

Perceptions of headteachers and teachers on the Annual Performance Appraisal System in selected primary schools of Lusaka District

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Abstract: The study explored perceptions of head teachers and teachers on the Annual Performance Appraisal System (APAS) in selected primary schools of Lusaka District. The study was exploratory in nature and located within an interpretive qualitative research design. The study objectives were threefold: (i) to explore perceptions head teachers and teachers hold concerning the Annual Performance Appraisal System (APAS); (ii) to establish ways in which APAS had motivated teachers in primary schools (iii) to ascertain levels of teacher satisfaction on the use of Annual performance Appraisal System. The sample comprised twenty participants; five head teachers and fifteen class teachers.

The study revealed that teachers lacked proper understanding of APAS which consequently led to the development of negative perceptions and attitudes towards the system. The study revealed that the majority of teachers did not see the importance of APAS in their career because the system was perceived as an academic exercise without tangible results. It was further revealed that the majority of teachers were not motivated with appraisal systems, and that head teachers were not providing appropriate guidance and initiating programme to build capacity in teachers. In addition, teachers were dissatisfied with APAS because teachers were not well inducted about the appraisal process as coaching and monitoring appeared inadequate. The study revealed that supervisors involved in appraisal process lacked necessary skills of evaluating teachers. One of the major recommendations made by this study was that the MoE should provide in-house training through workshops to ensure that supervisors involved in appraising teachers acquired requisite skills for conducting teacher appraisals.

Key words: Annual Performance Appraisal, monitoring, supervisor, perception, attitudes.

I. BACKGROUND TO THE STUDY

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

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

In order to improve performance assessment, action was initiated under the Public Sector Reform Programme (PSRP) to restore the credibility of the staff reporting mechanism. The government established a legal framework to institutionalize Annual performance Appraisal Systems (APAS) through the Performance Management Package (PMP) and included APAS in the terms and conditions of service for Public Service to develop and introduce new instruments for measuring individual performance (GRZ, 2003). APAS was introduced under component two (2) of the PSRP and its goal was to improve the quality, efficiency and cost effectiveness of the Public Service to the people of Zambia. This came after the government's realization that the performance of the civil service was not improving. One of the focus of the PRSP was Management and Human Resource Performance Improvement. Therefore, this prompted two objectives that led to the birth of the APAS (GRZ, 2003).

The objectives of component Two (2) of the Public Sector Reform Program (PSRP) were:

(i) To improve the efficiency and effectiveness of the Public Service in the performance of its functions by establishing Management Systems of accountability and performance in

the Public Service and developing skills which will enable senior managers to effectively manage the Public Service.

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

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

- (i) Assess the jobholder's achievements (Performance) against set targets.
- (ii) Establish the jobholders' strengths and weaknesses in the performance of the job;
- (iii) Identify the causes of the weaknesses;
- (iv) Recommend further developmental or training needs of an individual to fill the training gaps between a job specification, job description and the individual; and
- (v) Appropriately reward employees who perform well.

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

In all government departments, PMP and APAS were implemented by the government of Zambia. This required all employees in government department to adapt to new approaches to institutional management, developing strategic plans, annual work plans and performance appraisal. Dessler (2007:313); Aguinis (2013:26); De Cenzo and Robbins (1999:389) agree to say, "performance appraisal if implemented and properly used, is one of the most powerful supervisory tools available in performance management." If implemented and used poorly, performance appraisals may lose credibility with the organization's employees (Aguinis, 2013:8; De Cenzo et al, 1999:375).

From the time APAS was introduced in government departments, specifically in the Ministry of Education, little research has been conducted to investigate teachers' perceptions about the performance appraisals. Additionally, there has been little feedback on how teachers perceived performance appraisal in primary schools of Lusaka district.

Since teachers play a significant role in productivity of the school, it is important to investigate what they perceive about performance appraisals and the extent to which APAS has motivated these employees. Employees' perception of fairness of performance appraisal is a significant factor in employee acceptance and satisfaction of performance appraisal (Longenecker, Liverpool and Wilson, 1988:312). It is also important to note that a good perception creates a positive working environment in the organization while a negative attitude will attract a number of challenges that can result in the low performance of the school.

Statement of the problem

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

Purpose of the study

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

General objective

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

Specific objectives

The study was guided by the following objectives:

- i. To explore perceptions head teachers and teachers hold concerning the *Annual Performance Appraisal System* in primary schools.
- ii. To establish ways in which Annual performance has motivated and developed teachers and head teachers in primary schools.
- iii. To ascertain the level of teachers' satisfaction on the Annual Performance Appraisal System.

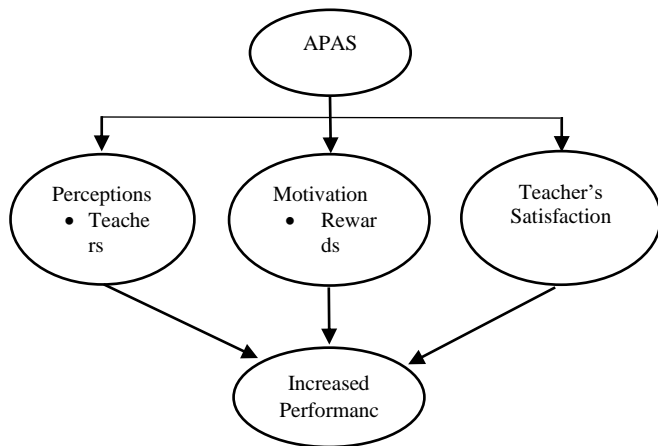
Theoretical framework

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

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

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

Conceptual Framework



II. LITERATURE REVIEW

Concept of performance appraisal

Many scholars have defined performance appraisal in different ways. Armstrong (2006:66) defines performance appraisal as “a systematic evaluation of the individual with respect to his or her performance on the job and his or her potential for development.” From this definition, it can be noted that an employee is evaluated according to his/her performance of work. Appraisals are a means of assessing an

individual’s performance in a systematic way. Wise (2005) views performance appraisal as the ongoing process of evaluating employee performance. Therefore, performance appraisal should not be seen as an end in itself, but as an ongoing process of evaluating employees. They are reviews of employee’s performance overtime, as Ahmed (2007:78) rightly puts it, “performance appraisal is a formal system of review and evaluation of individual or team task performance.”

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

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

Employee perceptions of performance appraisal

Performance Appraisal has a major influence on the employees’ perception that may affect the behavior in terms of performance of employees as well as the performance of the organization (Ahmed et al, 2011). Robins and Judge, (2007) defines perception as the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. From this definition, perceptions have to do with the way an individual understands their surroundings. Another scholar, (Armstrong, 2006) reports that perception is the attitude towards policies concerned with pay, recognition, promotion and equality of working life influence of the group with whom they identify. This explanation tells that individual develops certain attitudes towards their earnings, promotion and quality of working life.

Perceptions play a significant role in the rationality of individuals, and influence people’s life experiences, attitudes

and emotions. Mullins (2010:209) asserts that perception forms the basis of organizational behavior and that situation can be evaluated regarding its perceptual inferences. Employees' perception about the performance appraisal results can be beneficial depending on a number of factors, these factors include employees' attitudes, personality, motives, interest, past experiences and their expectations from organization (Robins and Judge, 2007). From this exposition, it can be noted that individuals understanding about the outcomes of the appraisals can be beneficial depends on these factors stated as well as what they expect from the institutions.

Fletcher (2004) reports that employees' perceptions of appraisal systems are very important but rarely considered when being appraised. Most often, supervisors do not take interest to know employees' understanding on the system but overlook whatever views they may hold when being appraised. They may begin to perceive that performance appraisals are neither accurate nor fair. Fletcher asserts that perceptions of fairness affect employees' likelihood to demonstrate a sense of belonging to the organization. Nevertheless, when they perceive that they are treated fairly, employees express greater satisfaction with social relationships.

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

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

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

important as this leads to trust, open communication and equal employee treatment.

In a study conducted by Onyango (2013) in Kenya, on factors affecting employee perception of performance appraisal process, it was established that some of the factors that affected employees' perception of the performance appraisal process was that feedback during the appraisal process was not accurate. The study also established that performance appraisals were only periodically and that they were not used as a way of motivating staff. Other things that were established included; there was favoritism and nepotism by raters, setting of unrealistic targets, good performance was not rewarded, there was lack of adequate knowledge on individual performance, among others. The study recommended that employees' be involved in designing the rating and designing the rating and measurement scales to ensure development of reliable, valid, fair, and useful performance standards.

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

In India, Singh and Rinku, (2014) conducted a research on performance appraisal system. Their main focus was to explore the employee perceptions towards the Performance Appraisal Program in the packaging industry. Their study also analyzed the impact of demographic variables on employees perception towards Performance Appraisal Program. The research investigated perceptions of employees towards Performance Appraisal Programs. The research also explored the outcomes and constraints of effective performance Appraisal Program. The findings of the research suggested that the employees had both positive and negative perceptions towards the Performance Appraisal Program. They believed that though the appraisal enhances the chance of promotions, sometimes it lacks in terms of employees proper assessment. The employees also believe that it is not helpful in reducing grievances among the people. The study established that employees' perceptions also vary according to their demographic differences.

The study recommended that the Performance Appraisal Program need transparency and well explained parameters for the acceptance and satisfaction of employees as these impact the overall organizational performance. They further recommended that developmental plans must be communicated to the employees to ensure proper coordination to reduce the negative reactions among employees when their performance is appraised at regular intervals.

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

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

Fairness of the performance appraisal system

The fairness of any appraisal system depends on how it is correctly done and implemented to serve the highest value of the organization as a whole. According to Greenburg (2005), the fairness of the appraisal system and its outcomes should be examined because an appraisal system has to be seen as fair and just by appraisees in order to be effective. It is important that the appraisees must scrutinize the appraisal system for them to see if it is fair and just. They must be given that opportunity to study the process and its outcomes for it to be effective. Cardy and Dobbins (1994:54) postulates that “feelings of unfairness in the process and inequity in evaluations, any appraisal system will be doomed to failure.”

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

evaluation instruments, but may also be affected by the perceived fairness of the evaluation process.

In the same vein, Landy (2004) further contends that fairness of the appraisal process is perceived with the level of two-way communication between the supervisor and the employee. He states that an open communication would not result in negative repercussions as important in promoting perceptions of performance appraisal fairness. A fair and just appraisal process must be one that provides feedback to the subordinates and one that motivates employees in an organization.

The appraisal system in Zambia

From the time that Zambia got its independence, the Ministry of Education had been using the Annual Confidential Report as one of the means to appraise the performance of its employees. The Annual Confidential Report (ACR) was however, perceived to have some elements that did not please both the supervisor and the subordinates. The Cabinet Office (2008) observed that the ACR was not serving the purpose on the individual performance and was seen to be a mere routine. It was seen with more weaknesses than strength that led to the loss of confidence of its credibility.

Plans of formulating another evaluating system began. The administrative committee of enquiry was put in place to investigate on the ACR. It was discovered that the ACR had many weaknesses, among them, it was a closed system; it was a non participative system that provided no feedback to the employee on matters such as strengths and weaknesses; had no training and development needs for employees; and no job performance; it had no career development and was based on a subjective evaluation of personal attributes and qualities (Cabinet Office, 2008). As a result, the Annual Confidential Report System became non-effect in the Zambian Public Service. The system became irrelevant because it was not helping the civil servants and the organization at large in regard to manpower development. These weaknesses enabled the government to introduce a new staff reporting system. Thus, the second appraisal system was initiated in the Zambia public service known as the Annual Performance Evaluation Confidential Scheme (APECS).

Development of the Annual Performance Appraisal System (APAS) in Zambia

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

The government of the Republic of Zambia through the Secretary to the Cabinet, at the launch of the APAS in 1997, indicated that APAS Workshops would be conducted in all Ministries and Provinces where APAS would be introduced.

These Workshops included a detailed Tutorial, using the User Guide. Members would have the chance to experience a practical session simulating the appraisal process, (Cabinet Office 2008).

The APAS USER GUIDE Manual made it clear that for the performance of every employee, and eventually the whole Public Service to improve, the basic responsibility falls on every supervisor. This was to ensure that the best possible use is being made of all the resources available at work. Among these resources are the employees. Employees are supposed to know and understand how well or not they were doing at work. This applied to supervisors as well as the employing secretariat and PSMD itself, this meant that both the supervisors and subordinates had a basic need to appraise performance. In this way, questions to be asked and decisions to be made were determined. Thereafter, action could be taken to improve performance at the individual, team and organization levels, that is, in the Ministries and the rest of government departments (Cabinet Office, 2008).

The APAS manual clearly stipulates that the APAS applies to all civil servants. Its design implies that every employee requires to be appraised and is involved. The appraiser and the appraisee participate in the process. Since performance appraisal is often considered as one of the most important human resource practices (Judge and Ferris, 1993; Boswell and Boudreau, 2002; Kehoe and Wright, 2013) and is one of the more heavily researched topics in work psychology (Fletcher, 2002), the construct validity of performance measures is critical. The system works in such a manner that the supervisor reviews the work plan and targets according to the job description and the appraisee should contribute to the process. The supervisor then appraises the current level of performance being achieved by the jobholder in meeting the agreed targets, (Cabinet Office, 2008).

Types of appraisals that are conducted

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

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

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

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

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

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

Work planning and target setting in the Ministry of Education

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

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

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

III. RESEARCH DESIGN

The study was exploratory in nature and located within an interpretive qualitative research design. This design was preferable for this study because there were few studies conducted on APAS in public schools in Zambia. The study

was conducted in five primary schools in urban and peri-urban settings of Lusaka district.

Target population

The target population of this study involved three selected teachers per school from each of the five primary schools and one head teacher from each of the five schools.

Sample

The sample size was made up of five head teachers and fifteen teachers from five primary schools in Lusaka district. Purposive sampling method was used to select head teachers and teachers. Black (2010) defines purposive sampling as non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgement of the researcher.

Data collection instruments

Data were collected using questionnaires, interview guides and focus group discussions. The questionnaire had two sections; section [A] provided personal information while section B focused on the application of the Annual Performance Appraisal System. Interviews were used to solicit opinions from participants.

Data analysis

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

IV. FINDINGS OF THE STUDY

The findings are based on the following study’s research questions:

- i. What perceptions do head teachers and teachers hold concerning Annual Performance Appraisal Systems (APAS)?
- ii. Does APAS stimulate motivation to both head teachers and teachers in primary schools?
- iii. What are the levels of satisfaction for teachers and head teachers on the use of APAS in primary schools?

Teacher’s responses on the importance of APAS

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

Table 1: Responses on the importance of APAS

Questions	Agree	Disagree	Undecided
1. I have a good understanding of APAS	5(33.3%)	10(66.6%)	0

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

The researcher wanted to establish the importance of APAS from the participants. From the table above, 66.6% disagreed having a good understanding of the appraisal system while 33.3% agreed. 73.3% disagreed the appraisal being fair while 13.3% agreed, and 13.3% were undecided. 40% of the respondent agreed that APAS was related to their career development while 53.3% disagreed and 6.7% of the participants were undecided. On the rating scale, 60% of the participants agreed that the rating scale used in the appraisal form was not an effective measure of their performance but 26.6% disagreed, 13.3% were undecided. 73.3% of the respondents disagreed that there was clarity and fairness in the appraisal system while 20% agreed and 6.7% were undecided. 80% of the respondents disagreed that there was Appraiser-Appraisee relationship while 13.3 respondents agreed but 6.7% were undecided. 93% of the respondents disagreed that Appraiser-Appraisee met to discuss the need for goal-setting while 6.7% agreed. 87% of the respondents agreed that they were not aware of the benefits of APAS while 13.3% agreed. 60% of the respondents agreed that there was inadequate provision of equipment supplies and time to achieve the goals while 33.3% disagreed and 6.7% were undecided. 80% of the respondents disagreed that there was review of performance data to identify progress while 13.3% of the participant agreed and 6.7% were undecided. 80% of the participant disagreed on the statement that teacher is given opportunity to explain how

she or he sees the progress towards the goals while 20% agreed. 73.3% of the participants disagreed that teachers were invited to ask question during APAS process while 26.6% agreed. 60% of the participants disagreed on the statement that feedback always given at the end of evaluation while 40% agreed.

Question 1. What perceptions do teachers hold concerning APAS?

The researcher wanted to find out views of the teachers on the Annual Performance Appraisal Systems in terms of their understanding on the appraisal system, the importance of APAS to their work, the value APAS has added to their professions, and many more questions were asked that assisted the researcher to get the respondents feelings, attitudes and perceptions on APAS. When asked about their understanding on the Annual Performance Appraisal Systems, A participant from *School C* commented as follows:

“The Annual Performance Appraisal System is the process by which teacher’s aims, goals, objectives, in general work, is evaluated to improve on performance.”

Another teacher from the same school explained that:

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

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

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

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

“There are forms that are submitted yearly to appraise the teachers.”

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

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

Another teacher said:

“ it is a tool used to evaluate the performance of teachers in a year by both supervisor and teacher.”

Yet another one commented:

“ It is the performance of a teacher that is done annually”

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

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

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

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

Another teacher reported that:

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

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

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

When asked whether APAS is adding any value to their profession, some teachers declined APAS adding any value to their work because they did not see any change no matter how many times they filled in the forms. A teacher from *School A* reported that:

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

Another teacher from the same school said,

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

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

Question Two: Does APAS bring motivation to teachers?

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

For instance one teacher said;

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

Another teacher stated that:

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

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

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

Another teacher expressed himself in this way:

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

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

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

It was reported that in some schools teacher’s views were ignored and they were not allowed to defend themselves when being appraised. Teachers were not given opportunities to explain and share some problems they face during instructions. They were told to be creative and use their own resources.

Question three: Does APAS satisfy teachers in primary schools?

Satisfaction is an important matter in the performance appraisal system. It was cardinal to hear from the teachers the levels of satisfaction they obtain from the appraisal system in their institutions. If teachers are not satisfied with the process, it affects the attitudes and develops negative perceptions towards the system. The levels of teachers’ participation and involvement in the process demonstrates how satisfied teacher were with the system. This study offered an opportunity for the teachers to express themselves and air out their views in this domain. When asked about their participation in the process, some teachers expressed ignorance about it. One teacher from School C answered:

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

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

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

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

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

A teacher from School B commented:

“APAS is not satisfying. It is a tool used by managers to punish teachers.”

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

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

Another teacher from *School B* said,

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

At *School E*, one teacher expressed herself to say:

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

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

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

Findings on head teachers: what perceptions do head teachers hold concerning APAS?

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

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

Head teacher from *School E* said:

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

The head teacher from *School D* said:

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

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

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

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

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

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

Some head teachers said APAS is one of the systems that gives them stress. There is more work but results are not seen. They said they submit appraisal forms for teachers to the relevant authorities and give them all the information required but they don't see the purpose. They still don't understand why they should keep on filling the forms because what they submit about the teachers is ignored and thrown away. The head teacher from *School E* complained and said:

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

Head teacher from *School B* said:

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

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

V. DISCUSSION

Teacher perceptions on the understanding of APAS.

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

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

This response is evident enough that there is lack of understanding of APAS among teacher. This has resulted in the development of negative perceptions that have the potential to affect their behavior, as Almed et al, (2011) puts it, performance appraisal has a major influence on employee's perception that may affect the behavior in terms of performance of employees as well as the performance of the organization. Lack of understanding has caused teachers to develop negative attitudes towards APAS and their work. This view is supported by Armstrong (2006) who asserts that perceptions is the attitude towards policies concerned with pay, recognition, promotion and quality of working.

According to Cabinet Office (2008), the government established a Legal Framework to institutionalize Annual Performance Appraisal System (APAS) through the Performance Management Package (PMP). The objective, among others, was to enable employees develop an understanding of their job-description. Through the implementation of APAS, teachers are expected to know and understand what the process is all about and what their job is. It must be understood that performance appraisal enables individual teachers to know their job description and understand what is expected of them by their supervisors. It creates an awareness in an individual teacher to know what is required of him as it is used to describe various activities to be performed by the teacher and set targets for each activity.

Perceptions on the importance of APAS

The research findings revealed that appraisal systems are not perceived to be very important to some teachers. Very few teachers indicated the importance of APAS to their work and gave reasons why they considered it to be important. For instance, a certain teacher indicated that APAS was important to her work because it reminds him about the set targets and prompts him to work hard towards the achievement of the

targets. This is in line with the Public Service Performance Operational Manual (2009) that states that APAS seeks to introduce a culture of work planning and target setting among employees. On the other hand, the findings shows that the majority of teachers did not see the importance of APAS in their work. One of the reasons that was given was that they were unable to see tangible results from the appraisal systems.

Kehoe and Wright (2013) postulates that performance appraisal system is one of the most important human resource practice. The system is very important to both the employee and the supervisor hence, need to be taken very serious. The User Guide Manual on APAS clearly stipulates the importance of APAS to every individual and states that an individual needed to have a clear understanding of his or her job; be aware of what was expected to be achieved; know his or her own strengths and weakness; know her career prospects and identify what kind of training had to be considered; and that an individual needed to ask him or herself whether he/she performed all that can be reasonably expected of him/her to meet both needs of the employee and the ministry. Therefore, if this kind of awareness is lacking in teachers, it creates serious problems and teachers' perceptions on the appraisal systems is affected.

Ways in which APAS has motivated teachers

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

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

These responses is an indication that teachers do not understand the motivation that comes with the appraisal systems. Fletcher (2014) postulates that an effective performance appraisal process has two parts; the evaluating part and the motivating part. Fletcher argues that the evaluative part of the appraisal process is the component that is about assessing the past performance of the employee while the motivating part is about developing employees to improve their future performance. This means that school

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

Perceptions on APAS Feedback

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

Literature has indicated that feedback is helpful in improving on-the job performance (Fletcher, 2014) and in attaining goals. Almed et al (2011) argued that when performance feedback is precise and timely, it may result in behavior change. It should also be noted that feedback plays an important role in employees' perceptions of the fairness, legitimacy and rationality in performance appraisals and forms an important tool in the performance appraisal process (Almed et al, (2011). To this effect, appraisals must be used by management for improvement, especially if it is specific and behavioral oriented, and should be used for both as problem-oriented and solution-oriented (Mullins, 2010:667). The research findings in this study revealed that management in primary schools have undervalued the worthiness of providing feedback to their subordinates. Inability of this provision (feedback) is an indication that school management do not fully understand the role feedback plays in appraisal process. As such. It has affected teachers' perceptions on the appraisal systems.

Perceptions on Promotions based on APAS

The issue of promotion was another aspect that was discussed during the focus group discussion on the appraisal

performance in primary schools. The researcher wanted to find out how APAS were being used to promote teachers in primary schools. During the discussion, most of the respondents revealed that appraisal systems were not being used for promotion of teachers. The findings revealed that many teachers had worked in the government for many years but had not been promoted. The teachers expressed displeasure that they had been filling APAS forms for so many years but nothing came out for their good in terms of promotions. Teachers had concluded that it was not the appraisal that was used to promote a teacher. Neither qualifications nor APAS itself could lead to their promotions on the job. It was revealed that teachers who were being promoted did not even have proper qualifications. The teachers revealed that head teachers had their favorites whom they considered when they were opportunities for promotion. According to Fletcher (2010), promotion is one of the objectives of appraising employees. He notes that appraisals are conducted to generate information from annual performance appraisals to make evaluative decisions concerning workforce including salary increase, promotions, demotions, training and development, and termination. One may wonder how the head teachers use the information they get from the appraisals if it cannot be used for the intended purposes such as promotions.

Most of the respondents further revealed that they had not seen any form of reward that comes the APAS. Regarding salary increase, some teachers complained that they are still being underpaid despite upgrading themselves. One teacher said he had not seen change in terms of notches on his pay slip. This current scenario taking place in the education system of Zambia contradicts what Lawler (2015) and Cawley (2011) when they explain that appraisals system provide a basis for wage, salary change and reward allocations in organizations.

Teacher satisfaction on the Annual Performance Appraisal System.

Satisfaction of the teachers was also one of the questions discussed during interviews. The researcher wanted to find out how satisfying APAS was to the teachers. Satisfaction is an important matter in the performance appraisals, if this element is lacking, the appraisal process fail to work well in some organization (Lawler, 2004). Lawler is of the view that some appraisals fail as a result of lack of employees' participation and involvement in the process, as well as lack of coaching relationships between super-ordinates and subordinates. During the discussions, it was revealed that teachers are not satisfied with the appraisal system. When asked the levels of their participation in the process, most of them indicated that they were neither involved nor take participation in APAS and explained that their supervisors are the ones who take the lead. This has brought dissatisfaction among teachers and causing them to perceive appraisals as irrelevant and political. The study has revealed that teacher participation and involvement in appraisal process was not taken seriously in most primary

schools. It must be noted that teachers' involvement and participation in the appraisal process has great potential to influence their perceptions. This view is supported by Robert (2003) who opines that employees' participation in several aspects of the appraisal process has potential to mitigate many of the dysfunctions of traditional performance appraisals.

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

Coaching and monitoring relationships

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

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

Perceptions of head teachers on appraisal systems

The head teachers as supervisor have an important role to play during the performance appraisal period. Their role is stipulated in the APAS USER GUIDE on how they are expected to conduct appraisal systems in their institutions. The findings revealed that head teachers were conducting the appraisals in the schools and they stated that appraisal were important as it helps them to know the strengths and weakness of the employees. Concerning giving feedback, some head teachers agreed that feedback is provided immediately after interviewing the teacher. When asked to state the kind of feedback they give to the teachers, some head teachers did not answer that part of the question. From the way they responded it was concluded that feedback is not provided for the teachers during appraisal process. Head teachers do not know how to give feedback. According to Supervisory Manual (2015), head teachers are advised to give lots of feedback to teacher during monitoring and throughout the process. The Supervisory Manual outlines two types of feedback that head teacher can give to the employees, (1) Praise (2) Constructive comments. Praise for a job well done encourages the employee. This means that teachers get encouraged when they receive praise from their supervisors. When head teachers observes that the teacher has done some commendable job, they need to acknowledge that and praise the teacher by speaking good words. Constructive comments is equally important because it shows the employee where he or she is having performance problems for they offer ways to correct those problems. The Supervisory Manual states that after the supervisor gives feedback, he may need to coach the employee to help him or her improve performance. This research has revealed that head teachers fail to coach their teachers because they do not provide feedback to them. Instead, they demand that teachers' improve their performance without them putting in their efforts.

Perceptions of head teachers on promotions

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

Challenges faced by head teacher

Head teachers encounter a number of challenges during appraisal process. The findings has revealed that some head teacher find it hard to grade a teacher according to performance. It was also revealed that teachers fear to be

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

VI. CONCLUSION AND RECOMMENDATIONS

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

The second objective was to examine ways in which APAS had motivated teachers. The study's findings revealed that the majority of the teachers were not motivated with the appraisal systems and that they did not understand how they could be motivated with the systems. It was discovered that head teachers were not playing their major role during appraisal process. One of the major roles was to evaluate the past performance of the teacher in order to identify strengths and weaknesses and the other one was to provide tools, training and other methods that could develop the teacher. It was revealed that there were no such training in schools being conducted to develop weaknesses of the teacher. The findings further revealed that management in primary schools had undervalued the worthiness of providing feedback to teachers. They did not even understand the role feedback plays in appraisal process. The findings of this study revealed that there were no promotions given to teachers as a result of the appraisal systems. The respondents revealed that the appraisal systems was not being used for promotions and salary increments.

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

VIII. RECOMMENDATIONS

From the findings, discussions and conclusion of this study, the following recommendations were made:

1. The Ministry of Education should be providing training and workshop for all supervisors involved in evaluating teachers to enable them acquire skills on how to conduct the appraisal process.
2. The Ministry of Education should allocate adequate funds to primary schools to enable schools conduct programs and trainings within their institutions that would aim at developing teachers' competences and performance.
3. The results of APAS should be seen in schools through administrative specific areas of the expected performance such as appraisals for promotion, demotion, transfer, training or confirmation.

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