IMPACT OF PERFORMANCE APPRAISAL ON STAFF MOTIVATION AND

PRODUCTIVITY IN HIGHER INSTITUTIONS:

A STUDY ENUGU STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY (ESUT)

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DECLARATION

I, **OfforChukwuebuka Paul**, do hereby declare that this submission is my own work towards the acquisition of the CEMBA and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due citation and referencing have been made in the text, carried out under the able supervision of Dr. **O.F. Irene.**

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DEDICATION

This work is dedicated to God first; to my dear parents Mr and Mrs Offor for taking me to school; to my lecture and supervisor Dr O.F Irene for is patience and support.

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ABSTRACT

The purpose of this study was to establish the effects of performance appraisal on employee motivation and productivity in higher institution: a case study of Enugu State University of Science and Technology, Nigeria. The study investigated the effect of objectivity of the performance appraisal and feedback on employees' motivation also on effective result. The study applied case design. Random sampling technique was used to select a sample size of 100 staff. Data was collected using a questionnaire. Data collected was analyzed using Statistical Package for Social Sciences. Descriptive statistics analysis was used for analysis and data was presented using frequency tables and bar graphs. This study will help in identification of satisfiers and even dissatisfies that can be used to reduce absenteeism, turnover and laxity among employees in tertiary institution. The study will be of importance to the management of Enugu State University of Science and Technology in Nigeria in understanding the successes and challenges of the appraisal process and its effect on staff motivation. This will contribute to improvement in the appraisal process in the organization. The study is also of value to the academicians and future researchers as it will add knowledge to the field of staff appraisal and give an understanding on the relationship between performance appraisal and employee motivation. The findings indicated that objectivity of performance appraisal and feedback positively influenced employees' motivation. The effect of feedback was found to be positively related to employee motivation and had the most statistically significant coefficient. The objectivity of performance appraisal was positively related to the employee motivation and productivity.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

One of the basic aims of any work organization is to achieve maximum productivity through competent and committed employees. For employees to contribute maximally towards the output of any organization, motivational tools such as good salaries and wages, robust benefits and harmonious but favourable working conditions must be put in place. However employees must be regularly appraised in their work position in order to determine their areas of strengths and weaknesses. Once weaknesses are identified, measures must be taken by employer to train and retrain the affected workers so as to enhance their skills, knowledge and attitudes. Conversely, a highly performed employee must be motivated in order to contribute more towards the productivity of the organization.

A performance appraisal is an assessment and deliberation of the performance of the tasks and responsibilities assigned to an employee. The assessment is based on the outcomes that the worker has gained in his or her obligation, not on the personality characteristic of the worker. According to Andrew's (2014) research on Jamaica Public Teachers in America, teacher performance evaluation is one of formal education's most prevalent strategies and one that is deemed a contentious process. Effective efficiency assessment of teachers is one that relies on sound policy execution followed by an efficient method that strengthens the essence of the exercise as whole. This is achieved by understanding the two primary kinds of assessment of teacher performance-namely formative, summative and knowledge of the tasks of assessment of teacher performance. Therefore, to accomplish the required outcome of development and change, the combination of operation and technique is necessary.

According to Patrick (2011), evaluation or performance assessment in Ghana is a technique by which an employee's job performance (usually in terms of quality, amount, price and time) is typically assessed by a coherent manager or supervisor. On the other side, performance assessment is component of professional enhancement in conducting and managing as well as the process of obtaining, analyzing and recording data about an employee's relative importance to the organization. It can also be called an analysis of the present achievements and failures of an employee, personal strengths, weaknesses and suitability for further training. With sensitive precision and resemblance, the evaluation again evaluates capacity and accomplishments. It offers a way to assist identify regions for improving efficiency and to assist in promoting professional development. However, it must not be regarded the sole communication instrument of the supervisor.

The employer may induce motivation or reside within the staff. To attain motivation, each worker must be known by a supervisor. The need and aspiration of the individual should be recognized and used in the motivation of the employees involved. Motivational approaches are the techniques that supervisors use to provide staff in an organization with what they want to allow them to conduct their job well at the optimum stage. Recognition, wages, work design, flexibility creation, reward, promotion, training, accomplishment, and performance management are such techniques used for motivation.

Performance assessment has been used as a instrument to improve employee productivity by specifically controlling their performance (Poister, 2003), PA intends to improve employee accountability, performance, communication, effectiveness and productivity. Performance assessment was also considered as the technique by which each worker's performance and productivity is measured to determine their contribution to the organization's effort to achieve the set goals and goals. A worker's performance assessment and productivity are used to determine the suitability of an employee to promote, train and place in a greater authority role. A main pillar for effective and efficient service delivery is the impact of performance assessment on employee job productivity in universities. From the above, performance assessment is critical to the motivation and ability of the employee to contribute efficiently to the organization's productivity. The research will examine the impacts and effect of performance assessment on employee motivation and productivity in higher learning institutions in Nigeria on this assumption.

It is a profound and hard job to evaluate employee performance in organizations. It is an aspect in the supervisory process that is often ignored but always inevitable. Decision on how individuals operate will be produced as to whether or not a adequate performance assessment scheme exists because people make choices about others on a regular basis (Grote, 1996; Seldin, 1988).Since many of these casual, unconscious choices are going to be untrue, a formal evaluation scheme is required to decrease the opportunities of bias and false judgments. An improvement in an organization's efficiency increases when its workforce is skilled and performs at an optimal rate (Bernardin &Wiatrowski, 2013).

Walker, Damanpour, & Devece, (2011) contend that the fresh interest in human resource as a strategic lever has a important financial impact on the company and the concentrate on value development needs to be shifted. Assessment and management of performance are the foundation of organizational development .A performance assessment is a standardized method through which executives identify job-appropriate strengths through recognition, observation, assessment, and growth (Kuvaas, 2006). It helps acknowledge employee deficiencies, assess them and then develop them. A true assessment helps identify the level of job performance by mixing the strategies of human resources with the strategic plan of the company. The

training and growth schedule is directed to guarantee that every duty description is effectively accomplished to enhance the human resource's efficiency level.

Performance assessments enable executives to make appropriate changes to the current level of performance. Managing performance is an important instrument for managers to promote their organization's competitiveness by creating a competitive edge with a extremely qualified workforce (Cameron, 2001).Employees can operate effectively and prepare for future problems through training and growth (Thurston, Wells, & McNall, (2010). Managers can also make choices about compensation modifications and advancement of their human resources through performance assessments (Walker, Damanpour, & Devece, 2011).

Performance assessment is a formal and systematic assessment of employee performance by managers and managers to understand the workforce's ability to grow further. The method includes executives measuring and assessing their workers ' job-related behaviors and the results to determine the level of employee performance and explanations and methods to enhance the present performance levels in the future for the organization's advantage (Walker, Damanpour, & Devece, 2011).The evaluations take a systematic strategy in which managers assess the remuneration of staff against fixed goals and plans (Kuvaas, 2006). Directors then take into account significant variables that affect the employees ' evaluation outcomes. In order to improve efficiency, employers are then in a situation to conduct their workforce. Kate (2008) claims that the process ' main aim is to define and handle the organization's output.

Banjoko (2015) defines that performance evaluation is considered and conducted only in terms of its evaluative component in many Nigerian organizations, thus ignoring its use to promote staff growth and development through training, coaching, counseling and feedback on evaluation information. According to Banjoko, performance assessment in Nigerian organization is provided a lower role as more emphasis is placed on choice, training, development and wage management. This implies organizations put the cart before the horse and stifle honest person and organizational development in turn. It would be stupid for organizations to place greater emphasis on training without paying particular attention to performance assessment as Rao (2014) writes that it is the impact of performance assessment that would disclose training requirements. To begin paying unique attention to their performance assessment practices and techniques, there should be a change on the part of organizations.

1.2 Statement of the Problem

Generally speaking, one of the major problems confronting many organizations in Nigeria is that of inability to motivate their workers to perform assigned tasks to meet or surpass predetermined standards.

The organization is threatened by an unmotivated worker. When a worker fails to accomplish an objective or perceives that he is unable to accomplish an objective, he feels frustrated, and this affects his organizational efficiency. In any organization or institution of higher learning, it is universally believed that when employees are sufficiently motivated, it leads to higher productivity and efficiency. Two distinct studies, one undertaken by Hwang and Min (2001), and the other undertaken by Kansal and Singh (2011), concentrate on the impacts of performance assessments on organizational performance, and both conclude that the scheme motivates employee attitudes towards performance improvement. Another research by Bhattacharya, Momaya & Iyer focused on performance assessments as a strategic style of leadership and discovered that performance assessments created a balanced strategy to handling performance issues in organizations. Two more trials, one by Hult, Morgan, Mithas, and Fornell, and the other by Greenan and Lorenz, concentrated on the impact of performance assessments on the company's institutional attitudes, market performance, and found that the single most important variable influencing corporate performance was training and growth, which is a function of performance assessments.

Staff personnel administration in Nigeria tertiary institutions must be regularly evaluated. It is necessary because evaluation is supposed to be done on a continuous basis to find out how well a program is faring. From casual observation, as well as committee reports, there appears to be sharp practices in staff recruitment such as recruitment without following due process, recruitment of unqualified staff that was sometimes imposed on the administration and over recruitment of staff from certain catchment areas at the expense of others. Similarly, insufficient attention seems to be given to the orientation and motivation of the employees. This research explored these procedures in South Eastern Nigeria's tertiary institutions in order to determine whether or not they complied with the authorized rules. However, the expected demonstration that is needed to improve salary package for staff, provision for training of staff, improve learning facilities and equipped library have not really achieved its objective. In the case of ESUT most of the staff who are supposed to be evaluated through training to meet with present challenges in providing information to its institutions.

As impressive as all these gaps, little or nothing has been done on motivation and productivity relative to performance appraisal in higher institution. Then a gap is created that this study hopes to fill. It is against this background that the study hopes to examine the impact of performance appraisal on employee motivation and productivity in higher institution. From my observation, there appears to be recruitment of staff without due process, recruitment of unqualified staff in an organization will make the organization not to active there target goals and objectives.

1.3 OBJECTIVES OF THE STUDY

1 To examine how performance appraisal system in higher institution influences staff productivity.

2 To determine the influence of performance appraisal system on staff level of attitude to work.

3 To examine how performance appraisal system in higher institution influences staff level of job satisfaction.

4 To verify the link between effective performance, training and rewarding system of the organization.

5 To establish the extent through which performance appraisal system in higher institution influences staff level of motivation.

1.4 Research Questions

This exploratory study sought to advance the knowledge base concerning the use of performance appraisal in higher education, and it was guided by the following research questions:

1. What is the relationship between performance appraisal system and staff level of productivity?

2. What is the influence of performance appraisal system on staff level of positive attitude to work?

3. What is the relationship between performance appraisal system and staff level of job satisfaction?

4. What is the link between effective performance, training and reward system of the organization?

5. What is the relationship between performance appraisal system and staff level of motivation?

1.5 Hypotheses

The following tentative statements would serve as a guide to the research study:

Ho There is no significant relationship between Performance appraisal system and staff level of productivity.

H1 There is significant relationship between Performance appraisal system and staff level of productivity.

Ho There is no significant relationship between Performance appraisal system and staff level of motivation.

H1 There is significant relationship between Performance appraisal system and staff level of motivation.

Ho There is no significant relationship between Performance appraisal system and staff level of job satisfaction.

H1 There is significant relationship between Performance appraisal system and staff level of job satisfaction.

H1 There is no significant relationship between performance appraisal process and staff level of positive attitude to work.

Ho There is significant relationship between performance appraisal process and staff level of positive attitude to work.

1.6 The Study Area

Enugu State University of Science and Technology, usually referred to as ESUT, as earlier mentioned is one of the higher institutions of learning in Enugu State. The University was officially known as the Anambra State University of Science and Technology ANATECH before it was later re-Christened in 1991, the year Enugu State was formed out of Anambra State. The University is sited in two different campuses within the state its major site is located at Agbani, along Enugu – PortHarcourt express road; while its Enugu Campus is sited at independence layout, Enugu. Equally the University has satellite campuses across the country. Also vital to mention is that the University has ESUTECH Business School where management courses, executive courses, and other business oriented courses of high standard and class in nature are being taught. The University has mutually academic and non-academic staff employed by the University authorities to see that the ambition and objectives of setting up the University.

1.7 Scope of the Study

This research study will focus on effect of performance appraisal in improving employee motivation and productivity. A study of the Enugu State University of Science and Technology (ESUT). It would essentially focus on factors promoting productivity and motivation in ESUT, the problems that hinder productivity and motivation in ESUT, and the measures to boost productivity and motivation in ESUT.

1.8 Significance of the Study

A review of the literature stated that even if there is important literature on the use of performance appraisal in the for-profit world, there is substantially less literature available in the area of higher education. Within higher education, most research centers primarily on faculty appraisal, with much less research accomplished for staff positions. Within the area of staff positions, the literature contains small information on such topics as how widespread is the usage of performance appraisal, the benefits and challenges draw from using these measures, and how performance appraisal is used within these institutions. Additional data is required in this region as there is substantial research showing that

performance assessment, if performed well, brings advantages to organizations (Cleveland, Landy, &Zedeck, 1983 ; Grote, 1996 ; Murphy & Cleveland, 1995).This study is applicable to institutions because little is known about the use of performance appraisal for the staff in these colleges and universities. This study will allow institution to understand how broad the use of performance appraisal is for the staff within the institution as well as understand how performance appraisal is being used and the benefits that are gotten from its use. The outcome of this study can be used by institutions to give drive to either begin using, or to improve their existing appraisal systems. This study will also assist to the widen the understanding of how extensive the use of performance appraisal is for staff within all institutions of higher education, as well as to the understanding of how they use performance appraisal and what their benefits and challenges are. This study did not research the use of performance appraisal for faculty or administrators at the institutions; neither did it examine the use of performance appraisal for any staff at non-member schools.

The finding will help management staff with useful information on how to make use of motivational strategies to motivate there staff in the institutional settings. It will give the staff an opportunities for self-improvement and development to meet the target goals.

1.9 Definition of Terms

Motivation: implies an individual's zeal for achieving required outcomes in order to satisfy their requirements.

Motivational Strategies: relates to how executives empower employees to achieve their goals and goals.

Employee productivity: the degree to which work accomplished leads to an rise in staff efficiency to accomplish set objectives.

Performance assessment: a term used for a multitude of operations by which organizations aim to evaluate staff and develop their skills, enhance performance, and award benefits (Fletcher, 2001).

Performance assessment methods: methods and tools created and intended to measure and evaluate employee performance in a systematic format that may include narration, paperwork, ranking order, rating scales, behaviorally anchored rating scales, checklists, essays, critical events, and objective management.

Performance evaluation system: a group of interactive procedures that determine work expectations, write work descriptions, determine evaluation requirements, develop evaluation instruments, and gather and report outcomes (Brown, 1988).

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Performance requires to be assessed in every job environment, as all efforts should be aimed at attaining organizational goals. Mayfield (1960:26) saw performance evaluation as an attempt to reflect clearly on the performance and future opportunities of each person against the context of his / her complete job condition. In the same manner, Ubaka A (1976:188) defines it as a scheme used to assess the efficiency of people during a set of stages to identify their power and weakness field and set targets for their achievement within the organization's overall corporate goal. He implies that evaluating performance is not just an investigation, but a way to develop staff in their work. Performance assessment is a method of formal assessment of the action of the employee over a period not exceeding one year. It involves two methods, providing a subordinate with a problem area and gaining experience in recognizing crucial aspects of it.

Performance Evaluation and Measurement

As proposed by Ainsworth et al. (2002), performance is an outcome or end consequence of the behavior of an individual. Therefore, the performance of an individual becomes a feature of capacity and motivation. Performance evaluation (also performance evaluation, assessment, measurement) will become a continuous assessment of the work-related achievements or failures of the individuals within the organization. A key consideration in performance enhancement includes the development and use of performance procedures or indicators; which are assessable features of the company's products, services, processes, and operations to track and enhance performance.

Appraisal

In particular circumstances, the word " appraisal " may mean distinct stuff. In Shelley (1999), Randell (1994) highlights formal and informal techniques that can also have a wealth of purposes, including: assessment, auditing, succession planning, training, control, growth and motivation. Appraisals usually evaluate the efficiency, ability, and enhancement needs of an employee. The evaluation is an opportunity to take an overall view of the subject of work, loads and volume, look back on what has been accomplished throughout the reporting period, and agree on goals for the next one (Bacal, 1999).

Bryman et al. (1994) explored the use of assessment and developmental processes for assessment in different industries. Developmental evaluation centers focus on both short-term and long-term career requires training. The evaluative strategy, on the other hand, focuses on administrative control and decision making. In Shelley (1999), Fletcher (1993) describes a sequence of assessment techniques,

ranging from managerially described behavioral characteristics and performance criteria, measurement of goals against achievement, to the incorporation of other sides with sometimes more qualitative methods, such as peer and 360 degree assessment.

Performance Appraisal (PA)

Performance is the attainment of assigned job by an employee as prescribed in the vital components and as measured against the employee's position norms. The word "performance assessment" refers to the technique of assessing an organization's importance to an individual in order to increase it (Blazer et al., 1990). Performance assessment is a general reality in which the company makes decisions about one who works with and about oneself. It serves as an efficient job performance critical element. Performance evaluation is crucial for efficient personnel management and evaluation. It aims to improve the efficiency of the organization and to improve individually (Cascio, 1998).

The aim of the performance assessment is to measure and improve the employee's adequate performance as well as the employee's future potential. Its focus is on measuring what a worker is doing. Shelley again sees PA as a systematic manner to review and evaluate an employee's performance over a specified period of time and to plan for his future. It is an excellent instrument for managing, improving and rewarding the employee's performance. By focusing attention on performance, performance assessment goes to the minds of HR leadership and shows the interest of leadership in employee development. According to Moats (1999), if properly performed, assessments serve the needs described by Shelley: (1) displaying staff how to improve their efficiency, (2) setting targets for staff, and (3) supporting managers in measuring the efficiency of subordinates and taking action linked to recruitment, promotions, demotions, training, compensation, work design, transfer and dissolution.

2.2 Conceptual Framework

The performance assessment / evaluation activities allow to determine whether the performance of the staff is in accordance with reputable goals and is based mainly on the assessment of the outcomes and activity (conduct) of the job of the staff, as well as capacity (skills, abilities and features). In contemporary leadership, performance assessment is considered to be the broader background of performance management, while measurement accuracy and assessment accuracy are accompanied by social and motivational elements of the assessment process (Fletcher, 2001). In addition to job performance covering job-specific behaviors and key duties of staff, more attention has been given to non-job-specific behaviors such as collaboration, commitment, enthusiasm and persistence in the assessment process. These elements shape contextual performance, becoming increasingly crucial due to growing organizational and task complexities (Boyd and Kyle, 2004). The compensation of staff is a method of rewarding staff with fiscal

and non-fiscal advantages depending on the value of their job, thus compensating them for their hard work.

Performance assessment is an arranged technique aimed at evaluating the performance of employees and helping to identify the potential of employees for more growth and progress within the career hierarchy of the organization. The significant objective of the performance assessment scheme is to monitor employee performance, enhance employee motivation, which in turn will enhance the drive of the business and is a useful tool for understanding and assessing employee skill potential. Mostly supervisors are the immediate source of judgment and evaluation of the performance of their subordinates, although in some latest performance assessment techniques such as 360 individual feedback employees are evaluated by everyone who comes into touch with them, whether they are supervisors, associates, clients, peers, subordinate executives, team members, vendors and vendors (Turk, 2005). This form is distinct from other traditional performance evaluation techniques, as this employee data is gathered from all possible sources to provide a complete image of employee performance, i.e. a complete employee evaluation from various sources. On the contrary, subordinate (appraises) also recognize the significance of performance assessments, as this performance management instrument impacts their benefits and paves the way for further development possibilities such as training, promotions, transfers, wage increases bonuses, etc.

Similarly, information gathered through performance assessment, also known as performance review, can also be used as a tool to provide employees with feedback on their performance. Performance assessment is a systematic procedure that is performed on an occasional basis, i.e. annually or bi-annually in some organizations, the primary reason is to evaluate the job performance and productivity of individual staff according to certain pre-established criteria and organizational goals. Performance assessment requires into account employees ' previous performance and focuses on enhancing employees ' future performance. Other performance assessment / evaluation methods are: Developmental and Evaluation Purposes. Developmental purpose is used to recognize the weak areas of employee's performance. The data collected is then used to provide the worker with training and growth possibilities. On the other side, evaluative drive enables organizations / evaluators inform staff about their performance and further enhance outstanding performance and discipline bad performance.

Performance assessment is an analysis of the recent successes and failures of an employee, personal strengths and weaknesses and suitability for promotion or further training, and a periodic assessment of the performance of an employee measured against the stated or presumed requirements of the job (Mani, 2002; Terry & Franklin, 2003). DeNisi and Pritchard (2006) claim that performance assessment is a discreet, official, organizationally approved event that generally does not occur more frequently than once

or twice a year, with clear performance dimensions and/or criteria used in the assessment process It is also an assessment method, as quantitative scores are often allocated based on the measurements or criteria used based on the assessed level of the employee's job performance, and the results are shared with the employee being assessed. Any organization's main goals, goals and objectives have become an integral component of the performance management process, which is however communicated through the performance appraisal process. (Marchington & Wilkinson, 2005). Performance assessment is an important factor in identifying the talent, capabilities of the people, and its outcome can make them aware of progress, plans, and goals.

According to Lambert (2009), performance assessment is a fully integrated system involving regularly planned discussions between the manager and the overall performance of the employee against predetermined goals, having the manager to coach and advise the employees in areas requiring corrective action, to improve overall performance for the benefit of both employees and the overall organization. The skills and knowledge of a person must be evaluated and coached to improve the productivity of his or her job, leading to the achievement of organizational goals (Cunneen, 2006). A performance assessment is component of the process that guides and manages the growth of careers in both the private and public industries. It involves the task of obtaining, analyzing and recording information to the organization about the relative value of an employee. Stanton and Burshirk (2004) made a comparable observation when they proposed that performance assessment should serve as a basis for the self-development of the employee and as a basis for a sound enterprise program for instruction and personnel development. They indicated that promotions and pay increases could be based on performance data based on objectives rather than on favoritism, subjectivity, observations or opinions. By assessing the achievements of the employee, management helps them discover their strength and weaknesses that should motivate employees to increase their performance levels.

Mullins (1999) confirmed the need for an effective evaluation scheme by saying that it can identify the strengths and weaknesses of an individual and indicate how these strengths can best be used and weaknesses can be overcome. Employees must also conduct significant duties; share goals set, reward their efforts, and continue personal development (Dechev, 2010). Modern Performance Assessment is a formal organized interaction or a regular interview between the two subsequent levels, superior (interviewer) and subordinate (interviewer), which generally takes the form of a regular interview. Modern performance assessment systems tend to describe the ' performance ' criterion notion and what ' individual performance measurement ' actually means in organizational processes such as ' high performance job systems ' (Ichniowski, Shaw, &Prennushi, 1997 ; Mueller, 1999).

An enduring process for evaluating employee assessment would not only be in the individual's interest but also in the organization's interest. Stalz (1966) describes that organizations should first look at the material of the type of evaluation and be satisfied that the type of evaluation is in order and understandable not only to the evaluator but also to the evaluator. He also indicates that the assessment form should be given to the appraisee who will return it to the appraiser, who then appraises the appraisee and returns the form to the appraisee for reading and signing if he or she agrees with the ranking. But even if the subordinate does not agree with the rating of the superiors, he would make his own comment and still sign the form of the evaluation. The form then goes to the next senior officer or staff department or the evaluation committee or the managing director, as the case may be where the boss rating may be challenged, changed or added to, but the final evaluation result should be communicated to the appraiser through his or her immediate superior, who will later discuss the same final performance evaluation result in a post evaluation.

Marmoria (1995) agreed with Stalz (1966) that the performance assessment process begins with setting performance standards, followed by communicating the standards to the employees because if left to themselves, it would be difficult to guess what is expected of them. This is followed by real performance measurement and then comparing the real performance with the performance standard set and discussing the evaluation result with the worker and initiating corrective action if needed.

Two types of measures are used in performance assessment: directly quantifiable target measures and non-directly quantifiable subjective measures (Aggarwal& Thakur, 2013). Performance assessment can be categorized widely into two methods or techniques: traditional methods and modern methods. Traditional methods are relatively older performance assessment methods. This technique is based on studying the workers ' private characteristics. Knowledge, initiative, loyalty, leadership and judgment may be included. Traditional methods include: technique of ranking, graphic rating scales and essays of narrative.

As one of the core HR practices, performance assessment is usually conducted within a formal setting to provide a basis for employee decisions (e.g., pay and promotion decisions) ; improve the performance of employees and ultimately enhance the organization's effectiveness (DeNisi&Sonesh, 2010). Supervisors can also provide continuing unofficial feedback to staff outside of an official environment. However, performance assessment success in attaining these goals relies on how feedback is provided (Hattie &Timperley, 2007).

In Kluger and Nisi's 2006 seminal meta-analytic review of the extensive performance literature, they found that performance was likely to be enhanced by feedback that provides accurate information on current and desired performance levels, observes performance changes from a previous assessment, focuses on task details, encourages goal setting and does not threaten self-esteem. Nicol and Macfarlane-

Dick (2006) also recommended in a review that feedback should foster open dialog between feedback giver and recipient and provide opportunities for improved performance. Employees are also more likely to receive feedback when explaining performance rating processes (Feys, Anseel&Wille, 2011).

By using the analytical hierarchy method, Islama and Rasad (2006) performed a survey on employee performance evaluation. Employee performance assessment is generally considered essential in organizations and is used for a variety of purposes, including pay increases, improvement and training, transfers, compensation, counseling, promotion, recognition of employees and motivation. They disclosed that it should be carefully monitored and feedback should be received on an ongoing basis to have an efficient evaluation. Accuracy and fairness should also be demonstrated in the process.

A research conducted by Helepota (2005) discovered that employers need to comprehend the unsatisfied requirements of each staff group in order to participate in the exercise of motivating staff. He described motivation as a person's involvement in attaining an organization's desired outcomesIn any organisation, motivation has been discovered to be an significant problem because it involves energizing or initiating human behaviour, guiding and channeling that behavior and retaining it.

Motivated staff are extremely engaged and engaged in their work and attempt to achieve their highest output (Vansteenkiste, 2007). Motivated employees are those who work on the basis of clearly defining goals and taking action to achieve those goals (McShane& Von Glinow, 2003). Motivation is an individual's perception that describes his or her behavior's intensity (Petri & Go-vern, 2004). Performance assessment helps employees motivate themselves by clearly defining their goals and setting future directions by providing training to achieve objective performance (Bach, 2005).

Herzberg (1987) stated that the scheme should be used for reward and appreciation to motivate staff through performance assessment. Extrinsic incentives, however, can certainly increase efficiency (Herzberg, 1987). Goal-setting theory (Locke & Latham, 1979) says that when people set particular objectives, when objectives are hard but accepted, and when there is feedback on performance, motivation and performance are greater. If individuals have difficult but agreed objectives and receive feedback, motivation and results will enhance (Armstrong, 2006).

2.3 THEORETICAL FRAMEWORK.

2.3.1 Goal theory

Goal theory was adopted for this study. The principle suggests that human beings are greater inspired to act when there is a reward at the end of the performance of a task or behaviour. Motivation theories and need theories are all theories delivered forward in view of understanding what underlying desires decide which type of behaviour. The goal idea suggests that a reward at the end of a task or conduct acts as a

motivation for the performance of that said assignment or behaviour. However the reward need to be is clearly stated. The end state can be the reward in itself. It is proposed that an effective drive should have three components: proximity, difficulty, specificity and feedback. An ideal goal is a goal where the time between the attaining out and the end state is close. It is fair in difficulty, neither too easy, to present some challenge, nor too difficult, so that success appear possible. The goal ought to be specific. The people have to understand what is expected out of him, to begin out for the goal. A definite goal gives direction of focus to that specific goal and away from disruptions. Feedback is essential for measuring progress towards the goal. Feedback makes it possible to be aware of whether the level of efforts is adequate and in the perfect path or needs corrections.

The relevance of this theory to the research study can be credited to the works of Lathan and Locke (1979) that highlights 4 units that connect goals to performance outcomes. First, goals direct interest to priorities that is when particular goals are set for workers it drives their interest to priorities of achieving the goals. Second, they stimulate effort, in other words when sets goals are attached to specific reward system it stimulates employees to work better and efficiently Third, they challenge people to bring their understanding and abilities to bear to increase their chances of success. Fourth, the more difficult the goal, the more people will draw on their full range of skills.

2.3.2 Vroom's Expectancy Theory

The Expectancy Theory of Motivation was propounded by Victor H. Vroom. Vroom's expectancy theory was an attempt to describe how an individual's motivation to attain a specific goal or performance target can be defined in terms of what outcome would become really helpful to the individual as a result of attaining that goal and what value is placed on that outcome (Banjoko, 2002). Vroom's theory is primarily based on the trust that worker effort will lead to performance and performance will lead to rewards (Vroom, 1964). Essentially, the expectancy theory argues that the strength of a tendency to act in a positive way depends on the strength of the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the person (Robbins, 1989). According to Idemobi (2010), the Expectancy Theory is a system theory developed which basically concentrates on the outcomes. What Vroom explained in his principle is that in order to motivate employees or people, the effort put in by the employees, the performance generated and motivation should be linked to one another. According to Vroom, employee expectations can affect a person's motivation. Therefore, the amount of effort employees applies on a particular task depends on their expectations of the result.

According to Robbins (1989) the expectancy theory includes three variables or relationships which are Attractiveness, Performance-reward linkage and the Effort-Performance Linkage. Attractiveness explains the significance that the individual places on the viable outcome or reward that can be accomplished on the job. This considers the unsatisfied needs of the individual. Performance-reward linkage is the degree to which the individual believes that performing at a particular stage will lead to the attainment of a desired outcome. Effort-performance linkage explains the perceived probability by the person that exerting a given amount of effort will lead to performance. These three factors according to Vroom combine and create a "force" which stimulates or motivates an individual to put in effort in order to obtain a stage of performance and then acquire end rewards.

2.4 Empirical Review

Numerous studies and research on the performance assessment aspects of productivity and motivation of employees and their results will be evaluated below.

Odunayo, Salau, Fadugba, Oyinlola and James ' (2014) research titled modeling the connection between performance assessment and organizational productivity in the public sector in Nigeria. The research focused on' what," why' and' how' are the variables that create extreme unhappiness among staff and employers. Descriptive survey design method was implemented using a questionnaire distributed in Lagos State, South-West, Nigeria to the leadership and employees of chosen government industries. Results showed that staff agreed that it could secure the organization's competitive positioning if they had frequent feedback on their job performance. As this will assist them identify their strengths and weaknesses that may inevitably create possibilities for the organization with which they work and threaten their rivals.
Gichuhi, Abaja and Ochieng (2012) conducted a study on the effect of performance assessment on productivity of employees; a case study of major supermarkets in Nakuru Town, Kenya. The purpose of this study was to determine the impact on employee productivity in these supermarkets of performance evaluation criteria, feedback, reward and frequency of evaluations. A cross-sectional survey layout was used in this research. The study population was 1560 staff spread across seven major supermarkets operating in Nakuru Town. Multi-stage sampling technique was used to select a sample of 308 respondents. It received 178 questionnaires filled out. The information gathered were analyzed using multiple regression models.

The research discovered that appraisal of performance and frequency had a significant impact on the productivity of employees. The aim of the Omusebe, Gabriel and Douglas (2013) research was to explore the impacts of performance assessment (PA) on the productivity of employees in Mumias Sugar Company

Limited, Kenya. To test the hypotheses, regression analysis and t-test were used. The use of Descriptive design was adopted; the effects were determined by the regression analysis. The research discovered that organizations should often evaluate their staff through used objectives, achievements, organizational objectives, time management and performance measurement effectiveness Purposes as this would result in an increase in the productivity of the employee. Results stated that the performance assessment has a important impact on employee productivity in Kenya's global health organization.

Salau, Olumuyiwa and Esther (2015) conducted a study entitled modeling the Performance Appraisal Relationship in the Public Sector of Nigeria. Descriptive survey design method was implemented using a questionnaire distributed to the leadership and employees of certain chosen government industries in Lagos State, South-West, Nigeria, of which 254 were valid for studies, representing 85 percent. The questionnaire was divided into four sections. The research pointed out that if organizational choices are fair and only with fair reward and job promotion, the engagement and allegiance of the organization's staff will be increased. The study also pointed out that a number of challenges have been identified as confronting the performance appraisal system's effective and efficient practice, which includes the effect of managerial decisions, reward and its involvement in employee engagement and loyalty that triggers productivity within the organization.

Osabiya's (2014) research on the efficacy of performance assessment as a instrument for measuring worker productivity in Nigerian organizations. The research disclosed that their direct supervisors generally evaluate staff. With regard to the organization's frequency promotion, both executives and officers claimed that there was a valid pattern for promotion and that this was at the discretion of management. Managers often allow their rating to be influenced by biasing factors such as rate, sex, tribe appearance and personal similarity or hatred. Unless the ratings are based on actual job performance, the assessment will remain devoid of the goal that is often required in a fair performance assessment system.

A research by Bretz, Milkovich and Read (2002) discovered the perceived fairness of performance review and performance assessment to be the most significant performance assessment problem encountered by organizations. Their results suggest that most staff do not view their assessment of performance as either precise or fair. Skarlicki and Folger (2007) indicate that when staff thinks the scheme is biased, political, or meaningless, the assessment method can become a source of extreme discontent. In particular, study suggests that views of fairness emerge from account of the results obtained (result fairness) ; the processes used to determine those results (procedural fairness) ; and how the decision-making processes were enforced and clarified (interpersonal fairness) (Smither, 2008).

Chen and Eldridge (2010) performed a survey to investigate standardized performance assessment methods with the aim of clarifying the contextual and cultural boundaries of standardized assessment practices in China. It was found that the implementation of a Western standardized assessment was far from achieving an optimistic effect in a Chinese business setting: employees were nowhere near able to be involved in setting goals and development plans; the assessment was not perceived to be fair enough because of the influence of a seniority-based reward system; and managers were reluctant to take ownership of performance reviews. They suggested that foreign investors and worldwide human resource professionals should be more context-focused when designing and providing standardized assessment to subsidiaries. Different cultural values and norms should be carefully considered in local contexts.

Anjum et al. (2011) performed a survey to explore the various elements of performance assessment and how performance assessment can play its part in enhancing teacher efficiency in Pakistan's higher education organizations. The results show that although employees were aware of the useful results of performance assessment, there are some obstacles such as untrained raters, exclusion of multiple raters, and lack of feedback on how to successfully implement performance assessment.

2.5 Challenges of Performance Appraisal

Supervisors and employees generally have undecided attitudes, at best, toward performance appraisal (Cederblom & Pemerl, 2002). Although most would recognize the perceived benefit, in principle, of documenting, communicating, and setting goals in areas of performance, many are also frustrated concerning the actual benefit received from performance appraisal in their organizations. The benefits and rewards of performance appraisal appear to be often loaded (Longenecker & Nykodym, 1996). Nickols (2007) suggests that "the typical performance appraisal system consumes devastating amounts of time and energy, reduces and demotivates people, destroys believe and cooperation and, adding insult to injury, it can provide little demonstrable value at great cost". The findings of several studies addressing the challenges of performance appraisal and the penalties of performance appraisal that is not done well are summarized below.

Oberg (1972) mentions several dangers that are common to performance appraisal systems: (a) they demand too much from supervisors, (b) standards and ratings vary widely and sometimes unfairly, (c) personal values and bias can replace organizational standards, (d) employees may not know how they are rated due to lack of communication, (e) the validity of ratings is reduced by supervisory resistance to give the ratings - particularly negative ratings, (f) negative feedback can demotivate employees, and (g) they interfere with the more constructive coaching relationship that should exist between superiors and their

employees. Bretz, Milkovich, and Read (1992) found that organizations continue to do things that undermine the effectiveness of the appraisal process. Little time is spent on the appraisal process, raters are not trained and are not held accountable, and the employee's role in the process is overlooked along with potentially valuable sources of performance information from the employee, peers, and subordinates.

In a research study conducted by Longenecker (2005), several consequences of ineffective performance appraisals were identified. They included stifling performance improvement, demotivating managers, breeding loss of managers' confidence, causing a loss of managerial focus on priorities, causing the breakdown of pay-for-performance systems, reducing effectiveness of management development efforts, creating tension in work relationships with supervisors, and causing ineffective goal setting. Longenecker's conclusion was that when performance appraisal is done well, it is an effective tool for increasing managerial effectiveness. However, when it is done poorly, it is a dysfunctional organizational practice and has many negative results.

In an article by Gray (2002) titled "Performance Appraisals Don't Work," he gives five reasons why performance appraisal fails:

1. Many appraisal programs are implemented without appropriate training for the managers giving the appraisals.

2. Performance appraisal encourages mediocrity by encouraging safe behavior as opposed to risk-taking because managers set unchallenging goals to ensure they meet their goals.

3. Most work in organizations is the result of a group effort rather than individual work so individual performance appraisal is not a meaningful way to measure performance.

4. Supervisor bias can cause inaccuracies in the appraisal feedback.

5. Performance appraisal does not provide protection from legal issues dealing with discrimination and, when not done well, it can actually be a detriment to the organization when faced with legal challenges by its employees.

There are chances of opposition for valuation due to fear. If the evaluation system is poor, it will not give satisfactory result. Rater's problems like leniency or harshness error, central tendency error, individual bias error, distinction error are also affecting the performance appraisal of an employee (Rasch, 2004).

Each employee should assess by his supervisor and to discuss each other to set objectives for upcoming appraisal. This discussion should cover the evaluation of overall development, troubles encountered,

performance enhancement possibilities, long term career goals, detailed action plan about job description and responsibilities, employee growth interest and needs, to concentrate specific areas of development, to evaluate performance objectives and performance standard, ongoing feedback and periodic discussions.

To summarize the challenges facing performance appraisal, at one extreme are those people who have expressed doubts about the validity and reliability of the performance appraisal process. As we have just seen, some have even suggested that the process is so inherently flawed that it may be impossible to perfect it.

2.6 Benefits of Performance Appraisal

Widespread attention has been given in recent years to the function of the formal appraisal process because of the idea that a well designed and implemented appraisal system can create many benefits for organizations. Mohrman, Resnick-West and Lawler (1989) found that the appraisal process can: a) provide a managerial instrument for goal setting and performance planning with employees, b) improve employee motivation and productivity, c) encourage interaction concerning employee growth and development, d) make available a basis for wage and salary changes, and e) generate information for a variety of human resource decisions.

Murphy and Cleveland (1995) defined four ways in which performance appraisal can help organizations. First, performance appraisal can improve organizational decisions including reward allocation, promotions, layoffs and transfers. Second, performance appraisal can improve individual career decisions and decisions about where to focus one's time and effort. Individual employees must make many decisions concerning their present and future roles in an organization. They must decide how, or if, they will develop future strengths and what sort of career goals they should pursue. Performance appraisal can provide accurate, timely and detailed feedback to assist in the quality of these decisions.

Murphy and Cleveland (1995) suggest that performance appraisal can assist organizations is by providing a set of tools for evaluating the effectiveness of current or planned ways of operating. Finally, performance appraisal can impact employees' views of and commitment to their organization. The quality of performance appraisal and feedback has a role in the perceptions of the fairness, legitimacy, and rationality of a wide range of organizational practices. Oberg (1972) noted that appraisals can help encourage supervisors to observe their employees more closely and to do a better job of managing them.

2.7 Employee Productivity

Productivity is about the effective and efficient use of all resources. Resources include time, people, knowledge, information, finance, equipment space, energy, materials. Productivity is a performance measure encompassing both efficiency and effectiveness. It is the state of achieving institutional goals and objectives by transforming inputs (human, financial and material resources) into outputs (services or service delivery tangibles).

2.8 Motivation

Uduma (2003:227) argued that "motivation is one of the most important concepts in public administration. It is considered as one of the most researched and discussed subject areas in both public and organized private sector management". Researchers have sought to explain how and why people are activated to believe as they do and how they can be made to behave in a manner supportive of organizational goals. It deals with the why of our behaviour.

Griffin (1997) asserts that motivation is the set of forces that lead people to behave in particular ways. Motivation represents the forces within a person that affects his or her direction, intensity and persistence of voluntary behaviours. According to Pinder (1984), "direction refers to the fact that motivation is goal oriented, not random. People are motivated to arrive at work on time, finish a project a few hours early, or aim for many other targets; intensity is the amount of effort allocated to the goal. For example, the employees might be motivated to finish their jobs a few hours early (direction) but only one of them puts forth enough effort (intensity) to achieve this goal. Motivation also involves varying levels of persistence that is continuing the effort for certain amount of time. Employees sustain their efforts until they reach their goal or give up before hand. An unmotivated employee is a threat to the organization. When an employee fails to achieve a goal or perceives that he cannot achieve a goal, he feels frustrated and could develop other peculiarities characteristic of the position in which he finds himself. This adversely affects the level of his performance or productivity in the organization directed at achieving the goals and objectives of the organization. Motivation according to Maslow (1970) "is the willingness to expand energy to achieve a goal or a reward". It refers to a driving force from within a person.

2.9 Performance Appraisal Methods

Performance appraisal methods are numerous and varied. However, six methods of performance appraisal will be discussed in this study. These methods are as follows:

1. The Secret Appraisal 2. Essay Method

3. Graphic Rating Scale 4. Ranking Methods

5. Forced –Choice Rating 6.Management By Objective (MBO)

2.9.1 (1) The Secret Appraisal

This is probably the most common procedure to performance appraisal because so many managers are uncomfortable in openly scribing their concerns and criticisms about an employee's performance. Therefore appraisal takes place in secret. Specially, the manager will fill out a performance appraisal form doe submission to his or her personnel office, but never discuss it with the employee.

Sometimes, the employees many suspect that he or she is being appraised formally but the fact remains that the unfortunate employee does not have an opportunity to know the boss's real feelings about him or her. Furthermore, the employee is in a clearly harmful position regarding personal development because he or she is getting no direction about improvement needs from his or her manager (Eldman, 2009).

Another form of secret appraisal is one in which a manager often discusses performance with an employee but fills out a form with comments quite different from the appraisal actually discussed with the employee. Conclusively, it is necessary to add here that superiors should try as much as possible to avoid apprising subordinates secretly as this will not encourage a strong motivational force to effective job performance on the part of the appraised.

2.9.2 (2) Essay Method

The essay method involves an evaluator's written report appraising an employee's performance, usually in terms of job behaviours and / or results. Stone observes that the subject of an essay appraisal is often justification of pay, promotion, or termination decision, but essays can be used for development purpose as well. Since appraisals are to a large extent unstructured and open ended, lack of standardization is a major problem. He argues further the open –ended nature of the essay appraisal makes it highly susceptible to evaluator's bias, which may in some cases be discriminatory. By not having to record on all job-related behaviours on result, an evaluator may simply comment on those that reflect favourably or unfavourably on an employee, he noted.

2.9.3 (3) Graphic Rating Scales

The graphic rating approach to performance appraisal requires the superior to rate the extent to which subordinate possesses or has demonstrated each of a verity of traits or characteristics such as quantity of work, quality of work, initiative, job Knowledge co-operation and so on. As can be seen, the superior is required to indicate on the graphic rating scale the extent to which he or she believes that the subordinate being rated has effectively demonstrated each of the characteristics listed. Feldman and Arnold,

maintained that the validity and unity of graphic rating scale appraisals will depend in part upon how the specific characteristics upon which the individual is rated were identified. In some organizations, the characteristics or dimension of performance are identified only intuitively by people designing the performance appraisal system as characteristics that they personally think effective employee should exhibit. Such an approach is not to be recommended. The authors are of the opinion that although graphic rating scales are extremely popular and widely used in organizations, they are not without a number of fairly serious draw backs.

2.9.4 (4) Ranking methods

An alternative approach to graphic rating scales is the ranking methods. The approach compares one employee to another resulting in an ordering of employees in relation to one another. Ranking methods are advantageous when the result of performance evaluation must be used for making concrete personnel decisions, since ranking do not permit people to be rated equally. This in essence means that if one person is to be promoted, then the person ranked first can be chosen to receive the promotion. As rightly pointed out by Feldman and Arnold, that although an advantage of rankings is their ability to facilitate personnel decisions, this advantage has an accompanying risk in that ranking procedures may force superiors to distinguish "artificially" between individuals whose performance is equally effective.

2.9.5 (5) Forced-Choice Rating

There are many variations of forced choice rating method, but the most commonly used one requires the rater to choose from several seemingly equal groups of statements those that are most or best applicable to the person being reviewed. The statements are then weighed or scored. Generally, the weights or scores that are assigned to each statement are not known to the raters; thus in theory, they are not likely to play favourites. After the reviewer has described the individual, someone in the personnel department applies the weights and develops a score.

Bernadin (1999) pointed out the advantage of forced –choice rating when they stated that by presenting choices that are not obviously distinguishable as to desirability, this method attempts to eliminate bias on the part of the reviewer.

2.10 Advantages of Performance Appraisal

Performance appraisal exercise carried out on employees has some special advantages to the manager carrying out the appraisal, the employee being appraised and the organization as a whole. Some of the advantages of performance appraisal include the following:

(a) Performance appraisal provides an avenue where a manager can meet and discuss performance issues with an employee.

(b) Performance appraisal provides a document of employee's performance over a specific period of time.

(c) It gives a manager an opportunity to provide the employee with feedback about his performance and discuss how well the employee's goals in the organization were accomplished.

(d) Performance appraisal provides a structured process for an employee to clarify expectations and discuss issues with his boss.

(e) Performance appraisal provides a structure for thinking through and planning the upcoming year and developing employee's goals.

(f) Performance appraisal can motivate employees if supported by a good merit increase and compensation system.

2.11 Disadvantages of Performance Appraisal

On the other hand, there are some disadvantages inherent in performance appraisal. Some of the more common ones are discussed below:

(a) Performance appraisal, if not done rightly, can create a negative experience.

(b) Performance appraisal is very time-consuming and can be overwhelming to managers with many employees.

(c) Performance appraisal is based on human assessment and is subject to rater errors and biases.

(d) Performance appraisal can be a waste of time if not done appropriately.

(e) They can create a very stressful environment for everyone involved.

2.12 Development of Performance Appraisal within Higher Education

It is a comparatively latest event to hold higher education staff responsible for measurable objectives (Heck, Johnsrud & Rosser, 2000). This is due to increased competition for scarce resources and the decline in public confidence in higher education methods leading to important requirements for schools and universities to demonstrate their efficiency and effectiveness (Alexander, 2000). Higher education institutions, including the public, teachers and government officials, are kept to greater norms of accountability to their stakeholders. Accountability, while at the strategic level being most noticeable, effectively starts with the staff of the institution through their performance assessment (Kemper, 2005).

2.13 Problems Associated with Performance Appraisal

2.13.1 (a) Strictness and Leniency

Some individuals, when filling out ratings scales on their employees, have a tendency to rate everyone quite strictly or harshly. A person prone to such a bias would tend to rate good employees as only average and average employees as poor. All of their ratings are lower or stricter than the actual performance of their subordinates warrants. Individuals who rate their employees in such a manner are said to exhibit a strictness or harshness bias in their ratings. Just the opposite problem is involved in a leniency bias. Superiors with a leniency bias would tend to rate all their subordinates more positively than the subordinates performance actually warranted. Such a bias is undesirable since it results in subordinates appearing to be more competent than in fact they are (Agarwal, 2011).

2.13.2 (b) Central Tendency

On the other hand, some raters are somewhat timid about using the extreme end points of rating scales. They dislike being too harsh with anyone by giving them an extremely low rating, and they may feel that no one is really good enough to get the highest possible ratings. The outcome of this sort of attitude can be everyone being rated close to average. Individuals whose ratings all converge near the midpoint of the rating scale are said to be exhibiting a central tendency bias. Everyone gets a rating between 3 and 5 and the average rating is 4. Feldman and Arnold noted that the problem created by a central tendency bias is that it makes performance ratings almost useless for identifying either highly effective employee who are candidates for promotion on the hand, or problem employees who requires counseling and training on the other hand.

2.13.3 (c) Halo Effect

The term "halo effect" refers to a phenomenon found during performance appraisal in which a person's impression of one characteristics of someone is so strong that it affects his impression of that person's other characteristics. Some superiors have tendency when filling out performance rating scales to rate a subordinate very similarly on all of the dimensions or characteristics being assessed. Thus, the person who is rated high on quantity of performance will also be rated high and quality, high on initiative, high on co-operation and so on. This is not a problem as long as the person being rated really is high on all of the dimensions being assessed (or low on all of them, as the case may be). However, it is frequently the case that an employee may be very high on some dimensions, average on some, and low on others. A superior who rates such a person the same (whether high, medium or low) on all dimensions is said to exhibit a halo effect. Cooper pointed out that, the problem created by a halo effect is that it makes

impossible to identify the areas of strength of employees who are generally weak and, conversely, the areas of weakness which need development for employees who are generally strong.

2.13.4 (d) Recency

Ideally, rating of employee performance should be based upon systematic observations of an employee's performance over the entire rating period (usually a year). Unfortunately, it is often the case that a superior rating a subordinate is strongly influenced by the most recent events and observations of the subordinate's performance. Things that happened recently tend to be remembered more clearly and to be most salient in the mind of the rater. Thus, "annual" reviews tend to be inordinately influenced by what the rater has observed of the subordinate over the few weeks or months immediately preceding the performance appraisal.

2.13.5 (e) Personal Bias

Some individuals are, unfortunately prone to be personally biased towards others. Such bias may be based upon the past history of the relationship between two individuals, stereotypes regarding racial or ethnic groups, role stereotypes, and so on. Regardless of its basis or cause, personal bias is a source of error in performance appraisal for which it was designed.

2.13.6 (f) Contrast Effect
Managers are frequently involved in appraising several subordinates within a fairly short time.
When this is the case, the managers' appraisal of each subordinate can be influenced by the evaluation of the preceding subordinate. Thus, a subordinate whose true performance is only average, but who is evaluated immediately after some performance is extremely poor, may receive fairly positive rating. This can occur as a result of the contrast created in the mind of the entire person doing the appraisal between the very poor performance and the average performance. Exactly the opposite effect could occur if the average performer had the misfortune to be evaluated immediately after a truly outstanding performer. Having discussed various problem associated with performance evaluation procedures, there is need to highlight ways by which rating errors can be reduced.

2.14 Effect of Appraisers on Staff Motivation
There are a number of different options concerning who should evaluate the individual employee, and the decision needs to be based on a series of factors. Traditionally, it has been the sole responsibility of managers or supervisors to assess performance.

2.14.1 Supervisors

The supervisors are known to evaluate the performance of employees. The supervisors evaluate employees on their performance however there are a number of problems. So there are certainly problems that can occur in the case of a supervisor being responsible for a subordinate employee's evaluation process. To overcome the supervisor problems, multiple measures can be used to make performance assessment more accurate. For example, using other evaluators can help overcome personal bias and provide information that supervisors don't always know about.

2.14.2 Peers

Peers or co-workers can be involved in the appraisal of individual employees. Peer evaluation is valuable where the supervisors are absent or has infrequent contact with the employees. Also, all employees have multiple co-workers who they interact with on a frequent basis, peer evaluations may be valuable. Peers or co-workers also often know the job of the individual employee better than the supervisor does and they are more directly affected by the employee's actions, either positive or negative. In addition, peers can evaluate the ability of the individual to interact with others successfully in a group or team setting. This may be very difficult for supervisors to see unless they are intimately involved with the group.

2.14.3 Subordinates

Typically, subordinates can evaluate their seniors in the organization. Subordinate evaluations can give good insight into the managerial practices and potential missteps of people who control other employees in the organization. As a result, subordinate evaluations may give valuable information that one would be unable to find out using any other means (Khan, 2013). The problems with this kind of an evaluation is the potential for bias especially from the subordinates who have been disciplined by the supervisor. The subordinates may try to get back at their supervisor for giving them tasks that they did not want to perform, or for disciplining them for failure in their jobs (Afriyie, 2009).

2.14.4 Self

Self-assessment is also an option in the performance appraisal process. Virtually all employees do a self-assessment whether they are actually formally asked to do so as part of the assessment or not which is required with MBO (Ichniowski and Shaw, 2009). Even when not asked to do a self-assessment, employees will still walk into the review discussion with some informal self-assessment that they compare to the supervisor's rating. Most of the research evidence shows that self-assessments tend to overestimate the individual's ability to do a job (Jayawarna, Wilson and Macpherson, 2007). However, some of the research says that employees either underestimate or accurately estimate their job performance over time.

A significant portion of the evidence seems to show that individuals with lower levels of knowledge and skills within their field tend to inflate their self-assessment of their abilities (Holzer, 2007). Conversely, as individuals become more knowledgeable and more skilled, the evidence tends to show that they will either accurately estimate or even underestimate their capabilities in their jobs (Lowe and Vodanovich, 2005).

2.15 Administration of Higher Education

Initially, the college president served many roles including teacher, disciplinarian, librarian, keeper of the essential accounts of the institution, investor of the institution's money, and secretary of both the teaching staff and governing board. In some of the larger colleges and universities, some delineation of these tasks had already begun to take place. From this period forward, the growth of the administrative task was very significant. The sequence in which secondary offices came about varied from school to school. Among the next administrative offices to develop in the late 1880s and 1890s were the librarian, registrar, and dean. The office of the registrar position developed at the same time that the elective curriculum was increasing because academic bookkeeping became more involved and complex. Business officers, directors of public relations, directors of admissions, and other positions developed in the following century. The office of the vice-president had its greatest growth in the twentieth century, which is also when the position of chancellor was established. These positions were created to help relieve the president from administrative duties and allow him more time to develop educational policy.

In the evolution of these administrative positions in the 1900s, most of them originally included some teaching responsibilities. For example, the librarian or registrar duties might have been a part-time role of a faculty member, or the librarian might also have been the registrar. There were many variations to suit the local institutional needs. But in time, as the administrative roles increased, there was less time devoted to teaching until there was none for most administrative positions.

Colleges and universities have given a range of organizational information including retention and graduation rates, study of faculty workload and records of work and career positioning (Heck et al., 2000). Evaluating the performance of administrators may well provide needed and useful information about the performance of the university, but it may represent high stakes assessment of individuals. This means that measures of employee effectiveness could be tied to their promotion, salary increases, contract renewal, or retention. Academic administrators today are expected to deal with a variety of specialized issues including budgetary and fiscal matters, to be able to interact with various government agencies, courts, and trustees, and have skills in public relations. The administrator is also expected to have skills in management, human relations, budget analysis, and strategic planning. Austin and Gamson (1983) refer to

the new breed of academic administrator as a politician, a zoo keeper, an entrepreneur, and a machine operator because of the wide variety of skills and experience he or she needs to be Successfully.

2.16 360-Degrees Appraisal and Corporate Performance

The 360-degree feedback is an evaluation scheme where management teams are requesting data on staff conduct and performance from workplace sources. Subordinates, colleagues, and managers often respond to the feedback. It also involves employee self-assessment. Recently, the evaluation method has been mostly used for developmental purposes, giving employees the opportunity to develop work skills and behaviors, as well as performance assessments and job decisions including promotion (Espinilla, de Andrés, Martinez & Martinez, 2013). The evaluation technique provides an chance for staff to obtain performance feedback from their supervisors and colleagues. The technique of assessment includes reaction from all those who observe and are influenced by a candidate's satisfaction. The feedback scheme can produce tabulated outcomes automatically and present them in a format enabling executives to produce a growth plan (London & Beatty, 1993). The evaluation technique enables staff to be more productive in their positions and to comprehend the regions that need to be focused on for enhancement and even promotions. The method provides individuals with the chance to review a coworker on problems that would otherwise be awkward providing feedback in case of absence of anonymity (DeNisi&Kluger, 2000). The insight obtained allows staff to determine the attitudes of other people about their performance levels and provide them with the chance to adjust their habits and create abilities that enable them to excel in their employment. In contrast to traditional performance assessment methods that only provided performance feedback from the managers ' point of view, the 360-degree feedback provides an opportunity for employees, often managers, to receive comprehensive feedback from coworkers, supervisors, and sometimes even consumers (DeNisi&Kluger, 2000).

The assessment scheme also focuses on the human resource personnel's abilities and contributions in question. The objective is to give workers a balanced perspective on how others view their involvement in fields such as teamwork, communication, management, and interpersonal interaction (Armstrong & Baron, 1998). The assessment enables coworkers to evaluate staff conduct as observed by team members on their capacity to attain and further organizational objectives and beneficial customer impact. The assessment technique offers critical reaction and eliminates unnecessary information that would overwhelm an worker with data (London & Beatty, 1993).

2.17 Numerical Rating Scale and Corporate Performance

In performance management, rating scales are used to show the level of accomplishment of set organizational objectives by staff. They provide user-friendly and easy-to-monitor quantitative assessment and help in distinguishing employee skills (Isaacs & Thomson, 2013). Though a variety of rating scales exists which include, numerical, where numbers are used, or alphabetical where numbers and alphabets correspond to an adjective like five is equivalent excellent or narrative which could include a rating of 'unsatisfactory performance,' scales that provide positive feedback for the performance have become more popular. It is essential for executives to determine, according to Fletcher (2001), which scale best suits their organizational requirements. A straightforward three-scale rating scale may be sufficient to capture critical goals while decreasing a extensive performance review burden (Brutus, 2010). A five-level scale could provide feedback to the organization to better differentiate employee skills as it can provide two levels of superior performance, one level of satisfactory performance, and two levels of less than satisfactory levels.

2.18 Procedures in Numerical Scale Rating

Notwithstanding the amount of points on the numerical scale, each level must be obviously described for the assessment to be valid (Hallinger, 2011). A normal instance of behaviors, abilities, and measurements should also be given to the raters to help make choices about the level of results. Such a move enables raters to provide normal feedback on various levels of performance. The Behavioral Anchored Rating Scale frequently referred to as BARS (Ohland, et. al, 2012) could also include numerical scale assessments.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This Chapter explains how the present research study was conducted. The chapter outlines the choice of research technique and study plan that have been conducted to the study at hand. The chapter defines the participants that were involved in the present study, the measuring instrument used, the procedures that were followed and the statistical techniques used to analyze the data.

3.2 Research Design

The research design that was adopted for this study will be descriptive research design which involves collection of data in order to test hypotheses and provide answers to question concerning the current status of subjects(s) in the study.

3.3 Study Organization

The strategies that are used are the case study, experiments, and surveys. The researcher employs the case study as his research policy. This is because; the case study a way to explore an empirical subject by following a set of pre-specified activities and procedures. The case study method permits researchers to maintain the holistic and meaningful characteristics of real-life events.

3.4 Study Population

I suggest that a population is the whole group that the research focuses on. The population of the current study is some of staff of the Enugu State University of Technology. These cover about 30 Non-academic staff and 70 Academic staff making it a total of 100 staff. The target population is Academic and Non-academic staff of ESUT is in good position to answer all the research objectives.

3.5 Sample Size

From Vos. Al. (2002) claimed that it was necessary to reverse population and sample size. Therefore, a big population would need a lower proportion of that population. However, a relatively small population would need a relatively large percentage of the population to draw representative and accurate results and predictions. The sample size that was used is 100 which comprised 30 Non-academic and 70 Academic staff.

3.6 Sampling Techniques

To obtain a representative subsection of the population, convenience sampling was used. A convenience model is a model where the respondents are selected, in part or in whole, at the convenience of the researcher.

Our sample size was derived using the Yamani formula of sample size determination. Yamani (1964:280) contends that to determine a sample from a population, the following process has to be followed

$= N$

$1 + (Ne^2)$

where

n = sample size

N = Population

e = error limit

I = constant

Using the population of ESUT, that is both academic staff (481) and nonacademic staff (1365) totaling 1846, with n representing the sample size, N representing the population, e representing the margin of error, and I representing constant.

N = 1846

e = 0.097 or 0.009409

n = 1846

$1 + (1846 \times 0.009409) = 100$

3.7 Data Collection Methods / Instruments

The researcher employed the use of questionnaires as tools for collecting information. The questionnaire used in the research includes structured as well as unstructured questions. This is to allow the investigator to collect the data required to finish the survey effectively and to guarantee accuracy.

The participants were supposed to respond to the open-ended issues. The responses are more uniform in the event of closed-ended issues and were easier to process than open-ended ones (Babbie, 2008). As to the overall information response, the first section asked questions. The second chapter recognized the impact of the performance assessment in higher education and also the extent to which appraisers influence employees.

3.8 Sources of Data

The researcher used several information sources to comprehend the situation studied highly. Four sources can be used to study a case. These sources are: documentation, records of archives, interviews, comments. The use of various sources of proof enables a investigator to address a wider variety of historical, attitudinal, and behavioral problems, according to Lindström et al (2010).

3.8.1 Primary Data

The primary data was collected by questionnaire by the researcher. Questionnaire is the most significant source of data about the case study. They may, in his view, provide precise responses to the issues of the studies. Again, the use of the questionnaire in the primary data collection method is very essential. Interviews in case studies are most frequently open-ended. As far as most case studies are about human activity assessment, the questionnaire becomes vital sources of proof for case study.

3.8.2 Secondary Data

It was expected that the use of secondary data would increase the thesis ' validity and reliability. In this study, the secondary sources used include newspapers, magazines, books, paperwork and the Internet. Lindström et al (2010), for other purposes, defines secondary data as previously acquired information and is not case-specific, but may apply to the subject under study.

3.9 Method of Data Analysis

The study utilized chi-square analysis to test the four hypotheses that address the specific objectives of the study. Chi-square test determines whether there is dependency between variables or not.

Chi-square test (x^2) is really a goodness of fit test in so far as we are interested in ascertaining the extent of fit of theoretical, hypothetical or expected distribution with observed distribution. The x^2 one-sample test is carried out using the formula below:

$$x2 = \sum \left[\frac{(0-E2)}{E} \right] \underline{\hspace{2cm}}$$

Where

0 – represents the observed frequency

E- represents the expected frequency

Since the study involved the use of contingency, table, the expected frequency is obtained using:

$$_E = \frac{\text{Row Total x Column Total}}{\text{Grand Total}}$$

To obtain the chi-square tabulated, the following information were used:

The degree of freedom (v) = (c -1) (R – 1)
The level of significance = 5%

The data were analyzed with the use of both descriptive and statistical method. Descriptive statistical instruments such as tables, frequencies, percentages, and mean were used to analyze the research questions. The collected data was coded and entered into the Statistical Package for Social Sciences (SPSS) program according to each variable of the study for analysis. The hypothesis was tested using Pearson Product Moment Correlation (PPMC) statistics. The PPMC was used to determine the relationship between dependent variables (performance appraisal) and the set of independent variable (motivation and productivity).

3.10 Validity of Research Instrument

Validity is the level at which any mechanism of measurement measures what it intends to measure (Thatcher, 2010). Content validity concerns how well a measuring instrument's content measures what it is intended to measure (Asika, 2004).Before actual distributions of questionnaires to respondent, steps were carried out in order to ensure that the scale items adequately cover the area of the construct. Copies of this questionnaire were given to my supervisor in my department. This was done in order to obtain their general comments and necessary suggestions on the adequacy and sequence of the question. Some items were added based on their valuable recommendations in order to enhance the research instrument.

A positive factor analysis was done to establish validity of the questionnaire. For the establishment of content validity, the questionnaires that were distributed for pilot after retrieval were subjected to a factor analysis test using the principal component analysis method of extraction.

3.11 Pilot Study

The pilot study here entails a pre-survey in order to spot errors, abnormality as well as to ensure consistency and relevance of the research instrument. A pilot study was carried out with ESUT (Enugu State University of Science and Technology). A total number of one hundred (100) copies of the questionnaire. A pilot will be considered necessary in order to determine the willingness of the respondents, to have a fore-knowledge of the reactions of the respondents and to ascertain the reliability

and validity of the questionnaire when used in an environment. The responses were then be analyzed for their reliability.

3.12 Research Procedures

Pilot questionnaire were prepared and administered to ensure the objectivity and clarity of the items. The questionnaires were pre-tested and any suggestions for improvement encountered during the piloting process were incorporated in the final questionnaire. Final questionnaire were distributed to the respondents physically. This enhanced the speed of data collection. To improve the response rate, there was a cover letter explaining the reasons for the research, why the research is important, why the subjects was selected and a guarantee of the respondents' confidentiality was provided. The questionnaire had clear instructions and a beautiful plan. Each questionnaire was treated as a unique case and a sequential number given to each. The researcher administered the questionnaires with the help of research assistants who were selected on the basis of their experience and knowledge of the human resource management issues. The research assistants were trained on how to administer questionnaires to the respondents and record the findings. This enhanced the speed of data collection and record of appropriate responses from the research field.

3.13 Ethical consideration

Every questionnaire sent out to respondent was attached a message which explains clearly the purpose of the survey. Also, a brief introduction of the researcher and an estimated time required to complete the survey were pointed out. Consequently, the staff knew from the start what the researcher was doing and why. The questionnaire did not require respondents" names to protect their anonymity and confidentiality. The confidentiality of the respondents was preserved and the participants" identities will not be given in the final dissertation

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presents the data and interpretation of results of the research carried out in Enugu State University of Technology in Enugu states. The data collected were analyzed based on the hypotheses.

The research questionnaires were administered to one hundred staff of both institutions in and Enugu states. This analysis was carried out using (SPSS) Statistical Package for Social Sciences. Descriptive statistics of frequency count, percentages and chi-square were used to analyze the data to verify the hypotheses

SECTION A

SOCIAL DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Table 4.1

Age of Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
0-20years	2	2.0	2.0	2.0
21-30years	14	14.0	14.0	16.0
31-40years	43	43.0	43.0	59.0
above 40years	41	41.0	41.0	100.0
Total	100	100.0	100.0	

The findings indicate that 2% of the respondents were between 0 and 20 years of age while 16 % of the respondents were in the range of 21 to 30 years of age. 43 % of the respondents were above 31 to 40 years. 41% of the respondents were above 40 years. From these findings we can deduct that the majority of the employees are between 31 to 40 years of age.

Table 4.2

Sex of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	72	72.0	72.0	72.0
	Female	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

The study sought to establish the gender of the respondents. According to the data gathered, the majority of the respondents were male at 72% with the female respondents 28%.This can be deduced to mean that most employees at the institution are male.

Table 4.3

Marital Status of Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Married	80	80.0	80.0	80.0
Unmarried	20	20.0	20.0	100.0
Total	100	100.0	100.0	

The findings indicate that 80% of the respondents were married while 20% of the respondents were unmarried. From these findings we can deduct that the majority of the employees at the institution are married.

Table 4.4

Department of Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Accounting	7	7.0	7.0	7.0
IRPM	3	3.0	3.0	10.0
BUS ADM	1	1.0	1.0	11.0
Others	89	89.0	89.0	100.0
Total	100	100.0	100.0	

Figure 4.4 shows that 7% of the respondents are under accounting department while 3% of the respondents are under IRPM department. 1% of the respondents are under Business Administration. 89% of the respondents are under different departments. We can therefore deduce that most of the staff areunder different departments.

Hypotheses testing

HYPOTHESES 1

There is no significant relationship between performance appraisal

system and staff level of productivity

Table 4.5

Satisfied with existing performance appraisal system*Does

performance appraisal outcome influence your work productivity.

CONTIGENCY TABLE

Satisfied with the existing performance appraisal * Does performance appraisal

outcome influence your work productivity Cross tabulation

		Does performance appraisal outcome influence your work productivity				Total
		Strongly Agree	Agree	Neutral	Disagree	
Satisfied with the Existing performance appraisal	Strongly Agree					
	Count	2	4	1	1	8
	Expected Count	2.2	3.9	1.0	.8	8.0
	Agree					
	Count	16	28	3	5	52
	Expected Count	14.6	25.5	6.8	5.2	52.0
	Neutral					
	Count	8	12	7	3	30
	Expected Count	8.4	14.7	3.9	3.0	30.0
	Disagree					
	Count	2	3	2	1	8
	Expected Count	2.2	3.9	1.0	.8	8.0
	Strongly Disagree					
	Count	0	2	0	0	2
	Expected Count	.6	1.0	.3	.2	2.0
Total	Count	28	49	13	10	100
	Expected Count	28.0	49.0	13.0	10.0	100.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.808[a]	12	.719
Likelihood Ratio	9.504	12	.659
Linear-by-Linear Association	.601	1	.438
N of Valid Cases	100		

a. 14 cells (70.0%) have expected count less than 5. The minimum
expected count is .20.

Table 4.5 above shows that X^{2cal} (8.808) is less than X^{2tab} (28.30) at 5% level of significance (X^{2tab} = 28.30, v = 12, α = 0.05). Hence, the null hypothesis is accepted while the alternative hypothesis is rejected. That is, there is no relationship between performance appraisal system and staff level of productivity.

HYPOTHESES 2

There is no significant relationship between performance appraisals

system and staff level of motivation

Table 4.6

Satisfied with the existing performance appraisal system.

Does performance appraisal outcome influence your level of motivation

CONTIGENCY TABLE

Satisfied with the existing performance appraisal * Does performance appraisal outcome influence

your level of motivation in your work place cross tabulation

		Does performance appraisal outcome influence your level of motivation in your work place					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Satisfied with the Existing Performance Appraisal	Strongly Agree — Count	4	4	0	0	0	8
	Expected Count	2.6	3.6	1.0	.6	.1	8.0
	Agree — Count	19	25	4	4	0	52
	Expected Count	17.2	23.4	6.8	4.2	.5	52.0
	Neutral — Count	8	11	8	3	0	30
	Expected Count	9.9	13.5	3.9	2.4	.3	30.0
	Disagree — Count	2	3	1	1	1	8
	Expected Count	2.6	3.6	1.0	.6	.1	8.0
	Strongly Disagree — Count	0	2	0	0	0	2
	Expected Count	.7	.9	.3	.2	.0	2.0
Total	Count	33	45	13	8	1	100
	Expected Count	33.0	45.0	13.0	8.0	1.0	100.0

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.536^a	16	.100
Likelihood Ratio	18.608	16	.290
Linear-by-Linear Association	5.638	1	.018
N of Valid Cases	100		

a. 20 cells (80.0%) have expected count less than 5. The minimum

expected count is .02.

Table 4.6 above shows that X^{2cal} (23.536) is less than X^{2tab} 26.30) at 5%

level of significance   (X^2tab = 23.536, v = 16, = 0.05). Hence, the null

Hypothesis is accepted while the alternative hypothesis is rejected. That is, there is no relationship between performance appraisal and staff level of motivation.

HYPOTHESES 3

There is no significant relationship between performance appraisal system and staff level of job satisfaction

Table 4.7 Satisfied with the existing performance appraisal system*Does

performance appraisal outcome influence your level of job satisfaction

CONTIGENCYTABLE

Satisfied with the existing performance appraisal. Does performance

appraisal outcome influence your level of job satisfactory Cross tabulation

			Does performance appraisal outcome influence your level of job satisfactory					Total
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Satisfied with the existing performance appraisal	Strongly Agree	Count	1	3	2	2	0	8
		Expected Count	1.4	2.7	2.8	.9	.2	8.0
	Agree	Count	7	18	23	3	1	52
		Expected Count	9.4	17.7	18.2	5.7	1.0	52.0
	Neutral	Count	8	9	7	6	0	30
		Expected Count	5.4	10.2	10.5	3.3	.6	30.0
	Disagree	Count	1	3	3	0	1	8
		Expected Count	1.4	2.7	2.8	.9	.2	8.0
	Strongly Disagree	Count	1	1	0	0	0	2
		Expected Count	.4	.7	.7	.2	.0	2.0
Total		Count	18	34	35	11	2	100
		Expected Count	18.0	34.0	35.0	11.0	2.0	100.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.224[a]	16	.311
Likelihood Ratio	17.477	16	.355
Linear-by-Linear Association	.704	1	.401
N of Valid Cases	100		

a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .04.

Table 4.7 above shows that X^{2cal} (18.224) is less than X^{2tab} (34.27) at 5% level of significance ($X^{2tab} = 34.27$, $v = 16$, $\alpha = 0.05$). Hence, the null hypothesis is accepted while the alternative hypothesis is rejected. That is, there is no relationship between performance appraisal and staff level of job satisfaction.

HYPOTHESES 4

There is no significant relationship between performance appraisal process and staff level of positive attitude to work

Table 4.8

Are you Satisfied with the performance appraisal process of the university* has performance appraisal system influenced the level of staff positive attitude to work

CONTIGENCYTABLE

Are you satisfied with the appraisal process of the university * has performance appraisal system in your institution influenced staff level of positive attitude to work Cross tabulation.

Count

		Has performance appraisal system in your institution influenced staff level of positive attitude to work					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Are you satisfied with the appraisal process of the University	Yes	5	16	20	29	2	72
	No	0	5	9	13	1	28
Total		5	21	29	42	3	100

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.484[a]	4	.648
Likelihood Ratio	3.823	4	.431
Linear-by-Linear Association	1.464	1	.226
N of Valid Cases	100		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .84.

Table 4.8 above shows that X^{2cal} (2.484) is less than X^{2tab} 14.86) at 5% level of significance ($X^{2tab} = 14.86$, v = 4, α = 0.05). Hence, the null hypothesis is accepted while the alternative hypothesis is rejected. That is, there is no relationship between performance appraisal process of the institution and staff level of positive attitude to work.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents an overview of the study, summary of the major findings, conclusion, recommendations and suggestions for further study.

5.2 Summary of the Study

This study was structured into five chapters, Chapter one gave an insight to the background of performance management and employee productivity of selected manufacturing companies in Lagos state Nigeria, Performance management in this study was viewed within the context of performance appraisal, performance feedback, employee training and compensation. This chapter started with the background to the study, identified appropriate problems related to the study, outlined the objectives of the study, formulated appropriate research questions, hypotheses and examined the rationale for the hypothesis. Also highlighted were the scope of study, significance of the study, operational definition of terms and variables used in the study.

Chapter two concentrated on establishing a detailed explanation of the conceptual review of all five variables (employee training, performance feedback, and performance appraisal, compensation and employee productivity), the theoretical review laid emphasis on the Vroom expectancy theory, Goal theory of motivation. An empirical review of related literature and identification of gaps were also undertaken, as well as the formulation of a conceptual model of performance management and employee productivity.

The methodology used in the research is presented in chapter three. The research design, study population, sampling unit and sampling technique, method of data collection, research instrument, pilot study, research tool validity and reliability, data analysis and ethical factors were presented. In order to achieve the objectives of the study, survey method was used and a sample size of 9.7% (100) was drawn from a population of 1846 of Enugu State University of Science and Technology staff. Stratified random sampling procedure was adopted. A structured questionnaire was designed and structured into two sections. The first part solicited for the socio-demographic characteristics of the staff while the remaining three sections were made up of the selected motivational and productivity strategies, and influence of motivational and productivity strategies on

jobs performed by the staff in their respective libraries. The instrument was then administered to selected staff of Enugu State University of Science and Technology of tertiary institution in Enugu State, through a stratified random sampling procedure. Using descriptive statistics and Pearson Product Moment Correlation (PPMC), the information gathered from the research were evaluated.

Chapter four presented the analysis, results, interpretations and discussion of findings. The analysis was done using the descriptive analysis method of simple percentages, frequency distribution of demographic variables, and a simple and multiple regression analysis. The use of percentages and frequency distribution tables aided with the statistical package for social sciences (SPSS) was used in analyzing and interpreting data. Data generated from the questionnaire was sorted, arranged, coded, analyzed and substituted in the functional equations to obtain simple regression models and establish statistical significance of performance management variables and the final acceptance or rejection of the hypotheses were made.

5.3 Summary of Major Findings

The results of the analysis showed that there is no significant relationship between performance appraisal system and staff level of productivity. Detailed simple linear regression analysis showed that performance appraisal (X^{2tab} = 28.30, v = 12,　　= 0.05) at 5%.

The results of the analysis showed that there is significant no relationship between performance appraisal and staff level of motivation. Detailed simple linear regression analysis showed that performance appraisal (X^{2tab} = 23.536, v =16, =0.05) at 5%.

The results of the analysis showed that there is no significant relationship between performance appraisal system and staff level of job satisfaction. Detailed simple linear regression analysis showed that performance appraisal (X^{2tab} = 34.27, v = 16, = 0.05).

The results of the analysis showed that there is no significant relationship between performance appraisal system and staff level of positive attitude to work. Detailed simple linear regression analysis showed that performance appraisal (X^{2tab} = 14.86, v = 4,　 = 0.05)

5.4 Conclusion

The study was designed to evaluate performance assessment of employee motivation and productivity in tertiary institutions at Enugu State University of Science and Technology in Eungu. The research findings indicated that different approaches were used by tertiary institutions to motivate and enhance the job efficiency of science and technology employees at Eungu State University. The extent to which motivational strategies are used also favorably correlates with job efficiency. This implies the greater the worker's output is the greater the motive.

5.5 Recommendations

The following suggestions are produced on the basis of the results of this research;

    i.   Tertiary institution management in Enugu State should maintain and continue to use various motivational strategies to improve work performance as the needs of employees vary as what motivates one employee may not motivate the other.

    ii.   ii. Since work performance and productivity among staff at Enugu State University of Science Technology are influenced by the use of motivational strategies, tertiary institution management needs to apply a wide variety of strategies to ensure that staff at Enugu State University of Science Technology are best placed to grow and develop tertiary institution in Enugu State.

    iii.   iii. To enhance the efficiency of the job, leadership should guarantee that distinct motivation policies are applied in such a manner that employees do not make too much use of them and value them less. In other words, with a substantial time interval, it should be performed intermittently. Management should use non-monetary factors in most cases rather than the use of material things.

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RESEARCH QUESTIONNAIRE

I AM A FINAL YEAR STUDENT (400LEVEL) OF PUBLIC ADMINISTRATION FROM MOUNTAIN TOP UNIVERSITY PRAYER CITY, OGUN STATE.

A STUDY ON IMPACT OF PERFORMANCE APPRAISAL ON STAFF MOTIVATION AND PRODUCTIVITY IN HIGHER INSTRUCTION

QUESTIONNAIRE

SECTION A

1) Name (optional)…………………

2) Sex:
   ☐ Male ☐ Female

3) Age:
   ☐ Up to 20 years ☐ 20- 30 years ☐ 30-40 years ☐ above 40 years

4) Marital status:
   ☐ Married ☐ Unmarried

5) Department:
   ☐ Accounting ☐ IRPM ☐ PAD ☐ BUS ☐ Others

6) Year of Service:
   ☐ Up to 2 years ☐ 2-6 years ☐ 6-10 years ☐ above 10 years

7) When is performance appraisal made in the university?
   ☐ Monthly ☐ Quarterly ☐ Yearly ☐ Others

8) What is the objective of performance appraisal?
   ☐ Promotion ☐ Assessing training and development ☐ Pay rise ☐ others

9) Is there any conflict between employees after performance appraisal is made?
   ☐ Frequently ☐ Often ☐ Sometimes ☐ Never

10) Who rates the performance appraisal?
   ☐ Superiors ☐ Subordinates ☐ Client ☐ All

11) On what basis is performance appraisal made?

☐ Total output ☐ Behavioural efficiency ☐ Both

12) Is 360 degree appraisal process undertaken in the university?

☐ Yes ☐ No

13) Does any change arise after appraising the performance of employees?

☐ Yes ☐ No

If yes, how is it?

☐ Positive ☐ Negative ☐ Both

14) Are you satisfied with the appraisal process of the university?

☐ Yes ☐ No

If yes, to what extend?

☐ Fully satisfied ☐ Moderately satisfied

If no, give reasons and your suggestion to make it better

………………………………………………………………………………………………

15) Do you feel performance appraisal process is sufficient in appraising the performances of employees or you need some alternatives to it?

☐ Sufficient ☐ Alternative

If you need some alternatives, what kind of alternative should be adopted? Give your comments.

SA- STRONGLY AGREE, A- AGREE, NN- NEUTRAL, D- DISAGREE, SD- STRONGLY DISAGREE

S.NO	FACTOR	SA	A	N	D	SD
1	Performance appraisal system is needed in the university.					
2	Satisfied with the existing performance appraisal.					
3	The performance appraisal helps to win co-operation and team work.					
4	Performance appraisal is helpful in reducing grievance among the employees.					
5	The performance appraisal is helpful for improving personnel skill.					
6	The performance ratings were done periodically.					
7	The performance appraisal system helps to identify the strength and weakness of the employee.					
8	The performance rating is helpful for the management to provide employee counseling.					
9	Promotion is purely based on performance appraisal.					
10	Management fixes salary through the performance rating.					
11	Performance rating helps to fix increment.					
12	Transfer, demotion, suspension and dismissal are based on performance appraisal.					
13	The desired target of the organization is achieved through the performance appraisal.					
14	Performance appraisal increases employee					

	motivation.					
15	Appraisal system keeps on the major achievement and failure or success of work.					
16	At work you have the opportunity to do what you do best everyday.					
17	At work you get all information about the event and affairs of the company which have an effect on your work.					
18	You feel that your job is secured.					
19	University provides as much as ongoing training as you need to perform your task.					
20	You find difficulties when achieving the targets set by you in your job.					
21	Performance appraisal system is helpful in improving personal skills.					
22	Performance appraisal goals set for you are realistic, achievable and measurable.					
23	You are satisfied with the performance appraisal in your university.					