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## **PERFORMANCE APPRAISAL AND LECTURERS' JOB MOTIVATION AS PREDICTOR OF LECTURERS' PRODUCTIVITY**

By

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### **Abstract**

This study investigated the relationship between performance appraisal, lecturers' job motivation and productivity in tertiary institutions in Delta State. The study adopted ex-post facto design. The study population comprised the 1,562 academic staff of all the state-owned tertiary institutions in Delta State. The stratified sampling method produced a sample of 781 lecturers. The questionnaire was the instrument adopted for data collection. It was validated by the experts in Educational Administration Department as well as measurement and evaluation Department. The instrument was also subjected to factor analysis using Principal Component Analysis (PCA) to determine the construct validity. The PCA rotation sum of squared loading of all the items in the subscales accounted for cumulative variance of 59.31% for the performance appraisal subscale, 68.02% for the job motivation subscale and 74% for the productivity subscale. The rotated component matrix of the various subscales of performance appraisal, job motivation and productivity ranged between .44 and .91, .51 and .82 and .56 and .89, respectively. The Cronbach Alpha reliability indices of .79, .75 and .78 were obtained for performance appraisal, job motivation, and productivity sub-sections. Pearson product-moment correlation matrix and multiple regression statistics were used to analyze the data. The study revealed that performance appraisal has a significant relationship with lecturers' job motivation and productivity. Due to the findings of this study, it was recommended that human resource managers of public and private sector tertiary institutions should formulate and develop performance appraisal policies, that will motivate and reward meritorious performance among others.

**Keywords:** Performance Appraisal, Job Motivation, Productivity, Lecturer, Tertiary Institutions.

### **Introduction**

Managing workers' performance is an integral part of all administrators and rating officers' work throughout the year. It is important because employees' productivity or the lack thereof, may profoundly affect both the financial and programme components of an organization. Appraising employees performance is a feature of every organization. People will naturally, informally, and arbitrarily appraise the job performance of others, even subordinates, in the absence of a well-structured appraisal system. The human proclivity to judgment can lead to major motivational, ethical, and legal issues in the workplace. There is no hope of guaranteeing that the judgment made is legitimate, fair, defensible, and accurate without a well-structured assessment procedure. According to Hayes (2021) distrust of the appraisal can lead to issues between subordinates and superiors or a situation in which employees merely tailor their input to please their employer. He further stated that performance appraisals can lead to adoption of unreasonable goals that demoralize workers or incentivize them to engage in unethical practices.

Performance appraisal is a step in the performance management process that evaluates an employee's contribution to the company over some time (Ojokuku, 2013). Employees are directed and motivated by performance management to optimize their endeavours on behalf of the company so that a business can achieve its strategic goals (Werner, Schuler and Jackson 2012). It implies that performance appraisal is a precursor of motivation. Motivation is what makes people to do things. In another sense, it is what makes them put real effort and energy into what they do. Motivation is a general term applied to the entire class of drives, desires, needs, wishes and similar forces. To say that employers motivate their subordinates is to say that they do these things which they hope will satisfy these drives and desires and induce the subordinates to act in a desired manner. That is, it is the process of stimulating people to action and to achieve a desired task. The Chartered Institute of Personnel and Development (CIPD, 2005), stated that performance appraisal can profoundly affect employees' motivation and satisfaction and to Bawa (2017), motivational elements are a strong predictor of workers productivity. For better as well as for worse, performance appraisal provides employees with recognition for their efforts.

The power of social recognition as an incentive has been long noted. If nothing else, the existence of an appraisal programme indicates to an employee that organization is genuinely interested in their individual performance and development. This alone can have a positive influence on the individual's sense of worth and inspire them to work individually or in groups in such a way as to produce best results which undoubtedly leads to enhanced productivity. Effective performance management systems are among the tools for measuring and enhancing productivity. This is buttressed by findings of the researches carried out by Giami, Oluwuo&Anyamele (2018); Odayo, Chirstine, &Johnmark (2020), Adenkunle, Agbona& Agbonlahor (2010). The findings of their studies indicated that performance management significantly predict teachers productivity. It is therefore necessary for an organization to look for ways of accurately measuring performance if that organization is to effectively and efficiently achieve its goals. The promotion of academic staff of tertiary institutions in Nigeria and Delta State in particular is tied to performance appraisal because this is the only management tool used by the management of these institutions to assess and quantify their levels of motivation and productivity.

Performance appraisal of academic staff of tertiary institutions in Delta State is tied to reward; it is used for placement, salary increase and seldom for demotion and termination. As a developmental tool, it is also used to identify training and staff development needs. It is one of the personnel management programmes that are very difficult to implement effectively without some forms of controversies or ill feelings. However, organizations cannot afford to avoid them because effective results are most crucial to organizational survival.

#### **Statement of Problem**

Performance appraisal has always been a part or feature of almost all organizations. It has been accepted and believed in, for its role in the attainment and realization of organizational goals. Performance appraisal according to Lloyd (2021) has the power to motivate employees because it has a number of interconnected benefits. There are however many misgivings, disenchantments and disillusionment about its role in effective realization of organizational goals and objectives. Many researchers have expressed doubts over the validity and reliability of the performance appraisal processes. Some have even stated that the process is so

inherently flawed that it may be impossible to perfect. These fears were expressed by Hayes (2021) when he stated that some labour experts believe that the use of performance appraisal has led to lower use of merit and performance –based compensation. He further noted that unreliable raters can introduce a number of biases that skew appraisal results toward preferred characteristics or ones that reflect the rater's preferences. Considering the raging controversy over performance appraisal, this study sets out to investigate whether or not performance appraisal and lecturers job motivation have any significant influence on lecturers productivity in tertiary institutions in Delta State.

### **Purpose of the Study**

The purpose of this study is to investigate the relationship between performance appraisal, job motivation and lecturers' productivity in tertiary institutions in Delta State. Specifically, the objectives of the study are as follows;

1. To determine the relationship between performance appraisal and lecturers' job motivation.
2. To determine the relationship between performance appraisal and lecturers productivity.
3. To determine the relationship between performance appraisal, job motivation and lecturers' productivity.

### **Research Questions**

To the guide the study, three research questions were raised.

1. Is there any relationship between performance appraisal and lecturers' job motivation in tertiary institutions in Delta State?
2. Is there any relationship between performance appraisal, lecturers productivity in tertiary institutions in Delta State?
3. Is there any relationship between performance appraisal, lecturers' job motivation and productivity in tertiary institutions in Delta State?

### **Research Hypotheses**

1. There is no significant relationship between performance appraisal and Lecturers' job motivation in tertiary institutions in Delta State.
2. There is no significant relationship between performance appraisal and Lecturers' productivity in tertiary institutions in Delta State.
3. There is no significant relationship between performance appraisal, Lecturers' job motivation and productivity in tertiary institutions in Delta State.

### **Methodology**

The study is an ex-post-facto design with a population of 1,562 academic staff of all the state-owned tertiary institutions in the Delta State of Nigeria. There are; one State University, three State Colleges of Education and three State Polytechnics. A sample of 603 males and 178 female academic staff were selected using a stratified random sampling technique. The research instrument for data gathering was a questionnaire titled Performance Appraisal and Lecturers' Job Motivation and Productivity Scale (PALJMPS). The research instrument consisted of four sections: Section A of the questionnaire provided demographic information on the respondents, including sex, qualification, and type of institution the respondents teach. Section B, which had eight items, provided information on performance appraisal. Section C, with twelve item questions, provided information on lecturers' job motivation. Section D containing fourteen test items, measured lecturers' productivity. The items were on a 4 point Likert-type Scoring. Scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly

Disagree (SD) 1point. Experts validated the research instrument in Educational Administration and Measurement and Evaluation at Delta State University, Abraka. The instrument was subjected to factor analysis using Principal Component Analysis (PCA) to determine the construct Validity and the rotation sum of squared loadings of all the items accounted for a cumulative variance of 59.31% for the performance appraisal subscale, 68.02% for the job motivation subscale and 74% for productivity subscale. The items were rotated using Varimax with Kaiser Normalization Rotation Method into two components for performance appraisal. The rotated component matrix ranged between .44 and .91. that of job motivation was divided into four components using Eigen value of 1 to select each of the other components. The rotated component matrix ranged between .51 and .82. The items of the productivity subscale were rotated into four components, and the rotated component matrix ranged between .56 and .89, which indicates that the items had construct validity. The Cronbach Alpha reliability method was used on the three sub-sections, and the Cronbach Alpha reliability indices of .79, .75 and .78 were obtained for performance appraisal, job motivation and productivity, respectively. The research questions were answered using Pearson's Product Moment Correlation Matrix, while the Hypotheses were analyzed by means of Pearson's Product Moment correlation coefficient and multiple regression analysis.

## **Results**

**Research questions one to three were answered using correlation matrix analysis on table 1.10**

1. Is there any relationship between performance appraisal and lecturers' job motivation in tertiary institutions in Delta State?
2. Is there any relationship between performance appraisal, lecturers' productivity in tertiary institutions in Delta State?
3. Is there any relationship between performance appraisal, lecturers' job motivation and productivity in tertiary institutions in Delta State?

**Table 1.10 Correlation Matrix between Performance Appraisal, Job Motivation and Lecturers' Productivity**

<b>Variables</b>	<b>Performance Appraisal</b>	<b>Job Motivation</b>	<b>Productivity</b>
Performance Appraisal	1		
Job Motivation	.31	1	
Productivity	.30	.36	1

Table 1.10 showed the correlation Matrix between performance appraisal, job motivation and lecturers' productivity. There was a moderate positive relationship flanked by the predictor variables and criterion variables at one percent level. These were performance appraisal and lecturers' job motivation ( $r=0.31$ ), performance appraisal and lecturers' productivity ( $r=0.30$ ) and job motivation and lecturers' productivity ( $r=0.36$ ).

### **Hypothesis One**

There is no significant relationship linking performance appraisal and lecturers' job motivation in tertiary institutions in Delta State.

**Table 1.11 Regression Analysis of Performance Appraisal (Predictor) and Lecturers' Job Motivation (Criterion Variable)**

Model	Calculated r	r <sup>2</sup>	r <sup>2</sup> adjusted	Df	Standard Error of the Estimate
1	.31	.10	.10	779	4.18
ANOVA					
	SS	Df	Ms	F	Sig
Regression	1457.68	1	1457.68	83.31	.00
Residual	13630.32	779	17.50		
Total	15088.00	780			
Coefficients	Unstandardized Coefficient		Standardized Coefficient	T	Sig
	B	Std Error	Beta		
Constant	21.36	1.15		18.63	.00
Performance appraisal	.42	.05	.31	9.13	.00

\*P<.05, Critical F Value = 3.00

Table 1.11 shows that the regression value is 0.31, and the coefficient of determination is 0.10. The adjusted coefficient of determination is 0.10. It shows that a unit change in the standard deviation of performance appraisal accounted for a 10% variance in lecturers' job motivation. The computed regression analysis indicates the calculated F value (F=83.31, df 1,779), P<.05. It showed that the null hypothesis, which states that there is no significant relationship between performance appraisal and lecturers job motivation, is rejected. The conclusion is that performance appraisal has a significant relationship with lecturers' job motivation.

**Hypothesis Two:** There is no significant relationship between performance appraisal and lecturers' productivity in tertiary institutions in Delta State.

**Table 1.12 Regression Analysis of Performance Appraisal (Predictor) and Lecturers' Productivity (Criterion).**

Model	Calculated r	r <sup>2</sup>	r <sup>2</sup> adjusted	df	Standard Error of the Estimate
1	.30	.09	.09	779	4.17
ANOVA					
	SS	Df	Ms	F	Sig
Regression	1331.08	1	1331.08	76.68	.00
Residual	13523.46	779	17.36		
Total	14854.53	780			
Coefficients	Unstandardized Coefficient		Standardized Coefficient	T	Sig
	B	Std Error	Beta		
Constant	25.47	1.14		18.63	.00
Performance appraisal	.40	.05	.30	8.17	.00

\*P<.05, Critical F Value = 3.00

Table 1.12 revealed that the regression value = 0.30, the coefficient of determination = .09 while the adjusted of coefficient determination =.09. The calculated F=76.68, df=(1,779) P<.05. The calculated F value of 76.68 is greater than the critical F value of 3.00. Therefore, the null hypothesis, which stated no significant relationship between performance appraisal and lecturers' productivity in tertiary institutions in Delta State, is rejected. There is a significant relationship flanked by performance

appraisal and lecturers' productivity in tertiary institutions in Delta State. The value of the significant T is 8.17 ( $P < .05$ ). It means that performance appraisal has a significant positive relationship with lecturers' productivity.

**Hypothesis Three:** There is no significant relationship between performance appraisals, job motivation and lecturers' productivity in tertiary institutions.

**Table 1.13 Multiple Regression Analysis Showing the Relationship Between Performance Appraisal, Job Motivation (Predictors) and Productivity of Lecturers' in Tertiary Institutions (Criterion).**

Model	Calculated r	r <sup>2</sup>	r <sup>2</sup> adjusted	df	Standard Error of the Estimate
1	.41	.17	.17	779	3.98
ANOVA					
	SS	Df	Ms	F	Sig
Regression	2524.28	2	1262.14	79.64	.00
Residual	12330.25	778	15.85		
Total	14854.53	780			
Coefficients	Unstandardized coefficient		Standardized Coefficient	T	Sig
	B	Std Error	Beta		
Constant	19.15	1.31		14.60	.00
Performance appraisal	.27	.05	.21	6.01	.00
Job motivation	.30	.03	.30	8.68	.00

\* $P < .05$ , Critical F Value = 3.00

The multiple regression statistical analysis in Table 1.13 above shows that the calculated  $F = 79.64$ ,  $df (2,778)$  is significant. Hence, the null hypothesis was rejected, claiming that there is no significant relationship amongst performance appraisal, work motivation, and lecturer productivity in tertiary institutions. There is a strong link between work performance, job motivation, and lecturers' productivity. The significant T value showed that performance appraisal and job motivation are significant  $P < 0.05$ . The beta weights for performance appraisal and job motivation are .21 and .30, respectively. This result indicates that both performance appraisal and job motivation have a moderate association with lecturers' productivity. However, job motivation has a stronger explanatory value for lecturers' productivity than performance appraisal from the beta weight.

### Discussion of Results

The findings in this study indicated that performance appraisal has a significant relationship with lecturers' job motivation. This finding means that performance appraisal has a profound effect on the level of employee's motivation and satisfaction. By making the distribution of organizational sanctioned rewards contingent upon performance appraisals, employees are signalled that good performance is a route-desired reward. This finding supports the earlier research carried out by the Chartered Institute of Personnel and Development (CIPD,2005) on performance management. They found that performance appraisal has a profound effect on the level of employee's motivation and satisfaction. They stated that if nothing else, an appraisal programme indicates to an employee that the organization is genuinely interested in their performance and development. It alone has a positive influence on the individual's sense of worth, commitment and belonging. Performance appraisal of the academic staff of tertiary institutions in Delta State is tied to reward. The degree of willingness of academic staff in tertiary institutions in

Delta State to exert and maintain an effort towards organizational goals will be contingent upon the degree of the strength of the expectation which the act or effort will produce. Therefore, it follows that academic staff who knows that his next pay rise or much wanted promotion is riding on an appraisal result will put in more effort to meet the required performance standard.

The findings in this study also indicated a significant relationship between performance appraisal and lecturers' productivity. The researcher believes that to satisfy increasing government and public interest in education adequately, activities of the academic staff of tertiary institutions are not just carried out without avenues of ensuring that performance standards are met and academic goals achieved. One way of ensuring this is by subjecting academic personnel to performance appraisal, a tool by which their motivation and productivity levels are quantified and measured. The present finding that there is a significant relationship between performance appraisal and lecturers' productivity contradicted the findings of Egbe, Ifere, Ekefre and Apebende (2009). They found that employee performance appraisal did not lead to productivity enhancement. This research finding corroborated the findings of Odayo, Christine, Johnmark (2020), Adekunle, Agbona and Agbonlahor (2010). Their findings indicated that performance appraisal increases productivity. The present finding supports the assertion of Mani (2002), Brown & Benson (2003) that effective performance appraisal are among the tools for measuring and improving productivity.

The findings in this study indicated a significant relationship between job motivation and lecturers' productivity in tertiary institutions in Delta State. The researcher agrees with these findings in that motivation is a necessity for improved performance. Motivation improves the morale of workers and gives them a sense of belonging. It undoubtedly enhances their productivity. This finding is in line with the findings of the research carried out by Olatunji (2016). According to him, motivational elements are indeed a strong predictor of workers' productivity. In the words of Bawa (2017), it is necessary to excite employees to boost productivity. It implies, therefore, that their productivity will be relative to the degree of such incentive. Therefore motivation, whether extrinsic or intrinsic, is a condition sine qua non to staff maximum productivity in any institution. This present finding supports the research work carried out by Valencia (2004) on motivation and productivity. The findings indicate that motivation is significant in influencing productivity.

### **Conclusion**

The findings of this study have shown that performance appraisal is related significantly to lecturers' job motivation and productivity. Performance appraisal is a precursor of employee motivation. By making the distribution of organization sanctioned rewards (compensation, promotion, transfer, termination and job assignments) contingent upon the results of performance appraisal, employees are signalled that good performance is a route to desired rewards.

### **Recommendations**

Based on the findings, the researcher recommends that tertiary institutions administration formulate and utilize appraisal policies that will accurately measure performance if these institutions are to effectively and efficiently achieve their goals. Human resource managers of public and private sector tertiary institutions should formulate and develop human resource practices that will:

- i. Motivate and reward meritorious performance
- ii. Support fair and equitable personnel decisions.



- iii. Orientation programmes should be organized for newly recruited lecturers. More experienced lecturers should also mentor them in the department.

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