AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.5 No1, January – April, 2022 https://ajemates.org

INFLUENCE OF LECTURERS' PERFORMANCE APPRAISAL TECHNIQUE ON PRODUCTIVITY IN HIGHER INSTITUTIONS IN ANAMBRA STATE

Amaefule Forgive Nkiru & Victor Ugochukwu Agogbua

Department of Educational Management and Policy
NnamdiAzikiwe University Awka, Anambra State, Nigeria.
+2348179091444; forgiveamaefule@gmail.com
+2348033031492; vu.agogbua@unizik.edu.ng

ABSTRACT

This study examined influence of lecturers' performance appraisal technique on productivity in higher institutions in Anambra State. Performance appraisal was seen as a systematic process of appraising an employee's current and past performance relative to his performance parameters. Different performance appraisal techniques were employed as they serve as a basis for reward allocation, selection and development programme. According to Edward (1996) 360- degree feedback increases the performance of the employees as it gives a variety of career development opportunities, provides a strong motivation, enhances information quality, increases the staff knowledge and supports continuous learning. When lecturers are not properly appraised, they are less likely to give maximum contribution to academic success of the institution. But when they are properly appraised, there will be realization of individual potentials and successes within an appropriate length of time. The researcher therefore concludes that there is need for Lecturers to be appraised from time to time to instil activeness and higher goals in them and to enhance their maximum productivity using graphic rating scale, 360 degree feedback and management by objective appraisal techniques.

Keyword: *Lecturers' Performance Appraisal, Performance Appraisal Technique, Productivity in Higher Institutions, Higher Institutions, Lecturer Productivity.*

Introduction

Lecturers are the change agents in higher education. Lecturers should be evaluated on a regular basis to encourage them to be more active and set higher goals, as well as to maximize their production. Appraisal is the process of separating records with continuing worth from those with no further value in order to discard the latter. It is a systematic method of evaluating an employee's present and previous performance in relation to his or her performance objectives. Performance appraisals, according to Manish and Rajneesh (2014), are systematic assessments of an individual's performance. It's a training tool that's used to help employees and organizations grow holistically. The performance appraisal method allows the administration to assess and provide feedback on teacher performance, as well as suggestions for how to address their inadequacies if necessary. Each faculty or department's strengths and weaknesses are identified through the feedback method. Tephilla (2018) defines performance appraisal as a systematic procedure of assessing the performance characteristics of all employees in a firm, regardless of their level of responsibility.

Performance appraisals can be done annually or regularly, depending on the situation, and can be done in a variety of ways.

Graphic rating method, critical indent method, essay method, work standard method, ranking method, forced distribution method, 360-degree feedback, management by objective (MBO), behavioural checklist, graphic rating scale method, field review method, and so on are examples of appraisal techniques used in various organizations (Hemans &Abena 2011). The behavioural checklist, visual rating scale, 360-degree feedback, and management by objective are among the appraisal strategies to be studied in this study (MBO). A behavioural checklist is a questionnaire that contains statements that describe both good and bad job habits. These actions are linked to a variety of behavioural dimensions that have been identified as being relevant to the work. In most organizations, graphical rating scales are the most often utilized approach for evaluating performance (Woods, 2012; Wirtz, 2004). A performance appraisal rating checklist is what a graphic rating scale entails in this context. The manager simply assesses the employee on a scale that ranges from terrible to exceptional, depending on the component being reviewed, using the checklist.

Multiple appraisers are used in 360-Degree Feedback, including the target person's supervisor, subordinates, and peer. In a 360-degree appraisal, information is gathered and feedback is given in a full circle from top to bottom and back to top (Khanna& Sharma 2014). According to Edward (1996), 360-degree feedback improves employee performance by providing a variety of professional development possibilities, strong motivation, improved information quality, increased staff knowledge, and encourages continuous learning. MBO (management by objective) is a procedure in which managers/employers set goals for employees, review their performance on a regular basis, and reward them based on the outcome. MBO focuses on what has to be done (goals), rather than how it should be done. For optimum production and progress, lecturers should be evaluated on a regular basis.

This is due to the fact that if humans are not adequately monitored, they will become lazy. Performance appraisal methodologies, according to Applebaum (2011), serve as the foundation for incentive allocation, selection, and development programs. It distinguishes between satisfactory and insatiable performers. Selection, development, remuneration, promotion, fines, layoffs, and retrenchment are all functions that performance appraisal assists management with. If the evidence reveals that the person is working well, the feedback process can encourage and reward the employee by enhancing emotions of self-esteem and personal competence, according to Akinbowale (2013). Second, if the data reveals a flaw, it can be used to kickstart a training and development programme to address the problem. Furthermore, appraisal methods can aid in the development of professional proficiency, the identification of efficiencies and potentials, as well as the identification of flaws and shortcomings in higher education lecturers in order to improve productivity.

Higher education productivity is crucial. It's all about reaching personal achievement and realizing one's potential in a reasonable amount of time (Koskela 2000). To different people, productivity means many things. It might be productive in the workplace or in the classroom. A measure of output per unit of input is referred to as productivity. Input refers to all the factors of production used, such as capital, labour, and equipment, whereas output refers to total production in terms of units or revenues. Hitt and Zhou (2002) define productivity as the number of outputs produced per unit of input (labour, capital services, and purchased inputs). Productivity, according to Grönroos and Ojasalo (2004), is the physical relationship between the number of goods produced (output) and the quantity of resources consumed in the production process (input). It also refers to the ratio of output to intake over a given length of time. On the other side, the productivity of education is the realization of individual potential and personal success in a reasonable amount of time (Coe, Dicken and Hess2008). Higher education productivity simply refers to the use of instructional programmes and research to prepare graduates for jobs or extra training while also expanding their knowledge and analytical abilities.

Higher education institutions are regarded as centers of excellence around the world, where information is not only obtained but also transmitted to those who need it through teaching and research. Higher educational institutions, according to Orlans and Smith (1992), are the peak where all that happens immediately comes together and where learning in the broadest sense is nurtured... The term "higher education" refers to a variety of institutions of higher learning, including universities. These higher education institutions can be organized in a variety of ways, including as part of a university or as a separate entity known as a university and other tertiary learning institutions. Higher education, according to Peretomode (2007), is the facilitator, bedrock, powerhouse, and driving force for a nation's strong socioeconomic, political, cultural, healthier, and industrial development because higher education institutions are key mechanisms increasingly recognized as wealth and human capital producing industries. Knowledge appears to have surpassed capital as the most essential factor in economic development in the twenty-first century, and it is the cornerstone of a country's competitive advantage due to its ability to increase productivity (World Bank, 1999). Higher educational institutions are thus vehicles for expanding such knowledge through generating high-level technical capacity that underpins economic development and progress.

Statement of Problem

The ideal is that the appraisal criteria namely teaching, research and community development should be considered each time a lecturer is to be appraised as and when due as this will help to boost the commitment level and ultimately increase their productivity. Observation made by the researcher appears to suggest that lecturer's promotion are delayed and even when they are eventually promoted, the promotion arrears and other associated entitlements are delayed also. However, from a cursory look, if nothing is done about this situation and urgently too, it is predicted that many will start losing interest in the job as a result, the commitment level will drop. Of course when the commitment level drops, the productivity level will drop also. This prompted

the study on the influence of lecturers' performance appraisal techniques on productivity in higher institutions.

Purpose of Study

The main aim of this study is to examine the influence of lectures' performance appraisal technique on productivity in higher institutions in Anambra State. Specifically, the study sought to:

1. Determine the extent to which graphic rating scale enhances lecturers' productivity in higher institutions in Anambra State.
2. Ascertain the extent 360-degree feedback enhances lecturers' productivity in higher institutions in Anambra State.
3. Find out whether Management by objective improves lecturers' productivity in higher institutions in Anambra State.

Research Questions

This study is guided by the following research questions:

1. To what extent does graphic rating scale enhance lecturers' productivity in higher institutions in Anambra State?
2. To what extent does 360-degree feedback enhance lecturers' productivity in higher institutions in Anambra State?
3. To what extent does management by objective improve lecturers' productivity in higher institutions in Anambra State?

Research Method

The research design adopted was survey research design. The population of the study comprised of 505 lecturers in Chukwuemeka Odumegwu Ojukwu University, Igboariam Campus in Anambra State. The sample was 6 faculties from which a sample size of 180 lecturers was drawn using proportionate stratified random sampling technique. The instrument for data collection was a questionnaire titled "Lecturers' Performance Appraisal Technique and Productivity in Higher Institution" (LPATPHI). The questionnaire maintained 21question items and was answered using mean and standard deviation. The questionnaire had an average reliability score of 0.80. About 180 questionnaires were distributed to the respondents and 170 were retrieved which gave 95% rate of return. The item mean scores below 2.5 was disagreed and item mean scores from 2.5 and above was agreed.

Research Question1. To what extent does graphic rating scale enhances lecturers' productivity in higher institutions in Anambra State?

Table 1: Mean score of respondents on the extent of graphic rating scale on lecturers' productivity in higher institutions in Anambra State

S/N	Graphic rating scale appraisal technique	Mean	Std Dev.	Rank Order	Decision
1	It is used to measure quality teaching	3.37	0.37	1st	Agreed
2	It is used to assess length of tenure in service	3.04	0.38	4th	Agreed
3	It is used to review workload	2.07	0.44	6th	Disagreed
4	It is used to appraise current research work	3.24	0.36	3rd	Agreed
5	It is used to measure quality of publication	3.27	0.35	2nd	Agreed
6	It is used to review contribution to University	2.21	0.43	5th	Disagreed
7	It is used to assess unique traits and behaviours	1.93	0.44	7th	Disagreed
	Aggregate mean	2.73	0.39		

Table 1 showed the mean scores and standard deviation of respondents on how graphic rating scale enhances lecturers' productivity in higher institutions in Anambra state. The respondents agreed on quality teaching, length of tenure, current research work and quality of publication with the mean scores greater than the criterion mean of 2.5 and disagreed on review workload, contribution to University and unique traits and behaviour with the mean scores below the criterion mean of 2.5. Also, the aggregate mean scores of the respondents were above 2.50. These results imply that quality teaching, length of tenure, research work and quality of publication enhances productivity.

Research Question 2: To what extent does 360-degree feedback enhance lecturers' productivity in higher institutions in Anambra State?

Table 2: Mean score of respondents on the extent of 360 feedback on lecturers' productivity in higher institutions in Anambra State

S/N	360 feedback appraisal technique	Mean	Std Dev.	Rank Order	Decision
8	It is used to enhance management style	2.40	0.41	5th	Disagreed
9	It is used to improve communication	2.06	0.44	7th	Disagreed
10	It facilitates better team work	2.36	0.43	6th	Disagreed
11	It is used for training purpose	3.03	0.38	2nd	Agreed
12	It is used to increase staff knowledge	3.40	0.36	1st	Agreed
13	It helps in career development opportunities	2.80	0.39	3rd	Agreed
14	It enhances better understanding of strengths and weaknesses	2.63	0.41	4th	Agreed
	Aggregate Mean	**2.66**	**0.04**		

Table 2 showed the mean scores and standard deviation of respondents on how 360 feedback enhances lecturers' productivity in higher institutions in Anambra state. The respondents agreed on training purpose, increase staff knowledge, career development opportunities and understanding of strengths and weaknesses with the mean scores greater than the criterion mean of 2.5 and disagreed on improve communication, team work with the mean scores below the criterion mean of 2.5. Also, the aggregate mean scores of the respondents were above 2.50. These results imply that training, staff knowledge, career development and understanding strengths and weaknesses of lecturers enhances productivity.

Research Question 3: To what extent does management by objective (MBO) improve lecturers' productivity in higher institutions in Anambra State?

Table 3: Mean score of respondents on the extent of management by objective on lecturers' productivity in higher institutions in Anambra State

S/N	Management by objectives (MBO)	Mean	Std Dev.	Rank Order	Decision
15	It is used in participative management style	2.87	0.39	3rd	Agreed
16	It enhances job satisfaction	2.90	0.39	2nd	Agreed
17	It creates self-efficiency	2.36	0.43	7th	Disagreed
18	It is used to assess feasibility of performance objectives	2.69	0.40	6th	Agreed
19	It brings about mutual understanding of each other	3.07	0.38	1st	Agreed
20	It is used to monitor organization operations	2.80	0.39	4th	Agreed
21	It allows individual discretion in achieving goals	2.73	0.40	5th	Agreed
	Aggregate Mean	**2.77**	**0.39**		

Table 2 showed the mean scores and standard deviation of respondents on how management by objective enhances lecturers' productivity in higher institutions in Anambra state. The respondents agreed on participative management style, job satisfaction, feasibility of performance objective, mutual understanding of each other, monitor organization operations and individual discretion in achieving goals with the mean scores greater than the criterion mean of 2.5 and disagreed on self-efficiency with the mean scores below the criterion mean of 2.5. Also, the aggregate mean scores of the respondents were above 2.50. These results imply that participative management style, job satisfaction, feasibility of performance objective, mutual understanding, organization operations and individual discretion enhances productivity.

Discussion of Findings

Based on the findings, it was shown that the extent of graphic rating scale on lecturers' productivity include quality teaching, length of tenure, current research work and quality of publication. According to Woods (2012) and Wirtz (2004) graphical rating scales constitute the most used method during performance appraisal in most organisations. Manish and Rajneesh (2014) also stated that quantity of work, quality of work, dependability, enthusiasm and ability to work with others to produce desired goals are some of the contents of graphic rating appraisal. The implication of this is that, productivity increases with increase in lecturers' commitment.

From the data generated in response to research question two, the extent of 360 feedback include on training purpose, increase staff knowledge, career development opportunities and understanding of strengths and weaknesses. In his study, Edward (1996) discovered that 360 degree increases the performance of the employees as it gives a variety of career development opportunities, provides a strong motivation, enhances information quality, increases the staff

knowledge and supports continuous learning. According to Manish and Rajneesh (2014) information is collected and feedback is provided in full circular fashion top to bottom and back to top and it is useful in broader perspective and self-development.

From the data generated in response to research question three, the extent of management by objectives (MBO) include participative management style, job satisfaction, feasibility of performance objective, mutual understanding of each other, monitor organization operations and individual discretion in achieving goals. However, Tephillah (2019) observed that in management by objectives there must be setting of goals, setting performance standards, comparing the achieved goals with the goals united on and periodic review to require corrective steps for higher performance.

Conclusion

Based on the findings of the study, the researcher concluded that there is need for Lecturers to be appraised from time to time to install activeness and higher goals in them and to enhance their maximum productivity using graphic rating scale, 360-degree feedback and management by objective appraisal techniques. In this perspective, the lecturers will be upgraded in their teaching quality, research work and career development.

Recommendations

Based on the findings the following recommendations were made:

1. Government should provide adequate finance for higher institutions to enable them use the appraisal techniques in training their lecturers in career developments.
2. Policy makers should incorporate graphic rating scale, 360- degree feedback and management by objectives into their policies for higher institutions.
3. School administrators of higher institutions should implement the use graphic rating scale, 360- degree feedback and management by objectives in their performance appraisal to perform functions relating to selection, development, salary, promotion, penalties, layoffs and retrenchment.

References

Aggarwal, A. & Thakur, G. S. M. (2013). Techniques of Performance Appraisal –A review, *International Journal of Engineering and Advanced Technology*, 2(3).

Akinbowale, M. et al. (2013). The impact of Performance Appraisal Policy on Employee Performance. A Case Study of Guaranty Trust Bank in Nigeria. *Mediterranean Journal of Social Science, 14(4).*

Appelbaum, S.H., Roy, M. & Gilliland, T. (2011). Globalization of Performance Appraisals: Theory and Applications. *Emerald Journals*, 49(4).

Arong, F. E. &Ogbadu, M. A. (2010). Major causes of declining quality of education in Nigeria from administrative perspective: A case study of Dekina local government area. *Canadian Social Science*, 6(3), 183-198.

Asiyai, R. I. (2013). Challenges of quality in higher education in Nigeria in the 21st century.

International Journal of Educational Planning & Administration, 3(2), 159-172.

Coe, N. M., Dicken, P. & Hess, M. (2008). Global production networks: realizing the potential. *Journal of economic geography*, 8(3), 271-295.

Curtis, D. (1996). Employers appreciate 360#degree feedback. *Management Development Review*, 9(5), 34 -36

Edwards, M. R. (1996). Improving performance with 360#degree feedback. *Career Development International*, 1(3), 5 – 8

Ekong, J.E. (2006). Standard in education and quality delivery as imperatives fornational productivity. *Nigerian Journal of Educational Philosophy*, 2 (2), 16-24.

Eldman Daniel C. Arnold, Hugh J. (2009). *Managing Individual and Group Behaviour in organism.* McGraw Hill Book Company, Japan, 1983, Pp.392.

Finn, R. H. & Fontaine, P. A. (1984). Performance appraisal: Some dynamics and dilemmas. *Public-Personnel Management.*1984 13(3).

Fletcher, C. (2001). Performance appraisal and management: The developing research agenda. *Journal of Occupational and Organizational Psychology*, 74.

Grönroos, C.&Ojasalo, K. (2004). Service productivity: Towards a conceptualization of the transformation of inputs into economic results in services. *Journal of Business research*, 57(4), 414-423.

Hemans, S.&Abena, S. (2011). The Effefectiveness of Performance Appraisal as a Tool for Enhancing Employee Performance in the Public Health Sector.*Global Management Journal*, 3.

Hitt, L. M., Wu, D. J.& Zhou, X. (2002). Investment in enterprise resource planning: Business impact and productivity measures. *Journal of management information systems*, 19(1), 71-98.

Huang, S., Durcikova, A., Lai, H. & Lin, W. (2011). The influence of intrinsic and extrinsic motivation on individuals' knowledge sharing behavior, *International Journal of Human-Computer Studies*, 69(6), pp.415-427.

Jeffrey Pfeffer, (2009). "*Low Grades for Performance Reviews*," BusinessWeek : 68.

Khanna, M. & Sharma, R.K. (2014). Employee's performance appraisal and it's technique: a review. *Asian journal of Advance Basic Sciences*.2(2).51-58.

Koskela, L. (2000). *An exploration towards a production theory and its application to construction.*VTT Technical Research Centre of Finland.

Orlans, H.& Smith, B.L. (1992). Minerva*: A Review of Science, Learning and Policy*, 30(2), 132-13

Peretomode, V.F. &Chukwuma, R.A. (2007). Manpower development and lecturers' productivity in tertiary institutions in Nigeria.*Journal of Education Studies*, English Edition Poland, 5-11.

S.TephillahVasantham, (2018).*Research scholar, Department of management studies.* Mother Teresa womens university:Kodaikanal, Tamilnadu, India.

Thomas, S. Clausen, Keith, T. Jones & Jay, S. Rich. (2008). "Appraising Employee Performance Evaluation Systems," *CPA Journal*, 78: 64–67.

Wirtz, J. (2004). Improving the measurement of customer satisfaction: a test of three methods to reduce halo, *Managing Service Quality*, 11(2), pp.99 – 112.

Woods, A. (2012). Subjective adjustments to objective performance measures: The influence of prior performance, *Accounting, Organizations and Society*, 37(6), pp.403-425.

World Bank. (1999). *World development report: Knowledge development report*. Washington, D.C: The World Bank.