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Influence of Performance Appraisals on Promotion of Teachers in Kabwe-Zambia

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Abstract

While many studies on performance appraisal focus on its effect on the motivation and commitment of employees, there is hardly any focus in the literature on the resultant effect in relation to promotion. Further, many developing countries are under-researched, making generalisability of prior research conclusions limiting. Thus, the purpose of this study was to assess the effectiveness of performance appraisals with regard to promotion of teachers in the Ministry of Education (MOE), Kabwe District of Zambia. Specifically, it examines what performance appraisal factor(s) is mostly used in determining promotion of teachers in Kabwe District. There have been some complaints that underserving teachers are the ones that get promoted at the expense of hardworking ones. Based on a quantitative approach, survey data were collected from 123 respondents who included head-teachers, deputy-teachers and teachers and analysed using regression technique. The findings indicate that there is an association between employee ability and promotion and between role perception and promotion and that there is no association between employee effort and promotion and between employee performance and promotion. The study shows that effort and performance, which should be critical in the assessment of employee eligibility for promotion are not being considered. The perception of teachers, therefore, is that the performance appraisal system is not very effective. Hence, administrators, policy makers, and teachers should work together so as to come up with an effective and transparent system.

Keywords: Performance Appraisal, Promotion, Effort, Ability, Performance, Role perception

1. Introduction

Promotion is one of the sensitive issues in every employee's life. Through promotion, an employee gets recognition of his or her performance and is motivated to continue in that way. Promotion policies may affect employees' hopes for advancement and the productivity of the organization. Among many other purposes of promotion, it stimulates self-development and creates interest in the job (Yoder & Dale, 1972). There are however two main basis of promotion. These are the merit basis which is taken to denote an individual employee's skills, knowledge,

ability, efficiency and aptitude as measured from educational training and past employment record. Secondly, promotion is done on seniority basis which refers to relative length of service in the same job and in the same organization (Rodgers, 1986).

Employees cannot think of being promoted without performance appraisals. The promotion of an employee is entirely dependent upon his or her performance appraisal outcome. Performance appraisals provide employees with recognition for their work efforts. Performance appraisals can be an effective tool if they are used to reward employee performance in a constructive and motivating manner. An employee's performance appraisal is a process that often combines both written and oral elements. Management then evaluates and provides feedback on employee job performance, including steps to improve or redirect activities as needed. An organization can undertake performance appraisal in two ways formally and informally (Mathis & Jackson, 2003).

Anecdotal evidence shows that there is growing concern of how employees are rewarded by way of promotions in the Ministry of Education (MOE) in Kabwe District of Zambia. Some teachers complain that, undeserving teachers are the ones that get promoted at the expense of other hardworking teachers. This has led many to say that the performance appraisal system which is supposed to serve a lot of benefits in an employee's life does not avail much to the teachers in Kabwe District.

This paper therefore focuses on assessing the influence of performance appraisal on the promotion of teachers with regard to employee effort, ability, performance, and role perception in the Ministry of Education (MOE), Kabwe District, Zambia. Zambia is a country in Sub-Sahara Africa and Kabwe is one of the cities within the central part of Zambia. The paper is divided into seven parts: the first part is the brief introduction, second part contains a literature review on performance appraisal and promotion, the third part presents the theoretical and conceptual framework, fourth is research methodology used, fifth is data analysis, sixth is the discussions of research findings and the seventh part is conclusions and recommendations.

2. Literature Review

2.1. Performance Appraisal and Promotion

Promotion refers to the assignment of an employee to a higher position with greater duties, challenges, responsibilities, and more authority (Noe et al., 2011). Promotions benefit both the organization and employees. Promotions appear to be the most important form of pay for performance in most organizations, especially in hierarchical, white-collar firms. They are the primary means by which workers can increase their long-run compensation (McCue, 1992; Lazear, 1992). They are usually given to the best performers (Medoff & Abraham, 1980, 1981; Gibbs, 1993) therefore, generating substantial motivation in many settings. Moreover, there often does not seem to be strong pay for performance within jobs, which only increases the apparent importance of promotions for organizational incentives (Hedström, 1987).

Bohlander (2004) asserts that promotions involve change of the assignment to that of a higher level in the organization. The new job normally provides an increase in pay and status and demands more skills and carries more responsibilities. Promotion enables an organization to utilize the skills and abilities of its personnel more effectively hence good performance realized. The three principle criteria for determining promotions are merit, seniority, and potential.

Promotion is also used as a reward for better work performance and organizationally approved form of behavior. People will work harder if they feel what they are doing will lead to promotion. Thus it provides satisfaction to personnel who enhance their morale, productivity, and loyalty to the organization. Hence, it provides avenues for continuous learning and development of personnel. Thus, this process increases individual effectiveness and, consequently, organizational

effectiveness (Prasad, 2012). Therefore, in developing an appraisal system for organizations, management needs to think through pay increases and promotions (Moulder, 2001).

According to Encarta Dictionary (2009) the word effort states activities undertaken by an individual or group of people so as to achieve a particular goal. Thus, it is an attempt to do something especially that which involves a considerable amount of exertion or determination while ability is a natural tendency to do something successfully or well. It can be seen as a gift in doing something well (Encarta dictionary, 2009).

Encarta Dictionary (2009) further define performance as way or manner in which one does things, that is, the way one does a job which can be judged by one's effectiveness. Perception itself is the way one uses the senses to acquire information about the surrounding environment or situation while a role is a part played by an individual or group (Encarta dictionary, 2009).

Another term, which is deeply related to promotion is, 'performance appraisal'. Employees cannot think of being promoted without performance appraisal. In the organizational setting, performance appraisal is defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed (Moorhead & Griffin, 1992; Sabeen & Mohboob, 2008). Performance appraisals thus provide the basis for making selection and promotion decisions, determining salary increases, and are a vehicle for feedback between supervisors and employees (György, 2004; McCourt & Foon, 2007).

According to Kavanagh et al., (2007) performance appraisal involves measuring job performance which mainly captures an essential element of the performance appraisal process without specifying the actual techniques used for measurement.

As in many other professions, Rabore and Travers (2000) state that promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups which determine upward mobility. Wong and Wong (2010) in their study observe that, teacher promotion is an important issue because pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers.

Archer (1998) argued that an effective performance appraisal can lead to higher job satisfaction and reduced absenteeism and turnover rates. Mohammad and Daisy (2015) found a negative relationship between performance appraisal fairness and nurse quitting intention in Bangladesh. The effectiveness of performance appraisal is often hampered by a number of factors. The fact that performance appraisals are designed to measure people's performance, the human factor is often attributed to their ineffectiveness. According to Shen (2004) performance appraisal is the process of identifying, observing, measuring, and developing human resources in organizations. In order for the appraisal system to be effective, the system needs to be accepted and supported by its employees. At the same time, performance appraisal is a process of judgment and evaluation of the subordinate's performance by the supervisor as well.

Assessments of human potential are difficult, no matter how well designed and appropriate the performance planning and appraisal system is. Longenecker (1999, p. 18), found that there are many reasons why an organization needs a formal performance appraisal system. It is needed to take smart decisions regarding salary increases, promotions, demotions, terminations and transfers. Thus, performance evaluation enables organizations to adjust with a view of improving on its services for the enhancement of its survival and growth. Furthermore, it helps management to ascertain whether their organizations are improving, deteriorating or are stagnant (Boyne et al.,

2003). In performance appraisal, the focus is to identify weaknesses and strengths as well as opportunities for improvement and skills development (Aguinis, 2007).

According to Dessler (2004, p. 242) performance appraisal means comparing your subordinate's actual performance to the standards that have been set. This usually involves some type of rating form. Performance appraisals provide employees with recognition for their work efforts while the appraisal system provides the supervisor with an opportunity to indicate to employees that the organization is interested in their performance and development. Gaster (2001) advances that the local approach, self-evaluation technique puts considerable emphasis on the workforce/organization to measure their work and the opportunity to reflect and learn from it.

The works of others related to the study which include that of Cook and Crossman (2004); Caruth and Humphreys (2008); Prowse and Prowse (2009); Macey et al., (2009) pointed out that employees get motivated to work when they get frequent promotions after appraisal system in their work place. However, when developing an appraisal system, the management of the public sectors needs to consider the connection between the appraisal and pay increases or promotions. Ali and Ahmed (2009) confirm that there is a relationship between reward and recognition, and motivation and satisfaction. The study revealed that if rewards or recognition offered to employees were to be altered, then there would be a corresponding change in work motivation and satisfaction.

Akinyele (2010) stated that private universities cannot measure members of staff performance, hence making it difficult to achieve the intended human resource management objective. Similarly, Egbe, et al., (2009) in a study done on academic staff of Universities in Nigeria on employee performance appraisal showed that employees were not satisfied with the subjective methods used making it unfit hence concluded that performance appraisal systems used in private universities are not effective and that they exist just as a matter of formality.

Performance appraisal as a multifaceted exercise in observation and judgment, is a feedback process, and is an organizational intervention (Bartol & Martin, 1994). It is a measurement as well as an emotional process. Hence we see that performance appraisal has different objectives for management and for the employees at large. Therefore, a spirit of mutuality is essential in an effective performance appraisal system. However, as the emphasis of appraisal has shifted from a personal developmental to a performance focus (Rowland & Hall, 2013), perceived unfairness in both procedures and outcomes threatens to undermine the way promotions are perceived by employees. Mohammad and Daisy (2015) argue that the extent to which employees perceive their organizations conduct appraisals in a fair manner that emphasizes the delivery of their skills and work behaviors can lead employees to be more productive and more expectant of obtaining rewards such as promotions from their employers. Makokha et al., (2014) argue that promotions should be provided to the employees who deserve them to enhance employee satisfaction and as a result promote productivity. Barton (2002) suggests that the factor which discriminates companies from others is recognition of their reward system.

This literature reviewed points more to performance appraisal and its related outcomes in different geographical areas. From the information reviewed there seem to be very little information that relate to relationships within variables of employee efforts, ability, performance and role perception in relation to promotion of teachers in Kabwe District, Zambia. This gave the researcher the impetus to undertake the study in this context.

The next section gives a brief explanation on the theories that guided the conceptualization of the study.

3. Theoretical and Conceptual Framework

There are two theories adopted in this research which are Expectancy Theory of Motivation and Equity Theory of Motivation. These two theories were chosen because they identify the variables that define motivation. Further, the two theories were chosen because they are process theories that explain how behavior and why behavior (action) is directed to certain choices, which components are involved and how these interact.

Expectancy theory was developed by Victor Vroom (1964) which is based on three elements: effort, performance and rewards. In other words, the more effort an individual put in completing a task, the better the performance will be; resulting in great rewards. Expectancy theory thus focuses on the connections between performance, effort, and rewards (Vroom, 1964). That is, the employee will be motivated to utilize a high level of effort when he or she believes that the effort will lead to good performance, which will lead to rewards. Lazaroiu, (2015, p. 67) explains the expectancy theory as follows:

- i. Individuals enter organizations with requirements concerning their demands, incentives, and previous experiences
- ii. A person's conduct is a consequence of deliberate preference
- iii. Individuals require distinct things from the organization (e.g., high salary, job security, promotion).
- iv. Individuals will select among choices so as to get end results for them personally.

Furthermore Carter (2013, p. 72) explains the operational aspects of expectancy theory as one which operates on the principle of a rewarder engaging in a particular behavior or performance. When the reward is valued by the employee, he or she will be motivated to perform. With reward-driven motivation, the things that get rewarded are the things that get done. Thus, according to Lunenburg (2011) there are three elements of the expectancy theory, expectancy, instrumentality and valence.

The equity theory was proposed by John Stacey Adams in 1963 (Adams, 1963). The Equity Theory of Motivation deals with the way people compare the value of themselves to others in similar work situations based on their inputs and outputs. Inputs are what you bring to the situation, like your skills, time and education. Outputs are everything you get in return, like your salary, bonus, raises and promotions. The theory assumes that people's motivation in an organization is based on the desire to be treated equally and fairly. When the output- input ratio is viewed as equivalent then equity is perceived as attained, there is not much motivation to change the situation. When inputs are less but the output of pay is higher, there is a perceived inequity in the situation. Inequities occur when the output- input ratio is not equivalent to the comparison person. Inequities motivate the employee to try to achieve equality.

According to Bell and Martin (2012), feelings of inequity lead employees to adjust how they work. For example, when an employee perceives to be earning less than he should, he will adjust his work output to what he perceives is equal to his pay. The other option may be to negotiate with the employer in order to match work output with reward, or as a last resort leave employment altogether. Interestingly, Bell and Martin (2012) point out that many organizational leaders have little idea on how to communicate with employees undergoing feelings of inequity. According to Hofmans (2012), equity theory considers reward in comparison to others.

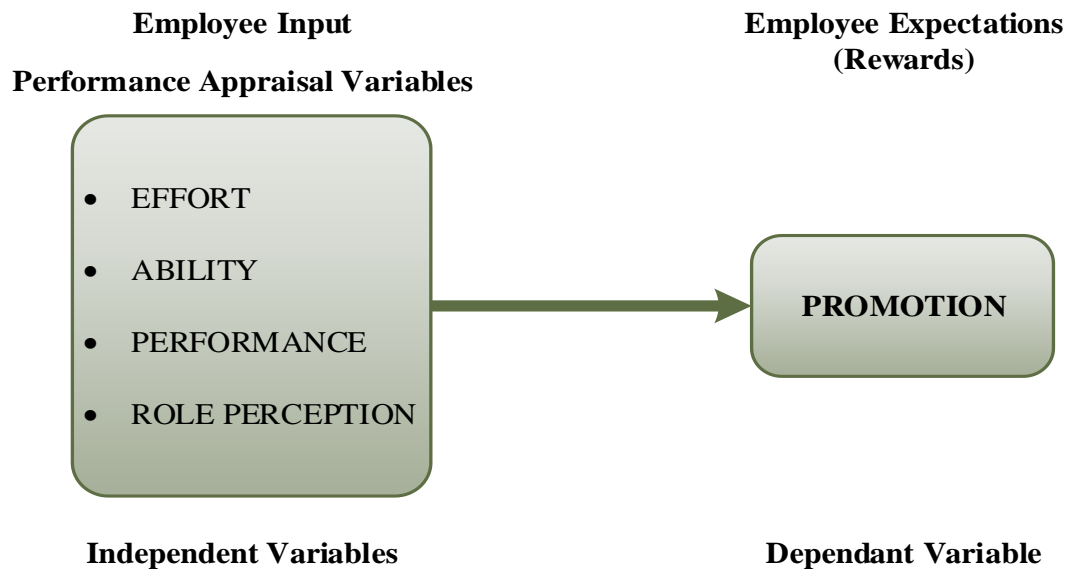


Figure 1: Conceptual Model

Consequent to the review of Expectancy Theory of Motivation and Equity Theory of Motivation Figure 1 provides a framework relating the variables in the research. Figure 1 above shows the variables that are involved in this research. There is a dependent variable and four independent variables. The dependent variable is promotion and the independent variables are effort, ability, performance and role perception (performance appraisal variables). These variables under research have been represented diagrammatically to show the relationship between them by illustrating the influence of the independent variables on the dependent variable in order to give coherence to this report.

Hypotheses of the research:

- H1: There is an association between employee effort and promotion.
- H2: There is an association between employee ability and promotion.
- H3: There is an association between employee performance and promotion.
- H4: There is an association between role perception and promotion.

4. Research Design and Methodology

The research used a cross-sectional survey design adopting a quantitative approach. The target population of this research was constituted by all the 2700 teachers from 51 schools teachers in Kabwe District (Kabwe DEBS, 2014). This figure included teachers who were teaching in grant-aided as well as government schools.

The sample size of the study was based on the Bartlett et al. (2001) table for determining minimum returned sample size for a given population size for continuous and categorical data using Cochran's (1977) formulas. For the study, with the continuous data (margin of error = .03, alpha = .05, and population size at 2700), the sample size was determined to be 119. However, due to possible non-response with the questionnaire, 255 questionnaires were distributed using the drop and pick method.

Stratified random sampling was used because the number of teachers in each school varies. A list of the teachers at each particular school was obtained from their teaching timetable in the staff room. This was used to randomly select the respondents to avoid bias. Out of the 255 questionnaires distributed 123 valid questionnaires were returned representing a 48% response rate.

Primary data was collected from the field using a self-administered questionnaire as a data collection instrument. The kind of questionnaire used in this research contained structured (open-ended and closed) questions. The justification for using this instrument was that questionnaires are easy to quantify and analyze and the questionnaire allows many respondents to be reached within the little time and with less cost.

The two most important and fundamental characteristics of any measurement procedure are reliability and validity. The questionnaire of the research was tested to see if it was reliable, checking whether the questions designed were measuring the same trait. The questionnaire of the research was tested for validity by the researcher going through it to see whether the questions were measuring what they intended to measure. The researcher also did a pretest of the questionnaire on six respondents so as to meet the set criteria.

However, various kinds of problems may arise from methods which are used to obtain valid and reliable data as Cohen et al., (2007) refers to ethical considerations as being important and therefore to render the research ethical, the rights to self-determination, anonymity, confidentiality and informed consent were observed.

McNamara (1994) identified five ethical concerns to be considered when conducting survey research which the research followed. These guidelines deal with voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose and sponsor, and analysis and reporting. Each guideline was addressed individually with explanations to help eliminate or control any ethical concerns. Respondents' consent was obtained before they completed the questionnaires. The respondents were informed of their rights to voluntarily consent or decline to participate, and to withdraw participation at any time without penalty.

5. Data Analysis

The data collected from the self-administered questionnaire was subjected to coding. Coding is the systematic arrangement of data from string text to nominal or categorical variables in order to facilitate statistical inferences. Data entry and regression analysis was used to analyse the data using the Statistical Package for Social Sciences (SPSS) v23. Data preparation was the initial step to convert the raw data into a structured format that was more appropriate for the analysis. Tasks in this stage included data editing, data coding and data entry, and descriptive analysis of the determinants of staff promotion. To test the significance of the study results, the standard significance level of 5% was used.

5.1. Reliability, convergent validity, discriminant validity and collinearity assessment

Before regression analysis was conducted preliminary assessments were performed on the data. These assessments involved establishing reliability, validity and collinearity of the instrument and the constructs of the study.

5.1.1. Indicator Reliability

After examining the outer loadings for all latent variables, the 10 indicators (Effort1, Effort3, Ability3, Performance1, Performance2, Performance5, Perception3, Perception5, Promotion3 and Promotion4) were removed because their loadings were smaller than the 0.7 threshold level (Hair et al., 2013). The other indicators were retained because their outer loadings were all 0.7 or greater. The outer loadings of the variables for the respective constructs are displayed in Table 1.

Table 1: Outer Loadings

Constructs (Latent Variables)	Outer loadings				
	Effort	Ability	Performance	Perception	Promotion
Effort2	.905				
Effort4	.911				
Ability1		.830			
Ability2		.888			
Performance3			.918		
Performance4			.874		
Perception1				.852	
Perception2				.866	
Perception4				.796	
Promotion1					.978
Promotion2					.890

5.1.2. Internal Consistency Reliability

The composite reliability for the constructs Effort, Ability, Performance, Perception and Promotion are shown to be .815, .750, .775, .832 and .836 respectively, indicating satisfactory levels of internal consistency reliability (Nunnally & Bernstein, 1994). Prior research suggests that a threshold level of 0.60 or higher is required to demonstrate a satisfactory composite reliability in exploratory research (Bagozzi & Yi, 1988) but not exceeding the 0.95 level (Hair et al., 2013). All the five constructs have met the threshold of 0.60.

5.1.3. Convergent Validity

The Average Variance Extracted (AVE) for the latent construct Effort, Ability, Performance, Perception and Promotion were 0.824, 0.739, 0.803, 0.703 and 0.874 respectively; they were all above the required minimum level of 0.50 (Bagozzi & Yi, 1988). Therefore, all the five reflective constructs did show acceptable levels of convergent validity.

5.1.4. Discriminant Validity

Table 2 clearly shows that discriminant validity was met because the square roots of AVE for Effort, Performance, Perception and Ability were much larger than the corresponding latent variable correlations (LVC).

Table 2: Fornell-Larker Criterion

	Promotion	Effort	Performance	Perception	Ability
Promotion	<i>0.935</i>				
Effort	0.031	<i>0.908</i>			
Performance	0.102	-0.207	<i>0.896</i>		
Perception	0.434	0.094	0.060	<i>0.838</i>	
Ability	0.372	-0.061	0.060	0.399	<i>.860</i>

Note: The square root of AVE values is shown on the diagonal and printed in italics; non-diagonal elements are the latent variable correlations (LVC).

5.1.5. Evaluation of the Regression Model: Collinearity Assessment

Collinearity is a potential issue in the regression model and that variance inflation factor (VIF) value of 5 or above typically indicates such problem (Hair et al., 2013). The collinearity assessment results are summarized in Table 3 below. It can be seen that all VIF values are lower than five, suggesting that there is no indication of collinearity between the predictor variables.

Table 3: Collinearity Assessment

Constructs	VIF	Collinearity Problem? (VIF>5?)
Effort	1.117	No
Performance	1.099	No
Perception	1.288	No
Ability	1.253	No

Dependent variable: Promotion

5.2. Regression analysis

A multiple regression was performed between Promotion as the dependent variable and Effort, Ability, Performance and Perception as independent variables. The analysis was performed using SPSS REGRESSION and SPSS PLOTS for evaluation of assumptions. To control for the effect of Age, Gender and Education, the three variables were entered in the first step and the independent variables were entered in the second step.

5.2.1. Coefficient of Determination (R^2)

A vital aspect of a regression model evaluation is the review of the coefficient of determination (R^2). In this model, Promotion is the main construct of interest. The threshold value of 0.25, 0.5 and 0.7 are regularly prescribed to explain a weak, moderate, and strong coefficient of determination (Hair et al., 2013). In the case of this the R^2 (0.244) suggests that the four constructs Effort, Performance, Perception and Ability can jointly explain 24.4% of the variance of the endogenous construct Promotion. This is a weak coefficient of determination.

5.2.2. Path Coefficient

From Table 4, it can be observed that two of the four of the structural model relationships are significant, confirming the validity of the hypotheses about the construct relationships. The model results provide evidence to conclude that, Perception has the strongest effect on Promotion (0.311), followed by Ability (0.213), Performance (0.085) and Effort (0.040).

Table 4: Significance Testing Results

Path	Path Coefficient	t-statistic	p-value
Effort → Promotion	.040	.461	.646
Performance → Promotion	.085	.895	.373
Perception → Promotion	.311	3.799	.000
Ability → Promotion	.213	2.571	.011

5.2.3. Hypotheses testing

A multiple regression analysis was performed with Promotion as the dependent variable and Effort, Ability, Performance and Role Perception as independent variables (Age, Gender and Education as control variables). The results from this analysis in Table 4 above shows that from among the four hypotheses only two hypotheses which stated 'there is an association between role perception and promotion' and 'there is an association between employee ability and promotion' were supported ($p < 0.05$) as shown in Table 5 below. The rest were not supported.

Table 5: A multiple regression of four independent variables and dependent variable

Hypotheses	Comment
H1: There is an association between employee effort and promotion.	Not supported
H2: There is an association between employee ability and promotion.	Supported
H3: There is an association between employee performance and promotion.	Not supported
H4: There is an association between role perception and promotion.	Supported

Source: Authored survey compilation, (2018).

6. Discussion of Research Findings and Implications

6.1. Summary of Hypothesis Testing

H1: There is an association between employee effort and promotion.

This hypothesis was not supported as shown from the Table 4 above. The results showed that there was no statistical significance in the relationship between Effort and Promotion practices. This result is not consistent with Expectancy theory which states that the more effort an individual put in completing a task, the better the performance will be; resulting in great rewards. Also, Wong and Wong (2010) state that, promotion is linked to enhancement of one's efforts or ability, this study's results are not in support with their findings. The study results also could not agree with Ali and Ahmed (2009) who stated that a relationship exists between reward, recognition and work attitude. Makokha et al., (2014) argue that promotions should be provided to the employees who deserve them to enhance employee satisfaction and as a result promote productivity. This point to the fact that whatever level of performance or effort put up by teachers from Kabwe such was not recognized by the authorities as a promotion tool. This in itself becomes a demotivating factor to teachers which is likely to have a negative impact on productivity levels.

H2: There is an association between employee ability and promotion.

This hypothesis was supported and is in line with the Equity Theory of Motivation which deals with the way people compare the value of themselves to others in similar work situations based on their inputs and outputs. The results are in agreement with Cook and Crossman (2004), Caruth and Humphrey (2008) who state that ability and promotion are linked as they make employees get motivated to work as they frequently get promoted, thus increasing their ability. This result can also be linked to Wong and Wong (2010) who in their study observes that promotion is an important issue to teachers as pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers. We see this bringing an element of increased ability. The result is also in strong agreement with Wong and Wong (2010) who states that, promotion is linked to enhancement of one's ability. This result implies higher increased teacher productivity levels within Kabwe District. The student pass rate will improve too as a result of a motivated work force (teachers). To this effect, teacher's ability can even be more enhanced through short course trainings and inclusive programs such as on strategic or short-term planning. Also other non-monetary rewards can be introduced such as more teacher's efforts recognition through awards at the beginning or end of the year.

H3: There is an association between employee performance and promotion.

The hypothesis was not supported and is not consistent with the Expectancy Theory – employees expect rewards when they put up a good performance. The results of the study could not agree with Medoff and Abraham (1980) who stated that promotion is given to the best performers. The results are also not in agreement with Wong and Wong (2010) who indicates that promotion based on performance is important. Makokha et al., (2014) argue that promotions should be provided to the employees who deserve them to enhance employee satisfaction and as a result promote productivity. This point to the fact that whatever level of performance or effort put up by teachers from Kabwe such was not recognized by the authorities as a promotion tool. This in itself becomes a demotivating factor to teachers which is likely to have a negative impact on productivity levels.

The results from teachers in Kabwe could not yield expected results as teachers felt that their level of performance was not an issue as regards promotion. Actually, to them non-performing teachers were the ones recognized as long as they fell in the category that pleased the authority. This in itself will reduce teacher's work ability or efforts which can lead to short term and long term implications on output.

H4: There is an association between role perception and promotion.

This hypothesis was supported. This was because most teachers evaluated the system as being un-objective but based only on who gets the favor tendering it to be not effective but discriminatory. The promotion is just based on how the appraiser perceives the role the appraisee does. This is in agreement with Egbe et al., (2009) who in their study on academic staff of Universities in Nigeria over employee performance appraisal showed that employees were not satisfied with the subjective methods used making them not effective and that they exist just as a matter of formality. The result is also consistent with Mohammad and Daisy (2015) who argue that the extent to which employees perceive their organizations conduct appraisals in a fair manner that emphasizes the delivery of their skills and work behaviors can lead employees to be more productive and more expectant of obtaining rewards such as promotions from their employers.

This result is not good as it is likely to lead to lower teacher moral that will eventually affect productivity. This perception is not a pleasant one in as far as performance appraisal is concerned. The MOE in Kabwe can only overcome this constraint by introducing a better and fair appraisal system that will be supported by the teachers and all concerned stakeholders. The issues of unfairness are difficult to overcome so greater efforts must be put in place to correct this anomaly.

7. Conclusions and Recommendations

The research's findings concluded that the two variables of effort and performance were not supported. There was no statistical significance in the relationship between them and promotion practices. This point to the fact that whatever level of performance or effort one puts up, that will not be recognized. On the other hand ability and role perception are positively connected to promotion. This therefore, implies that, in Kabwe District, the teaching fraternity perceived that the performance appraisal system was not very effective. They believe that the performance appraisal which is done is often invalid, unfair, discriminatory, and based on favoritism. Thus, the perception of teachers towards the way promotions are done as being negative can also bring negative impact on teachers' performance in the MOE in Kabwe District. This perception held by many classroom teachers can impede their level of contribution to the appraisal process also. Since the survey findings indicated that, the performance appraisal system is not effective, the government, management, stakeholders, teachers and policy makers should work together so as to come up with an effective and transparent system. There is also need for the Kabwe Department of Education Office to train head-teachers and supervisors through workshops and seminars on the proper process of conducting performance appraisal.

The policy makers should endeavor to establish more concrete policies that encourage open and participatory appraisal practices which emphasize collegial and teamwork. Revisiting, revising and reviewing the current appraisal system to address the needs of teachers in Kabwe District could be beneficial.

The policy makers can consider introducing ICTs (Information and Communication Technology) as this will help the system to be effective and transparent drawing lessons from other countries such as Uganda, Kenya and Tanzania on how to manage promotions through the use of an effective Performance Appraisal system. This will mean having a model based on merit.

The lack of cooperation as most respondents that were approached to participate in the research declined to participate seeing the process not being beneficial limited the response rate. Thus the rate of collecting questionnaires was only 48%. Since the study was based in one district of Zambia, further research needs to be carried out on a larger population and sample size to increase the generalizability of the findings. These future researches could be based on observation approaches or scheduled interviews for more accurate and detailed data of the study. This will bring out a national level understanding on the effectiveness of the performance appraisal with regard to promotion in Zambia.

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