

Performance Appraisal System in Technical Universities in Ghana: A Comparative Study of Kumasi Technical University and Accra Technical University.

Adomako Sandra

University of Electronic Science and Technology of China, School of Management and Economics

Abstract: *The purpose of the study is to evaluate the performance appraisal system in technical universities in Ghana. This paper is a comparative study of the appraisal system of Kumasi Technical University and Accra Technical University. The study was guided by three main research questions. Namely: What are the challenges of the performance appraisal system in both technical universities? How effective is the performance appraisal system in both technical universities? What perception do the lecturers in both technical universities have on the performance appraisal system? The study population included all lecturers in both institutions of which 160 respondents (80 lecturers from each institution) were used as sample for the study. Closed-ended questionnaire was the primary instrument used for data collection. The data was analysed using quantitative technics. First, descriptive statistics such as frequency, percentage, mean and standard deviation were used. Then a regression analysis of the perception variables and the challenges and effectiveness variables were performed to test the level of significant of the variables. The result of the study revealed that the respondents in both institutions have a low level of perception of the performance appraisal system. Again, the appraisal system in both institutions were found to be encountering some challenges rendering the system ineffective. The standardized coefficients from the regression analysis also indicated that majority of the respondents asserted that the appraisal system is not able to measure what it was intended for. The study therefore made several concrete recommendations that could be adopted by management to improve the appraisal system.*

Keywords: *Performance Appraisal, Effectiveness, Challenges, Perception.*

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I. Introduction

Performance appraisal over the years has become one of the essential components for organization to remain competitively strong in the global market. There is no dispute to the fact that, due to the wide range of competition between private sector and public sector all over the world, Human Resource Departments can't do away with performance appraisal. This is seen as a way of evaluating both top and low level employees' performance to know if they are working towards the achievement of the organizational goals and objectives.

Performance appraisal has been claimed to be the oldest concept in world history. The practice of appraisal has been there since ancient times which started earlier, in the 20th century by Taylor. Judging human inclination can cause serious emotional, ethical and legal mischiefs in the work environment. In the absence of a well-structured Human Resource Management system, there is a slim chance of ensuring that judgments made are legal, accurate, fair, and defensive. Managing performance is a system which began as a method of justifying income. Meaning appraisal was the basis for knowing whether or not the salaries or wages of employees were justifiable. As an outcome, the early emphasis on reward results were progressively rejected (Clardy, 2013).

According to Lawrie (2004), appraising staff's performance in the organization helps to identify the individual training needs and organizational training need analysis and planning based on the appraisal result. Performance appraisal is part of the tools which management uses in career development of employees. Through performance appraisal the organization is privileged with the recording of information about the value of an employee to the organization in achieving its goals and objectives where these information are critically analyzed and recorded for future references. Performance appraisal is also aimed at supplying employees the feedbacks on how they performed in their field of work, at a given period of time. Due to performance appraisal, organizations are able to identify the employee most suitable for promotion and training, if required (Lawrie, 2004).

According to Kressler (2003) performance appraisal is an important requirement for institutional success and institutional policies. Rewarding and promoting effective performance in institution and identifying ineffective performers for developmental programs are said to be essential to effective human resource

management (Pulakos, 2003). The quality of institutional outcomes depends fundamentally on the work of staff, individually and collectively. A systematic appraisal of staff is generally assumed to encompass an essential part of quality management that leads to enhancing employees' performance and the development of educational institutions-for this purpose technical universities in Ghana.

It has been established in literature by most academician and business acumen that a well instituted performance appraisal system will help boost employees' performance and enhance the organizational development as well. This is because an effective appraisal system will help identify the training and development needs of employees, the weaknesses in the strategic goals of the organization, and it measures the overall performance progress of the institution (Kellaway, 2007). Notwithstanding the enormous contributions of performance appraisal to the development of organizations worldwide, its usage has not as yet gone down well with a number of organizations most often educational organization and the technical universities are no exception.

In recent times, the quality of technical university education have been brought to question by many industry players. A report by the Grants Programme for Education Research (2008), has argued that most students graduate from the technical university with a mediocre qualification, and cannot perform on the job as it's expected of them. Most lecturers have also been blamed for not carrying out their duties well. This could be due to poor performance appraisal systems in the technical universities which cannot identify the training needs of lecturers to improve on their performance.

Numerous studies have concentrated on establishing the relationship between performance appraisal and employees' performance. However, little has been done in assessing the performance appraisal systems in the education sector of Ghana. To the best knowledge of the researcher, there has not been a study aimed at evaluating the performance appraisal system of technical universities in Ghana since the technical universities were approved in 2016 September, after a bill was passed by the then deputy education minister. The result of this study will therefore be very useful to management and policy makers of technical universities in Ghana by bringing to bear the actual problems inherent in the appraisal system of technical universities, and providing objective solutions to curb these problems. This study will also add to the existing literature on performance appraisal in Ghana and the globe at large.

The study is a comparative study carried out to assess the performance appraisal system of Kumasi Technical University and Accra Technical University. The study answers three main questions, namely:

- i. What are the challenges of the performance appraisal system in both technical universities?
 - ii. How effective is the performance appraisal system in both technical universities?
 - iii. What perception do the lecturers in both technical universities have on the performance appraisal system?
- The remaining part of this study include: the literature review, the methodology, the presentation and discussion of results, summary conclusion and policy implications.

II. Literature Review

2.1 Definition and Concept of Performance Appraisal.

The concept of performance appraisal has been defined by numerous researcher in different ways. Performance Appraisal is defined by Heery and Noon (2008) as the process of evaluating the performance and assessing the development or training needs of an employee. This definition make known of the fact that staff's performance is assessed or measured against particular standards, and the main standards are the identification of the training needs of the staff and finding out how to improve related skills and knowledge. Therefore no other sentiments will be placed on the negativity and positivity of the staffs.

Partington and Stainton (2003) present three important purposes of performance appraisal.

- 1) It helps in acknowledging the laudable performance of staffs
- 2) Staff members are able to know their weaknesses in terms of their performance and how well they can improve on those weaknesses.
- 3) It outlines the significant aspect of performance which needs to be improved on.

Drewitt (2013) explains performance appraisal as an ongoing process that organizations use to evaluate their employees in order to identify the cause and effect relationship upon which employment and labor policies are based. He further asserts that it is a systematic assessment which must be objective in its design, implementation and results. The goal of Performance appraisal leads to identifying the relevance and fulfilments of objectives, efficiency, effectiveness, impact and sustainability. According to Parsa (2004), staffs who are assessed through appraisal experience the impact in their area of work as well as the planning of future career. In order words, performance appraisal impacts on staff's line of work or specialization. Therefore this helps them to identify other skills they were not aware of, as they plan on how to put those discovered skills into the context of a career in future. The study of Fisk (2016) on U.S.A. trade firms concluded that the performance appraisal is functional and informative in every organization, and it's positively correlated to many key

employment outcomes. These outcomes include: merit pay and bonuses, promotion, demotions and dismissals and quit. To them the performance appraisal assist employers to reward performance based on the performance level of the employee.

This study defines performance appraisal as a well-organized assessment of employees by their supervisors that takes the form of a periodic review, in which the performance of the employee is examined and discussed with a view of identifying weaknesses and strengths as well as opportunities for improvement and skill development. That is, the purpose of an appraisal is not only to examine or measure performance; also it evaluates the potential for future development. An appraisal primarily assesses past performance, identify training needs, set and agree on future objectives and standards as well as to facilitate the achievement of these goals.

For instance Heskett (2007) argues that the purpose of reviews should be to drive better business results for the organization making sure that the daily efforts of employees directly contributes to both their team's goals and the goals of the organization. To most employers, performance appraisal is a major issue due to its impact it has on the performance of the firm. Different authors have put up various reasons to explain the essence and importance of appraisal to these employers. For instance, Winston and Creamer (1997) posits that appraisal is not a sole event such as completing a standard review form but rather a continuous process. Appraisal activities as an ongoing process should be linked to organizational goals, and its focus should be for employee development and not just for salary adjustment and disciplinary action.

2.2 Challenges of the Appraisal System

Every system has its own merits and demerits. Though performance appraisal has been talked about by many researchers and academicians to help the development of both workers and organization, it comes with some challenges. Some of these challenges will be dealt with in this section of the study.

To begin with, one major challenge that can confront the appraisal system is the feedback system. Communicating the appraisal results to the employees is very important. Therefore it is incumbent on the appraisers to develop an effective feedback system that will help communicate the appraisal results to the employees effectively. According to Armstrong (2012) employee's engagement behavior should be included in the performance evaluation. The behaviors of the employee include persistence, the ability to be proactive, role expansion and adaptability. The main activities of this component are performance appraisals and feedback from supervisor. However, in order to enhance feedback, Julnes, (2008) argues that it is important that the employee feels that there is trust and justice in the system.

Secondly, another most difficult requirements of an appraisal system is that it should be free and fair as much as possible. Individuals can't deny the fact that there is sometimes an element of bias in their decision making on performance of others. The main thing that the raters can do is to minimize the level of unfairness as much as could reasonably be expected. In view of this in their work concluded that a decrease in the errors and biases in the appraisal system leads to improvement in employees' performance and increase their satisfaction with how effective the evaluation process is. Work professionalism assumes a vital part for the dependability of the appraisal procedure. There are numerous sorts of bias that creep into performance appraisal systems as per Tobin and Pettingell(2008). The most reported are as of late, halo effect, central tendency and prejudice. The principal issue in the act of performance appraisal activities is the fairness of the assessment choice Ebrahimpour and Javidmehr (2015) by managers. Performance of employees that is not measured precisely can prompt dissatisfaction with the system.

One of the components that add to worker's disappointment is that raters don't have the required skills to assess staff. This will influence the procedure of assessment since bias, unfairness and unreliability may happen. As much as there is a formal assessment structure and a set of rules and standards to be followed, employees often do not trust the tools of evaluation. Subjectivity in the performance evaluation in the public and private sector is quite common. Managers are encouraged to be as objective as possible. However, during the implementation of performance appraisal, the evaluation becomes subjective. The subjectivity of the evaluation discourages employees on supporting the measurement of performance management system and this reduces the objectivity of the performance appraisal (Sparrow, 2012).

Furthermore, performance standard is the tool used for determining the outcomes of employee's performance. All significant performance standards need to be clear or known to the employees and followed vigilantly by staff. Stipulation of performance standard is essential, because it helps the organization in attaining its goals, and to boost the moral of individuals, teams and groups to an increasing level of personal work behavior. Performance Standard reinforces positive behavior, promotes the consistency of employee's performance and it can also be used to weigh and measure the impact of employee's performance (Greiner&Sakdapolrak, 2013).

In addition, earlier studies have highlighted that performance appraisal needs to be user friendly to both the supervisors and employees. Gold (2010) opined that there are several factors to be adhered to ensure that the

performance appraisal instrument is user friendly rather than user unfriendly. The content should be carefully rated on the usability of the system, easy to answer questions, consistent document layout which is also free from insignificant questions. It should be time rated on the amount of time needed to answer all the questions, less questions means less time is required to complete the form. It should be clear and not ambiguous. That is, the questions should be direct and be straightforward. The layout or format of the form should be economical. The usage of ICT tools and devices may help to replace the traditional format of the forms. There are systems that can be adopted to help supervisors and managers with situation assessment and long range planning as argued by Bridger (2014).

Moreover, lack of regular review of performance management system to arrange things so that they are in proper position with changes in the organization is a common observable fact or event in many organizations. The performance management system can be a good technique for quality assurance if implemented in the right manner and enabling environment. According to Newstrom (2011), performance management systems need to be reviewed on a regular basis to make them compatible with international trends of making businesses more responsive to the needs of the clients. Most performance management systems, are fraught with challenges that impact on its implementation. This ranges from lack of regular system review, lack of training on performance management, shortage of resources in organizations, abuse of the system as well as lack of reward. These hindrances need to be tackled with a sense of urgency if the performance management system is to remain credible in the eyes of the stakeholders (Robbins, 2007). The work of Ledford, Benson and Lawler (2016) in their study suggested the application of both an ongoing feedback and crowdsourced feedback method to help curb some of these challenges.

Notwithstanding, training and awareness has been another element of challenge in performance metrics implementation because changes that occur at the workplace are not embraced by all employees. Supervisors must have good communication method with the employees to enable the organization realize the desired mission. Again, in as much as training and awareness has been an element of challenge in performance metrics, it has also been found to play a significant role in ensuring the success in the performance management implementation (Tobin, 2008).

2.3 Effective Performance Appraisal System

In order that performance appraisal system can achieve its intended purpose, steps must be taken to ensure that all the pre-requisites that make it effective are adhered or cling to.

Firstly, clear performance criteria must be set. Longenecker (1997), indicated that appraising employee performance is likely to fail, if there is no clearly established performance criteria by which to judge the performance of employees. The appraisal process is bound to fail if ambiguity surrounds the job description, goals, traits or behaviors since they will then be used as the basis for the evaluation.

An effective performance Appraisal should be related to the strategic objectives of the organization. The standard for Performance appraisal should include all aspect of the employees' responsibilities. Certain legal requirements must be met in PA; legal requirements such as reliability, fairness and validity since they form one criteria for Human Resource Management actions (Apekey 2006). In the work of Wanjala and Kimutia (2015), it was revealed that employees sees the appraisal policy to be effective it is objective and fair and facilitating their upward mobility.

According to Debrah and Kamoche (2004), most organizations in Ghana base performance appraisal on supervisory ratings and this method encourages subjectivity in the appraisal process. Meaning an appropriate rating method must be used to support the appraisal process. The method or instrument should be concentrated to notice critical desired behaviors and outcomes with accompanying meaningful performance standards and metrics (longenecker 1997).

It is also essential for organizations to constantly note and document the performance of an employee for effective performance appraisal. Managers are supposed to continuously follow employee's performance so that they will be able to know what employees do regularly, as to if it correspond with what is expected of them. Longenecker (1997) states that in order to enhance the effectiveness of the evaluation process, performance feedback is regularly needed. A recent study by Rusu, Avasilcai and Hutu (2016) included that for effective performance appraisal, a post-appraisal feedback on work performance needsto be followed by positive reinforcement of positive behaviours and good result.

Again according to Armstrong and Baron (2005) feedback should be based on facts and should be delivered in a way that helps the appraisee to notice and embrace its factual or objective nature. Further, the purpose of the feedback has to be developmental rather than judgmental. Longenecker(1997) as well noted that in order for employees to be in a good position to improve on their performance where it's needed, they need continuous performance feedback to ensure adequate action is taken. The likelihood for employees to enhance their performance and develop their skills when they feel empowered by the feedback process is very high.

Therefore the process should be well structured in order to empower employees to develop their skills. (Armstrong and Baron, 2006).

According to Piggot-Irvine (2003), when appraisal interactions are non-controlling, non-defensive, supportive, educative and yet confidential, effectiveness therefore occurs. Effectiveness is also linked to appraisal processes and information that have clarity, objectivity, high integrity and where deep development is a goal.

The study of Yaseen and Afghan (2016) revealed that performance management systems in Pakistan's financial institutions are focused fairly towards work outcomes, while less attention is given to the system identifying important issues like training and development needs of employees. They concluded that, there is a strong association between performance measure, connection to rewards and the effectiveness of the system.

Therefore it is inevitable for every organization to see to it that appraisers and appraisees agree on realistic targets. Besides, the criteria for reviewing performance must be channeled on employees' actual performance and shouldn't be based on non-performance related characteristics. This to a large extent will help employees perceive the performance appraisal process as a fair one and then be satisfied with it.

2.4 Employee Perceptions of Performance Appraisal System

In this study performance appraisal is measured by surveying the views of the lecturers on how they perceived the appraisal system. That is to say the perception of the lecturers about the appraisal system was used as a measure for the independent variable-performance appraisal. This variable for measuring performance appraisal was adopted from the work of Bekele, Shigutu and Tensay (2014). When employees perceived the appraisal system to be good, it was a positive influence on their performance but when their perception about it is bad, then it affects their performance negatively.

According to investigation done by Newel(2000), it is believed that performance appraisal system is influence by subjectivity, therefore employees have a negative perception for it. The involvement of employees in formulating criteria, agreeing performance standards and objectives when designing performance appraisal systems is very low, due to the perception employees have on performance appraisal system. Management selects few top representatives to develop the appraisal system in the absence of staff, and this makes staffs feel left out in the appraisal process, and as a result leaves such perception.

According to Makori (2014) a study conducted on employee perceptions of performance management of employees in the hotel industry showed that, the employees believed that they carried out their duties diligently, and as a result performed excellently, but there was no significant relationship between their individual performance and the perception they had of the initiatives that the hotel had put across for performance management. The study therefore concluded that employee perception on performance management was not necessarily influencing individual performance in the hotel industry.

III. Methodology

This study is a comparative study that assesses the performance appraisal system of Kumasi Technical University and Accra Technical University. This study utilized a cross-section survey approach in which data was collected once across the selected samples. This approach was chosen because it is cheaper to administer compared to longitudinal survey, and the results of the study can be generalized for the larger population. A quantitative method was primarily used in analysing the results of the study. A quantitative method according to Creswell (2003) is important in creating a quantifiable cause and effect relationship between variables. Again, a quantitative analysis provides an objective way of analysing the results. Therefore, the statistical methods employed for this study are: descriptive statistics which provided the frequency, percentages, mean, standard deviation and ranks of the responses; simple regression analysis which assessed the extent the independent variables influence the dependent variables.

The population of the study included all lecturers in both universities. A sample of 80 lecturers were selected from each technical university to partake in this study. The sampled lecturers were selected from all the departments to ensure a fair selection. A stratified sampling technic was used in order to avoid biasness in the sample. That is to say the lectures were grouped into eight strata according to their department. After that a simple random technique was used to select the respondents.

Data for this study is from primary source. A structured questionnaire was designed to collect the data for the study. The questions were closed-ended in order to foster coding and quantitative analysis. The main variables for this study were effectiveness of the appraisal system, challenges of the appraisal system and perception of lecturers of the appraisal system. The questions used in the questionnaire were standard and tested questions that have been employed by other researchers such as Yuceli (2012), Warokka, Gallato and Moorthy (2012) and Vignaswaran (2005). This was to ensure that the instrument is reliable and valid. The questions were then restructured to suit this study and to ensure a practical application of the instrument.

The questionnaire was structured in four parts. Part one collected data on the background of the respondents, part two collected data on the challenges of the appraisal system, part three collected data on the effectiveness of the appraisal system and part four collected data on the perception of lecturers of the appraisal system. Questions on effectiveness, challenges and perception were coded using a five-point Likert scale. Where 1=strongly agree, 2=agree, 3=neutral, 4=disagree and 5=strongly disagree. The responses were then coded into frequencies, percentages, mean, standard deviation and ranks. The decision as to whether a variable has a low, moderate or high degree of impact on the performance appraisal system was based on the overall mean using the standards of Zaidatol and Bagheri (2009). They summarize the criteria of mean scores based on a five-point Likert scale as follows:

- Mean < 3.39 is low
- Mean between 3.40-3.79 is moderate
- Mean > 3.80 is high

To ensure consistency and validity of the questionnaire, a pilot test was conducted using 10 respondents conveniently selected from each university to fill the questionnaire. The Cronbach's Coefficient Alpha was used to test the reliability of the instrument. The result is shown in Table 3.1 be below:

Table 3.1: Instrument Reliability Test - Cronbach's Coefficient Alpha

Factors/Variables	No. of Items	Cronbach's Alpha
Effectiveness of PAS	9	0.789
Challenges of PAS	8	0.883
Perception of PAS	9	0.849

Source: Field survey 2017.

It is evident from Table 3.1 that the values of all the factors for this study recorded an alpha greater than the minimum requirement of $\alpha > 0.70$. This shows that the instrument used for the study is reliable and the results reflect the responses of the respondents.

Furthermore, to ensure that the questionnaire accurately measure what they were intended to reflect, a validity test was conducted. Factors such as hasty completion of questionnaire and misinterpretation of questions can affect the result of the study-therefore the need for validity test. Table 3.2 presents the result of the validity test by reporting the Eigen-value and factor loading matrix of the factors which were calculated using principal component analysis extraction procedure.

Table 3.2 Validity Test

Factors/Variables	No. of Items	Eigen Value	Factor Loading
Effectiveness of PAS	9	1.125	69.01%
Challenges of PAS	8	1.073	58.54%
Perception of PAS	9	1.301	66.73%

According to Straub (1989) an instrument with Eigen-value grater that one and factor loading greater than 0.5 is valid. Table 3.2 shows that all the Eigen-values are greater that one and the factor loading of all variables exceed 0.5 therefore rendering the instrument valid.

IV. Analysis Of Findings

In this section of the study the results of the primary data collected has been presented in the Tables and presented in the appendix. A critical analysis has been done to ascertain the main challenges engulfing the appraisal system in Kumasi and Accra Technical University.

Background Information of Respondents

Table 4.1 in Appendix A presents the background information of the respondents. The result suggest that 60% of the respondents in Kumasi Technical University are males and 40% are female. With regards to Accra Technical University 64% were males and 36% were females. This implies male lecturers form majority of lecturers in both institution. The data also suggests that in both institutions, majority of the lecturers holds doctorate degree, followed by master degree holders, with an insignificant number of lecturers holding a bachelor degree. Majority (42. 5%) of the respondents in Kumasi Technical University have served for 7 to 9 years. This was similar in Accra Technical University with 46.25% (majority) of the respondents serving for 7 to 9 years. The department with the highest number of lecturers was the accounting department in both institution. However, the language and Liberal Studies department of Kumasi Technical University recorded the least number of lecturers, whiles the Purchasing and Supply department of Accra Technical University recorded the least number of lecturers.

Perception of Lecturers on the Appraisal System

Table 4.1 in Appendix B presents the perception of the lecturers on the overall performance appraisal system in the institution. The responses of the lecturers to a standard Likert scales of 5 items were summarized into mean and standard deviation. This was done because previous research has established the standards for measuring perception level. This will then help to compare the result of this study to established standards in order to assess the perception level of the respondents. With regards to empirical finding on perception of employees' on appraisal system, Saeed and Shahbaz (2011) established that employees' perception is high with a mean of 4.02 and sd. of 0.515. Similarly, Herald and Sreedhara (2010) and Warokka, Gallato and Tensay (2012) established a moderate level of perception when mean =3.5 and 3.49 and sd. = 1.141 and 0.76. Low levels of perception were established by Alwadael (2010) and Vignaswaran (2005) with means of 3.35 and 2.66 respectively and standard deviation of 0.69 and 1.14 respectively.

The average mean of the perception of respondents in Kumasi Technical University on the performance appraisal system was found to be 3.39 and sd. of 0.887 (see Table 4.2 in Appendix B). This indicates that the lecturers in Kumasi Technical University has a low level of perception of the performance appraisal system. In Accra technical University the overall mean and sd. were 3.51 and 0.878 respectively. This indicates that there are moderate level of perception on the performance appraisal system among the lecturers in Accra Technical University.

Challenges of the Performance Appraisal System

With regards to Kumasi Technical University, the descriptive result (see Table 4.3 in Appendix C) suggests that the statement with the highest level of agreement (83.75) is 'students' assessment is a major part of the appraisal system in the institution'. This statement recorded a mean of 3.91 and sd. of 0.801. The second ranked statement (lecturers are not involved in the appraisal process) with a mean of 3.84 and sd. of 0.804 had an agreement rate of 80.75%. Furthermore, 78.75% of the respondents agree that raters are inexperienced. This statement ranked third with a mean of 3.66 and sd. of 1.104. Another 78.75% of the respondents agreed that the appraisal tools are complex, with this statement recording a mean of 3.65 and sd. of 0.860. With respect to the statement 'the appraisal process is not updated regularly to suit current situations', about 7 out of 10 respondents agreed with a mean and sd. of 3.64 and 0.926 respectively. This was the fifth ranked statement. About 71% of the respondent agreed that the appraisal is only done as a formality. This statement ranked sixth among eight items and recorded a mean of 3.65 and sd. of 1.099. The seventh ranked statement (the appraisal process is not transparent and consistent) also recorded a majority number of agreement (63.75%) with mean =3.44 and sd. =0.825. Appraisers are biased was the last ranked statement with the lowest agreement level of 27.5 and mean of 2.41 and sd. of 0.825. The overall mean was recorded as 3.62. Therefore, with reference to the standard, it can be concluded that Kumasi Technical University faces a moderate level of challenges in the appraisal system.

For Accra Technical University (also see Table 4.3 in Appendix C), the statement with the highest level of agreement of 88.750% was 'students' assessment is a major part of the appraisal system in the institution'. The mean score was 3.87 with sd. of 0.801. This was the first ranked statement among eight items. The second ranked statement which is 'appraisers are biased' registered an agreement rate of 87.5% with mean of 3.8 and sd. of 1.058. With regard to the statement 'the appraisal process is not transparent and consistent', about 78.75% of the respondents agreed, and 16.25% disagreed. This statement ranked third with a mean response of 3.72 and sd. of 0.852. Furthermore when the respondents were asked whether 'the appraisal process is not updated regularly to suit current situations', 77.5% of the respondents agreed with a mean score of 3.65 and sd. of 0.9113. This was the fourth ranked statement. About 76% of the respondents agreed that raters are inexperienced. This statement ranked fifth with a mean of 3.64 and sd. of 0.981. The sixth ranked statement (the appraisal tools are complex) recorded an agreement rate of 75%, mean of 3.60 and sd. of 0.860. About 7 out of 10 respondents agreed that lecturers are not involved in the appraisal process. The statement had a mean of 3.45 and sd. 0.8324 which ranked seventh among eight items. The statement with the lowest level of agreement (27.5) was 'the appraisal is only done as a formality'. Majority of the respondents (56.25%) disagreed with this statement. This statement recorded a mean of 3.44 and sd. of 1.101. The overall mean score for these variables was 3.65 indicating a moderate level challenges of the performance appraisal system.

In order to test the significance of the responses on the challenges of the appraisal system, a regression model was followed to test the dependency between the respondents view on the challenges of the appraisal system and their perception concerning the appraisal system.

From Table 4.4 in Appendix D, it can be realized that the major problem facing the appraisal system of Kumasi Technical University is that the appraisal process is not updated regularly to suit current situations. This statement recorded the highest standardized coefficient of 0.89 with a significant level of $p=0.000$. This indicates that 89% of the lecturers being aware of the appraisal system perceive that it is outdated and does not meet current need of appraisal. Another significant challenge that was discovered was that student's assessment forms a major part of the appraisal system. This suggest that the lecturers are mostly appraised based on how they are

rated by the students. This statement was significant at $p=0.000$ with a standardized score of 0.82 (82%). Also a challenge revealed by the study was that lecturers are not involved in the appraisal process ($\beta=0.75$, $p=0.000$). This may correspond to the reason why most of the respondents agreed that students' assessment forming the major part of the appraisal system is a challenge. Most of the lecturers has affirmed that the appraisal is done as a formality. This statement is supported with a standardized score of 0.75 and $p=0.000$. The result again reveals that the least but significant challenge (standardize score 0.52, $p=0.001$) was that the raters are inexperienced. This challenge could be as a result of the managers allowing students' rating to form a major part of the lecturers' appraisal. Although the following statement 'the appraisal tools are complex'; 'the appraisal process is not transparent and consistent'; and 'raters are biased' recorded a majority agreement level in the descriptive statistics, they were not significant since the p values were greater than 0.01.

With respect to Accra Technical University (also see Table 4.4 of Appendix D), it could be seen that the highest coefficient is 0.88 with a significant value of (0.000) which corresponds to 'student's assessment is a major part of the appraisal system in the institution'. This means that 88% of the lecturers perceive that the major challenge of the appraisal system is students rating forming a major part. The second highest and significant challenge (coefficient =0.87 and $p=0.000$) was that 'lecturers are not involved in the appraisal processes'. This also suggest that 87% of the lecturers (who are the appraisees) are not involved in the whole appraisal process. This may be the reason why most of the lecturers believe that the raters are biased which recorded a coefficient of 0.81 and $p=0.001$. Therefore, it wasn't surprising when about 79% of the respondents (coefficient =0.79, $p=0.000$) indicated that the appraisal process is not transparent and consistent. Furthermore, it was found that the appraisal tools are complex and the raters are inexperienced with coefficients 0.75 and 0.71 respectively and p value of 0.001 and 0.000 respectively. Factors such as 'the appraisal is only done as a formality'; and 'the appraisal process is not updated regularly to suit current situations' were found not to be significant even though they recorded higher agreement levels in the descriptive statistics.

There are some interesting observation among the two technical universities. First and foremost, lecturers in Kumasi Technical University perceive that appraisal is done just as a formality but this wasn't a challenge in the case of Accra Technical University. Again, in Kumasi Technical University it was discovered that the appraisal process is not updated regularly to suit current situations. However, this was not a challenge in Accra Technical University. While lecturers in Accra Technical University indicated that the appraisal tools are complex, this was not the case in Kumasi Technical University. In both institutions, the common significant challenges discovered were: lecturers are not involved in the appraisal process; student's assessment is a major part of the appraisal system in the institution; and raters are inexperienced.

Effectiveness of the Performance Appraisal System

This section of the study analysed the effectiveness of the appraisal system in both Technical Universities. Table 4.5 in Appendix E shows the descriptive statistics for the variables. With respect to Kumasi Technical University, the results show that most of the respondents disagreed with the statements. The first ranked statement (the appraisal systems are linked to the goals and objectives of the institution) with a mean of 3.75, had an agreement rate 43.75 and the same disagreement rate. The statement recording the second rank was that management put in place strategic plans to deal with weaknesses in the appraisal results. Majority of the respondents also disagreed to the statement 'appraisals are conducted frequently' which ranked third with a mean of 3.42. The least ranked statement with majority disagreement level was 'in my opinion the appraisal tools are able to measure what it is intended for'. This implies that majority of the respondents think the appraisal tool is not really useful since it can't achieve its intended purpose. The overall mean for the statement was 2.91. This implies a low level of effectiveness in the appraisal system.

With respect to Accra Technical University (see Table 4.5 Appendix E), the picture looks similar since majority of the respondents disagreed to the statements. It can be seen that the statements: lecturers have an opportunity to appeal ratings; management put in place strategic plans to deal with weaknesses in the appraisal results; and the appraisal systems are linked to the goals and objectives of the institution were ranked first, second and third respectively with means of 3.69, 3.62 and 3.42 respectively. The least ranked statement (in my opinion the appraisal tools are able to measure what it is intended for) recorded a mean of 2.67. This statement was also ranked last by the respondents in Kumasi Technical University. The overall mean for the responses was 3.16 which indicates a lower level of agreement for the statements. This suggest that the appraisal system is not effective. This is also an indication that both universities, respondents think the appraisal tools are not effective.

Again, in order to test the significance of the responses, a regression procedure was applied. Where the perception of the lecturers concerning the appraisal system was regressed against effectiveness variables. The result (see Table 4.6 in Appendix F) shows that in Kumasi Technical University the statement with the highest coefficient (0.81 and $p=0.000$) is 'management provides a timely feedback to the lectures after the appraisal'. This shows that 81% of the respondents perceive that the feedback on the appraisal result is effective. Again, the

statement 'appraisals are conducted frequently' and 'lecturers have an opportunity to appeal ratings' were found to be significant with coefficients of 0.79 and 0.71 respectively at 0.01 significant level. Among the nine statements on effectiveness, only three were found to be significant. This shows that the system has many problems and management need to put in place prudent measures to make the system effective.

With respect to Accra Technical University (also see Table 4.6 in Appendix E) the statement, 'appraisals are conducted frequently' recorded the highest coefficient of 0.88 with $p=0.000$. This is an indication that 88% of the respondents believe there is frequent appraisal in the university. Again, it can be inferred that about 87% of the respondents perceive that the appraisal systems are linked to the goals and objectives of the institution (coefficient=0.88, $p=0.000$). Two other statements: lecturers have an opportunity to appeal ratings, and management put in place strategic plans to deal with weaknesses in the appraisal results were found to be significant at the 0.01 level of significance with coefficient of 0.82 and 0.73 respectively. This shows that among the nine variables used to measure effectiveness, only four were found to be effective. This is an indication that the appraisal system lacks some core ingredients and management should put in place measures to fill that gap.

Comparing the two institutions it interesting to note that, in both schools appraisals are conducted frequently and lecturers have an opportunity to appeal ratings. These two statements were found to be significant in both schools although with different but close coefficients. However, it was revealed that in Accra Technical University, the appraisal systems are linked to the goals and objectives of the institution, this is not so for Kumasi Technical University. Another observation made indicates that in Accra Technical University management put in place strategic plans to deal with weaknesses in the appraisal results. But, this is not done in Kumasi Technical University. Interestingly, management provides a timely feedback to the lectures after the appraisal in Kumasi Technical University but this is not the case in Accra Technical University. Notwithstanding, the results indicate that the appraisal systems in both schools are not effective enough and need some amendments.

V. Conclusion, Policy Implications And Recommendations

This study primarily assessed the performance appraisal systems in two technical universities in Ghana. It basically assessed the challenges of the appraisal system, the effectiveness of the appraisal system and the overall perception of lecturers on the performance appraisal system.

It was uncovered that the major challenges facing the appraisal system of Kumasi Technical University are: (1) lecturers are not involved in the appraisal process; (2) the appraisal process is not updated regularly to suit current situations; (3) student's assessment is a major part of the appraisal system in the institution, (4) raters are inexperienced, and (5) the appraisal is only done as a formality. Again with regards to effectiveness of the appraisal system, only 3 out of the nine effectiveness variable were found to be significant indicating the system is flawed with many issues. In order word the respondents indicated that: (1) the appraisal tools are not reliable and consistent (2) raters do not have a high degree of knowledge on the appraisal tools, (3) management do not put in place strategic plans to deal with weaknesses in the appraisal results, (4) the lecturers are not involved in the appraisal process, and it is not transparent, (5) appraisal tools are not able to measure what it is intended for and (6) the appraisal systems are not linked to the goals and objectives of the institution. Overall, it was established that lecturers in Kumasi technical University has a low level of perception on the performance appraisal system.

The findings from Accra Technical University was not so different from that of Kumasi Technical University. It was revealed that lecturers in Accra Technical University has a moderate level of perception on the performance appraisal system. The major challenges identified were (1) lecturers are not involved in the appraisal process, (2) the appraisal tools are complex (3) the appraisal process is not transparent and consistent, (4) raters are biased (5) student's assessment is a major part of the appraisal system in the institution and (6) raters are inexperienced. Also with regard to effectiveness of the appraisal system, only four items out of nine were found to significant with the following being issues that needs to be addressed in the appraisal system: (1) the appraisal tools are not reliable and consistent, (2) raters have no high degree of knowledge on the appraisal tools, (3) the lecturers are not involved in the appraisal process, and it isn't transparent, (4) management do not provide timely feedback to the lectures after the appraisal, (5) the appraisal tools are unable to measure what it is intended for.

The performance appraisal system of both institutions is engulfed with some problems. These problems need to be attended to in order to improve the appraisal system. If management is adamant in curbing these challenges, lecturers will probably lose confidence in the appraisal system. It wasn't therefore surprising majority of the lecturers asserted that they see the appraisal system just as a formality. These findings can be identified with that of Peterson (2000) who argued that some major problems facing the appraisal system include lack of agreement in appropriate appraisal criteria, employees concern of how valid and reliable the appraisal method is and negative perception of employees towards the appraisal system. An effective appraisal

systems requires raters to have high level of knowledge of the methods. However, this was not the case in both institutions. This testifies that the performance appraisal is not really considered as important tool for staff development and this defect may affect the performance of lecturers. Performance appraisals usually involves a judgmental process and therefore put appraisers and raters in a position where their emotions and judgements should be carefully managed. For this reason it is necessary to train appraisers and raters in order to make the system effective and to achieve its purpose. Especially when in both technical universities students rating has been identified to be the major part of the appraisal system, it is necessary for the students to undergo a brief training as to how to carry out the ratings. The findings of this study is similar to that of Winston and Creamer (1997) who concluded that performance appraisal in higher education is viewed in two ways: first, it is viewed in a negative way by appraisees because it downplays and criticize individual effort; second, it is viewed indifferently because it's just a mere formality (paper exercise) that has little to do with employee development and other aspect of the institution.

In conclusion, the performance appraisal system in both technical universities are saddled with some problem which has rendered the system ineffective. Again, in both universities, the lecturers do not have high confidence in the appraisal system since their perception level on the appraisal system were below set standard. This may be the reason why the appraisal systems in both schools are not able to achieve the purpose they were intended for. These problems however, could be rectified by management so as to make the system effective.

The following recommendations based on the study results can be adopted by management in both institutions to improve the performance appraisal system:

First, although students rating cannot be completely scraped from the appraisal of educational institutions, it is very necessary for management to train the students to enlighten them on the rating systems and the purpose for the rating. It is very important for the appraisers to have a full understanding of the appraisal system. This is very important since students can be highly biased in terms of rating the lecturers they like and dislike. Secondly, management should ensure that the appraisal tools are updated regularly to meet current situations and are also linked to the goals and objectives of the institution. Furthermore, the appraisees (lecturers) should be involved in the whole process and should be enlightened on the content of the appraisal system. Management can also develop a more objective-based appraisal system devoid of students' subjective judgement. The feedback from the appraisal system should be communicated to the appraisees in time and actions should be taken based on the result of the appraisal. If this is done, appraisees will view the system as playing an important role in their work performance and not as a mere formality.

This study is limited to Kumasi and Accra Technical Universities therefore generalizing the findings should be made with care. Again, the scope covered by the study is limited to challenges, and effectiveness of the appraisal system and perception of respondents on the appraisal system. Besides, the respondents considered were only lecturers. It is therefore recommended that a more comprehensive study could be conducted by enlarging the scope and sample of the study to include other technical universities in Ghana.

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APPENDIXES

Appendix A: Background Information of Respondents

Table 4.1 Background Information of Respondents

	Kumasi Tech. Univ		Accra Tech. Univ	
	Feq.	Percentage	Feq.	Percentage
Gender				
Male	48	60.00	51	64.00
Female	32	40.00	29	36.00
Total	80	100	80	100
Qualification				
Bachelor Degree	5	6.25	3	3.75
Master Degree	30	37.5	29	36.25
Doctorate Degree	45	56.25	48	60.00
Total	80	100.00	80	100

Department				
Accountancy Department	22	27.5	25	31.25
Marketing Department	14	17.5	9	11.25
Purchasing and supply dept.	15	18.75	12	15.00
Management and Secretaryship	17	21.25	18	22.5
Languages and Liberal Studies	12	15.00	16	20
Total	80	100	80	100
Years of Experience				
Less than 1 year	3	3.75	4	5.00
1-3 year	8	10.00	5	6.25
4-6 years	13	16.25	9	11.25
7-9 years	34	42.50	37	46.25
10 years and above	22	27.50	25	31.25
Total	80	100	80	100

Source: Field Survey 2017.

Appendix B: Respondents Perception of the Appraisal System.

Table 4.2 Lecturers Perception of the Appraisal System.

Measurement Variables	Kumasi Tech. Univ.		Accra Tech Univ.	
	Mean	sd.	Mean	sd.
The institution recognizes my good work through the appraisal	3.52	0.891	3.22	0.813
I am satisfied with how feedback is communicated to me after the appraisal	3.48	0.805	3.47	0.789
The feedback I receive from management corresponds with what I have truly achieved.	3.78	1.099	3.44	0.933
I can go for an appeal if the feedback does not correspond with my true performance	3.25	0.860	3.78	0.874
I am satisfied with the way performance appraisal is conducted and used to appraise my performance.	3.01	0.926	3.78	0.774
The current performance appraisal is fair and unbiased.	3.89	0.852	4.01	0.982
The appraisal process helps me to find out my performance level.	3.12	0.934	3.01	0.854
The institution is more concerned in providing positive feedback than to criticize poor performance.	3.21	0.911	3.21	0.998
The appraisal is done to help achieve organisational goals.	3.24	0.702	3.67	0.882
Overall mean	3.34	0.887	3.51	0.878

Source: Field Survey 2017.

Appendix C: Challenges of the Appraisal System

Table 4.3 Challenges of the Appraisal System-Descriptive Result

	Kumasi Technical University					Accra Technical University				
	Agree	Diasgree	Mean	sd.	Ran	Agree	Diasgree	Mean	sd.	Rank
Lecturers are not involved in the appraisal process.	80.75	3.75	3.80	0.805	2	70.00	11.25	3.45	0.805	7
The appraisal is only done as a formality	71	10	3.45	1.099	6	27.50	56.25	3.44	1.101	8
The appraisal tools are complex	78.75	8.75	3.65	0.860	4	75.00	13.75	3.60	0.860	6
The appraisal process is not updated regularly to suit current situations.	73.75	11.3	3.64	0.926	5	77.50	10.00	3.72	0.926	3
The appraisal process is not transparent and consistent.	63.75	15	3.44	0.852	7	78.75	16.25	3.65	0.852	4
Appraisers are biased	27.5	60	2.41	0.825	8	12.50	87.50	3.80	1.058	2
Student's assessment is a major part of the appraisal system in the	83.75	6.25	3.91	0.801	1	6.25	88.75	3.87	0.801	1

institution										
Raters are inexperienced	78.75	12.5	3.66	1.104	3	76.25	13.25	3.64	0.981	5
			3.62	0.909				3.65	0.923	

Source: Field survey 2017.

Appendix D: Test of Significance of Challenges Variables

Table 4.4 Significant Test of the Challenges of Appraisal System

Variables/coefficients	Kumasi Technical University					Accra Technical University				
	Un-standardize		Standardize	T	Sig.	Un-standardize		Standar dize	T	Sig.
	Beta	Std. Err	Beat			Beta	Std. Err	Beat		
Lecturers are not involved in the appraisal process.	0.221	0.090	0.75	2.401	0.000	0.33	0.098	0.87	1.0240	0.000
The appraisal is only done as a formality	0.32	1.047	0.73	4.124	0.001	0.47	0.087	0.56	0.784	0.145
The appraisal tools are complex	0.35	0.076	0.48	2.145	0.124	0.18	0.044	0.75	2.102	0.001
The appraisal process is not updated regularly to suit current situations.	0.13	0.088	0.89	1.024	0.000	0.19	0.099	0.88	3.11	0.254
The appraisal process is not transparent and consistent.	0.54	0.054	0.47	3.214	0.201	0.23	0.069	0.79	1.512	0.000
Raters are biased	0.66	0.625	0.45	0.978	0.412	0.12	0.087	0.81	0.987	0.001
Student’s assessment is a major part of the appraisal system in the institution	0.27	0.071	0.82	1.249	0.000	0.12	0.088	0.88	0.094	0.000
Raters are inexperienced	0.42	0.11	0.52	2.221	0.001	0.55	0.047	0.71	3.021	0.000

Source: Field survey 2017.

Appendix E: Effectiveness of the Appraisal System

Table 4.5 Effectiveness of the Appraisal System-Descriptive Statistics

	Kumasi Technical University					Accra Technical University				
	Agree	Diasgree	Mean	sd.	Rank	Agree	Diasgree	Mean	sd.	Rank
The appraisal tools are reliable and consistent.	30	52.5	3.01	0.86	4	31.25	65	3.04	0.86	5
Appraisals are conducted frequently	62.5	30.0	3.42	0.73	3	65.0	25.55	2.87	0.73	7
Raters have a high degree of knowledge on the appraisal tools	18.75	63.75	2.46	0.93	8	35	51.25	3.24	0.93	4
Lecturers have an opportunity to appeal ratings	53.75	22.25	2.55	0.94	7	53.75	33.75	3.62	0.94	2
Management put in place strategic plans to deal with weaknesses in the appraisal results.	31.25	43.75	3.53	0.93	2	43.75	40	3.42	0.93	3
The lecturers are involved in the appraisal process, and it is transparent.	26.25	63.75	2.87	0.86	5	22.5	65	2.88	0.86	8
Management provides a timely feedback to the lectures after the appraisal.	57	20.5	2.64	1	6	30	55	3.01	1	6
In my opinion the appraisal tools are able to measure what it is intended for.	16.25	67.5	2.00	1.02	9	18.75	63.75	2.67	0.99	9
The appraisal systems are linked to the goals and objectives of the institution.	43.75	43.75	3.75	0.98	1	61.25	28.75	3.69	0.79	1
Overall			2.91	0.92				3.16	0.89	

Appendix F: Significant Test of Effectiveness Variables

Table 4.6 Test of Significance of effectiveness of Appraisal System

Variables/coefficients	Kumasi Technical University					Accra Technical University				
	Un-standardize		Standardize	T	Sig.	Un-standardize		Standardize	T	Sig.
	Beta	Std. Err	Beta			Beta	Std. Err	Beat		
The appraisal tools are reliable and consistent.	0.22	0.091	0.55	1.204	0.312	0.12	0.064	0.45	3.015	0.412
Appraisals are conducted frequently	0.44	0.080	0.79	0.879	0.000	0.22	0.094	0.88	0.814	0.000
Raters have a high degree of knowledge on the appraisal tools	0.31	0.072	0.66	3.241	0.241	0.53	0.072	0.34	1.254	0.561
Lecturers have an opportunity to appeal ratings	0.11	0.091	0.71	0.991	0.001	0.23	0.092	0.82	3.214	0.000
Management put in place strategic plans to deal with weaknesses in the appraisal results.	0.58	0.079	0.55	4.231	0.421	0.412	0.084	0.73	2.012	0.000
The lecturers are involved in the appraisal process, and it is transparent.	0.39	0.093	0.43	0.996	0.054	0.21	0.088	0.46	0.962	0.067
Management provides a timely feedback to the lectures after the appraisal.	0.42	0.072	0.81	1.612	0.000	0.33	0.096	0.89	2.004	0.201
In my opinion the appraisal tools are able to measure what it is intended for.	0.45	0.098	0.75	3.241	0.097	0.32	0.085	0.68	1.332	0.107
The appraisal systems are linked to the goals and objectives of the institution.	0.13	0.079	0.83	0.992	0.020	0.31	0.096	0.87	1.006	0.000

Source: Field survey 2017.

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