THE EFFECT OF PERFORMANCE APPRAISAL ON TEACHERS' PRODUCTIVITY IN SOME SELECTED PUBLIC SENIOR HIGH SCHOOLS IN GHANA

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ABSTRACT

The purpose of this study was to investigate the effect of Performance Appraisal on teachers' productivity. This has become necessary as employers demand an increased level of productivity, especially within the public sector employment framework. The study sought to examine the impact of the performance appraisal system in place, identify the types of performance systems available, challenges in its use and examine the feedback of such systems. Both qualitative and quantitative methods were used. The stratified sampling technique was adopted, as this technique clearly distinct each of the categories and group them into separate strata to improve estimations. Questionnaires were designed to elicit feedback in addition to cross interviews. It came up that respondents displayed a high appreciation of what performance appraisal meant. An overwhelming 84 of the respondents representing 46.7% opposed that Management had in place workable laid down policies to ensure conformance to set standards in performance of work. Another high majority argued that compensation was not appropriately linked to performance. It was additionally observed from the analysis that most staffs were not abreast with the promotion policies and lack both information and an understanding of how it operates. A majority of 108 of the respondents representing 60% rated the current system of appraisal as Satisfactory. It was therefore recommended that Management of the schools should embark on a comprehensive exercise to set out clearly the criteria and methods used in appraising the performance of staff.

Keywords: *Performance Appraisal, Service Quality, Productivity*

Introduction

Enhancing achievement and providing quality educational experience for all students have long been the most important outcome expected of schools. With evidence suggesting that "teacher quality is the single most important school variable influencing student achievement" (Organization for Economic Cooperation and Development OECD, 2005). Hence the key role teaching and teachers play in enhancing student achievement is recognized. Given that "teacher performance appraisal can be a key lever for increasing the focus on teaching quality" (OECD, 2013). It is also recognized that many reforms in the teaching process in the past have failed (Kleinhenz & Ingvarson, 2004), with an understanding that the various aspects of successful performance appraisal is essential.

Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals (Aguinis, 2009). In teaching as an organization, performance appraisal in general may involve formative aspect that focuses on developing performance, such as career development, professional learning and feedback. The other aspect is a summative one. Summative aspect evaluates performance for career progression, possible promotion or demotion and termination purposes. However, when appraisal is used for both accountability and instructional improvement, performance appraisal that identifies and enhances teaching quality may be considered the ideal quality assurance mechanism (Danielson & McGreal, 2000). Performance appraisal is the process of obtaining, analyzing and recording information about relative worth of an employee. The focus of the performance appraisal is measuring and improving the actual performance of the employee and also the future potential of the employee. Kavanagh et al., (2007) define performance appraisal as the process for defined purpose that involves the systematic measurement of individual differences in employee's performance on the job. Brown (2010) also sees performance appraisal as a formal structured system and influencing employees in the conduct of work. According to Fisicarro (2002), a prominent personality in the field of human resources, performance appraisal is the systematic, periodic and an impartial rating of an employee's excellence in the matters pertaining to his present job and his potential for a better job.

Performance appraisal may be a systematic way of reviewing and assessing the performance of an employee during a given period of time and planning for his future. It could be a powerful tool to calibrate, refine and reward the performance of the employee, helps to analyze his achievements and evaluate his contribution towards the achievements of the overall organizational goals. By focusing on performance, performance appraisal goes to the heart of personnel management and reflects the management's interests in the progress of the employees. Performance appraisal involves several processes, no matter the orientation of the appraiser. In the first place, there is the judgmental process of the professional practitioner who must choose specific criteria and the way to measure them. Another process is the completion of the appraisal form. Kavanagh et al., (2007) noted that in completing a rating form, that is where performance rating are used, the rater goes through a judgment process based on observations of the rater's behavior, personal feelings about the rate, knowledge and evaluation of the rater's job performance. These three according to Kavanagh et al., (2007), are irrelevant and therefore the judgment process involved in performance appraisal must consider these components.

According to Kavanagh et al., (2007), the main objective behind appraisal processes is usually to:

- help review the performance of the employees over a period of time,
- judge the gap between the actual and the desired performance levels,
- help management in exercising organizational control,
- help strengthen the relationship and communication between superior-subordinates and management-employees,
- help diagnose the strengths and weaknesses of the individuals so as to identify the training and development needs of the future.

An appraisal system should be purposeful. In other words, the processes involved in performance appraisal should be in harmony with management's purpose for the program. For example, if the primary purpose of the appraisal system is to determine propositions and merit increase, it would be out of place to urge supervisors to focus on personal growth of the employee during the performance review interview (Larson, 2002). It is important that any performance appraisal be systematic or orderly. The systematic features of a well-designed performance appraisal program ensure that information on job effectiveness on all employees is available to the manager to aid in personnel decisions.

The OECD (2009) acknowledges that raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning. It is therefore essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve the effectiveness of teaching and learning as well as raising educational standards. As the intensity of change quickens and the emphasis on keeping up with it heightens greater transparency demands that school systems compete in a global economy (Day, 2013). An effective performance appraisal system will, ideally, assist in meeting those demands by holding employees such as teacher's accountable, addressing underperformance and enhancing performance of teacher practices (Zbar, Marshall, & Power, 2007).

The Performance Appraisal Function
The definitions and processes of performance appraisal discussed above lead to discussions of its intrinsic function. We can say in this respect that performance appraisal programmes are among the most helpful tools an organization can use to develop its human resources in order to maintain and enhance productivity.
Of course, performance appraisals take place in every organization whether there is a formal programme or not. Managers are constantly observing the ways their employees carry out their assignments and thereby forming impressions about the relative worth of these employees to the organization. Most organizations, however, do seem to use a formal programme. In a study of 324 organizations in the US, Locher and Teel (2000) note that 94 per cent reported having such a programme is a clear indication that performance appraisal is a potentially valuable tool for assessing performance.

On the other hand, Bass (2006) posits that not much has been done on performance appraisal in Africa. Most of the studies reported in the literature were done in the Western world. With the world now a global village, and the fact that Ghana, particularly, is putting much emphasis on

the private sector as the engine of growth, western management concepts have become relevant to our situation.

We may now have the suggestion that the success or failure of a performance appraisal programme may depend on the ultimate objective underlying it and the attitudes and skills of those responsible for its administration. Many different methods can be used to gather information about employee performance. However, gathering information is only the first step in the appraisal process. The information must then be evaluated in the context of organizational philosophy, culture, and needs, which must be communicated to employees. Thereafter, develop and offer appropriate training programmes, which may result in high levels of performance and development.

Purpose of Performance Appraisal Process

The purpose of performance appraisal process is to ensure that an organization is able to provide high quality service to meet the service needs of the customers. This is achieved by promoting employee competence and development. Performance appraisal should ensure that all new employees are competent to perform the basic responsibilities of the job, held accountable for job expectations and that all current employees continue to learn new information and develop new skills (Bell & Zemke, 2002). One of the best ways to appreciate the purposes of performance appraisal is to look at it from the different viewpoints of the main stakeholders: the employee and the organization (Katz & Kochan, 2006).

According to Snell (2003), performance appraisal is the assessment of an employee's job performance, which has two basic purposes. First, appraisal serves an administrative purpose. It provides information for making salary, promotion, and layoff decisions, as well as providing documentation that can justify these decisions in court. Second, and perhaps more importantly, performance appraisal serves a developmental purpose. The information can be used to diagnose training needs, career planning, and the like. Feedback and coaching based on appraisal information provide the basis for improving day-to-day performance. Performance appraisal is the process of evaluating individual job performance as a basis for making objective personnel decisions (Swan & Margulies, 2001).

Types of Performance Appraisal Systems
According to Posthuma and Campion (2008), there are several types of appraisal systems that can be applied by organizations. Among which are as follows:

Written Essays: Managers describe the performance of employees in narrative form, sometimes in response to predetermined questions. Evaluators often criticize this technique for consuming too much time. This method is also limited by the fact that some managers have difficulty expressing themselves in writing. In the essay method approach, the appraiser prepares a written statement about the employee being appraised.The statement usually concentrates on describing specific strengths and weaknesses in job performance. It also suggests courses of action to remedy the identified problem areas. The statement may be written and edited by the appraiser alone, or it be composed in collaboration with the appraise.

Critical Incidents: Specific instances of inferior and superior performance are documented by the supervisor when they occur. Accumulated incidents then provide an objective basis for

evaluations at appraisal time. The strength of critical incidents is enhanced when evaluators document specific behavior in specific situations and ignore personality traits.

Graphic Rating Scales: Various traits or behavior are rated on incremental scales. This technique is among the weakest when personality traits are employed. However, behaviorally anchored rating scales (BARS), defined as performance rating scales divided into increments of observable job behavior determined through job analysis, and are considered to be one of the strongest performance appraisal techniques.

Weighed Checklists: Evaluators check appropriate adjectives or behavioral descriptions that have predetermined weights. The weights, which gauge the relative importance of the randomly mixed items on the checklist, are usually unknown to the evaluator. Following the evaluation, the weights of the checked items are added or averaged to permit interpersonal comparison. As with the other techniques, the degree of behavioral specificity largely determines the strength of weighted checklists.

Rankings/Comparisons: Co-workers in a subunit are ranked or compare in head-to-head fashion according to specified accomplishments or job behavior. A major shortcoming of this technique is that the absolute distance between rates is unknown. For example, the employee ranked number one may be five times as effective as number two, who in turn is only slightly more effective than number three. Rankings/comparisons are also criticized for causing resentment among lowering ranked, but equally performing, coworkers. This technique can be strengthened by combing it with a more behavioral technique, such as critical incidents or BARS.

Multi-Rater Appraisal: This is a general label for a diverse array of nontraditional appraisal techniques involving more than one rater for the focal person's performance. The rationale for multi-rater appraisals is that two or more heads are less biased than one. Locher and Teel (2000) found that the three most common appraisal methods in general use are rating scales (56%), essay methods (25%) and results-oriented or management by objectives methods (13%). Certain techniques in performance appraisal have been thoroughly investigated, and some have been found to yield better results than others.

Management by Objectives: The use of management objectives was first widely advocated in the 1950s by the noted management theorist Peter Drucker (Wolff, 2005). Management by objectives methods of performance appraisal is results-oriented. That is, they seek to measure employee performance by examining the extent to which predetermined work objectives have been met. Usually the objectives are established jointly by the supervisor and subordinate. An example of an objective for a sales manager might be: Increase the gross monthly sales volume to $250,000 by 30 June (Posthuma & Campion, 2008). Once an objective is agreed, the employee is usually expected to self-audit; that is, to identify the skills needed to achieve the objective.

Typically they do not rely on others to locate and specify their strengths and weaknesses. They are expected to monitor their own development and progress (Wolff, 2005).

360-degree Review: In a 360-degree review, a manager is evaluated by his or her boss, peers, and subordinates. The results may or may not be statistically pooled and are generally fed back anonymously. Although 360-degree feedback is best suited for use in management development programs, some companies have turned it into a performance appraisal tool, with predictably mixed results. If 360 degree appraisals are to be successful, they need to be carefully designed and skillfully implemented.

Legality of Performance Appraisals

Lawsuits challenging the legality of specific performance appraisal systems and the resulting personnel actions have left scores of human resource managers asking themselves, if their organization's performance appraisal system stands up in court? Managers need specific criteria for legally defensible performance appraisal system (Kreitner, 2004). Research has shown that employers could successfully defend their appraisal systems if they satisfied four criteria:
- A job analysis was used to develop the performance appraisal system
- The appraisal system was behavior oriented, not trait-oriented.
- Performance evaluators followed specific written instructions when conducting appraisals.
- Evaluators reviewed the results of the appraisal with the rates.

Each of these conditions has a clear legal rationale, Job analysis, discussed earlier relative to human resource planning, anchors the appraisal process to specific job duties, not to personalities. Behavior-oriented appraisals properly focus management's attention on how the individual actually performed his or her job, Performance appraisers who follow specific written instructions are less likely to be plagued by vague performance standards and/or personal bias.

By reviewing performance appraisal results with those who have been evaluated, managers provide the feedback necessary for learning and improvement (Ivancevich et al., 2007). Managers who keep these criteria for legal defensibility in mind are better equipped to select sound appraisal techniques.

Impact of Performance Appraisal

The most significant benefit of appraisal is that, in the rush and bustle of daily working life, it offers a rare chance for a supervisor and subordinate to have "time out" for a one-on-one discussion of important work issues that might not otherwise be addressed (Larson, 2002). Almost universally, where performance appraisal is conducted properly, both supervisors and subordinates have reported the experience as beneficial and positive (Krein, 2002). Appraisal offers a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance. Thus the performance of the whole organization is enhanced (Greenbery, 2002). The value of this intense and purposeful interaction between a supervisor and subordinate should not be underestimated**.**

Methodology

Both qualitative and quantitative research paradigms were employed for this study. The choice of both paradigms was informed by the fact that while qualitative methods are more intrusive, quantitative methods are well structured, hence combining the two would yield the desired results.

The target population for the study was composed of selected senior high schools in New Juaben Municipality out of which respondents in the category of teaching staff of the selected schools were used. The simple random sampling technique was used in selecting the various schools. A sample size of 200 respondents was used for the study out of a population of 450 staff.

Stratified sampling technique was adopted as it embraces the distinct categories and organizes them into separate strata. This technique is more efficient because it improves accuracy of estimates (Ross & Bruce, 2007). Open and closed-ended questionnaires were designed for the respondents. The questionnaires were divided into various sections to capture the critical success area spelt out in the objectives for the study.

The data was coded for used by scientific package for social sciences (SPSS) version 22.0 for analysis and Microsoft Excel. It was analyzed descriptively by computing frequencies and percentages for identifiable variables.

RESULTS AND DISCUSSIONS

Bio-socio data of respondents
The information of the background characteristics such as gender and level of education was demanded from the respondents. The responses obtained are presented in Tables 1 and 2.

Table 1: Gender of respondents

Gender	Number of respondents	Percentage of respondents
Male	130	72.2
Female	50	27.8
Total	180	100

In all, the total number of respondents for this study was 180, out of which 130 representing 72%% were males and 50 representing 27.8% were females.

Table 2: Educational Qualification

Educational Qualification	Number of respondents	Percentage of respondents
Master's Degree	50	27.8
First Degree	121	67.2
Diploma	9	5.0
Total	180	100

With respect to educational qualification, 50 of the respondents representing 27.8% were Master's Degree holders. Among the respondents, 121 representing 67.2% held First Degree and 9 of the respondents representing 5% were Diploma Certificated holders. Considering their qualification, it is expected that the respondents can answer the questions correctly without any help.

Results and Analysis

Research question 1: What are the impacts of performance appraisal on teaching profession?

Respondents were asked to respond to a questionnaire on their views about the impact of performance appraisal on teaching profession. Respondents views were sought through question 3 and statement 9 (see appendix). The responses obtained are presented in Table 3 and Figure 2.

Table 3: Knowledge in Performance Appraisal

Definitions	Number of respondents	Percentage of respondents
The process of valuing a person's worth to an organization with a view to increasing it	72	40
The systematic evaluation of the performance of employees	35	19.4
A system of producing an annual assessment of a subordinate's performance	18	10
All the above	55	30.6
Total	180	100

The respondents were to associate with the various definitions of Performance Appraisal and rank the definitions in order in which they perceive to be the best definition. From Table 3 above, 72 of the respondents representing 40% believed that appropriate definition of Performance Appraisal is the process of valuing a person's worth to an organization with a view of increasing it. Thirty-five of the respondents representing 19.4% associated themselves with the definition of the systematic evaluation of the performance of employees. Among the respondents, 18 perceived the Performance Appraisal as a system of producing an annual assessment of a subordinate's performance. Despite the various definitions, 55 of the respondents representing 30.6% were of the opinion that all the definitions are appropriate. The value addition to a person's worth which explained the phenomena of performance appraisal is what is confirmed in studies by Blazer et al., (1990), in their definition of performance appraisal. Furthermore, other authorities have defined it in different contexts depending on which spectrum is under consideration. The show of varying understanding can be said to indicate an appreciation of the subject matter and that gives a balance in positions and enriches the content of responses. It highlights the fact that different opinions and views come into play on any given theme and subject matter to help understand the said phenomenon under consideration.

From the bar chart displayed in Figure 3, respondents were asked to rate the extent to which they supported the statement that there are well defined laid down policies available in the school to ensure conformance to performance standards. Overall assessment of their responses indicated that 40 of the respondents representing 22.2% strongly disagreed and overwhelming majority of 84 of the respondents representing 46.7% disagreed with the assertion. Thirty-two of the respondents representing 17.8% were indifferent, neither agreed nor disagreed. Only a minority of 17 of the respondents representing 9.4% and 7 of the respondents representing 3.4% agreed and strongly agreed with the assertion respectively. From the analysis, it is evident that most members of staff could not firmly confirm that, there are laid down policies available to ensure conformance to set standards.
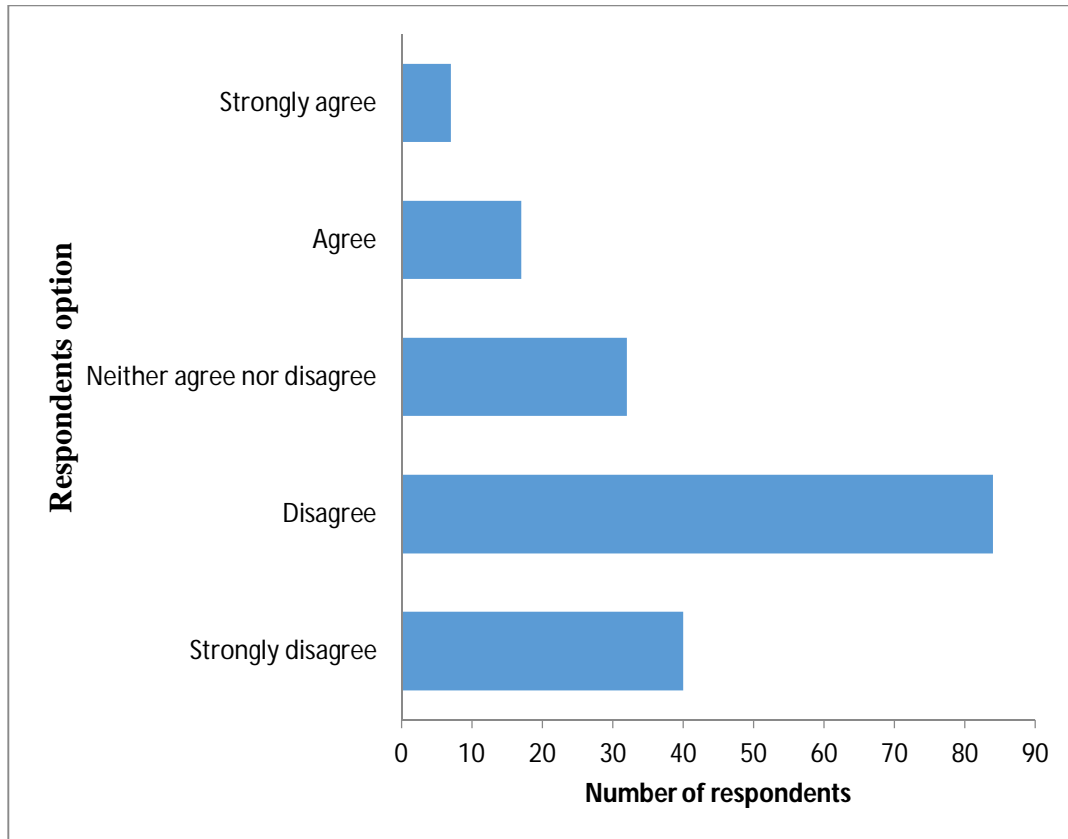
Figure 2: Opinions on Availability of Policy on Performance and its Conformity

Research question 2: What are the various types of performance appraisal administered in the senior high schools?

Respondents views were sought through statements 23, 24 and 25 (see appendix). The responses obtained are presented in Figure 4 and 5.
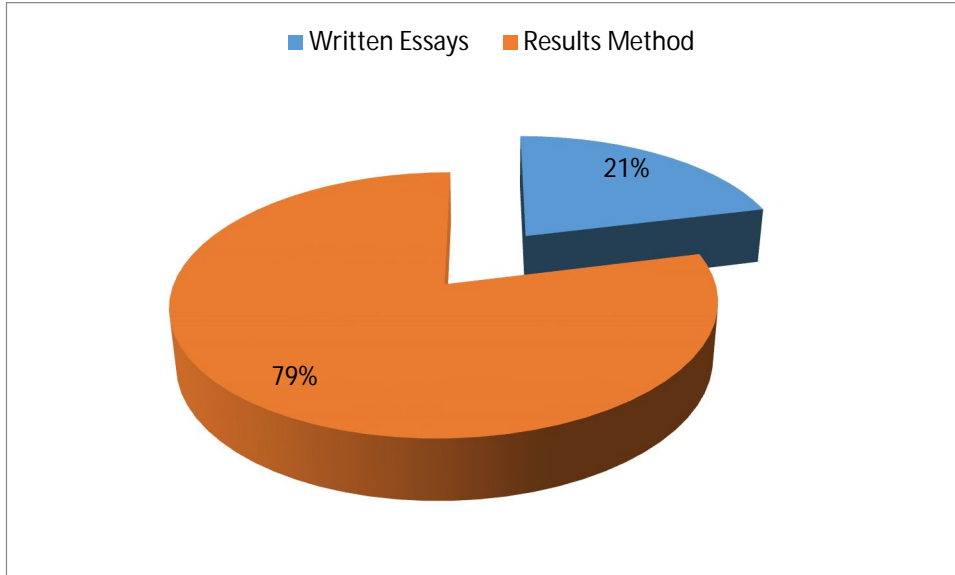
Figure 3: Performance Appraisal System in Use

According to the respondents, 142 of the respondents which represent 79% said the results method of appraisal was used as against 38 of the respondents representing 21% said the written essay method of appraisal was the method used for appraising staff performance. The written essay method has been criticized as time consuming, however, Posthuma and Campion (2008) re-echo that written essay concentrates on describing specific strengths and weaknesses in job performance. In addition, suggesting courses of action to remedy the identified problem areas. Furthermore, the results method of appraisal as confirmed by Posthuma and Campion (2008) seeks to measure employee's performance by examining the extent to which predetermined work objectives have been met.

From Figure 4 below, respondents were required to rate from excellent to poor the overall assessment of current appraisal system. It came up that, an aggregate of 58 of the respondents representing 32.2% rated the current system as very good and good and a majority of 108 of the respondents representing 60% rated the current system of appraisal as satisfactory. A smaller number of the respondents 14 representing 7.8% said the current appraisal system was poor. The high rating as satisfactory depicts that, there were some reservations on the effectiveness of the current appraisal system. This therefore may be said to be deviating from Piggot -Irvine (2003). They posited in the effective appraisal system as having features such as clear guidelines, trust, mutual respect, transparency and confidentiality, and based on an objective informed data.
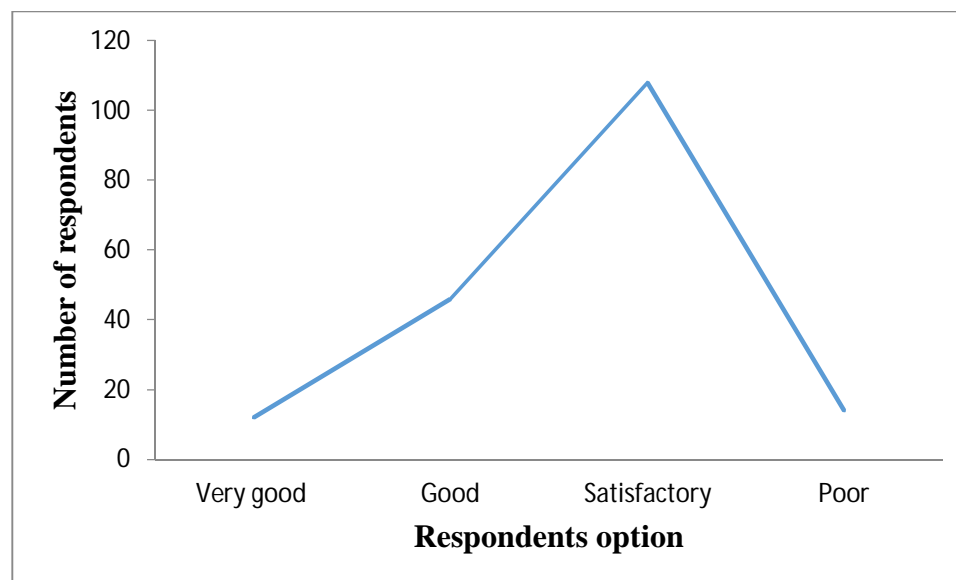
Figure 4: Assessment of the Appraisal System

Research question 3: What are some of the problems associated with the use of performance appraisal in teaching profession?
The rest of the statements sought to find respondents views on some of the problems associated with the use of performance appraisal in teaching profession.

From the responses obtained, most of the respondents, 128 representing 71% answered in the negative whilst 52 respondents representing 29% answered in the affirmative that, compensation was linked to performance. The respondents who answered in affirmative further claimed to support the No position. The reason was   that, even in situations of high performance from them during annual awards, "favorites" of the Management are awarded or get recognized. They therefore saw it as a mere charade to conduct such appraisals. This therefore defeats one of the reasons for performance appraisal which according to Snell (2003) serves as a developmental tool to diagnose career and training needs of staff as well as using it to justify promotions and increasing of salaries.
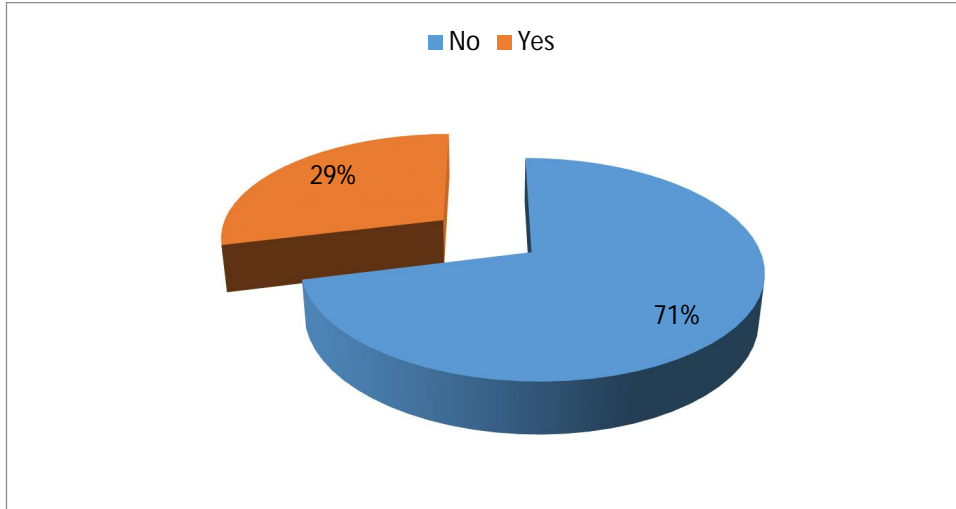
Figure 5: Link between performance and compensation

In Figure 7 below, the various responses gathered from respondents as to whether the promotion policy was known to them and also if it was understood by all. It was realised that, only 33 of the respondents representing 18.3%   agreed to it, with 110 of the respondents representing 61.1% who formed the majority disagreed and another 37 of the respondents representing 20.6%   not sure of their position in the matter under consideration. The result therefore is an indicator that staffs are not abreast with promotion policies and lack both information and an understanding of how it operates. This hampers employees to monitor their own development and progress (Wolff, 2005).
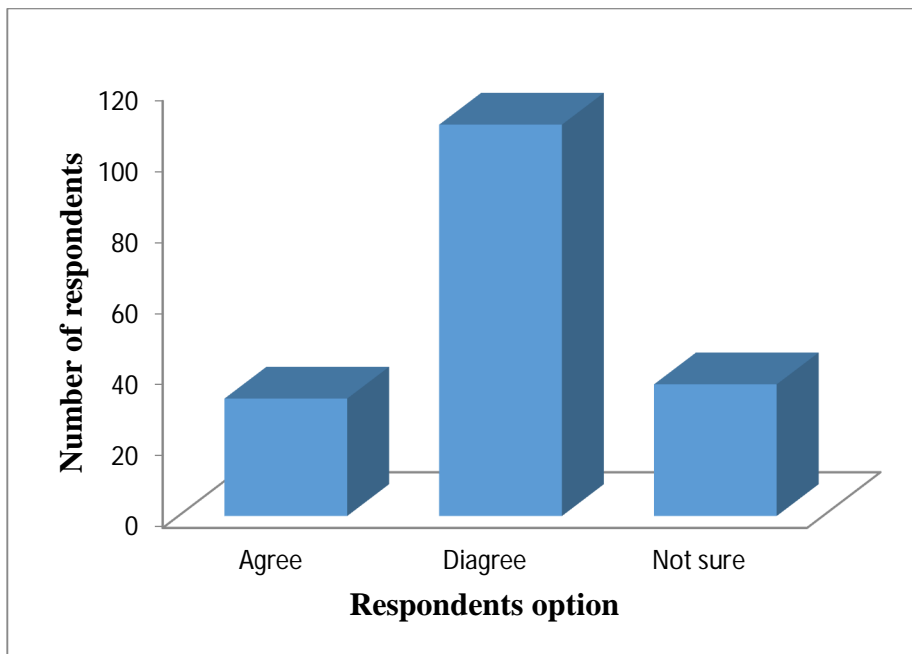

Figure 6: Opinions on the Awareness of Promotion Policy

From Table 4 below, the respondents were asked to rate if their supervisors actually recognized their performance as they work to achieve the vision of the school. Most of the respondents, 30 representing 16.7% strongly agreed and 56 representing 31.1% agreed with the criteria under consideration. 70 of the respondents representing 38.8% neither agreed nor disagreed with the statement. Additionally, 14 of the respondents representing 7.8% disagreed and 10 of the respondents representing 5.6% strongly disagreed with the criteria. The incidence of a slightly high rate of respondents confirming that their performance was recognized as against those who were not sure, gives room for questioning as confirmed by Fletcher (2004). According to Fletcher (2004), the power of social recognition as an incentive has been evidential and human beings will even prefer negative recognition in preference to no recognition at all.

Table 4: Recognition of performance by supervisors

Responses	Number of respondents	Percentage of respondents
Strongly Agree	30	16.7
Agree	56	31.1
Neither Agree nor Disagree	70	38.8
Disagree	14	7.8
Strongly Disagree	10	5.6
Total	180	100

From Figure 8, an overwhelming majority of 150 of the respondents representing 83.3% claimed no action is taken by management after performance appraisal whilst another 17 of the respondents representing 9.4% mentioned that programmes are organized after such appraisal, with 13 of the respondents representing saying jobs are rotated after such appraisals. The lack of feedback does not project a positive image (Boselie, 2010).
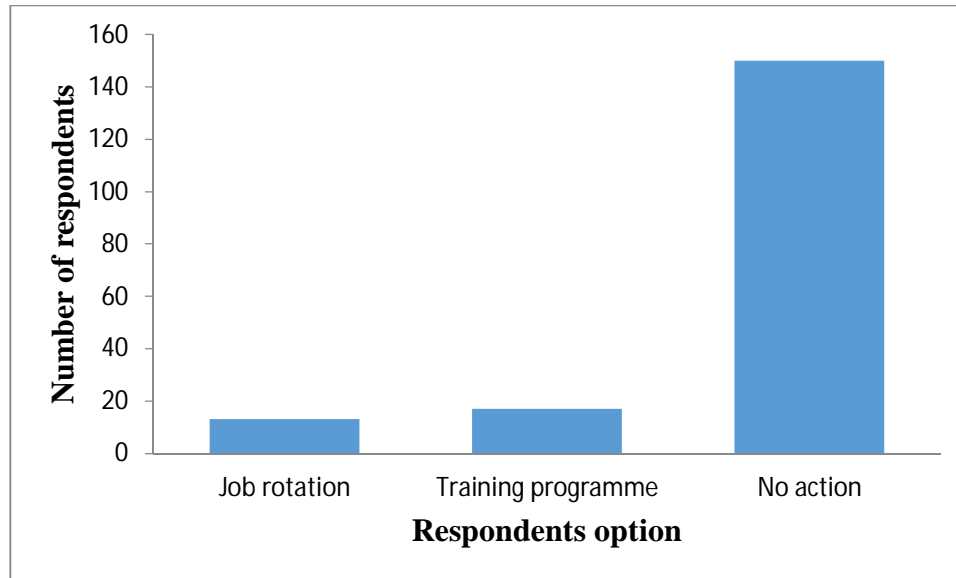
Figure 7: Remedial Measures conducted after Performance

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

On the whole there is a general appreciation on what performance appraisal meant to the respondents for majority of them, it was the process of valuing a person's worth to an organization with a view to increasing or improving that persons value through trainings and other interventions. They cited that this was an annual ritual and in addition formed a basis for promotion or otherwise in one's job. They added that when your personal file had two queries or more you are most likely to remain in your position while your colleagues move ahead of you. Furthermore, there was an overwhelming disagreement, an aggregate of 68.9% of respondents when it came to opinions as to whether there was a known policy guide on the performance and if such policies were strictly adhered to. The staff hinted that over the years, different leadership or administration choose their own ways and sometime the supposed "Committees" which promoted staff satisfied their own whines and caprices. They added that they lacked trust for whatever policy that was in use as according to their comments it lacked objectivity. It became apparent from the string that there was no linkage between performance and compensation, as noted by 71.1% of the total respondents. To buttress this position, a cross section of them observed that during annual awards, the "favorites" of management are recognized or awarded. However they praised management for initiating an awards scheme for long service and staffs that   were in the set category were duly awarded, without any biases.

Another interesting finding was that only too few members of staff or respondents knew of or were aware of the promotion policy. It is worth mentioning that, a further interrogation revealed that only the senior members and a few junior staff could give the various thematic areas for assessment of staff for purposes of promoting them. The overall rating of the current appraisal system was found to be satisfactory.

The respondents said this was because they had some reservations about its effectiveness. They said that a factor such as lack of trust, transparency and confidence in the current system makes them to take such a position and further indicated that there was the need to ensure an efficient and transparent system to be embraced by all. Larson (2002) emphasized that lack of feedback does not project a positive image for an organization. Another revealing dimension to the findings was that a greater number of respondents constituting 83.3% stated that, no action was taken by management, as a remedial measure after the performance appraisal exercise had been conducted.

Conclusions

The study was about the effects of performance appraisal on teachers' productivity. It has brought out the main key findings and how performance appraisal occurs within the schools. The literature as per review gives a complete insight into how organizations benefit from this process and also what challenges may be involved. It can be concluded that most members of staff have a high appreciation on what was meant by performance appraisal and was demonstrated by their alignment with various definitions or understanding of that subject as per the researchers' questionnaire. It also became clear that most respondents were never aware of a policy guide underlining the performance appraisal process. As noted by Swan and Margulies (2001), the appraisal process evaluates individual job performance to serve as a basis for making objective personnel decisions. Furthermore the appraisal program must identify and evaluate critical behaviors that constitute and result in discrimination based on non-related factor (Boselie, 2010).

There was evidence to suggest that most respondents claimed there was no linkage between performance and compensation as several comment of 'favorites' were often rewarded. It needs to be reached that this trend negated the purpose of the evaluation process. It counters or conflicts with the position held by Larson (2002), on performance appraisal as having a profound effect on levels of employee's motivation and satisfaction and provide employees with recognition for their work efforts. Evidence suggests that human beings will even prefer negative recognition in preference to no recognition at all (Fletcher, 2004). Another worrying trend was that there was no remedial action by management, with regards to feedback on negative results obtained by staff after such appraisal process. The remedial actions as in re-training or on – the – job counseling to improve performance were absent.

Finally the methods or types of performance appraisal administered were waiving the results. This aligns itself with the principle of management by objectives. It seeks to measure employee's performance by examining the extent to which predetermined work objectives have been met (Posthuma & Campion, 2008). The aspect of this system which is a deviation at the institution according to the respondent is that the supervision and subordinate and thus takes away the aspect of self-audit during appraisal**.**

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