

PERFORMANCE EVALUATION AND EMPLOYEES TASK OUTCOME IN TERTIARY INSTITUTIONS IN RIVERS STATE

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ABSTRACT:

The purpose of the study was to have a theoretical review of the performance evaluation of an employees' task outcome in tertiary institutions. In recent years, scholars and practitioners have recognized the relevance of evaluating employees' performance as a measure for promotion, dismissal, and organizational planning. As a consequence, this article examined some of the relevant issues involving performance appraisal, performance evaluation challenges, performance evaluation, purpose of evaluation, evaluation procedures, and some empirical reviews. The data gathered through theoretical review and personal interview methods conducted in five tertiary institutions in Rivers State which involved forty-eight academic and thirty-four non-academic staff revealed that performance evaluation enables the provision of training and development of opportunities for employees. As a consequence, it was concluded that performance evaluation is a good process necessarily required by tertiary institutions to provide them with feedback on employees' performance to justify personnel decisions on promotion and compensations. The paper therefore, recommended that tertiary institutions should prioritise performance evaluation as a means of informing employees about their performance, rewarding excellent

performers, and achieving expected task outcome.

Keywords: Appraisal of performance, Evaluation challenges, Evaluation of performance, Evaluation procedures.

INTRODUCTION:

The concept of performance appraisals is not necessarily an end, but they are seen as very important means to measure, explore problems and also monitor organisational progress. Employees' appraisals when used appropriately can be an extremely powerful tool to aid an organisation to mobilize the energy of every employee in achieving the organisation's goals. This makes performance appraisal a supporting system for the delivery and improvement of output. As supporting mechanisms, appraisal systems must be designed in such a way as to facilitate organisational activities for a commendable work outcome.

Performance appraisal primarily focuses on every individual, and getting the maximum output from an employee throws a big challenge to today managers. What is to be done therefore is to provide adequate motivation to employees in giving out their maximum best. Currently, some gaps in higher education concerning the concept of performance appraisal have created controversies. The areas that are believed to have created these controversies include self-interest, politics as well as organisational conflicts. These affect the fair conduct and effectiveness of

performance appraisal systems. This is critical because, if the criteria used throughout the conduct of appraisal are not fair and efficient, it becomes much of a trouble due to the fact that in higher educational institutions, employees' performance goes a long way to shape the culture as well as the quality of academic work and output.

It should be pointed out that appraising employees is very important in higher educational institutions. Colleges and universities which are knowledge-based institutions specifically depend on the rich knowledge, expertise, commitment and innovation of their staff. Simmons (2002) have indicated that, performance appraisal can be a system that collectively addresses issues surrounding pay and conditions of employees, and particularly negotiate between employees and their managers. A good appraisal system therefore provides managerial decisions such as allocation of responsibilities and duties, pay, employees' empowerment and level of supervision. It also addresses issues relating to promotions, training, development, needs and termination of appointment (Mullins, 2005).

RESEARCH OBJECTIVE:

This study was concerned with studying whether performance appraisal system in tertiary institutions has effects on employees' task outcome

Research Questions:

Specifically, the following research questions were formulated in line with the specific objectives of study which served as guides to the study.

1. What challenges confront management of tertiary institutions in conducting staff performance appraisal?
2. What are the factors that necessitate an effective staff performance appraisal?

3. To what extent has performance appraisal contributed to an organisation's success.

REVIEW OF LITEATURE:

Theoretical Framework:

There are various theories of performance management, but for the purpose of this study, the equity theory by Adam (1963), procedural justice theory by Thibaut and Walker (1975) and expectancy theory by (Vroom, 1964) discussed.

The Equity Theory:

This theory is premised on the point that an employee perceives the relationship between outcomes, as well as the major inputs. In other words, it allows individuals to compare their job inputs and outcomes with those of others and then respond to eliminate the inequities (Robbins, et al.2009). It also talks about comparing what the employees contribute to a job and the organization (Adam, 1963). It should be stressed that outcomes expected of an employee include pay, benefits, job satisfaction, status, opportunities for advancement, prestige, and job security (Adam, 1963). Inputs similarly talks about the contribution made which include units produced, education, work experience and others that an employee perceives that contribute to the well-being of the organization. According to Adam (1963), equity theory is concerned with outcomes and inputs as they are perceived by the employees involved which are not merely based on any specific standards. As a result, in as much as equity theory allows employees to compare their inputs and outcomes to others and judge the equitableness of these relationships in the form of ratio, it deepens the fact that, when employees are appraised, their outcomes as compared to others are made obvious, hence the relevance of the theory.

Procedural Justice Theory:

According to George and Jones (1999), this theory is concerned with the perceived fairness of

the process that are used in making decisions about the distribution of outcomes. These decisions pertain to how performance levels are evaluated, how disputes are solved, and how outcomes are distributed across employees. In this theory, employees are key and thus, their reactions to procedures depend on how they perceive the procedures, rather than what the procedures actually mean (Thibaut & Walker, 1975).

The theory maintains that employees are motivated to perform at a high level when they perceive that the processes that are used to make decisions about their outcomes are fair, their motivation is considered as well as if they feel their performance assessed will enable them play a recommendable role in the organization. In essence, this theory seeks to explain what causes workers to perceive procedures as fair or unfair and the consequences of these perceptions (Thibaut & Walker, 1975).

The theory is very essential to the study due to the fact that, in carrying out performance appraisal of employees effectively, there are series of systems and methods through which the proper conduct of appraisal cannot be done. In doing this, there must be fairness throughout the conduct of performance appraisal for its effectiveness.

Expectancy Theory:

As indicated by Vroom (1964), employees' performance is based on individual factors such as personality, skills, knowledge, experiences and abilities. The theory maintains that although individuals may have diverse set of goals, they can be motivated if they believe that there is a positive correlation between effort and performance, and that favourable performance will be rewarded (Vroom, 1964). In essence the theory is centred on valence which refers to the emotional orientations people have about their outcomes; instrumentation which focuses on perceptions of employees that they will get what they actually

desire, whereas expectancy suggests that employees have different expectations and levels of confidence about what they are capable of doing, therefore management must discover the resources, training, or supervision employees need (Vroom. 1964). In fact, the theory emphasises the concept of motivation which is seen as one of the major factors of employees' performance in every organisation and hence, the relevance of this theory to the study.

PERFORMANCE APPRAISAL:

Administratively, performance appraisal provides input to be used for all human resource activities such as documenting personnel decisions, transfers, promotions, layoffs, decision making, making rewards and compensation decisions, retention and termination of staff etc. In the area of development, it provides feedback on performance, identifying individual strengths and weaknesses, assisting in goals identification, improving communication, identifying training needs and also providing interaction between managers and employees and reinforcing authority structure and recognising individual performance. The processes that are entailed in performance appraisal vary from organisations to organisations. For instances, the personality, behaviours, as well as job performance are sometimes measured both quantitatively and qualitatively (Tonington et al., 2005). They further indicated that the concept of performance appraisal is very important, and that it also yields unsatisfactory results in that, there are seem to be a negative point of view which always create a dissatisfaction between employees and employers. Areas that create controversies include lack of feedback and performance review session regarding employees, thus creating appraisal malfunction (Heathfield, 2000). According to Smith (1990), poor training for appraisers can also render the process of performance appraisal ineffective.

Although it is recognized by most countries and institutions that appraising employees serves as the way to effectively manage human resources and attaining higher organisational effectiveness and efficiency. There is still confusion regarding how it should be conducted, evaluated and managed for the desired results. From the view of Agyenim-Boateng (2006), one of the answers in solving some of the problems facing the public sector universities has to do with the ability of managers to quicken work behaviours in order to meet the demands of clients and promote desired behaviour to fulfill individual and corporate objectives.

Performance Evaluation Challenges:

Some criteria contained in the performance appraisal model used in public universities are set out below: Thus, many have challenged the criteria, particularly quality of publication weighted as high as 30 given the impracticalities concerning publications. Performance appraisal in itself is carried out as an event rather than as a process. It occurs at a given time of the year, and it is the point at which responsible staff begins to document performance discrepancies or deal with performance. Leaving it till a particular time and forwarding to the appointments and promotions team places a lot more emphasis on promotion rather than improvement (Okafor, 2005).

There are a number of challenges involved in performance appraisal. One of such challenges is the distorting effects such as halo effects, central tendency, crony effects, and Veblen effects (Agyenim-Boateng 2006). According to Agyenim-Boateng (2006), these effects do not only distort the appraisal results but also make the results less useful when it comes to making decisions on promotion, salary, identification, training and development needs and counselling.

According to Derek et al. (2005), several factors create a challenge for effective appraisal

systems. Prominent among these factors according to Longenecker (1997) are unclear performance criteria or an ineffective rating instrument, poor working relationships with the boss and lack of information on the manager's actual performance, lack of focus on management's development or improvement and pay. In addition are problems associated with the process used in appraisal, lack of appraisal skills, structure or substance also affect the conduct of appraisal negatively (Longenecker, 1997).

According to Longenecker (1997), the ownership of appraisal system is also important. It was uncovered that when ownership is designed and imposed on the human resource function, line managers will be faced with the problem of little ownership. In essence, majority of employees feel that appraisal is just a form-filling exercise for someone else's benefit which does not come with any practical value on performance within the job. It should be said that the result of appraisal can yield an unsatisfactory result due to the procedure through which it is conducted.

As a result, problems such as lack of employees' participation and involvement in the process especially in establishing their job targets are often unclear, unfeasible or non-existent. A lot more can be talked about regarding performance review sessions and feedback to employees concerning poor appraisals, performance outcome, which are paramount in causing ineffectiveness in some institutions (Smith, 1990).

Some supervisors in the view of Abrefa-Gyan, (2010) are lenient while others can be harsh when rating their subordinates. Some supervisors may also be tempted to exhibit some forms of biases based on a person's gender, religion or nationality. In some circumstances, these raters may assign higher ratings to senior employees because of the relationship they have in Common.

In summary, it has been noted that performance appraisal systems fail as a result of the lack of managing the system effectively or lack of management support. Ofori and Atiogbe (2011) have stressed that leadership in higher learning institutions fail to implement performance appraisal systems and that tertiary institutions in Nigeria face a number of challenges. These include but not limited to inadequate funding, poor work culture among staff, lack of rewards and lack of a clear performance appraisal system which go a long way to affect the quality of performance appraisal.

Performance Evaluation:

The performance appraisal/evaluation activities enable to determine whether the employees' performance is in accordance with established objectives. It is primarily based on the appraisal of employees' work results and activity, competence, skills, abilities and characteristics. In the modern management, performance appraisal is viewed in the broader context of performance management, whereas precision of measurement and accuracy of ratings is accompanied by social and motivational aspects of the appraisal process (Fletcher, 2001).

Alongside with task performance, which covers job-specific behaviours and employee's core responsibilities, in the appraisal process more attention has been devoted to non-job specific behaviours, like cooperation, dedication, enthusiasm and persistence. These aspects form contextual performance, because the increasing organisational and task complexities are becoming more and more important (Boyd and Kyle, 2004). Employees' evaluation is a process of rewarding employees with monetary and non-monetary benefits according to the value of their work, thus. compensating them for their efforts.

Performance appraisal is a systematic process that seeks to evaluate employees' performance and helps in identifying employee's

potential for further growth and advancement within the organisation's career ladder. The basic aim of performance appraisal system is to monitor employee performance, boost employee motivation that will in turn improve company morale. It is also a useful tool for understanding and assessing employee skill potential. Mostly, supervisors are the immediate source of judging and evaluating the performance of their subordinates. However, in some recent methods of performance appraisal like 360 feedback, employees are being evaluated by everyone that comes in contact with him, be it a supervisor, colleague, customers, peer, subordinate managers, team members, suppliers and vendors (Turk, 2005).

This type is different from other traditional method of performance appraisal as the information about employee is gathered from all possible sources to assess the performance of employees. On the contrary, subordinates are also recognizing the importance of performance appraisal, since this tool of performance management affects their rewards and paves the way for further developmental opportunities like trainings, promotions, transfers, salary increases, bonuses etc.

Similarly, data gathered through performance appraisal also known as performance evaluation can also be used as a tool for providing employees feedback on their performances. Performance evaluation is a systematic process that is done on a periodic basis i.e. annually or bi-annually. In some organisations, the basic purpose is to assess individual employee's job performance and productivity according to certain pre-established criteria and organisational objectives.

Performance Evaluation Purposes:

Performance appraisal takes into account the past performance of the employees as well as focus on the improvement of the future performance of the employees. Other purposes of

conducting performance appraisals/evaluation are: Developmental and evaluative Purposes. Developmental purpose is used to identify the weak areas of employee's performance. The gathered data is then used to provide trainings and development opportunities to the employees. On the other hand, evaluative purpose helps organisation's evaluators to inform employees about their performance and to further reward excellent performers and to punish poor performers.

In addition, Fletcher (2001) opined that performance appraisal is a means by which organisations develop competency, improve employee motivation, and achieve equitable allocation of resources. In essence, performance appraisal achieves multiple purposes from measurement to motivation and resource allocation. As noted by Cleveland, Murphy, and Williams (1989), performance appraisal systems can be used to motivate employees through remuneration, promotions, retrenchment, and the improvement of skills, competence and expertise. Moreover, Seidan, and Sowa. (2011) believe that the ultimate objective of any evaluation procedure is aligning individual goals and objectives with organisational objectives and priorities while individual performance should be reflected on how they contribute to organisational growth and development. According to Bassey, Esu and Inyang (2009), performance appraisal system is a means of investigating employee achievement over a certain period of time for achieving organizational goals. Summarily, performance appraisal is a means of knowledge sharing among subordinates and superiors to adequately measure the progress of the employee which will aid in making strategic human resource decisions. The effectiveness of an appraisal system is determined by the performance standards. Hence standards must be established according to individual job description which should be tied to organisational goals and objectives. Furthermore,

these standards should be a written document which will make it legally binding and objective. Failure to align performance standards with organisational goals and objectives leads to misunderstanding, poor morale, lack of job satisfaction, ineffectiveness, and confusion (Daley, 2002., Condrey 2012). Knowledge, skills and abilities, work ethics, personality traits or characteristics and results can be used to assess performance (Milkovich and Boudreau, 1994). Even though knowledge, skills a inherent in an individual, not specific to the job itself, but they signify the minimum requirement needed for optimum job performance. Behaviours are mostly used in the public sector due to the nature of the organisation which encourages and incorporates teamwork. Ultimately, organisational culture, organisational climate and nature of the job influence the direction of the appraisal procedure (Murphy and Cleveland, 1995., Daley, 2002., Condry, 1994&2021)

Performance Evaluation in Tertiary Institutions:

Performance appraisal is a process of assessing, summarizing and developing the work performance of staff in tertiary institutions. Every tertiary institution staff in Nigeria receives a written performance appraisal annually which provides a feedback on performance and justifies personnel decision such as promotion and compensation (Okafor, 2005). This official form includes a self- assessment page for the staff to fill out and it is in turn sent to the respective departmental heads or heads of office who state their perception. The completed form is then forwarded to the appointment and promotions committee where it is reappraised and action recommended. This could be promotion, continuity with the system, termination or warning. The behaviour standards that form the core of the performance appraisal expected of staff are set out in the staff hand book and these standards relate to tasks that determine task

output. Academic peers apply these standards through collegial review of course syllabi, research methods and professional publications. Evaluation of teaching and research is a tool for quality improvement.

There are numerous criteria for measuring the performance of employees in the tertiary institutions in Nigeria. According to (Turk, 2005) these criteria have been brought out by different studies McNay, 1997; Willis, Taylor, 1999; Mergen et al., 2000; Ashe-Eric, 2001; Mulford et al., 2004; Griffith 2004). These criteria can be divided into three groups: teaching, research and service. There may be a focus on particular stages of the education process: 1) on input e.g. qualification of staff, nature of students and material resources; 2) on processes e.g. approaches to teaching, student involvement and feedback; 3) on output e.g. qualifications of students, employment rates, staff publications. Quantitative data such as examination pass rates, citation levels for research articles etc. may also be available. In other cases, survey data from students or employers might be collected. The more criteria presented, even without rigid detailed scoring scales, the better the evaluation will be.

Statistical performance indicators also support judgment, not replace it. Teaching does not include only what is done, but how well it is done. Quality of performance in teaching requires that the higher educational institutions prepare the students for their first position as well as provide the basis for performance in future positions. Part of the quality of performance is to maintain an awareness of the needs of the student. Teachers are service providers, while students are the consumers of their services.

Uses of Performance Evaluation:

Staff performance appraisal is used for administrative and development purposes. Generally, appraisals are used by organisations for two distinct roles. First and foremost,

appraisals are used to measure the performance of employees for the aim of making administrative decisions such as pay and promotion. Secondly, appraisals are used to develop the employee. Managers of organisations use appraisal to make vibrant decisions on compensation, promotion, dismissal, downsizing and layoffs (Mathis & Jackson, 2004). Developmental uses of performance appraisal on the other hand include identifying employees' weaknesses and strengths, identifying areas for growth, developmental planning as well as coaching and career planning (Mathis & Jackson, 2004). For administrative purposes, it is a technique for promotion, dismissal, and organisational planning. For motivational purposes, it is a tool for self-appraisal and incentive to hard work, identification of training needs, goal setting and planning processes.

Empirical Review:

Ochoti et al. (2012) study on factors that influence employees' performance appraisal system, a case of the ministry of state for provincial administration and internal security, Kenya revealed that all the five factors i.e., implementation process, interpersonal relationships, rater accuracy, informational factors, and employee attitudes were positively related to the performance appraisal system. It was uncovered that about 55.1% of the variation in performance appraisal system can be explained by the changes in implementation process, interpersonal relationships, rater accuracy, informational factors and employee attitudes.

Another study by Begum, Hossain and Sarker, (2015) on the factors that determine how effective performance appraisal system is in Bangladesh (in the pharmaceutical industry) revealed rater accuracy and performance gaps, training and motivation, performance appraisal process, employee attitude, communication, and inter personal factors to influence the conduct of

appraisal. It was uncovered that all the factors except interpersonal factor are significant when it comes to ensuring the effectiveness of performance appraisal system.

A similar study conducted by Ahmad and Bujang (2013) on the issues and challenges in the practice of performance appraisal activities in the 21st century uncovered that factors such as lack of fairness of evaluation decision, appraisal bias, lack of required skills and knowledge, subjectivity in evaluation, the practice of quota system, criticism and comments for unions, and inability of appraisal to suit organisational culture serve as challenges when appraising employees' performance.

Kim and Hoizer, (2014) on public employees and performance appraisal: a study of antecedents to employees' perception of the process also revealed that the developmental use of performance appraisal, employee participation in performance, standard setting, the quality of the relationship they have with their supervisors, and employees perceived empowerment are positively associated with employee acceptance of performance appraisal.

Cintron (2009) on the performance appraisal systems in higher education: an exploration of Christian institutions revealed that there was a high usage of staff performance appraisal in its population of 108 Christian colleges and universities. Cintron (2009) also uncovered that a significant amount of dissatisfaction with the appraisal process come to being due to lack of leadership support for the appraisal process, supervisors not being held accountable for the timely completion of their appraisals, and the lack of timing provided supervisors for doing performance appraisal.

RESEARCH METHODOLOGY:

Research Design:

The descriptive research methodology was adopted for this study and also personal interview method was also adopted to interview

selected workers of some sampled tertiary institutions in Port Harcourt. The descriptive research method was adopted in order to describe the theoretical relationship between performance evaluation system and employees' task outcome. The choice of descriptive research was also because of its ability to efficiently and effectively measure variables without necessarily increasing cost. Personal interview was applied in order to reinforce the data gathered through review of literature.

Population for the Study:

The target population consisted of selected forty-eight academic and thirty-four non-academic staff with various designations drawn from five tertiary institutions in Rivers State.

Sampling Techniques:

The sampling technique used was the convenience or judgmental sampling because of the relative small number of the institutions and respondents involved in the study, and again, it facilitates convenient and quick data collection.

Data Collection Instrument:

A self-developed questionnaire and personal interview methods were the main data collection instruments used for the study. The questionnaire included a set of questions that was carefully designed and given to the different group of people in order to collect data about the research topic that was of interest to researcher.

A part of the section was composed of ten items that solicited responses on the factors that contribute to effective performance appraisal in tertiary institutions in Port Harcourt, while other part solicited information related to the other research question.

Data Analysis Techniques:

Descriptive statistics such as percentages was used to analyze all the answers to the

research questions. This was done to ascertain the percentages of respondents who chose each question based on the objectives of the study. Major findings were determined based on the data generated through reviewed literature

Table 1. Population for the study

NAME OF INSTITUTION	ACADEMIC STAFF	M	F	NON ACADEMIC STAFF	M	F	TOTAL	%
UNIVERSITY OF PORT HARCOURT	15	10	5	10	7	3	25	31.25
RIVERS STATE UNIVERSITY	10	6	4	10	6	4	20	20.83
IGNATIUS AJURU UNIVERSITY	10	5	5	5	3	2	15	20.83
CAPTAIN ELECHI AMADI POLYTECHNIQUE	7	3	4	5	2	3	12	14.58
RIVERS STATE POLYTECHNIQUE	6	3	3	4	2	2	10	12.5
	48	27	21	34	20	14	82	12.5
								99.99

Source: Researcher's field survey, 2021

Table 2 Demographic Features of Respondents

NAME OF INSTITUTION	ACADEMIC STAFF		NON ACADEMIC STAFF		% Academic Staff M/F	% non-Academic Staff M/F
	M	F	M	F		
UNIVERSITY OF PORT HARCOURT	10	5	7	3	18.29	12.19
RIVERS STATE UNIVERSITY	6	4	6	4	12.19	12.19
IGNATIUS AJURU UNIVERSITY	5	5	3	2	12.19	6.09
CAPTAIN ELECHI AMADI POLYTECHNIC	3	4	2	3	8.53	6.09
RIVERS STATE POLYTECHNIC	3	3	2	2	6.09	4.87
	29	19	20	14	57.29	

Source: Researcher's field survey, 2021

DISCUSSION OF FINDINGS:

This involved the presentation and analysis of data on the demographic characteristics, population of the study and results of the study. In Table 1, the total number of academic staff studied in all the five tertiary institutions interviewed are forty-eight which represented a percentage rate of 58.54, while the number of non-academic staff are thirty-four which represented a percentage rate of 41.46. The total number of male academic staff was 27

with a percentage rate of 32.92. The number of female academic staff was 21 with a percentage rate of 25.60. For the non-academic staff, the number of males are 20 representing 24.39, while the number of females are 14, representing 17.07 percent. Affirmative responses from a greater percentage of the population revealed that employees task outcome depends more on an organisation's performance evaluation system which are done without bias.

Demographic Features:

The demographic features of the respondents from the five tertiary institutions in Rivers State revealed that there are 29 and 20 male academic and non-academic staff representing 35 and 24.39 percent respectfully. The table also indicated that there are 19 females academic staff which represented 23.17 percent and 14 non-academic staff which represented 17.07 percent.

From the analysis of the tables with respect to the population and the demographic features of the respondents, it was revealed that a greater percentage of both male and female academic and non-academic staff respondents seriously affirmed that an understanding of employees skills, abilities, knowledge which signify minimum requirement needed for optimum job performance necessitates effective performance appraisal. Answers to research question two revealed that a large percentage of the same category of respondents agreed that challenges ranging from distorting effect of halo principle to unclear performance criteria, poor working relationship, failure to align performance standards with organizational goals and objectives, poor morale, ineffectiveness and confusion make the appraising system less useful for decision making on promotion and other incentives. It was also affirmed by majority of the respondents that performance appraisal system is useful in measuring performance which in turn helps in making decisions on realizable administrative purposes.

CONCLUSIONS AND RECOMMENDATIONS:

Performance appraisal is a systematic process that seeks to evaluate employees' performance and helps in identifying employee's potential for further growth and advancement within the organisation's career ladder. Knowledge, skills, abilities, work ethics personality traits and characteristics are some of the features that could be used to assess performance. Thus, performance appraisal is a means by which organisations develop competency, improve employee motivation and achieve equitable allocation of resources. Tertiary institutions therefore use certain criteria which includes research methods and professional publications, qualification of staff, approaches for teaching students, qualification of students, and employment rates for the assessment of performance, evaluation of employees, and making vibrant decisions on compensation, promotion, dismissal, downsizing and lay off of staff.

Some factors are regarded effective than others. The issue of evaluation of employees' performance and the developmental needs of employees were held in high esteem. However, the issue of performance gaps and motivation, as well as decision making on annual salary increases were least considered.

What constitutes performance appraisal of staff in the tertiary institutions vary depending on the status of the individual. However, there is a general view which ranks the evaluation of employees' performance and the developmental needs of employees.

Annual performance frequency as well as the working cycle of appraisal practices was dominant in the procedural strategies for staff performance appraisal in the University of Education, Winnelaha. However, there are obvious challenges involved in performance appraisal and evaluation which includes halo and crony effects, central tendency, unclear performance criteria, ineffective rating instruments, and poor working

relationship with superior officers which the researcher has suggested a comprehensive overhaul in order to achieve significant employee work outcome.

For management to reap optimum benefit of performance appraisal systems, tertiary institutions should focus on the following recommendations:

1 They should be involved in evaluation of employees' performance, assessing their performance, as well as identifying their strengths and weakness in order to increase task outcome and achieve cohesiveness.

2 Tertiary institutions should strictly adhere to annual appraisal and evaluation as a means of ensuring that employees are adequately compensated for their hard work and to effectively address their challenges.

3 Management must endeavour to ensure that the factors contributing to effective staff performance appraisal are considered carefully and implemented promptly.

4 Management of tertiary institutions should ensure the quick integration of the factors which add values to a prompt performance appraisal system necessarily required for an enhanced employee work out come.

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