

Assessing Performance Management Practices in Ghanaian Second Cycle Institutions: A Case Study of Obuasi Senior High Technical School

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Abstract

The focus of the study was to assess the performance management practices of the Obuasi Senior High Technical School (OSHTS), 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 takes 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; promotion interview 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.

1. Introduction

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.

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).

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 a 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. This can 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.

The Mission of Obuasi Senior High Technical School, which is under the Ghana Education Service (GES), is to provide relevant education for Ghanaian children at the secondary 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 and mission, the reality on the ground is far from the goal. In providing its services, the school is guided by these principles: quality education, efficient management of resources, accountability, transparency and equity.

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.

Thus, 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.

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 the OSHTS.
- b. To explore the challenges that confront the effective performance management practices at OSHTS.
- c. To assess the link between performance results and compensation at the OSHTS.

2.0 Literature Review

2.1 Performance Management Practices in Organisations

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 tool depends mostly on its fit within the broader internal organizational system in which it operates. The most powerful performance management tools are organization-specific. Some performance management practices are outlined briefly in ensuing sections.

2.1.1 Performance Planning.

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.

MacMillan A., (2016) states that Performance planning, as with all other steps, is a collaborative process between the manager and employee, although there will always be some elements that are non-negotiable. Begin with the job description and identify major job expectations; expectations then can be clarified for each major area.

2.1.2 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) indicated that, "performance management objectives can be set with stated standards and mode of measurement that would 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.

2.1.3 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.

2.1.4 On-going Coaching

According to Cole (2002), 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.

Boris E., Bryan H., and Asmus K., (2016) on the hand thinks that the growing need for companies to inspire and motivate performance makes it critical to innovate in coaching—and to do so at scale. Without great and frequent coaching, it's difficult to set goals flexibly and often, to help employees stretch their jobs, or to give people greater responsibility and autonomy while demanding more expertise and judgment from them.

2.1.5 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.

2.1.6. 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.

Boris E., Bryan H., and Asmus K., (2016) thinks different that linking performance ratings and compensation in this way ignores recent findings in the cognitive sciences and behavioral economics. These practices, discredit the performance system and often drown out valuable feedback. They breed cynicism, demotivate employees, and can make them combative, not collaborative.

2.1.7 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).

Neil I. C., (2015) suggest that in team performance management the goal is important, so the first thing you had better do is make sure that each member of the team understands what that goal is. That is not to say that all team leaders always know and understand the goals of the team.

Brakenbury, *et al.* (2016) explain that as these teams grow in competence and confidence, organizations' typically find that they become able to take on more responsibility and get increasingly involved in making day to day decisions. If managers are prepared to delegate the necessary authority, these workplace improvement teams can grow in stature until they take full responsibility for complete work areas, and may eventually evolve into self-managed teams.

2.1.8 360 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.”

2.2 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 rater biases and inadequate training for performance raters. They added that performance management faces serious challenges when the business strategies of the organization are not clear. This is because in performance management, 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 noted 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 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) affirms the following as possible challenges of performance management: time consumption, discouragement, inconsistent messages and biases. It is difficult to keep biases out of the performance appraisal process and it takes a very structured objective process and a mature manager to remain unbiased through the process. Performance appraisal rater errors are common to managers who assess performance, so understanding natural biases is very important in fair evaluations.

2.5 Links between Performance Management and Organizational Performance

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 benefits 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 Conceptual framework

Figure 1 explains the concept of performance management using goals and core competencies as an on-going process, it includes four components and 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.

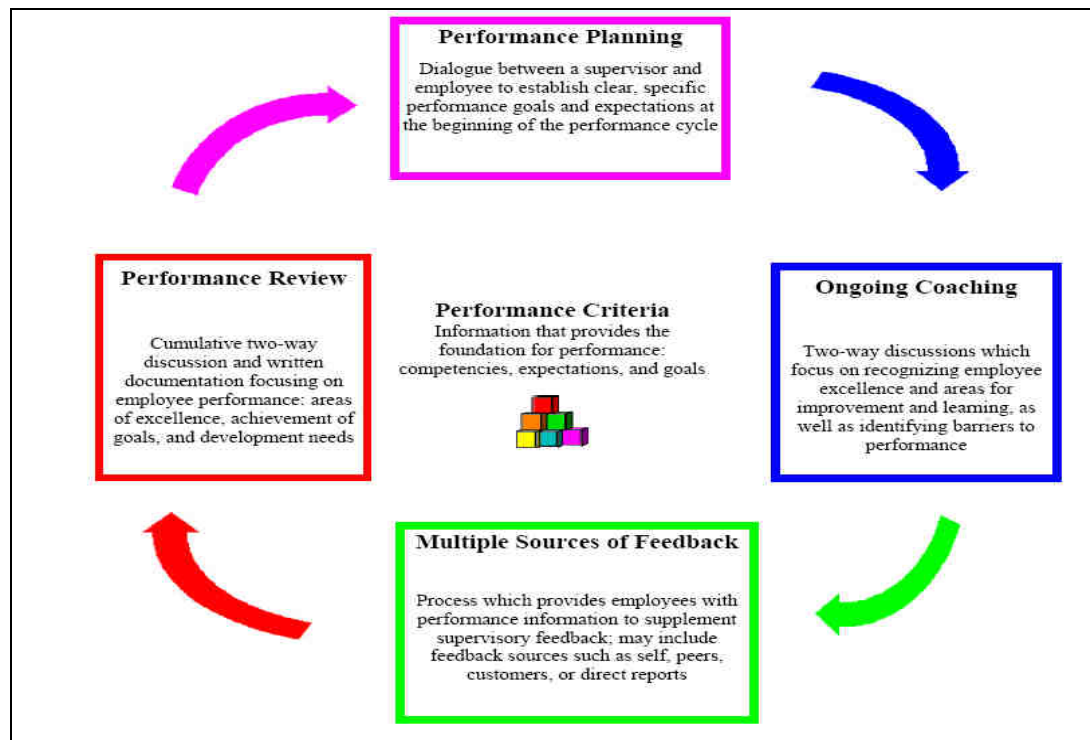


Figure 1 Performance Management Model

Source: City of American Canyon, 2005

3. Methodology

3.1 Study Site

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 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/mistresses, 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 well as 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 staff 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.

3.2 Methods

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. A total of 141 respondents were selected for the study (the whole population was used). 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.

4.0 Results and Discussions

4.1 Status of 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 Gareth *et al.* (2000) suggest, performance can best be managed in a team when members work intensely with each other to achieve a specific common goal or objective.

In order to ascertain the status of performance management practices at the OSHTS, certain key indicators were used. These were: how often performance is assessed, the assessors of performance, the communication of appraisal results, and feedback. The results for these indicators are captured in the ensuing discussions.

4.1.1 How often Performance is assessed in OSHTS

Figure 2 below shows results of respondents view on the subject.

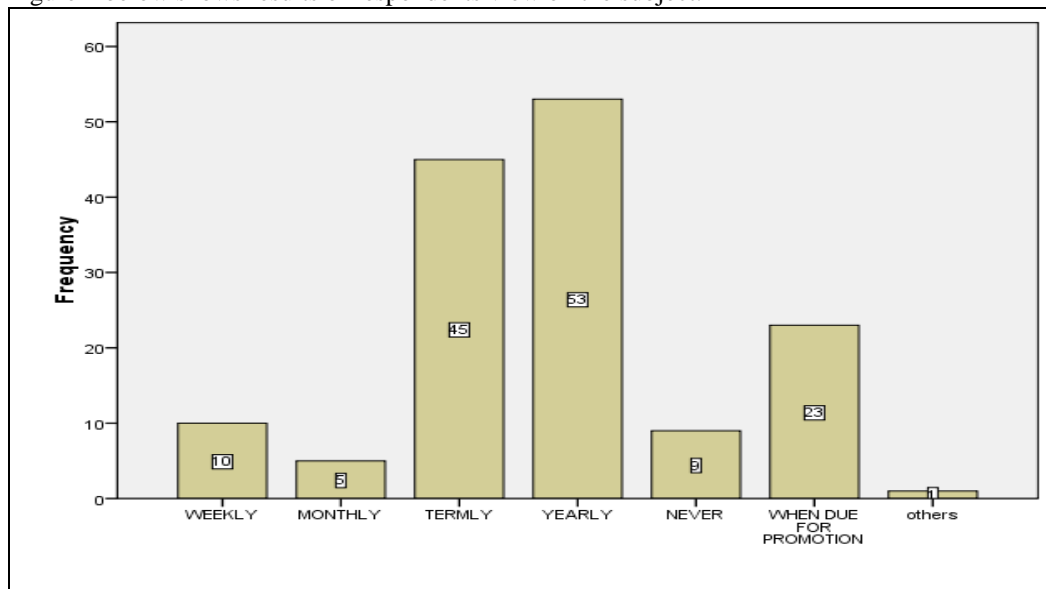


Figure 2: How often Performance is assessed in OSHTS

Source: Field Survey, 2013

From the distribution of the responses in Figure 1, it is observed 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.

4.1.2 The Assessors of Staff Performance

Treasury (2001) describes performance management as, “Managing the performance of an organization or individual”. In finding out who assesses performance of employees it was revealed in Table1 below that 21 (14%) do self-assessment while 125 (86%) do not do self-assessment, the majority view is not in agreement with Treasury’s position above.

Findings from Table 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 still be too large which can 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 1: Assessors of Staff Performance

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

Source: Field Survey, 2013

It was also realised in Table 1 that 5 (3%) of the respondents were assessed by their colleagues or peers, while the majority 141 (97%) were not assessed by their peers. This revelation is quite worrying and it is not in consonance with McAdam, R., Hazlet, S. and Casey, C. (2005), view concerning team work that posits that teamwork is not an option for a successful organization but a necessity with increasing empowerment of employees. It is necessary to put staff in groups to supervise and help each other in difficulty.

Other respondents 13 (9%) said they were supervised by the assistant headmasters, whilst 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 supervised by the identified heads of departments.

4.1.3 Communication of Appraisal Results

Torrington *et al.* (2005) and Bevan & Thompson (1992) assert that those organizations that 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 results with subordinates while 62(42%) disagree. 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. This is shown in Figure 3.

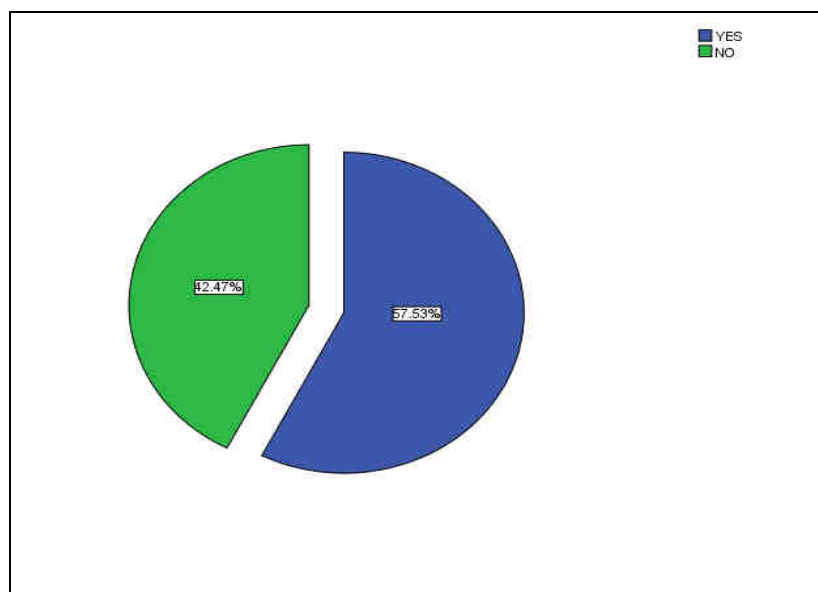


Figure 3: Communications of Performance Results

Source: Field Survey, 2013

4.2 Difficulties Encountered with Performance Management Process

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 3 below.

Table 3: Difficulties of Performance Management at OSTs

KEY: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

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

Source: Field Survey, 2013

The difficulties staff perceived to be associated with performance management are revealed in their responses in Table 3. 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 while 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 while 78 (53%) disagreed that there is high cost in performance appraisal. This may however be different from what is generally known; appraisal surely 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) cited in earlier literature. She enumerated *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. This could be a reason for the long interval of appraising the staff.

4.3 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. To assess the link between performance results and compensation, responses from respondents were analyzed based on four factors: criteria for promotion, promotion as reward, reward for above-average performance, and poor performance.

4.3.1 Promotion as Reward

The findings from respondents in Figure 4 agree with Aguinis (2007) that motivation of staff should not be only monetary. 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 lack of employee loyalty and commitment.

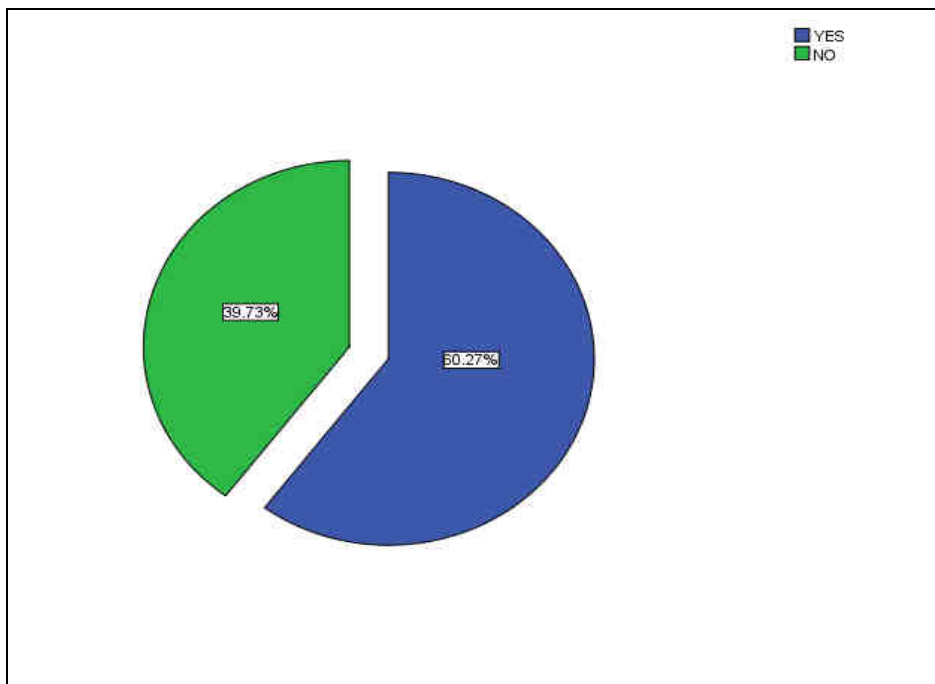


Figure 4: Promotions of Staff
Source: Field Survey, 2013

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. However, a careful analysis further showed 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.

4.3.2 Criteria for Promotion

Revelation from the analysis as indicated on Table 4 shows 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: 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 identified earlier in the study that the school does not align performance measurement results with rewards.

4.3.3 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.

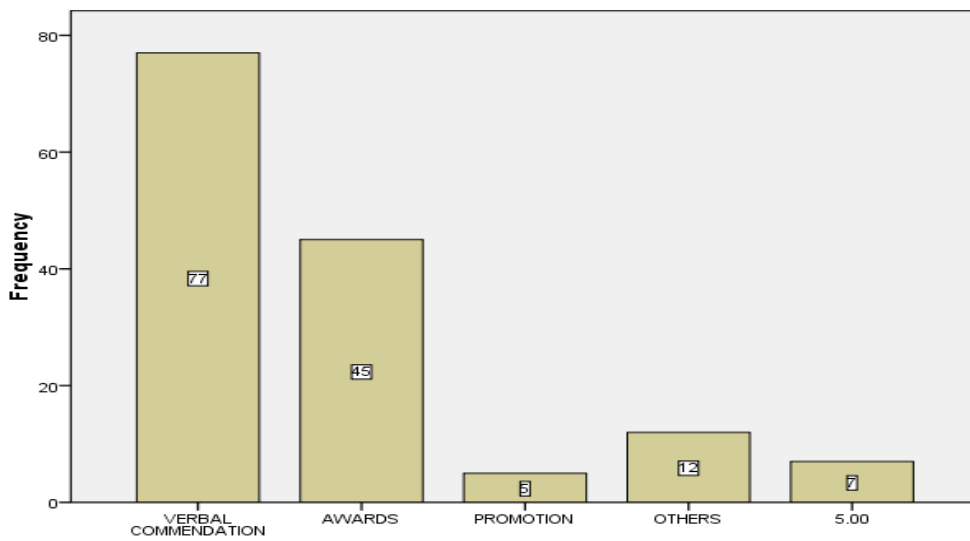


Figure 5: Rewards for Performance above Average
 Source: Field Survey, 2013

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.

4.3.4 Poor Performance

Analysis of the findings from Figure 6 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 de-motivate others who are working hard.

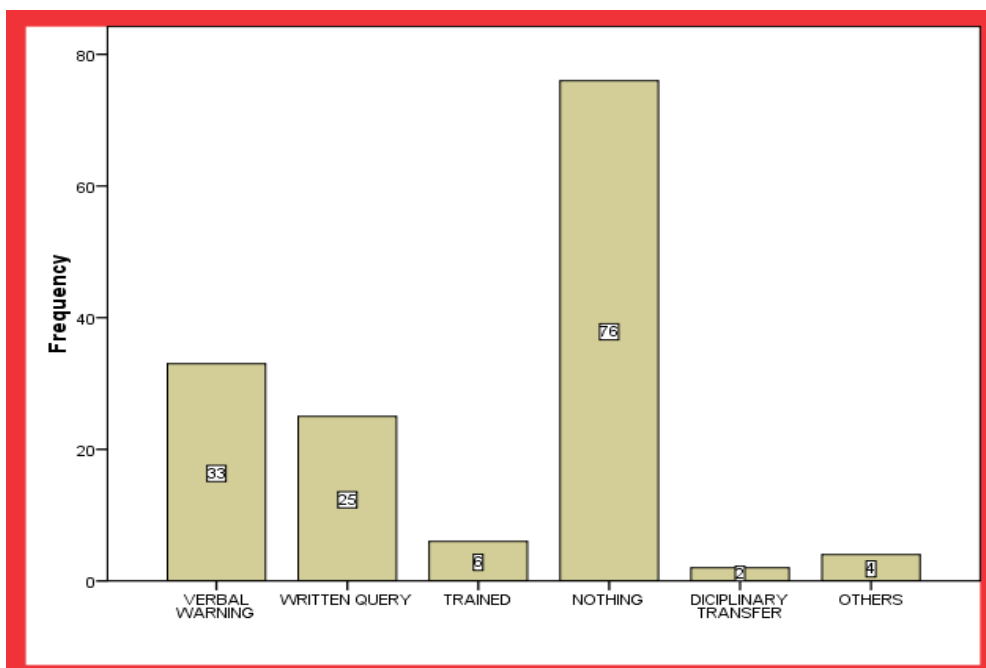


Figure 6: Poor Performance
 Source: Field Survey, 2013

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.

5.0 Summary of findings and Conclusions

5.1 *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.

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.

5.2 *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 by favouritism on the part of appraisers which defeats the purpose of assessment of performance.

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 *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.

5.3 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:

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.

It was also 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.

The study again revealed a positive outlook of the appraisal process at OSHTS that staff 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.

Finally, 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 where staff lack requisite skills. It is further recommended that governance should be decentralized to the school management level.

6.0 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. This might be useful since performance management has a positive effect on output.

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