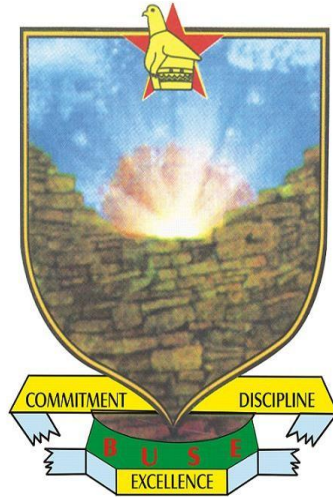


BINDURA UNIVERSITY OF SCIENCE EDUCATION
FACULTY OF COMMERCE
DEPARTMENT OF HUMAN RESOURCES MANAGEMENT



**THE RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND EMPLOYEE
PERFORMANCE: A CASE STUDY OF THE MINISTRY OF PRIMARY AND
SECONDARY EDUCATION**

By

(B192251B)

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT
OF THE BACHELOR OF COMMERCE HONOURS DEGREE IN HUMAN CAPITAL
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RELEASE FORM

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Submitted by **KUDZANAI CHARI**, Registration Number **B192251B** in partial fulfillment of the requirements of the Bachelor of Commerce Honours Degree in Human Capital Management

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DECLARATION

I declare that this research project is my original work and has not been copied or extracted from previous sources without due acknowledgement of the source.

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DEDICATION

This research is dedicated to Irene Chari, Alice Chari and Patience Chari, for their priceless efforts and contributions to my academic life.

ABSTRACT

The study's main objective is to determine the relationship between performance appraisal and employee performance in the Ministry of Primary and Secondary Education (MoPSE). The study adopted a descriptive research design in which it targeted four hundred and thirty eight (438) staff from the Head Office. The study sampled forty participants. Thirty-five questionnaires were distributed to non-managerial staff in the Ministry and five interviews were conducted with the managerial staff. Data were analysed by categorizing the responses from participants and use them to develop themes to answer the research questions. The research findings revealed that there is a positive relationship between performance appraisal and employee performance, because the performance of the teachers tend to increase soon after performance appraisal. The study revealed that the Ministry carries out performance appraisal once a year and this is done to keep the teachers focused to meet the set objectives to improve the pass rate of students. The research findings also indicated that the Ministry adopted the Integrated Results Based Management system (IRBM) which is meant solve challenges the previous system of performance management used in the Ministry. The study recommended that the organization should practice performance appraisal systems in line with the Public Service Regulation Statutory Instrument 1 of 2000. The organization should also train employees to build talent and improve skills so that teachers remain competent in the organization. This helps to enhance employees' career progression to maintain its standards as a high performing organization.

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CHAPTER ONE

INTRODUCTION

In this chapter, the researcher wants to evaluate the connection between employee performance and performance reviews, using a case study of the Ministry of Primary and Secondary Education (MoPSE). This chapter explains the following sections; problem statement, research questions, research objectives, constraints, delimitations, and justification of the study.

1.1 BACKGROUND OF THE STUDY

In the contemporary world, where knowledge is valued above all else and is seen as the most important source of investment, the measurement of teacher quality has gained particular relevance on a global level (Cloninger, 2012). Many countries have improved teacher qualifications to meet needs of the 21st century and have started significant studies that evaluate teachers' competencies and performance in order to remain competitive in the educational era (Coleman, 2000). When well-designed, offers meaningful critique and plenty of opportunities for learning, and is based on multiple indications of effective teaching techniques, teacher effectiveness can be evaluated and improved.

The goal of performing performance evaluation in public institutions led to the introduction of the regulation of teacher performance in Turkey in Article 54 of the Ministry of National Education Regulation on Teacher Assignment and Relocation released on April 17, 2015 (MoNE, 2010). It has been reported that school principals assessed the performance of teachers throughout the academic year 2015–2016. The evaluation of educational staff members by provincial supervisors, formerly known as education inspectors, included counseling, on-the-job training, supervision, audit, examination, research, and investigations (MoNE, 2010). Teachers in Turkey must be motivated if the country is to have a successful educational system where pupils from all backgrounds can prosper and reach their full potential.

Numerous studies on the standards, quality, and ever-rising student expectations of basic education in Ghana have been conducted (Mullins, 2013). These changes have led to amendments in the human resources policy for the Ghana Education Service's teaching staff appraisal procedures. The effort made by staff members individually and collectively is the

primary factor in determining the caliber of institutional outcomes. The fundamental performance management techniques are typically regarded as a crucial element of quality management and development in educational institutions (MoNE, 2010). In educational institutions, performance management and appraisal have only served a few, muddled purposes, and little has been done to improve the performance and quality of the institutions. The influence has sometimes been negative, as evidenced by the declining educational standards, particularly in the basic educational institutions. For instance, a West Africa Examination Council (WAEC) report on the results of the 2011 Basic Education Certificate Examination found that the majority of students performed poorly, preventing the majority of pupils from being admitted into the senior high schools (MoNE, 2010).

The commission in Botswana agreed that the system might be enhanced by assisting institutions in raising the caliber of their institutional outputs through efficient supervision. The administration understood that raising teacher morale required bettering working conditions. Private reporting was established in 1983 and served as the foundation for teacher promotions, annual raises, and other advantages. These changes made teachers subject to some type of ongoing evaluation to determine if they qualified for pay raises and promotions based on performance (Monyatsi, 2006). Teacher organizations and unions vehemently rejected the correlation between appraisal and pay, which led to industrial action (Motswakae, 1990). In Botswana, the teacher performance evaluation had an impact on student achievement (Elliot, 2015). A study was done on how a performance appraisal system motivates instructors and enhances student performance since teachers felt that evaluation conditions were adverse to them in terms of career growth. (Elliot, 2015).

The Ministry of Primary and Secondary Education is in charge of managing the Zimbabwe's primary and secondary education system (Nkoma, 2014). Employees of the Ministry of Primary and Secondary Education are crucial to Zimbabwe's public sector. To fully understand the correlation of performance appraisal and employee performance in the primary and secondary sectors, it may be necessary to consider the circumstances that led to the ministry's adoption of performance appraisal (Ministry of Primary and Secondary Education, 2012). Public employees are thought to be wasteful and sluggish when it comes to how they manage resources, according to Module Two created by the Public Service Commission's Manpower Planning and Development Agency (Mashavira, 2013). Public personnel have come under fire for neglecting to concentrate on results and for giving processes more importance than finished products. To implement the necessary reforms in the public service and address these

misconceptions, the performance management system was selected as a management instrument (Chakanyuka, 2009). As a result, the purpose of study is to establish employee performance in the Ministry of Primary and Secondary Education relating to performance evaluations.

1.2 PROBLEM STATEMENT

The Ministry of Primary and Secondary Education's falling school performance, which was brought on by subpar performance from both teaching and non-teaching staff, was one of the factors that motivated the researcher to carry out this study (Chakanyuka, 2009). Additionally, the researcher was interested in learning how crucial performance reviews are to organizational success and how teachers may aid the ministry in achieving its goals. The primary schools' 2007–2008 pass rate had disastrous consequences (Nkoma, 2014). According to the Zimbabwe School Examinations Council (ZIMSEC), COVID 19 and ineffective teachers who were unable to adapt to online coaching were to blame for the fall in the 2020 pass rate in elementary schools.

Staff turnover was a result of the unstable character of the educational system. The learning and teaching processes were impacted by the inadequate service delivery that resulted from this brain drain (Ministry of Primary and Secondary Education, 2012). The Ministry of Primary and Secondary Education has had a high turnover of skilled and technical professionals over the past three years (2017–2019), including IT personnel, office orders, and teachers themselves (HR records 2020). According to some exit interview surveys, these particular individuals leave for other countries, whereas a much smaller percentage leave for enterprises operating in the same sector, namely the public sector.

The ministry's performance has declined in the years under investigation when compared to other years. A rise in staff turnover and retirements for employees is seen in HR records from 2019 to 2021. It's interesting to note that during leave interviews, employees complained openly about their pay. Because of the low wages, workers had no choice but to handle personnel concerns during working hours, which reduced organizational performance. To combat subpar performance in governmental institutions, the Public Service Commission instituted the system of performance management and performance appraisal (Chakanyuka, 2009).

Employees can now gain insight into their work quality, productivity, reliability, attendance and punctuality, relationships with other employees, adherence to procedures, and supervision

skills, and performance metrics because of the introduction of performance appraisals. As a result, the goal of this study is to evaluate the impact of the employee performance appraisal system.

1.3 RESEARCH OBJECTIVES

The study aims to achieve the following objectives:

1. To assess the correlation of performance appraisal and employee performance in the Ministry of Primary and Secondary Education.
2. To identify the different performance appraisal methods used in the Ministry of Primary and Secondary Education.
3. To assess the effectiveness of performance appraisal used in the Ministry of Primary and Secondary Education.
4. To suggest ways performance appraisals can be used to measure employee performance in the Ministry of Primary and Secondary Education.

1.4 RESEARCH QUESTIONS

1. What is the correlation between performance appraisal and employee performance in the Ministry of Primary and Secondary Education?
2. What are the different methods of performance appraisal used in the Ministry of Primary and Secondary Education?
3. How effective are the performance appraisal methods used in the Ministry of Primary and Secondary Education?
4. Which ways can performance appraisals be used to measure employee performance in the Ministry of Primary and Secondary Education?

1.5 SIGNIFICANCE OF THE STUDY

To the researcher

The study increased the researcher's understanding of the connection between employee performance and performance reviews. Additionally, it gave the researcher the opportunity to develop new research techniques, increase her ability for conducting future studies, and integrate theoretical concepts with real-world methods.

To the university (Bindura University of Science Education)

The institution access pertinent literature, and other researchers who wish to do related research can utilize the researcher's findings regarding the relationship between employee performance and performance evaluations as empirical data. The research will be archived in the university's research library and added to the body of knowledge.

To the organization (Ministry of Primary and Secondary Education)

With more information about performance evaluation, firms will be better able to evaluate their workforce and provide direction for improvements. By building a deeper understanding and respect between employer and employee by highlighting areas of shared interest, this will also significantly reflect the importance of consistent performance appraisal. (Mullins, 2013).

1.6 LIMITATIONS OF THE STUDY

Some research participants may be reluctant to provide their thoughts on the organization's employee performance evaluation process. To allay their fears of being victimized, the researcher will guarantee the privacy of all participants by excluding their identities from the data gathered.

Given that the research is being conducted in part to fulfill studies in human resource management, some members of the sample may be unwilling to participate. To get over this restriction, the researcher will enlist assistance by presenting a letter of approval for the research from the ministry's head of human resources.

The Ministry of Primary and Secondary Education will be hampered by the research process, so in order to overcome this obstacle, the researcher will distribute questionnaires, which will be filled out by the participants who are available, and conduct the interviews during lunch and other non-working hours.

Inability to afford the printing and distribution of paper questionnaires and other stationery needed for the study procedure. In order to save money on printing questionnaires, the researcher will distribute the questionnaires using Ministry e-mails.

1.7 DELIMITATIONS OF THE STUDY

The Ministry of Primary and Secondary Education's Harare headquarters will be the primary location of the study, which will concentrate on the connection between staff performance and performance evaluation.

1.8 DEFINITION OF KEY TERMS

Performance Appraisal: This refers to the process of assessing how well each member of staff is performing and how they may raise their game to help the organization as a whole. (Grubb, 2007).

Performance Management: It is a procedure that helps to attain high levels of organizational performance by managing people and teams effectively. (Armstrong, 2002).

Employee Performance: This is the outcome of the employee's effort within a specific time frame. In comparison to corporate goals, it covers the number and quality of services an individual provides while performing their work (Dessler, 2000).

Performance: This is the act of doing a task in accordance with predetermined accuracy standards, a timeframe, a budget, and other parameters. The success of the personnel will be the foundation of this study (Myerhott, 2019).

1.9 CHAPTER SUMMARY

This chapter focused on the background of study, statement of problem, research questions, and objectives as well as the study's significance, delimitations, limitations, and definition of key terms. The study's relevant literature review will be deliberated in the subsequent chapter.

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

The outline to the study was enclosed in the preceding chapter. It includes the definition of essential terminology, the chapter overview, the backdrop of the study, the study's statement, its delimitations, and its limits. This section will examine the theoretical and empirical underpinnings of performance evaluation and employee performance. The chapter will also discuss academic publications that are pertinent to the field of study, noting any gaps in the knowledge base.

2.1 CONCEPTUAL FRAMEWORK

Performance appraisal

Measuring how well individuals are performing their jobs is done through performance appraisal, a human resource management activity (Mehta, 2010). According to Mensah (2004), performance evaluations contain an established framework of prearranged goals, principles, and the understanding, abilities, and behaviors needed to carry out a certain job. It is among the most crucial responsibilities in human resource management. It is focused on discovering, evaluating, influencing, and improving employee job performance inside the company (Mehta, 2015). Beyond only rating personnel, the purpose of performance reviews is to reward desirable behaviour and skillful performance (Cherrington, 1991). In a smart and well-managed organization, performance evaluation can be utilized to motivate people to work toward strategic objectives (Robbins, 2006). Only when people are routinely reviewed and assessed can an organization's performance and the efficiency and effectiveness that follows be attained (Armstrong, 2010). Organizations won't be able to get a competitive edge if they don't implement an effective performance appraisal plan (Obisi, 2011).

Organizations must implement the performance management plan for a number of reasons (Cole, 2000). Performance reviews are used to determine an employee's current level of performance, to determine an individual's level of performance, to help employees improve their performance, to provide a foundation for rewarding employees in relation to their

contribution to organizational goals, to inspire individuals, to determine areas that need training and development, to determine potential performance, and to provide information for succession planning (Robbins, 2006). As a result, while discussing organizational success, the need of performance evaluation in every type of setting of organizations has become vital (Akinbode et al., 2014).

Additionally, there are various performance evaluation techniques that can be categorized according to the benchmarks decided upon by the organization (Dessler, 2005). Comparative techniques like ranking measure an employee's overall performance in relation to that of other employees, whereas absolute standard techniques like rating scales or management by objectives (MBO) measure an employee's performance in relation to predetermined goals (George, 1996). The Graphic Rating Scale is one example of an individual evaluation technique that defines performance requirements without making reference to others (Carrel, 1995). Ranking includes multiple person evaluation procedures, which call for explicitly comparing one employee's performance to that of other employees (Carrel, 1995). The Integrated Results Based Management System (IRBM) is used by the Ministry of Primary and Secondary Education to evaluate employees in relation to their goals (Nkoma, 2014).

Employee Performance

According to Dessler (2000), employee performance is defined as the accomplishment of a given task in comparison to preset or identified standards for accuracy, completeness, cost, and speed. According to Luthan (2005), performance is defined as the attainment of one's goals in a way that frees the performer from any obligations imposed by the employment contract. Performance's primary components are effectiveness and efficiency. Through development and training, these can be improved.

Performance can be improved by training (Grant, 2014). By fostering a positive work environment that values effective feedback and communication between managerial and non-managerial workers, organizations can increase employee performance (Armstrong, 2022). Therefore, performance reviews should not be seen as a means of intimidating or pressuring workers into doing their jobs well; rather, they should be seen as an agreement between the employer and employee to cooperate in accomplishing the goals of the organization (Mathias, 2004).

The relationship between performance appraisal and employee performance

Employees are the ones who receive performance management, and how they view the process or system may have an effect on it. Whether people being evaluated believe the performance appraisal process is ethically justifiable or not determines how satisfied they are with it (MacGregor, 2014). Before adopting the assessment system, employees must be consulted because doing so increases ownership of the system and its efficacy (Fletcher, 2004). Through their impact on how they feel, think, and act, perceptions have an impact on how productive employees are (Mohrman, 2017).

A performance appraisal system's effectiveness depends on how well-received it is among employees. Success may also be influenced by employee loyalty, fairness views, and responses to critical elements of the assessment process (Jawahar, 2007). Lowered organizational commitment and higher staff turnover have frequently been related to dissatisfaction with the assessment process and the inability of performance reviews to alter how people operate. (Dusterhoff et al, 2014). Employee engagement to the organization may be influenced by how fair they perceive performance reviews to be (Gilliland, 2007).

With the help of journal papers, earlier research on the subject under study, and government documents, the researcher created a research framework on which this study is based, where employee performance is the dependent variable and performance appraisal is the independent variable. The researcher then defined performance evaluation's sub variables, which include establishing and planning performance evaluation, managing and reviewing performance evaluation, and rewarding performance.

The paradigm therefore presupposes that these performance evaluation criteria have an impact on and are dependent upon employee performance (Dessler, 2000). As a result, the study's objectives include testing and determining the impact of the aforementioned variables on employees' performance as well as assessing the extent to which they influence employees' performance within the Ministry of Primary and Secondary Education.

2.2 THEORETICAL FRAMEWORK

The notion of motivation justifies and supports performance evaluation (Dessler, 2008). The researcher used the three ideas listed below to illustrate how performance management procedures and performance enhancement relate to one another. These include the Control theory, the Locke & Latham Goal Setting Theory, and the Vroom Expectancy Theory.

2.2.1 Vroom's Expectancy Theory

Vroom came to understand that a worker's performance is reliant on human traits like personality, skills, knowledge, experience, and capacities. According to Vroom's expectancy theory, effort, performance, and motivation are all related to a person's motivation and are accounted for by the variables Expectancy, Instrumentality, and Valence (Vroom, 1964 as quoted in Lunenburg, 2011). He claims that behaviour is the outcome of conscious decisions made between options with the goals of maximizing pleasure and minimizing pain.

Expectancy: Expectancy is the conviction that greater or more effort will result in superior achievement. However, increasing life expectancy is reliant on a number of factors, such as having the appropriate resources accessible, having the essential skill set for the task at hand, and having the required assistance to complete the task well (Deci, 1983).

Instrumentality: The idea that an individual will receive a desirable outcome if they perform well is known as instrumentality. Instrumentality can be improved by having a clear understanding of the connection between performance and results, having confidence and respect for the people who decide who gets paid what (managers), and observing transparency in the decision-making process (Vroom, 1983).

Valence: Value-related beliefs are referred to as "valence" and are defined as having "value" (Redmond, 2010). The degree attached to any given consequence diverges depending on the individual. Valence can be defined as the pressure or importance a person places on an anticipated result.

Vroom accomplishes that the force of inspiration in an worker can be calculated using the formula: **Motivation = Valence*Expectancy*Instrumentality**

Relevance of the theory to the study

According to this hypothesis, the performance of the organization as a whole matters more than only the performance of the individual employees in this study. The idea pinpoints the elements that influence each employee's motivation inside an organization. The idea also assesses unique employee behaviour in light of each person's personal expectations. According to the Expectancy Theory, individuals have various expectations of their organizations. This includes a competitive wage, work security, and opportunities for career advancement. Therefore, the theory is crucial for the Ministry of Primary and Secondary Education to evaluate the

connection of employee performance and performance appraisal in Zimbabwe. It also helps the Ministry to identify the factors that will encourage specific employees to recover performance.

Criticisms of Vroom's Expectancy Theory

On the grounds that the expectancy model was overly simplistic, the theory faced criticism. Because it presupposes that if an employer offers a reward, such as financial bonus, employees would boost their output in order to receive the reward, expectancy theory's seeming simplicity might be misleading (Lawler, 2017). This only works, though, if the workers think the award will help them with their current problems.

2.2.2 Goal Setting Theory

The linking of aims and performance is stressed by the goal-setting theory created by Locke and Latham (1990). An individual's conscious endeavor is their goal (Latham, 1979). The importance of this theory to this research study may be linked to the fact that management and performance management are both goal-directed (Lunenburg, 2011). When goals are both specific and hard, it seems that the best performance is the consequence. Goals are more effective when they have deadlines.

Performance is higher when the goals are oriented toward learning rather than toward performance (Brown et al., 2005). Goals have a significant impact on employee behaviour and performance in organizations (job performance) through a variety of methods (Seijts et al., 2001). Goals therefore direct attention and action, according to Locke and Latham. Additionally, difficult objectives mobilize energy, result in greater effort, and boost persistent effort (Latham et al., 2004). People are motivated to create methods that will allow them to perform at the necessary goal levels by having goals. Finally, achieving the goal may result in greater motivation, satisfaction, and productivity (Latham, 2001).

In the context of this study, the Ministry of Primary and Secondary Education, as an organisation with a system of performance reviews in place, creates a five-year strategic plan that is cascaded down the organizational hierarchy so that every employee has a particular goal to achieve. Setting goals motivates individuals to work hard toward achieving organizational objectives. By doing this, the employees can govern themselves by comparing their actual performance to the objectives and benchmarks established by the company and the individual.

Limitations of the Goal-Setting Theory

There may be a conflict of interest between the manager's goals and those of the organization as a whole, which will lead to subpar performance. Goal-setting may actually hinder performance for difficult activities. An individual may become focused with achieving the goals in these circumstances rather than focusing on carrying out duties (Csikszentmihalyi, 1997).

There is evidence to support the idea that goal-setting may encourage unethical behaviour when people fall short of their intended outcomes (Schweitzer, 2004). Setting goals may also hinder implicit learning, which is a disadvantage. Setting learning goals in addition to performance goals will help overcome this obstacle because learning will be expected as a step in the goal-achieving process (Grant, 2012).

2.2.3 The Control Theory

Continuous feedback systems are expected to result in superior performance (Dewettinck et al., 2013). It bases itself on feedback as the determinant of behaviour, the Control Theory created by Carver and Scheier in 1981 goes further to complement the Expectancy Theory (Aguinis, 2011). Employees must also be empowered in accordance with the Control Theory so that they can determine the degree of difference between outcomes and results standards and what changes are required to fix those discrepancies (Barrows et al., 2012).

The relevance of the Control Theory

The theory places a strong emphasis on the value of feedback in raising staff productivity. People who receive feedback learn a lot about their own behaviour and are in a way forced to see the discrepancy between their real performance and the performance that is expected of them. Thus, the performance rating process requires a feedback mechanism. Most notably, the Ministry of Primary and Secondary Education conducts quarterly reviews to give feedback and mentorship to its staff. These evaluations are supposed to provide a framework for corrective actions to be taken in response to subpar performance and to recognize excellent performance. Therefore, ongoing feedback will eventually improve employee performance.

Criticisms of the Control Theory

On self-reporting research, control theory is built. Self-report data critics point out that different participants may have different motivations for answering questions, and that information may be disclosed for a variety of reasons.

2.3 EMPIRICAL LITERATURE

In order to confirm or refute the preexisting hypotheses, the researcher referenced empirical evidence based on the findings of other researchers' research.

In their study on the effects of performance appraisal in the Zimbabwean education sector, Mashavira and Chidoko (2013) sought to gauge how secondary education employees perceived performance appraisal and how much this perception had an impact on secondary teachers' performance in Zaka District, Masvingo. The sampling approaches were applied to the analysis of two hypotheses. All education officers were included, and 30 secondary schools were chosen at random. All 30 school heads, all 30 deputy heads, and 5 additional teachers were randomly chosen from the staff list from the 30 secondary schools.

An investigation of the connection between employee productivity and performance reviews was conducted in Kenya with a case study on the World Health Organization (WHO). The study's primary goal was to determine the effects of performance reviews on staff performance at the World Health Organization, with a particular focus on the Kenya Country Office, the Garissa Sub-Office, the offices in Somalia and Sudan, all of which are located in Kenya. In their study, the researcher used a descriptive design. The researcher came to the conclusion from the study's findings that organizations should establish and adopt performance appraisal systems because they aid management in identifying staff training requirements, assist workers in achieving performance goals, provide opportunities for poor performers to improve, and aid workers in time management through planning and deadline setting.

Performance reviews also give managers the ability to decide on assignments and promotions based on relevant information, which in turn boosts productivity (Mwema, 2014). The study suggests that organizations evaluate their staff in order to increase workers' productivity. According to this study, managing and accessing performance reviews are significantly and favourably associated to employee performance.

If managerial decisions regarding rewarding and promoting employees for achieving an objective are fair, performance appraisal will increase employees' commitment and loyalty to the organization, according to Paul et al. (2015) in their study on "Modelling the Relationship between Performance Appraisal and Organizational Productivity in the Nigerian Public Sector." Using questionnaires given to the management and personnel of a few chosen public sectors in Lagos State, South-West, Nigeria, the researcher used a descriptive survey design

approach; 254 responses, or 85%, were valid for the research. Thus, their research supports the notion that there is a link between performance evaluation and organizational productivity.

Finding out the effect of performance reviews on employee performance was the main goal of the research study conducted on the banks in Dera Ghazi Khan, Pakistan (Iqbal et al., 2013). The use of sampling techniques was used to analyze two hypotheses. Utilizing basic random selection, they chose 150 employees as a sample from the banks in Dera Ghazi Khan, Pakistan. Primary information was gathered via a typical questionnaire. Their findings indicated a beneficial association between employee performance and performance reviews. The role of motivation as a moderator has a favourable impact on the link between employee performance and performance reviews. The study reveals that there is a strong and favourable relationship between employee performance and performance evaluation.

2.3 Literature Gap

Although research on the connection between performance reviews and employee productivity has been done, the researcher believes that there is still a dearth of data in Zimbabwe on the phenomenon of interest the connection between performance reviews and productivity with a focus on the Ministry of Primary and Secondary Education.

To the best of the researcher's knowledge, the few studies on performance evaluation in Zimbabwe have shown that some organizations, both in the public and commercial sectors, have performance appraisal processes that are insufficient, inaccurate, and inefficient. Pressure from the public about the low quality of service delivery by government employees led to reform measures in the Zimbabwe Public Service (Nyamunga, 2006). The author went on to say that prominent areas of inadequacy included resource waste due to ineffective management, a lack of good planning, inadequate operational plans at the ministry level, and customer needs-free service delivery programs.

Finding out the perspectives and experiences of Ministry employees regarding employee performance appraisal is the need identified by the current research. The study's conclusion is that while creating a work plan, assigning ratings, and identifying training needs, the appraisee and the supervisor must concur. Both appraisees and supervisors acknowledge that promotions, discharges, and advancements based on the assessment process happen relatively slowly, indicating that the Public Service Commission is not responding well to performance management.

The research does, however, also point out some very real difficulties with performance evaluation. Performance evaluations can be harmful to an organization's and its employees' success if they are conducted improperly. Therefore, it's crucial to look into employees' subjective perspectives on performance reviews and establish how they affect worker productivity.

2.4 Chapter Summary

This chapter discusses the theoretical and conceptual underpinnings of the study as well as empirical data. The study's research technique will be covered in the following chapter.

CHAPTER 3

RESEARCH METHODOLOGY

INTRODUCTION

The previous chapter looked on literature review. The methods employed to collect data for the research is are covered in this chapter. It outlines the study design, research themes, sampling design and methods, research tools, validity, and reliability, as well as the steps involved in data collection and analysis.

3.1 RESEARCH DESIGN

The Ministry of Primary and Secondary Education served as the basis for the case study the researcher used. The case study provided clarification regarding how to understand the link between employee performance and performance reviews. It also provided a thorough description of the case in order to clarify all the research's variables.

The researcher chose a case study research design because it makes use of a range of techniques, including handwritten notes, online evaluations, historical data, and real-time experimental data, giving each material a significant role in case study research. A huge amount of data must be sorted through when conducting a case study, which takes time. Participants may provide false information that has an impact on data analysis and the project as a whole, thus it is not simply the researchers who have the power to sway a case study.

3.2 RESEARCH METHODS

In order to ascertain the connection between employee performance and performance reviews at the Ministry of Primary and Secondary Education, the researcher selected a qualitative research methodology. Any type of study that produces findings that cannot be quantified or determined statistically is considered to be qualitative research (Shidur, 2017). This method was chosen by the researcher because it produces an in-depth investigation of the thoughts, feelings, and experiences of the participants that reveals the importance of their actions (Denzin, 1989). However, because people alter their behaviour when they are aware that they are being watched, the qualitative research approach is susceptible to confirmation and observation bias.

3.3 TARGET POPULATION

Non-teaching workers at the Ministry of Primary and Secondary Education Head Office made up the study's population. Four hundred and thirty-eight (438) employees made up the study's entire sample.

3.4 SAMPLE

In this instance, the researcher felt at ease with a sample size of 40 participants. 40 is a manageable quantity to deal with, and the sample size can give a variety of outcomes that can help complete the current study (Singh, 2014). The sample size can be chosen in a number of different ways. These methods include cost bases, which also include those that are ready, readily available, or easy to collect. The second method is known as variance base, and it involves using targeted variance for an estimation that will be made later from a sample. The last approach, referred to as statistical power base, makes use of a target to establish the power of a statistical test after the sample has been collected (Singh et al., 2014).

40 people in total, or 9% of the 438 total population, were included in the sample. The sampling method is shown in the table below.

$$\frac{\text{Number of employees in each department}}{\text{Total population}} \times \text{Sample size}$$

Source: Saunders, Lewis and Thornhill (2007)

TABLE 3. 1 Sampling

CATEGORY	SAMPLING	SAMPLE SIZE
MANAGERIAL STAFF	50	5
NON MANAGERIAL STAFF	388	35
TOTAL	438	40

Research findings (2023)

Data were collected by the researcher using a convenience sample technique. The participants are chosen for convenience sampling mostly because they are frequently and easily accessible

(Maxwell, 2016). With the help of the human resources department, the researcher employed the convenience sampling approach for all forty participants. An attendance register was used to locate the workers who were available and make a selection from them. The convenience sampling approach was chosen because it requires less time, which is the justification (Malhotra et al. 2006)

3.5 DATA COLLECTION INSTRUMENTS

At the Ministry of Primary and Secondary Education, the researcher examined the association between employee performance and performance reviews using semi-structured questionnaires and interviews. According to Atmowardoyo (2018), a research technique is a systematic approach used by a researcher to handle the given study issues.

3.5.1 INTERVIEWS

According to Denzin (2005), a prepared conversation where one side asks questions and the other responds is called an interview. Semi-structured interviews were used by the researcher in this study. An explanation interview that is semi-structured is typically created around a guide that concentrates on the main topic of the study (Ruslin, 2022).

The researcher used interviews because they are appropriate for illiterates and allow for and make it easier for classification of responses. However, there are drawbacks to interviews, such as how the researcher's presence can affect participants' responses, making the findings skewed and no longer valid. The researcher used a list of pre-written interview questions as a guide. Open-ended questions are a key component of semi-structured interviews since they allow the researcher to delve deeper into topics that the interview guide does not address.

3.5.2 SEMI STRUCTURED QUESTIONNAIRES

These are open-ended inquiries with blank spots for participants to fill in their answers. The researcher utilized open ended surveys because they swiftly cover information on a large number of people, are easy to collect, analyze, and comprehend, and can maintain anonymity (Diaz, 2012). The disadvantages of this study methodology include the possibility of incomplete data collection and participant-biased responses.

3.6 SECONDARY SOURCES

Information that has already been obtained and is readily available from other sources is referred to as secondary data. Such information is available and less expensive. The internet, business records, and journal articles can all be used to find secondary data. Secondary data typically confirms primary data since it reveals any gaps in the body of knowledge (Druschke,

2020). Secondary data, though, could not have all the necessary details. The researcher used web data as well as publications from several academic journals and performance management textbooks.

Secondary data offered historical or comparative data to enable longitudinal investigations and served to clarify the study emphasis or question. However, using secondary data had its drawbacks. It wasn't exactly presented in a way that suited the needs of the researcher. Furthermore, the researcher had to use caution when using outdated data from the past because outdated study reports may be irrelevant to the state of the industry today.

3.7 VALIDITY AND RELIABILITY

3.6.1 Validity

By creating a questionnaire with a clear and straightforward language, the researcher employed construct validity to increase the validity of the research instruments and ensure that respondents knew what was actually expected of them and could provide accurate answers. In order to guarantee that the population provides accurate answers to queries, the researcher also used triangulation and pilot study.

3.6.2 Reliability

When conducting both the pilot and the main study at the Ministry of Primary and Secondary Education, the researcher employed internal consistent reliability. Before starting the study, the researcher ran a pilot test to identify any issues and to better order the questions in order to increase data reliability. Based on the comments from the participants following the pilot study, the researcher tested the consistency dependability of research instruments prior to the major study.

3.8 DATA COLLECTION PROCEDURES

An introduction letter was included with the questionnaires that were personally handed to the chosen participants, and permission from the Director Training and Performance Appraisals Division, Ministry of Primary and Secondary Education, Head Office, was requested in order to conduct the research. Furthermore, participants were reminded of the deadline through email, and the surveys were collected three days afterwards.

3.9 DATA PRESENTATION AND ANALYSIS PROCEDURES

Conclusions were reached using presentation tools including tables and pie charts. For better interpretations, figures were created to highlight the link between the factors. Throughout the study, the researcher worked with the collected data using the thematic data analysis approach.

The process of finding, analyzing, and reporting patterns in qualitative data is known as a thematic analysis (Richards, 2018). This data analysis is being done to make sure that reliable and correct data is collected. The degree of a study's dependability depends on how confidence one is in the procedures used to guarantee the accuracy of the study, as well as the interpretation and application of the results.

3.10 ETHICAL CONSIDERATIONS

The researcher will uphold and respect the participants' morals and rights. Members are also in charge of ensuring that research participation is voluntary and that potential participants have access to all the information they need to make an informed choice about participating in the study.

The primary ethical concern with conducting research is informed consent. It indicates that a person provides his consent voluntarily, intelligently, openly, and knowingly, according to Armiger, (2000). Prior to the study, subjects should provide informed consent.

The researcher will guarantee participant confidentiality. Confidentiality refers to how the researcher handles personal data in order to preserve the subject's identity. The confidentiality of the study data should be adequately protected.

It is necessary to guarantee the anonymity of the people and organizations taking part in the research. When the subject's identity cannot be connected to their personal comments, anonymity is safeguarded. As a result, the researcher will guarantee the participants' privacy.

3.11 CHAPTER SUMMARY

This chapter described the research approach that the researcher will employ when conducting the study. The design of the study, target population, sample, sampling techniques, data sources, research instruments, reliability and validity, data collecting, presentation, and analytic processes were all covered. The next chapter provides presentation, analysis, interpretation, and discussion of the research findings.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

INTRODUCTION

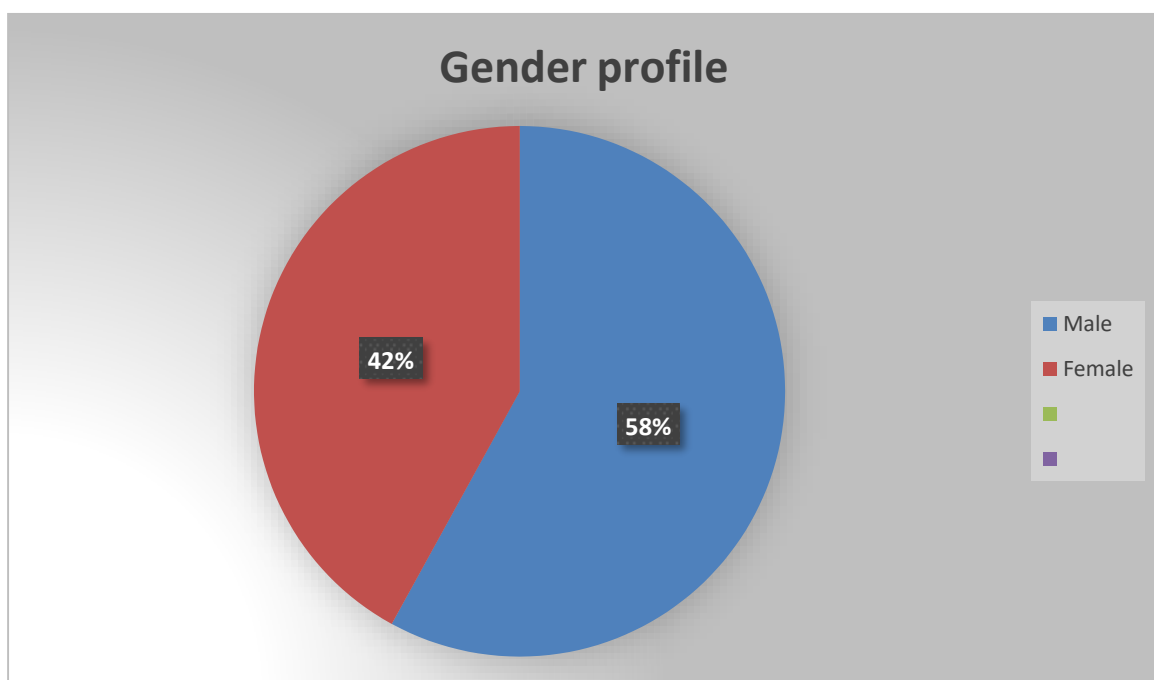
The research findings are presented in this chapter, and the data is analysed and discussed in accordance with the literature review. The research findings were analysed, compared to the literature review, and discussed. It was also examined to what extent the developed theories corroborated the study data.

4.1 DATA PRESENTATION

Demographic information of respondents

Gender profile of respondents

Figure 4. 1 Gender profile of respondents



Source: primary data

Study's findings reveal that 42% of respondents were female and 58% were men. The researcher chose both men and women because, in the analysis of the relationship between performance evaluation and employee performance in the Ministry, women contribute

particular viewpoints to the research under consideration. Therefore, enabling both men and women to participate in the research helped it to receive a variety of responses and strike a balance, allowing for the consideration of both men's and women's opinions.

Distribution of respondents according to age

TABLE 3. 2 Age profile of respondents

Demographic Category	Demographic variable	Frequency	Percentage
Age distribution	Less than 30	5	14%
	Less than 40	8	23%
	Less than 50	17	49%
	More than 50 years	5	14%
	Total	35	100%
Work experience	1-5 years	6	17%
	5-10 years	8	23%
	11-20 years	14	40%
	More than 20 years	7	20%

	Total	35	100
Academic qualification	National Diploma or less	6	17%
	Bachelor's degree	19	54%
	Master's degree	7	20%
	PhD	3	9%
	Total	35	100%

4.1.1 Distribution of respondents according to age

According to the research's findings, 23% of respondents are under 40 years old, and 49% of respondents are under 50. Table 4.1 reveals that 14% of people are under the age of thirty and 14% are above the age of fifty. The respondents' age distribution was a significant demographic feature because it provided insight into their knowledge and experience about the development of performance reviews and staff productivity in the Ministry. The researcher was also able to analyze the similarities and differences in the responses due to the distribution of age.

4.1.2 Distribution of respondents according to work experience

According to Table 4.1, 20% of respondents have worked for the Ministry for more than twenty years, and 40% of respondents with more than ten years of experience there. Table 4.1 reveals that 23% of respondents have been in their current jobs for more than five years, while 17% have been there for less. The respondents' job history was recorded because it will affect the caliber of the responses received in regard to the topic being researched by the Ministry of Primary and Secondary Education.

4.1.3 Distribution of respondents according to academic qualification

Table 4.1 shows that 20% of respondents have a master's degree and 54% of respondents have an undergraduate degree. 17% of respondents have a diploma, national certificate, or less, compared to 17% who hold a PhD. The academic background of respondents is significant because it demonstrates that they have a fundamental comprehension of the research topic based on the correlation between employee performance and performance reviews.

4.2 DATA ANALYSIS

4.2.1 The concept of performance appraisal and employee performance

All of the respondents who were questioned about the idea of performance reviews and employee productivity concurred that they are familiar with the idea. This demonstrates how commonplace this practice is inside the Ministry and how it helps to promote equitable employee relations. Employees should be evaluated, according to Keith and Newstrom's (2018) theory, in order to develop training and other initiatives that will raise morale and increase output. As a result, performance reviews assist in coaching and developing individuals once it becomes clear where they are falling short.

The replies showed that they were knowledgeable about performance rating systems and how the Ministry had used them. The performance assessment system, according to Kolawole et al. (2017), reviews and assesses the performance and accomplishments of employees and promotes involvement and employee engagement in the organization. Employee performance must be at the top of their game in order to maintain employment in today's cutthroat global marketplace, where institutions place a high focus on talent management (Emekem, 2016).

4.2.2 The performance appraisal system

The study's findings showed that all of the teachers employed by the Ministry of Primary and Secondary Education now get performance-based salary increases and bonuses as well as the IRBM technique of performance management.

Key Performance Indicators

According to the research's findings, the Ministry monitors, maintains, and controls teachers' performance in government primary and secondary schools using key performance indicators. In this case, school principals and heads of school are used. The achievement of the established objectives is assessed using quantitative performance measures, and the performance of the teachers is assessed using ZIMSEC scores at the Ordinary and Advanced levels. The pass rate for each topic is used to evaluate a teacher's effectiveness. Other teaching performance

requirements, according to Adams (2017), include student understanding, content knowledge that can be demonstrated, preparation, professionalism, learning assessment, and student academic advancement. All of these factors aid in evaluating the teachers' performance.

The IRBM method

The study's conclusions also showed that the Ministry chose the Integrated Results Based Management system as its mechanism for performance evaluation. The IRBM method is an evaluation approach that takes into account all actors and stakeholders in the process of achieving the organization's defined objectives. Grant (2014) argues that the IRBM enables individuals with the necessary skills, knowledge, and resources to direct the organization toward the desired performance.

According to Mohrman (2017), the IRBM fosters greater accountability and transparency, which enables the adoption of a variety of interventions to further the organization's objectives and reduce resource wastage. The IRBM takes into account the external environment's stakeholders, which promotes growth and gives everyone a chance to feel engaged in the organization's processes (Mohrman, 2017).

4.2.3 Reasons why the IRBM method was selected

According to information gleaned from the interviews, performance management is an important part of the IRBM, a system designed to help a business use its limited resources to achieve its goals. The adoption of the IRBM system was motivated by the perception that civil officials waste resources, lack focus, and are not results-oriented; as a response, the IRBM was implemented to disprove this perception. The IRBM policy was implemented in 2005 to enhance service delivery in public institutions, according to the key informants. The research's conclusions are corroborated by Moynihan & Pandey (2005), who claim that the IRBM has fundamentally altered how the government conducts business because there are now stringent monitoring and follow-up procedures to evaluate employees' performance.

4.3 DATA INTERPRETATION

4.3.1 The evolution of the performance management system in the Ministry

The study's findings demonstrate that the Ministry has matched its management methods to the modern, flexible rules governing human resources. To improve instructors' performance and achieve the desired goals, the HR department has created a comprehensive talent management

strategy. The study's conclusions showed that before the IRBM was put into place in 2005, employees' performance was never really taken into account as long as they were qualified for the position.

Key Informant 3: *"The Ministry places a high importance on maintaining and improving the performance management system since it safeguards instructors from any sort of mistreatment. Every five years, the IRBM is updated to reflect changes in the dynamic talent management pool"*

Key Informant 5: *"Before the IRBM, the Ministry had no system in place to track instructors' performance; rather, promotions were solely determined by intellectual ability. The IRBM has aided the Ministry in focusing its efforts on enhancing worker productivity and overall student success"*

The study's findings concur with Taylor (2010), who contends that early performance rating methods heavily emphasized a person's personality and character attributes including intelligence, loyalty, and punctuality. As a result, the development of the performance assessment system aided firms in realizing the connection between employee performance and performance reviews (Dessler, 2015). It is crucial to trace the development of the performance appraisal system because it provides insight into how it has benefited Zimbabwe's educational system and how its flaws might be fixed to raise teacher performance in public schools.

4.3.2 Effectiveness of the performance appraisal system

The majority of respondents agreed that teachers' performance had not improved as a result of the performance appraisal system. This is because instructors in schools, particularly those in rural regions, fiercely opposed the establishment of the rating system. The study's findings concur with those of Dusterhoff et al (2014), who contend that an employee's level of organizational commitment may be influenced by how fair they perceive performance reviews to be. Because they had not been involved in the creation of the program, the majority of staff associations opposed the evaluation system in this instance. The study's conclusions also showed that the teachers resisted being held accountable for the Ministry's failure to meet its goals for raising the pass rate for children.

The study also found that the performance appraisal system was vulnerable to abuse due to victimization and structural favoritism, which is why it had not been successful. The respondent stated that because there were no obvious channels for seeking redress, teachers from particular schools were given preference over those from other schools. The research's findings are

corroborated by Gilliland (2007), who claimed that decreased organizational commitment and an increase in resignation intentions have frequently been connected to dissatisfaction with the assessment process and the failure of performance reviews to affect how individuals work. According to Kidrowski and Collins (2016), the government is still far from achieving employee satisfaction in the institutions in terms of the performance management system due to bureaucracy, which is in conflict with the principles of human resources management.

4.3.3 Relationship between performance appraisal and employee performance

The study's conclusions showed a correlation between employee performance and performance reviews that is favourable. The study's conclusions showed that although employees initially perform better when a new performance review system is used, over time they start to resist it. For instance, the research findings showed that when the IRBM system was originally adopted, public school instructors gave their all to get the greatest scores, but eventually the graph started to decrease. The research's conclusions are consistent with a study on employee performance in the banking industry conducted by Davar (2018).

The study also showed that there is a positive relationship between employee performance and performance appraisal because performance appraisal is a motivational tool that can be used to improve employee performance because the appraisal system helps employees to understand their responsibilities and outcomes (Davar, 2018).

The researcher's hypothesis that employee performance is influenced by the performance appraisal system is supported by the study's findings. The research's conclusions show that there is a direct link between performance reviews and worker output because they enable the Ministry to assess whether an employee is a resource or a liability. As a result, the Ministry can decide how to improve teacher output through human resource management.

4.3.4 Impact of employee motivation on the output of the organization

According to the research's findings, every respondent agreed that employee motivation affects their performance, which in turn has an impact on the organization's output. That is a crucial issue to take into account, the respondents who were interviewed concurred, as it immediately impacts their jobs. The research supports Otley's (2019) assertion that an organization's performance is dependent on its own, and that a strong organizational culture is necessary to ensure high productivity. The production of the business is a blatant representation of employee performance, according to Otley (2019).

Employees discussed the impact of performance reviews, how it challenges and inspires them, and how this has improved their output. The key informants who were interviewed concurred that staff motivation affects the Ministry's production. This is due to the fact that if motivation is lacking, employees can have access to all of the organization's resources and still perform poorly. The employees are willing to take the performance review more seriously and perform better, as evidenced by the responses provided below.

Key informant 1: *"Even if employees are given incentives, their performance will be very poor if they don't have the drive to show up for work. In order for employees to perform at their highest level, they should constantly be inspired to come to work"*

Key informant 3: *"The HR staff should be concerned and look into the issue affecting the employees if employees are ill or have trouble concentrating. We make every effort to inspire the workers so they can continue to be fired up and give their best effort"*

The literature research revealed that the teachers' reluctance to adopt an online learning system contributed to the very low ZIMSEC pass rate of pupils in 2020 (ZIMSEC Report, 2020). The research results are in opposition to Vroom's (1964) theory, which holds that people make choices about their behaviour and that employees do the same. According to Vroom (1964), employees should be motivated to carry out their duties since they are compelled to do so by virtue of their employment, rather than the organization being responsible for motivating them to do so.

4.3.5 Performance appraisal and how it measures performance of employees

The study emphasized that performance evaluation is a periodic procedure used to compare a teacher's performance to the minimum standards established by the Ministry. According to the respondents, a performance review is an annual assessment of an employee's accomplishments, areas for improvement, and overall value to the company. It also determines the teachers' comparative potential. Companies use the performance appraisal method to evaluate the workers who have contributed the most to the business, analyze their progress, and reward their most dedicated workers (Cole, 2017).

The researcher's interviews with employees found that performance reviews happen once a year. Companies conduct performance reviews typically every three to six months in order to maintain the employees' concentration and motivation. As a result, this demonstrates that, among other things, the size of the organization can affect when a performance evaluation is undertaken (Osborne, 2014).

4.3.6 Dealing with negative employee review

According to the research's findings, the Ministry of Primary and Secondary Education is governed by the Public Service Regulations Statutory Instrument 1 of 2000, and there are legal frameworks that provide guidelines for the operation of the performance appraisal system.

Key Informant 2: *"The Ministry continuously analyzes the performance of the teachers in public services and we have a department that assesses the cause of bad performance if there are any teachers who are failing to reach the standards of the Ministry. Wherever possible, the problems impacting the instructors' performance are resolved; nevertheless, if the problem is simply general ineptitude, the teacher may have to be removed"*

Key Informant 5 backed up this statement, saying, *"Workshops and on-the-job trainings are conducted on a regular basis at public schools in order to provide teachers with the skills required to do their jobs. In the worst-case situation, if the teachers don't meet the required criteria, they can be asked to take a sabbatical from their jobs for a while"*

Key Informant 4 concurred with this: *"The rules governing performance appraisal systems recommend that if employees don't pass the performance review, an alternative approach should be employed to confirm the initial evaluation. Therefore, it could be necessary to evaluate an employee based on their own prior performance rather than comparing it to others"*

The quotations mentioned above demonstrate that performance evaluation is a major issue since a legislative framework has been established to govern the procedure. According to Carter and Shelton (2019), HR management must determine the root causes of employees' subpar performance. The lack of the top management to communicate with employees and offer support could be one of several reasons for this failure (Carter & Shelton, 2019). The research results contrast with Ndure's (2018) argument that it is completely unfair to fire employees because they failed a performance management test because the organization may have chosen the wrong performance criteria or unrealistic performance standards that are difficult for employees to meet.

4.4 DISCUSSION

4.4.1 Recommendations to improve the performance of employees

According to the respondents, the Ministry has to empower workers by raising salaries, promoting retraining seminars, and implementing cutting-edge technologies in daily operations. This can be related to the fact that a business with an excessive amount of

paperwork may find it tedious, thus staff members should have the technical know-how to use technology effectively every day. The major informants concurred with this during the interviews.

Key Informant 1: *"The Ministry may do more to enhance the wellbeing of teachers by encouraging them to be familiar with the new curriculum and by providing them with on-the-job training courses, which can be conducted in person or online. We think that retraining is an effective way to raise teachers' performance levels"*

Key Informant 2: *"Because teachers are the backbone of any nation, the Ministry places a high importance on their welfare. Therefore, the government has provided several incentives and other advantages for civil officials, particularly teachers"*

Key Informant 3: *"The IRBM system is a useful tool for including teachers in decision-making processes. In order to ensure that teachers' performance is in line with the established criteria, the Ministry of Primary and Secondary Education supports open communication between them and the students"*

According to the study, everyone who responded was in agreement that the Ministry should create long-term solutions to the problems the employees are experiencing. The majority of respondents felt that the Ministry should be open and communicate with the staff properly if there are any changes to how things are done because a lack of accurate information is a big contributor to subpar performance. Ramhall (2018), who recommends that the top management should modify rigid organizational structures in order to foster effective communication, particularly in government institutions, supports the research findings. Therefore, clear expectations are ensured by good communication, which fosters a productive company culture.

The research's conclusions and the data that was analyzed came from questionnaires and interview data. In this study, the Ministry's non-managing workforce received 35 questionnaires, while the managerial staff participated in 5 interviews. The results of the study showed that there is a favorable association between employee performance and performance reviews since teachers' performance tends to improve right after a review. According to the report, the Ministry conducts performance reviews once a year in order to maintain teachers' focus on achieving the goals established to raise student pass rates.

The results of the study also showed that the Ministry's performance rating system is prone to favoritism, which makes it less successful at producing the desired results. However, the Ministry has adopted the IRBM approach to solve the issues with the earlier performance appraisal techniques.

4.5 Chapter summary

This chapter presented, interpreted and discussed the research findings. Next chapter provides conclusions, summary and recommendation of the study.

CHAPTER 5

INTRODUCTION

The last chapter presented, and discussed research findings. The research summary, findings, and recommendations from the study are covered in this chapter.

5.1 SUMMARY

The researcher was successful in getting useful feedback on the connection between employee performance and performance reviews. A range of suggestions on how employee performance might be improved, as well as how the performance appraisal system has influenced their performance, were revealed through the collection of qualitative data and information from the managerial and non-managerial workers. The Zimbabwe School Examinations Council (ZIMSEC) pass rate statistics were also used by the researcher to get information about the relationship between performance reviews and worker performance.

According to the research, there is a positive correlation between employee performance and performance reviews, as teachers' performance tends to improve right after a review. According to the report, the Ministry conducts performance reviews once a year in order to maintain teachers' focus on achieving the goals established to raise student pass rates. The results of the study also showed that the Ministry's performance rating system is prone to favoritism, which makes it less successful at producing the desired results.

However, the Ministry has adopted the IRBM approach to solve the issues with the earlier performance appraisal techniques. As a result, it can be concluded that the Ministry's performance appraisal system has a big impact on employee motivation.

5.2 CONCLUSION

The Ministry used performance evaluation as a way to enhance the performance of both teaching and non-teaching employees based on the findings and discussion. The Public Service Regulations Statutory Instrument 1 of 2000 should be followed throughout the entire performance appraisal process. Feedback must be given to employees throughout the appraisal period in order to manage poor performance. Employees must also be engaged in discussions about how to overcome performance issues. Of greater importance is how the managerial staff can assist and support the non-managerial staff as well as the entire organization.

According to the report, performance appraisal systems give employees clear job objectives, self-ratings, and performance requirements.

5.3 RECOMMENDATIONS

5.3.1 Effective Communication on Performance Appraisal

When performing a performance review, effective communication was crucial. The study's conclusions indicate ways to enhance performance evaluation. Communication makes ensuring that workers receiving evaluations are informed about their performance. The managerial team must establish clear objectives and a clear job description so that employees understand their performance goals in order to prevent performance-related challenges. Employee engagement in performance evaluation concerns should be possible through effective communication processes. The Ministry should provide staff members the chance to comment and ask questions that will help them perform better and guarantee that staff members are encouraged by valuing their thoughts.

5.3.2 Training Employees on Performance Appraisal

Organizations need training because it helps workers develop the necessary performance management abilities. It also makes it possible for one to be informed about current issues in the line of duty. Participants said that if they receive training, they will be more competent and won't rely on management when making decisions. Training aids employees in developing their ability to define annual goals, create individual work plans, communicate effectively, act professionally and diligently, and be creative and innovative.

5.3.3 Employee Involvement on Performance Appraisal Process

The Ministry's performance management system has been successful as a result of including employees in the performance appraisal process. Employee participation in the development of appraisal tools will give them a sense of community within the company. If employees are participating, the performance evaluation method will face less pushback. Better salary and rewards should be correlated with performance. When conducting a performance review, the management must consistently inspire both the appraisee and the appraisers. The criteria used to evaluate performance must be reasonable, practicable, measurable, and aligned with the objectives of the company.

5.4 RECOMMENDATIONS FOR FURTHER STUDIES

To get a global picture of the outcomes of this situation study, the exploration advises that future studies must target more public institutions utilizing a different research design with other factors including staff engagement and employee commitment.

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APPENDICES

SAMPLE QUESTIONNAIRE FOR THE NON-MANAGERIAL STAFF

My name is Kudzanai Chari, I am a 4th year student at Bindura University of Science Education, B192251B, I am currently pursuing a Bachelor of Commerce Honours Degree in Human Capital Management. I am kindly requesting for your time and participation in carrying out my research on the topic: **The relationship between performance appraisal and employee performance**. A case of Ministry of Primary and Secondary Education (MoPSE). The responses offered will be used for academic purposes only and will be kept as confidential. All your answers to the questionnaires will be highly appreciated.

QUESTIONNAIRE FOR THE NON-MANAGERIAL STAFF

Section A: Demographic information of respondents

1. **Gender:** Male [☐] Female [☐]
2. **Age profile:** less than 30 [☐] less than 40 [☐] less than 50 [☐] more than 50 years [☐]
3. **Work experience:** 1- 5 years [☐] 6- 10 years [☐] 11- 20 [☐] more than 20 years [☐]
4. **Level of education:** Diploma or less [☐] Bachelor's degrees [☐] Master's degree [☐] PhD [☐]

Section B: Relationship between performance appraisal & employee performance

5. What do you understand by the concept of performance appraisal and employee performance?

6. What are the different methods of performance appraisal used in the Ministry?

7. How effective are the performance appraisal methods used in the Ministry?

8. Do you think that there is a relationship between performance appraisal and the performance of employees?

Section C: Impact of performance appraisal on the motivation of employees

8. How do appraisal methods impact employee motivation?

9. What effect does employee motivation have on the output of the education institutions?

10. How can performance appraisal be used to measure the performance of employees?

11. What can be done by the Ministry in order to acquire a motivated workforce and improve the performance of primary and secondary schools?

Thank you for your time and participation.

INTERVIEW GUIDE FOR MANAGERIAL STAFF

1. How long have you been working in the Ministry?
2. What is the performance appraisal system that is used in the Ministry and why?
3. Was the Ministry using any other appraisal system? (If yes, when did the system change?).
4. How often are employees evaluated in the Ministry?
5. How does the Ministry deal with negative employee reviews after carrying out the performance appraisal?
6. How effective are the performance appraisal methods used in the Ministry?
7. What would you recommend to be done to improve the relationship between performance appraisal and employee performance?

¬The End¬

P 4 Research Students S1 2023

ORIGINALITY REPORT

12%	6%	2%	9%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Midlands State University Student Paper	3%
2	Submitted to Intercollege Student Paper	1%
3	oapub.org Internet Source	1%
4	umispace.umi.ac.ug Internet Source	<1%
5	ir.msu.ac.zw:8080 Internet Source	<1%
6	Submitted to University of Teesside Student Paper	<1%
7	Submitted to University of KwaZulu-Natal Student Paper	<1%
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