotion. A minority number of the responses representing 10 (7%), 9 (6%) and 1 (1%) agreed that performance was assessed weekly, never and other ways respectively.The researcher cannot agree more with Mayston (2000) that, performance appraisal has a limited function in the sense that it concentrates only on the evaluation of the past performances and it is usually done once or at the most twice a year.

4.5.1.2 The Assessors of Staff Performance

Treasury (2001) describes performance management earlier in the literature as, "Managing the performance of an organization or individual". In finding out who assesses performance of employees it was revealed in table 4.1 below that 21 (14%) do self-assessment while 125 (86%) do not do self-assessment, the majorities view is not in agreement with Treasury's position above.

Findings from table 4.1 also indicated that about 115 (79%) were supervised by the heads of department and 31 (21%) disagreed that their heads of department supervised their work. It is possible some personnel were reporting to the headmaster or other supervisors.

The findings again showed that 29 (20%) of the respondents report directly to the headmaster, while 117 (80%) reported to other superiors. The minority that report to the headmaster directly, the number may be too large which may affect other important assignment of the headmaster.The researcher agreed with Mullins' (2010) assertion that if

the span of control is too wide, it becomes difficult to supervise subordinates effectively

and this places more stress on the manager.

Table 4.1 Assessors of staff Performance

A > Agree   DA > Disagree

Responses	Frequency (Agree)	Percentages	Frequency (Disagree)	Percentage	Total
Myself	21	**14**	126	86	**146** **100**
Head of Department	115	**79**	31	21	**146** **100**
Headmaster	29	**20**	117	80	**146** **100**
Colleague	5	**3**	141	97	**146** **100**
Assistant Headmaster	13	**9**	133	91	**146** **100**
Bursar	7	**5**	139	95	**146** **100**
Others	0	**0**	146	**100**	**100**

Source: Field Survey, 2013

It was also affirmed in figure 4.1 that 5 (3%) of the respondents were supervised by their colleagues or peers, whiles the majority 141 (97%) were not assessed by their peers. This revelation is quite worrying and it is not in consonance with Adams' (2008) view concerning team work that states, that teamwork is not an option for a successful organisation, it is a necessity with increasing empowerment of employees.' It is necessary to put staff in groups to supervises and help each other in difficulty.

Other respondents 13 (9%) said they were supervised by the assistant headmasters, whiles 133 (91%) said they were not supervised by the assistant headmasters. This may probably be that this group of respondents are supervised by their immediate heads of department which is a good development, since they are usually the closest to the staff. The bursar supervised a minority group as indicated, 7 (5%), the rest 139 (95%) are the teaching staff who are supervisedby the identified heads of departments.

4.5.1.3 Communication of Appraisal Results

Torrington, et al (2005) and Bevan & Thompson (1992) assert that those organizationsthat practice performance management are more likely than others to have an organizational mission statement and to communicate this to employees.

From the findings of respondents, 84 (58%) seems to be agreeing with the above assertion that supervisors communicate appraisal resultswith subordinates whiles 62(42%) disagrees. If the school was practising performance management effectively, the percentage of 'yes' would have been more. However the difference could be individual supervisor's lapse other than the whole school.
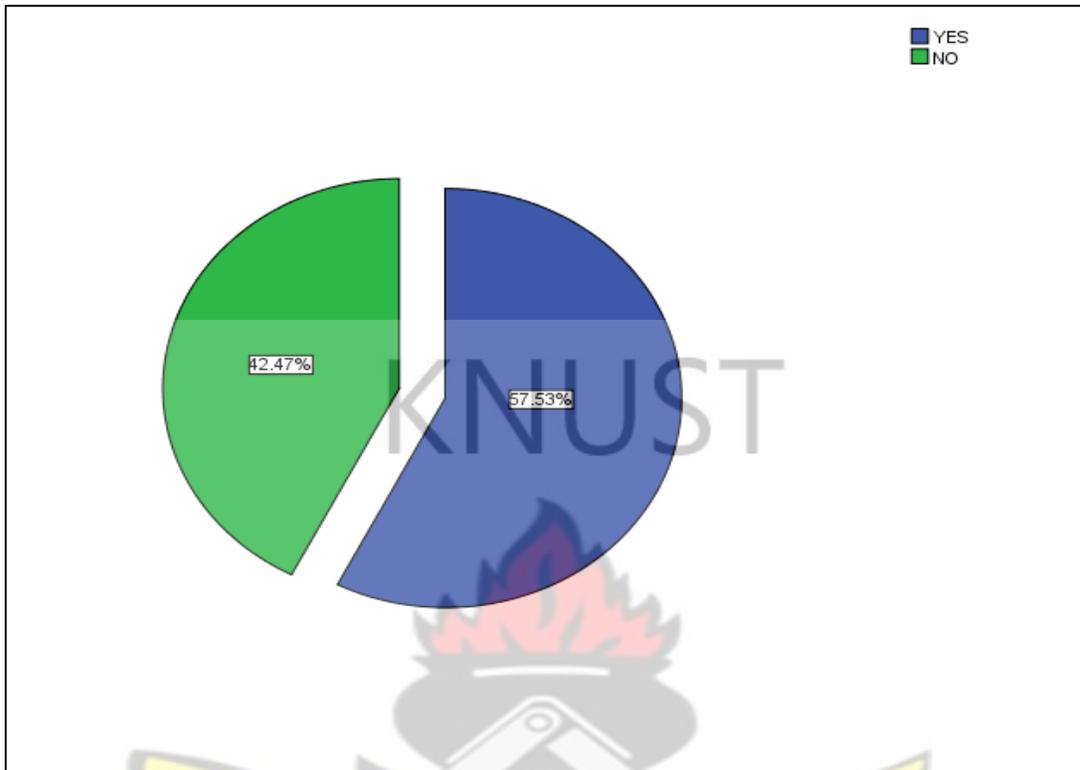
Figure 4.6   **Communication of Performance Results**

Source: Field Survey, 2013

4.5.1.4 Feedback

As stated earlier in the literature by Aguinis, (2007) , feedback systems are tools that help employees build new skills and improve their performance in general by gathering and analysing performance information from several sources, including peers, managers (superiors), subordinates, suppliers, customers and one-self.'
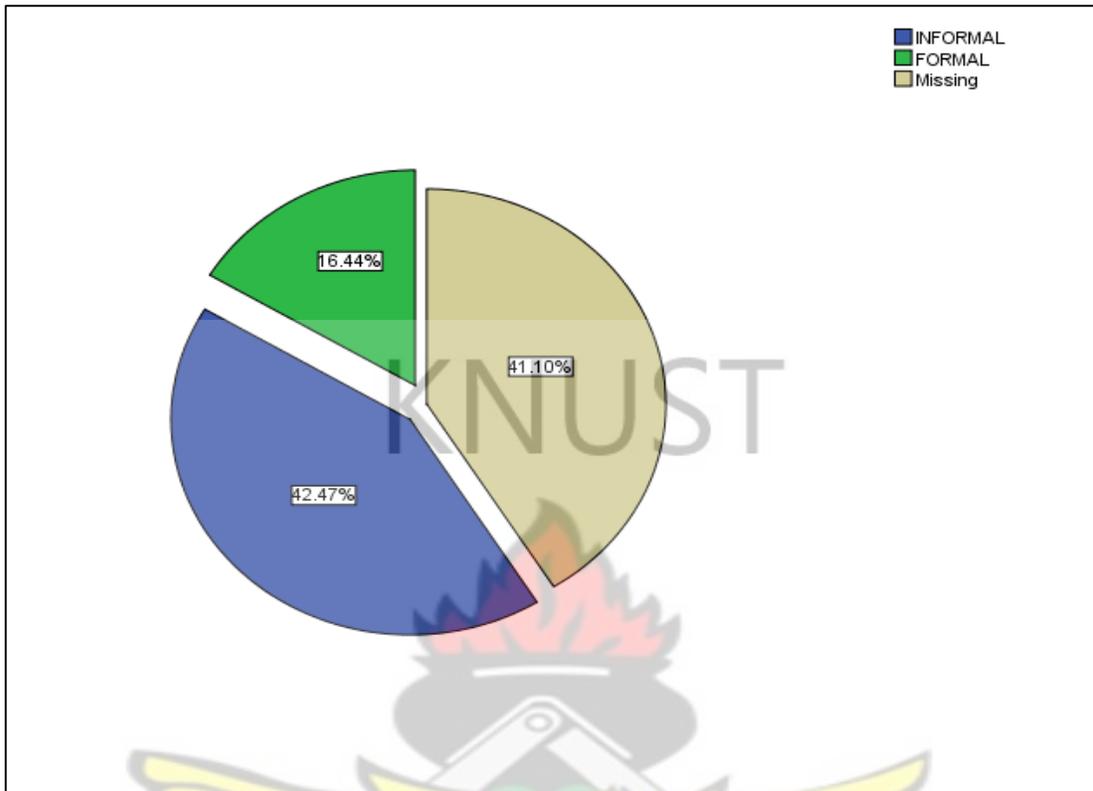
Figure 4.7   **Feedback**

Source: Field Survey, 2013

From the analysis 86 (59%) of the respondents stated 'yes' to feedback, out of that number 62 (72%) agreed to feedback but informal while 24 (28%)responded'yes' to formal feedback. This is shown in figure 4.7.

4.3.2   Employees View on Performance Management

Research question 3 of this study seeks to find the views of employees on performance management practices in the school. To correlate the views of respondents, statements relating to this variable were proposed for respondents.

Table 4.2 Views of Employees on Performance Management

KEY: SA>Strongly Agree   A>Agree   D>Disagree   SD>Strongly Disagree

Statement	SA	%	A	%	D	%	SD	%	Total
Appraisal results are used to identify strengths and weaknesses	90	62	50	34	5	3	1	1	146 100
It helps employees mirror themselves with performance	50	34	76	52	12	8	6	6	146 100
It is a fault finding mission	16	11	37	25	51	35	42	29	146 100
It destroys relationships between superior and subordinate	18	12	19	13	55	38	54	37	146 100

Source: Field Survey, 2013

The responses are in table 4.2 above. For the purpose of discussion, the responses are fused into two instead of four. Thus, *Strongly Agree* and *Agree* become;*Agree*and Strongly*Disagree*and*Disagree*become*Disagree*.

From table 4.2, a large majority of 140 (96%) agreed that appraisal is used to identify strengths and weakness of staff, agreeing with Naukrihub Appraisal Group (2010) which affirms that performance appraisal is used to identify performance gap so that the necessary remedies may be made. A negligible number 6 (5%) disagreed to the position of the majority.

The findings on appraisal being a mirror show that 126 (86%) agreed to this view, affirming Dessler's (2011) position that performance management reflects a total quality philosophy toward performance and more importantly, focuses on aligning and monitoring the link between a company's overall strategic goal and what each individual employee and team are supposed to accomplish. Despite the overwhelming agreement to this view 18 (14%) disagreed to this view.

A further revelation of the findings show that93 (64%) disagreedto theview that appraisal is a fault finding mission while 53 (36%) of the respondents perceive appraisal to be a finding faults assignment on employees. This stance of the majority indicates a feeling of bias as asserted by Dessler (2011) as one of the difficulty of appraising employees.

Finally, it is shown from the table that 37 (25%) of the respondents think appraisal destroy relationship between superiors and subordinates but 105 (75%) disagreed to that view, yet the minorities view is a general difficulty associated with appraising employees but not insurmountable to solve.

4.3.3 Link between Performance Results and Compensation

Aguinis (2007, p.248), states that "pay is not the only factor that motivates people. People want more out of a job than a pay check." People seek an environment based on trust and respect, where they can have fun and develop relationships with others, and engage in meaningful and interesting work.

4.3.3.1 *Promotion as Reward*

The findings from respondents in figure 4.8 agree with Aguinis (2007) that motivation of staff should not be only monetary but non- monetary too should be considered. Reward systems that focus on pay and other monetary rewards exclusively at the expense of nonfinancial rewards are basically bribing their employees and eventually pay a high price in a lack of employee loyalty and commitment.
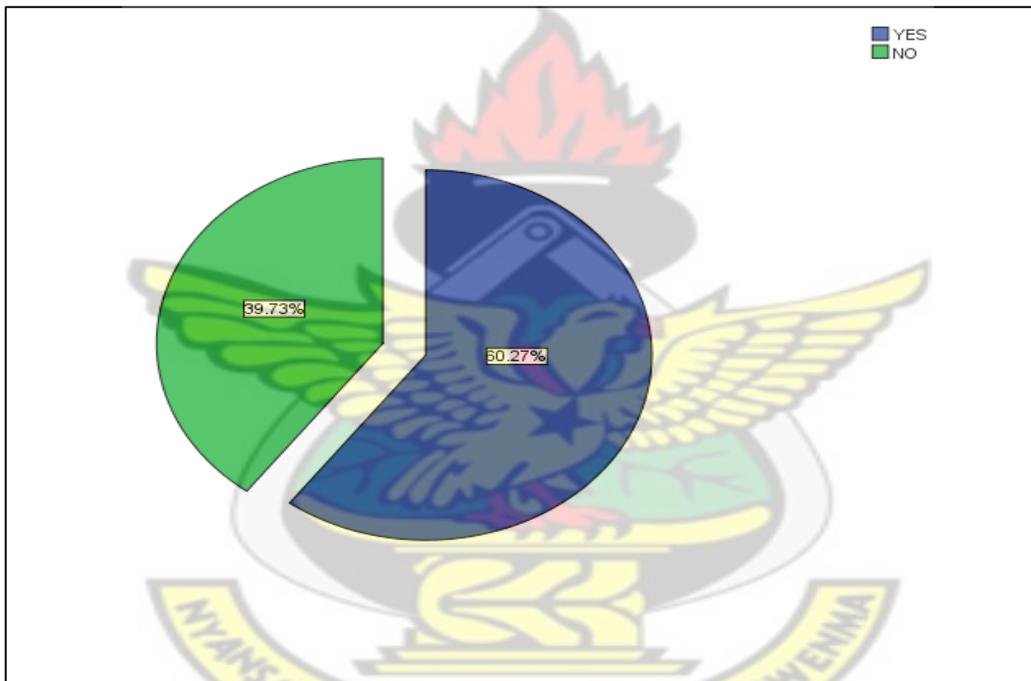
Figure 4.8   **Promotions of Staff**

Source: Field Survey, 2013

The situation is different from the following responses analysed. The distribution of responses revealed that 88 (60%) of the respondents have been promoted, while 58 (40%) have not been promoted. This is depicted on the pie chart in figure 4.8. From the

analysis it was shown that the majority of the staff who said 'no' to promotion since they were employed, were the respondents in the non-teaching category, probably due to lack of the requisite qualification.

4.3.3.2 *Criteria for Promotion*

Revelation from the analysis as indicated on table 4.3 show that an equal percentage of 67 (46%) were registered for promotion by interview and promotion based on number of years spent in employment. The remaining had an equal number of 6 (4%) for examination and promotion based on performance measurement.

Table 4.3 Criteria for Promotion

Responses	Frequency	Percentages
By interview	67	46
Based on number of years spent	67	46
By examination	6	4
Based on results of performance measurement	6	4
Others	0	0
Total	146	100

Source: Field Survey, 2013

It is very clear that promotion is not based on performance but long service and interview. This is good for loyal employees who stay in an organization for long, as in the words of Mikovich& Newman (2008), that promotion shows employees that there is benefit in continuation of desirable behaviour. This result however confirms the problem

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identified earlier in the study that the school does not align performance measurement results with rewards.

4.3.3.3   *Reward for Above Average Performance*

According to Dessler (2011,), how to distinguish between high and low performers is a pay related policy. Other pay policies usually cover how to award salary increases and promotion, overtime pay, probationary pay, leave for military service, jury duty and holiday.
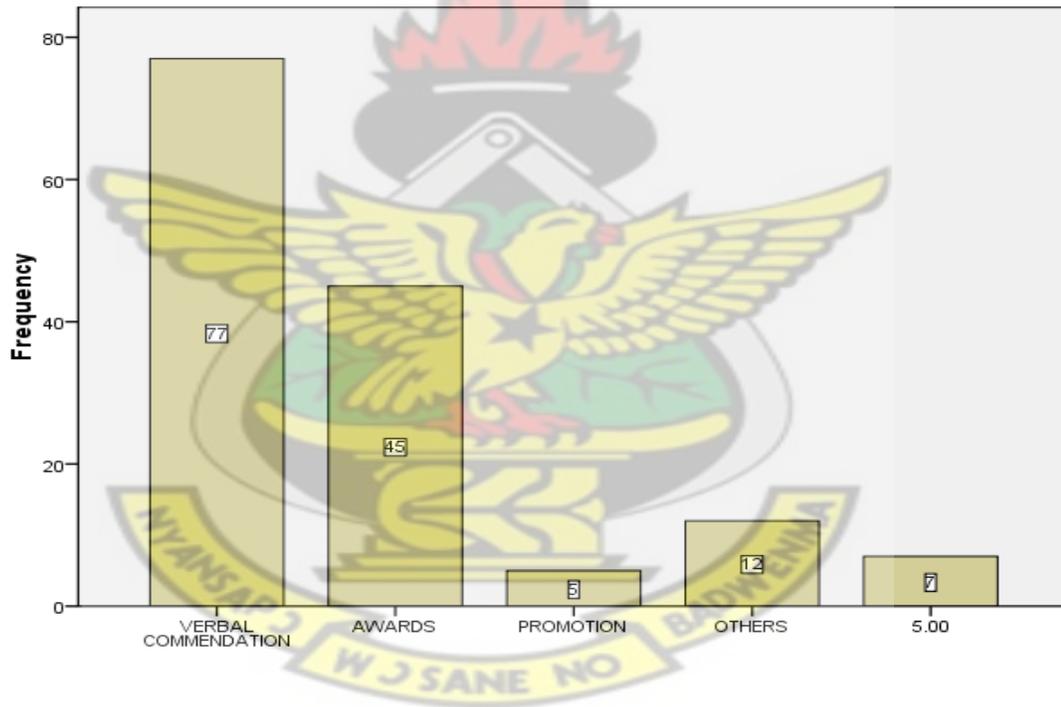
Figure 4.9   **Rewards for Performance above Average**

Source: Field Survey, 2013

The analysis revealed that the school mostly reward above average performance with verbal commendation and 77 (53%) of the respondents think that way. This is contrary to Dessler's stance above and the researcher agrees with him that there should be a pay

rated policy in the school. Another group of 45 (31%) respondents affirms that the school rewards hardworking employees with awards which is in agreement with Dessler's position above.

4.3.3.4 *Poor Performance*

Analysis of the findings from figure 4.10 indicates that 76 (52%) of the respondents think the school is not doing anything to staff whose performance continually fall below standard. This could lead to apathy on performance of staff; it could also demotivate others who are working hard.
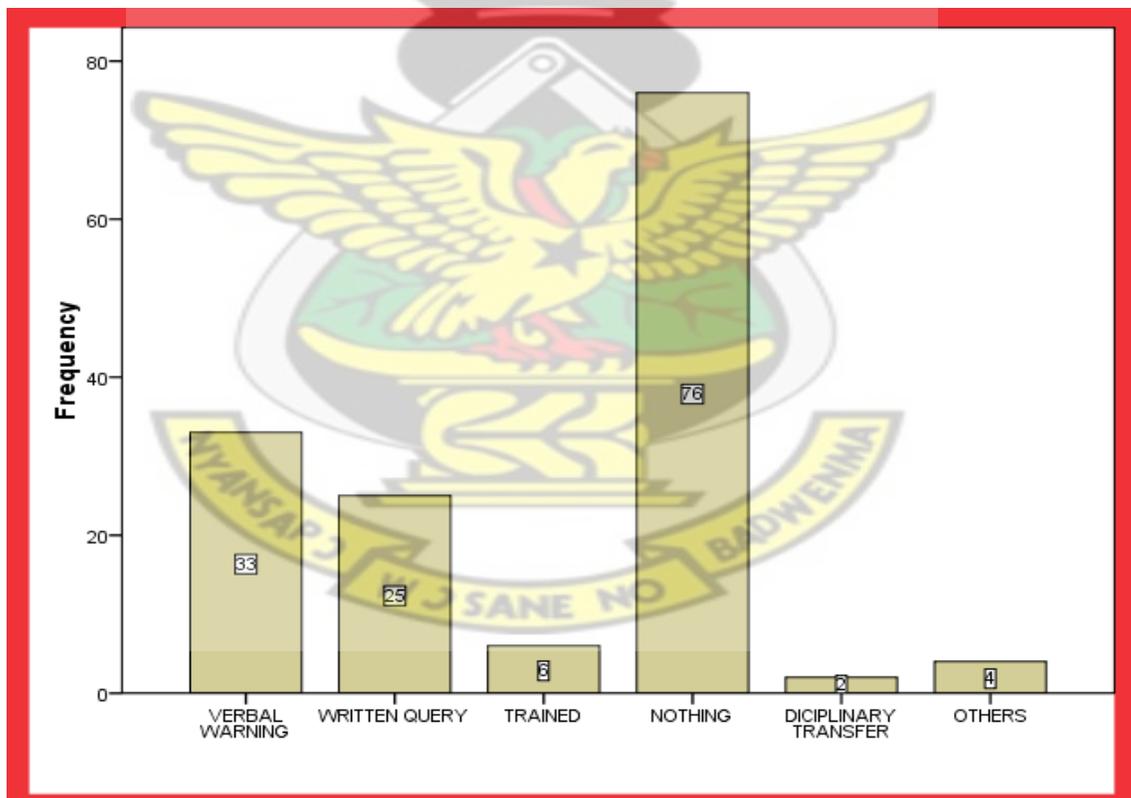
Figure 4.10 **Poor Performance**

Source: Field Survey, 2013

This development in the school as revealed in the responses is at variance with The British Institute of Management (BIM), as (cited in Turkson, 1997) that jobs are evaluated to ascertain reliably their worth, using assessment as the basis for a balanced wage structure.

Performance standards are based on intuition individual judgment from this finding as (Debrah, 2001) affirms, that management in public sector has compromised the integrity and efficiency of the formal bureaucratic system by introducing an element of subjectivity in management practices, such as recruitment, performance appraisal, and compensation. However, 33 (23%) think verbal warning is given, 25 (17%) think written query is given to defaulting staff for non-performance.

4.3.4 Difficulties Encountered with Performance Management Process

Mostly, anyone who has managed people or been managed by someone has experienced the sometimes stressful, time-consuming process of performance management. In theory, organizations that do not have strong performance management systems can have a negative effect both on employees as well as their managers. However, a well-designed and consistently managed performance management process can be rewarding for both the employee as well as the manager (Lotich, 2012). Results from the questionnaires revealed that OSHTS performs some form of performance management process in various degrees. Respondents appreciate the difficulty in the process and have identified a few in their responses analysed in table 4.4 below.

Table 4.4 Difficulties of Performance Management at OSTS

KEY: SA>Strongly Agree   A>Agree   D>Disagree   SD>Strongly Disagree

Statement	SA	%	A	%	D	%	SD	%	Total
The purpose and mode of appraising is not clear	61	**42**	51	**35**	28	**19**	6	**4**	**146** **100**
There is too much favouritism	31	**21**	60	**41**	42	**29**	13	**9**	**146** **100**
There is high cost in managing performance of employees	19	**13**	49	**34**	60	**41**	18	**12**	**146** **100**
It is time wasting	13	**9**	27	**19**	49	**34**	57	**39**	**146** **100**

Source: Field Survey, 2013

The difficulties staff perceived to be associated with performance management are revealed in their responses in table 4.4. The researcher agrees withLotich (2012), that mostly anyone who has managed people or been managed by someone has experienced the sometimes stressful, time-consuming process of performance management. In theory organizations that do not have strong performance management systems can have a negative effect both on employees as well as their managers. However, a well-designed and consistently managed performance management process can be rewarding for both the employee as well as the managers.

For the purpose of discussion, the responses are fused into two instead of four. Thus, *Strongly Agree* and *Agree* become;***Agree*** and Strongly *Disagree*and*Disagree*become ***Disagree***.

From the findings 112 (77%) of the respondents agreed that the purpose and mode of appraisal is not clear to the staff whiles 34 (23%) disagreed to this view. The researcher is in agreement with Aguinis (2007), who states that poorly designed and implemented performance management systems can have disastrous consequences for all involved.

On favouritism,91 (62%) of the respondents agreed that the system of appraisal is bias, while 55 (38%) disagreed to this stance. Dessler (2010) describes the situation where "appraisees" are favoured over others as, Halo Effect. It is where the supervisor often rate unfriendly employees lower on all traits, rather than just on "gets along well with others."

On the high cost of appraisal,68 (47%) agreed that it is costly while78 (53%) disagreedthat there is high cost inperformance appraisal. This may however be different from what is generally known; appraisal sure is costly which agrees with the minority position above.

From the analysis of the responses 40 (28%) agreed that appraising employees' is time wasting but 106 (72%) disagreed that it is time wasting. This however, is not in consonance with Lotich (2012) sited in earlier literature. She numerated the following as possible challenges of performance management:time consuming, discouragement, inconsistent message and biases. An earlier finding also proves that the school has not

been having regular performance management of staff in figure 4.5. This could be a reason for the long interval of appraising the staff.

4.4   Achieving OSTS Goals through Performance Management

Table 4.5Factors to Improve Performance at OSTS

A > Agree   D > Disagree

Responses	Frequency A	%	Frequency D	%	Total
Motivation in terms of pay increases	95	65	51	45	146 100
Strict supervision of workers	69	47	77	53	146 100
Properly defined roles	51	34	95	66	146 100
Positive attitude to work	65	45	81	55	146 100
Workers should be given enough room to operate on their own	28	19	118	81	146 100
Workers should be given further training in their area of work	60	41	86	59	146 100
Improve conditions of service	118	81	28	19	146 100
Others	4	3	142	97	146 100

Source: Field Survey, 2013

As is seen in table 4.5, the majority of both categories of respondents approximately 95 (65%) agreed that the school can improve upon performance if staff are motivated by increasing pay. This position of the respondents is however, at variance with Aguinis's (2007) assertion that pay is not the only factor that motivates people. People want more out of a job than a pay-check. The minority 51 (45%)agrees with the stance of Aguinis above.

Figure 4.5 indicates that 69 (47%) of respondents think that there should be strict supervision of staff to improve performance. This was however not accepted by 77 (53%) of the respondents. The findings of the majority is in consonance with Mannering's (2001) assertion that managers can better encourage innovation by creation of teams of diverse individuals who together have the knowledge relevant to a particular type of innovation rather than relying on individual work alone.

Another revelation from the findings indicates that 51 (34%) of the responses agreed that performance can be improved by defined roles of employees. The larger portion of the population 95 (66%) disagreed that there is the need for definition of roles. The majority's position is not in agreement with the general stance of performance management which says that, individuals should be given roles upon employment. Also it is not in agreement with Neely, et al (2005) that performance measurement is a process of quantifying the efficiency and effectiveness of action through individual measure.

Improving performance through positive attitude to work, the findings show that 65 (45%) of the respondents agreed to that while 81 (55%) disagreed to the variable. Another development from the findings indicates that 28 (19%) agreed that workers

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should be given enough room to operate at the school to improve performance, but 118 (81%) thinks otherwise. Giving workers further training in the area of work to improve performance, 60 (41%) think it is in the right direction but 86 (59%) think further training will not improve performance. The majority view of the respondents is not in conformity with Armstrong's (2006) affirmation that training is the use of systematic and planned instructions or activities to promote learning.

Improving conditions of service to improve performance, it was affirmed overwhelmingly by 118 (81%) of the respondents that performance can improve when general conditions of service is improved, yet 28 (19%) disagreed that improving conditions of service can improve performance. The majorities view affirms Torrington's et al (2005) that performance management is in its capacity to integrate all activities concerned with the management of the organization's performance.
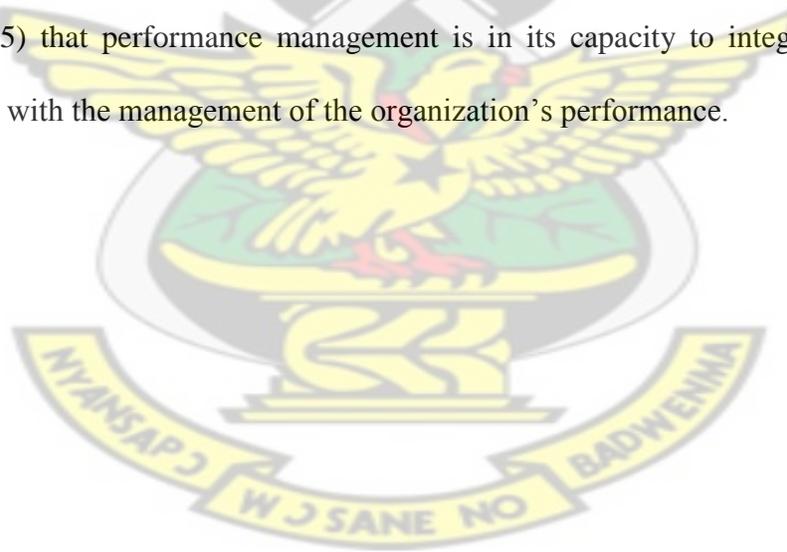
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

This chapter presents a brief summary of findings, conclusion and recommendations based on performance management practices at the OSHTS. Five specific objectives were used to guide the assessment and the summary of findings presented iscentred on these.

5.1   Summary of Findings

The staff of OSHTS both teaching and non-teaching are dominated by males with a percentage of 55 males and 45 females. However, the school had majority of the staff within the ages of 20 and 39 years. These findings suggest that the school has a young and energetic workforce that need to be developed and involved in management of the school to deliver results.

Majority of the staff about 53% have stayed in the school between 1 to 5 years. This means the school has to develop a scheme that will make the staff want to stay for long. This is more so when about 72% and 15% of the staff are first degree and second degree holders respectively. As far as their level of education is concerned, the school has a very competent workforce that the findings suggest is the reason why most of them keep moving from the school to probably more lucrative jobs.

5.1.1 The Performance Management Practices at OSHTS

It was revealed that the school goes through some of the performance management practices as identified by the Performance Management Survey Report (2005) by the Chartered Institute of Personnel and Development (CIPD). The process includes performance planning and reviews, objectives and performance standards, competencies, measurement, rewards, teams and 360 degree feedback.

5.1.2 Employees View of Performance Management

The findings show that staff view towards appraisal was generally satisfactory because majority agreed that it is used to determine performance gap, distinguish above average and below performers to reward or improve their performance.

5.1.3 Link between Performance Results and Compensation

The study revealed that performance results are not linked to reward. The School rewarded both poor and good performers equally; there is no equity in the reward system. However, staff promotion is based on long service and interview of expected performance appraisal results.

5.1.4 Difficulties Encountered with Performance Management Practices

Some identified challenges were that the appraisal system in the school is full of inefficiencies such as the purpose and mode of appraising not clear and also characterized with favouritism on the part of appraisers which defeats the purpose of assessment of performance.

5.1.5 Achieving OSHTS Goals through Performance Management

It was overwhelmingly shown that the goals of the school will be achieved if general conditions of service of staff are improved. Also, when motivated through increasing pay pockets of employees.

5.2 Conclusion

The research had set out to investigate into the performance management practices at OSHTS and examine the view of employees on performance management in the school. The study also seeks to find the link between performance results and reward as well as tried to unearth the difficulties management and staff encounter in performance management and possibly achieving the goals of the school through the use of performance management practices.

The study has shown that performance management practices were adhered to in the school, especially performance appraisal and performance planning. However, staff view of performance management was limited to appraisal of employees. The school can be said to be into performance appraisal than performance management. It can also be concluded that reward for good performance was devoid of performance results. Both good and bad performers were rewarded equally, which is not different from most government agencies in the country. Long service is rewarded more than performing according to standards.

Like any human activity, the performance management practice is not free from challenges such as unclear purpose and mode of appraising and also favouritism, but this

may be peculiar to OSHTS and not all schools. What needs to be done to solve such encounters is to follow laid down processes and standards so that staff will be satisfied with the results. In light of the foregoing, certain appropriate measures like general improvement of the conditions of service were proffered to overcome some of the challenges.

5.3 Recommendations

The study has come out with various important concerns that have suggestions on the performance management practices at OSHTS. The following are the recommendations made centred on the findings of the study.

5.3.1 Increase Assessment Interval

As indicated in the study, the earliest assessment periods were termly and yearly. It is based from this background that recommendations are made to increase assessment period to weekly and monthly, and throughout the year. This may be demanding on management, taking into consideration the difficulties associated with performance appraisal. The reason for the increment period is that, it will be too late to correct a whole- terms mistake by a teacher or other staff.

5.3.2 Unity in Command

It was revealed from the analysis that majority of the staff were assessed by more than one superior. It is recommended that every subordinate has one immediate superior, and the superior has the right authority to exact obedience and employ sanctions against deviants or offenders.

5.3.3 Supervisors Commitment to Performance Management Process

It is found from the study that the purpose of appraisal is not known to employees and also supervisors do not discuss performance results with subordinates or appraisees. It is suggested that the objectives of appraisal should be explained and the results discussed during and after the assessment.

5.3.4 Utilizing Performance Results

The study revealed a positive outlook of the appraisal process at OSHTS that staffs were already aware that the system is used to identify good performers from the bad ones. The results of performance appraisal should be used to reward, train or punish deserving employees to forestall confidence of staff in the system.

5.3.5 Performance Monitoring Made Goal- Driven

It was deduced from the findings that the conduct of performance appraisal is a mere formality. In light of this backdrop, management of OSHTS is urged to implement the results of staff assessment to the letter. It could take the form of annual best worker scheme, increment for best performers, demotion of poor performers and training were staff lack requisite skills. It is further recommended that governance should be decentralized to the school management level.

5.4 Recommendations for Further Research

The study explored the conditions relating to only the OSHTS teaching and selected non-teaching staff. The research could be simulated in diverse settings to cover different

subjects. It may be extended to different institutions in Ghana and yonder. This might be useful since performance management has a positive effect on output.

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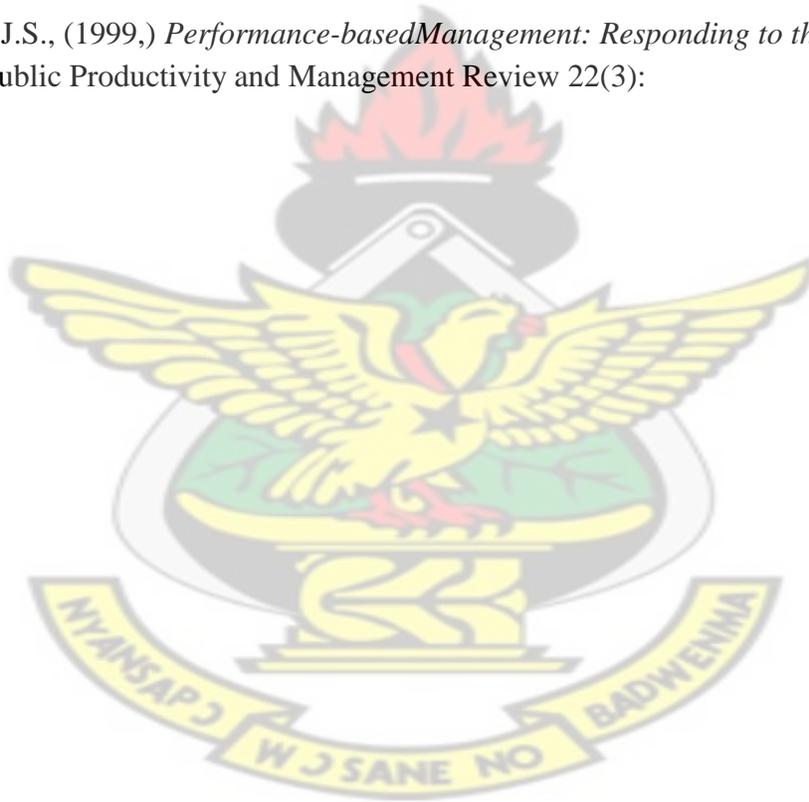
APPENDIX A

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF ART AND SCIENCES

KNUST SCHOOL OF BUSINESS

QUESTIONNAIRE FOR TEACHING STAFF OF OBUASI SENIOR HIGH

TECHNICAL SCHOOL

I wish to introduce myself as a Master of Business Administration (MBA) student of the School of Business, Kwame Nkrumah University of science and Technology. As part of the programme, I am required to write a thesis; its title, "Assessing Performance Management Practices at the Obuasi Senior High Technical School". I would be grateful if you could spare some few minutes of your precious time to answer all the questions that follow. You are assured that all the data/information you provide would be treated with utmost confidentiality. Answers provided are for academic and research purposes only; your identity is not required. The questionnaires would be collected personally by hand.

Thank you.   Miss Vivian Akoto.

Please tick (√) or specify as the case may be:

A.   PERSONAL DATA

1. Gender   a. Male[ ]   b. Female[ ]

2. Age range   a. 20 – 29 [ ]   b. 30 -39 [ ]

c. 40 – 49 [ ]   d. 50 – 59 [ ]   e. 60 or more [ ]

3. How long have you been working at Obuasi Senior High Technical School?

a. 1 – 5 years [ ]   b. 6 - 10 years [ ]   c. 11 - 15 years [ ]

d. 16 - 20 years [ ]   e. 21 years or more [ ]

4. What is your highest educational qualification?

a. SSCE/WASSSCE/GCE'O/A [ ]   b. Cert "A" [ ]   c. Diploma [ ]

d. HND [ ]   e. First degree [ ]   f.Second degree [ ]

g. Others (please specify) --.

B.   Performance management practices

5. How often is your performance assessed?

a. Weekly [ ]   b. Daily   C. Monthly []   c. Termly [ ]

d. Yearly [ ]   e. Never [ ]   f. When due for promotion [ ]

g. Others (please specify) --.

6. Who assesses your performance? (Tick as many as are applicable)

a. Myself [ ]   b. Head of department [ ]   c. Headmaster [ ]

d. Colleagues [ ]   e. Assistant Head [ ]

e. Others (please specify) --

7. Does your supervisor communicate to you the results of your performance appraisal?

                a. Yes [ ]   b. No   [ ]

8. If yes, how?

a. Informal feedback session [ ]   b. Formal feedback session [ ]

c. Others (Please specify) --

C. Employees view on performance management

SA>Strongly Agree,   **A>** Agree,   **D>** Disagree,   **SD>**Strongly Disagree

	Statement	SA	A	D	SD
9	Appraisal results are used to identify strengths and weaknesses				
10	It helps employees mirror themselves with performance				
11	It is a fault finding mission				
12	It destroys relationships between superior and subordinate				

D. Link between performance results and reward

13. Have you been promoted since you joined the service?

a. Yes [ ]   b. No [ ]

14. If yes, upon what criteria were you promoted? (Tick as many as are applicable)

a. By interview [ ]   b. Based on number of years spent [ ]

c. By examination [ ]   d. Based on results of performance measurement [ ]

e. Others (please specify) --

15. What reward is given to staff whose performance is above average?

a. Verbal commendations [ ]   b. Awards [ ]

c. Promotion [ ]   d. Nothing is given

e. Others   (Please specify) --

16. What is done to staff that continually perform below average?

a. Verbal warning   [ ]   b. Written query [ ]

c. They are trained [ ]   d. Dismissed [ ]

e. Nothing is done [ ]   f. Disciplinary transfer [ ]

g. Others (please specify) ---.

E.   Difficulties encountered with performance management process

SA>Strongly Agree,   **A**> Agree,   **D>** Disagree, **SA>**Strongly Disagree

	Statement	SA	A	D	SD
17	The purpose and mode of appraising is not clear.				
18	There is too much favoritism in the system				
19	There is high cost in managing performance of employees				
20	It is time wasting				

F.   Achieving goals through performance management

21. Which of the factors below can help improve performance at OSTS? (Tick as many as are applicable)

a. Motivation in terms of pay increases [ ]   b. Strict supervision of workers [ ]

c. Properly defined roles [ ]   d. Positive attitude to work [ ]

e. Workers should be given enough room to operate on their own [ ]

f. Workers should be given further training in their area of work [ ]

g. Improve conditions of service [ ]

h. Others (please specify) --.

Thank you for your time and sincere response.

APPENDIX B

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COLLEGE OF ART AND SCIENCES

KNUST SCHOOL OF BUSINESS

QUESTIONNAIRE FOR NON-TEACHING STAFF OF OBUASI SENIOR HIGH

TECHNICAL SCHOOL

I wish to introduce myself as a Master of Business Administration (MBA) student of the School of Business, Kwame Nkrumah University of science and Technology. As part of the programme, I am required to write a thesis; its title, "Assessing Performance Management Practices at the Obuasi Senior High Technical School". I would be grateful if you could spare some few minutes of your precious time to answer all the questions that follow. You are assured that all the data/information you provide would be treated with utmost confidentiality. Answers provided are for academic and research purposes only; your identity is not required. The questionnaires would be collected personally by hand.

Thank you.   Miss Vivian Akoto.

Please tick (√) or specify as the case may be:

A.   PERSONAL DATA

1.   Gender   a. Male[ ]   b. Female [ ]

2.   Age range   a. 20 – 29 [ ]   b. 30 -39 [ ]

c.   40 – 49 [ ]   d. 50 – 59 [ ]   e. 60 or more [ ]

3. How long have you been working at Obuasi Senior High Technical School?

a.   1 – 5 years [ ]   b. 6 - 10 years [ ]   c. 11 - 15 years [ ]

d.   16 - 20 years [ ]   e. 21 years or more [ ]

4. What is your highest educational qualification?

a. SSCE/WASSSCE/GCE'O/A [ ]   b. Certificate [ ]   c. Diploma [ ]

d.   HND [ ]   e. First degree [ ]   f. Second degree [ ]

e.   Others (please specify) --.

B.   Performance management practices

5. How often is your performance assessed?

a. Weekly [ ]   b. Daily []   c. Monthly [ ]   d. Yearly [ ]

f. Never [ ]   e. When due for promotion [ ]

g. Others (please specify) ---.

6. Who assesses your performance? (Tick as many as are applicable)

a. Myself [ ]   b. Head of department [ ]   c. Headmaster [ ]

d. Colleagues [ ]   e.   Assistant Head [ ]

 f. Others (please specify) --

7. Does your supervisor communicate to you the results of performance appraisal?

a. Yes [ ]   b. No   [ ]

8. If yes, how? a. Informal feedback session [ ]   b. Formal feedback session [ ]

c. Others (Please specify) --

C. Employees view on performance management

SA>Strongly Agree,   **A>** Agree,   **D>** Disagree, **SD>**Strongly Disagree

	Statement	SA	A	D	SD
9	Appraisal results are used to identify strengths and weaknesses				
10	It helps employees mirror themselves with performance				
11	It is a fault finding mission				
12	It destroys relationships between superior and subordinate				

C. Link between performance results and reward

13. Have you been promoted since you joined the service?

a. Yes [ ]   b. No [ ]

14. If yes, upon what criteria were you promoted? (Tick as many as are applicable).

a. By interview   [ ]   b. Based on number of years spent [ ]

c. By examination [ ]   d. Based on results of performance measurement [ ]

 e. Others (please specify) --

15. What reward is given to staff whose performance is above average?

a. Verbal commendations [ ]   b. Awards [ ]   c. Promotion [ ]

d. Nothing is given [   ]   e. Others (Please specify) ---------------------------

16. What is done to staff that continually perform below average?

 a. Verbal warning [ ]   b. Written query [ ]

c. They are trained [ ]   d. Dismissed [ ]

e. Nothing is done [ ]   f. Disciplinary Transfer

g. Others (please specify) --

E.   Difficulties encountered with performance management process

SA>Strongly Agree, **A**> Agree, **D>** Disagree, **SD>**Strongly Disagree

	Statement	SA	A	D	SD
17	The purpose and mode of appraising is not clear.				
18	There is too much favoritism in the system				
19	There is high cost in managing performance of employees				
20	It is time wasting				

F. Achieving goals through performance management

21. Which of the factors below can help improve performance at OSTS? (Tick as many as are applicable)

a. Motivation in terms of pay increases [ ]   b. Strict supervision of workers [ ]

c. Properly defined roles [ ]   d. Positive attitude to work [ ]

e. Workers should be given enough room to operate on their own [ ]

f. Workers should be given further training in their area of work [ ]

g. Improve conditions of service [ ]

h. Others (please specify) --.

Thank you for your time and sincere response.

Table 4.1   Gender Distribution of Responses

Responses	Frequency	Percentages
Male	80	55
Female	66	45
Total	146	100

Table 4.2   Age Range

Responses	Frequency	Percentages
20 -29	30	21
30 – 39	53	36
40 - 49	38	26
50 - 59	25	17
60 or more	0	0
Total	146	100

Table 4.3   Length of Service in the School

Responses	Frequency	Percentages
1 – 5	78	53
6 – 10	39	27
11 – 15	19	13
16 – 20	7	5
21 or more	3	2
Total	146	100

Table 4.4   Highest Educational Qualification

Responses	Frequency	Percentage
SSCE/WASSCE	0	0
CERT.A	3	2
Diploma	9	6
HND	7	5
1st Degree	105	72
2nd Degree	22	15
Total	146	100

Table 4.5   How Often Performance is assessed

Responses	Frequency	Percentages
Weekly	10	7
Monthly	5	3
Termly	45	31
Yearly	53	36
Never	9	6
When due for promotion	23	16
Others	1	1
Total	146	100

Table 4.6   Rewards for Performers above Average

Response	Frequency	Percentage
Verbal Commendation	77	53
Awards	45	31
Promotion	5	3
Nothing	19	13
Total	146	100