

ASSESSMENT OF THE EFFECTS OF PERFORMANCE APPRAISAL ON JOB PERFORMANCE OF OFFICE EMPLOYEES (NON ACADEMIC STAFF) IN SELECTED TERTIARY INSTITUTIONS IN KOGI STATE, NIGERIA

Dr. C.C. OKOLOCHA

Department of Vocational Education, Nnamdi Azikiwe University,
Awka, Nigeria
Email: Chimezie4gilberta@yahoo.com

&

BABA, E. I.

Department of Office Technology and Management,
Federal Polytechnic Idah, Kogi State, Nigeria
Email: ednababa203@yahoo.com

ABSTRACT

Performance appraisal has increasingly become part of a more strategic approach to integrating human resource activities and may now be seen as a generic term covering a variety of activities through which organizations seek to assess employees and develop their competence, enhance performance and distribute rewards. The main objective of this study therefore, is to assess performance appraisal and job performance of employees. The study adopted the survey research design. A total of 340 research subjects were drawn from the target population using the Yaro-Yamani statistical formular. However, 302 copies of questionnaire were returned upon which the data analysis was based. This represents 89 percent response rate. The statistical mean and standard deviation were used to answer the research questions, while the statistical tools of t-test and One Way Analysis of Variance (ANOVA) were used to test the three hypotheses formulated for the study at 0.05 level of significance. Some of the findings show that: there is a significant relationship between performance appraisal and employees commitment to work; and there is a significant relationship between performance appraisal and employees motivation in tertiary institutions in Kogi State. The study recommends among others that Performance appraisal of employees should be carried out based on the adoption of the right performance appraisal technique by the institutions to avoid bias and unfair appraisal of employees.

Keywords: Performance Appraisal, Employee Performance, Performance Feedback

INTRODUCTION

Human resources are the most vital resources in any organization and have played a significant role in management and economic development in most developing countries. Human resources development is the process of investing in people so that they are well equipped to perform up to expectations. These processes are part of an overall human resource development approach that hopefully may result in people being motivated to perform better (Fakharyan, Dini, & Dehafarin, 2012). Human resources plan, coordinate and control other resources (time, material, capital, etc) in an appropriate form, and in order to achieve the goals and objectives of the organization. To ascertain the extent of achievement made requires the appraisal of the employees performance.

Performance appraisal is defined as a process of assessing and communicating with employees on how they can improve their performances (Güngör, 2011). Employee assessment is a formal process to measure and give feedback to them on their qualities, performances and recognition of their potentiality to grow them in future (Nadeen, Naveed, Zeeshan, Qumna & Qurat, 2013). According to Dessler (2008),

performance appraisal is evaluating an employees' current and/or past performance relative to his or her performance standards. Virtually, all organizations have some formal or informal means of appraising their employee's performance. Hence, performance appraisal is any process that involves setting work standards; assessing the employees' actual performance relative to those standards and; providing feedback to the employee with the aim of motivating them to eliminate performance deficiencies or to continue to perform above par. There is also the need to measure the performance of the employees in an organization in order to promote efficiency.

Tertiary education has largely contributed in the development of knowledge by providing an enabling environment for innovation and the building of human capital that is required for a potential future economy. There is need to evaluate staff performance to achieve justice and equality among employees in tertiary institutions in order to raise the enthusiasm and competition among employees and to uncover the talent for the future (Nadeen et al, 2013). Research has shown that 100% of the institutions surveyed used individual annual performance appraisal, and it is done once in a year (Yugshina, 2014). Annual performance appraisals enable management to monitor the institutional standards, expectations and objectives and to see whether delegation of responsibilities and tasks are achieved. It also establishes individual training needs for both male and female employees and enables institutions to identify training needs analysis and planning. In a research conducted on Performance evaluation titled: a tool for improving employees' productivity in Ogun State tertiary institutions, Obadele recommended the use of technology skills and attributes which will develop both organizational and individual capabilities.

In Kogi State University Anyigba and Federal Polytechnic Idah, performance appraisal is done annually in order to help them identify suggested areas for enhancement. Jims (2015) observed that standard appraisal system consists of collection of data in which information is extracted from, then converted into a real number called performance rating. Employees' contribution to an organization depends on the evaluation of their ratings. Performance appraisal involves an employee knowing what is expected of him and remain focused with the help of the supervisor, tells them how well they have done that motivates the employees toward the good performance. Therefore, employees, irrespective of the institutions they work, gender, qualification and experience, constitute a member of an organization, hence, their performance needs to be evaluated in order to improve on them, understand their strengths, weaknesses, motivate them and finally to improve on the efficiency and effectiveness of the organizational objectives. The skills acquired depend largely on the level of qualifications and experience. Experience, in this study, is classified as low, moderate or high depending on the number years spent in the organization.

Virtually, every organization has performance evaluation process that is expected to accomplish a number of important objectives with respect to human resources management. The major performance appraisal method used in tertiary institutions in Kogi State, particularly, the Federal Polytechnic Idah and Kogi State University is the Graphic rating scale, which is a scale that lists a number of traits and a range of performance for each employee. The employee is then graded by finding the score that best defines his or her level of performance for each trait. This method allowed the management to tailor the rating scale to reflect the skills necessary to perform the duties of the jobs in the institutions. Others are checklist evaluation method which consists of a series of performance questions that are traditionally given the option of 'yes' or 'no'; and Narrative Essay method which allows the evaluators to write an explanation about employee's strength and weakness points for improvement at the end of evaluation time. These are the oldest and most widely used methods for performance appraisal. The methods offer valuable opportunities to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance (Dessler, 2008).

Daoanis (2012) noted that committed employees feel a certain bond with the organization, which, in the positive form, makes them more willing to perform. In reality, there are numerous factors that influence how committed employees are to a company or organization. It has been confirmed that the more autonomy and responsibility that a job has, the less monotonous and dull that job also is and the more likely the worker is to enjoy and feel fulfilled by the work. Those individuals who feel motivated, challenged and satisfied in their jobs are much more likely to be committed to a given work environment, company or organization.

Despite these enormous advantages; the methods are based on human assessment and are subject to rater errors and biases. A good appraisal system is the one devoid of raters' bias (Okolocha, 2005). The rate

of turnover and bad publicity about mismanagement creates an impression that there is something wrong with regard to service delivery, particularly in evaluating job performance of employees. Most employees, especially junior staff do not really understand the purpose and outcome of the performance appraisal process. Employees' assessment is done with complete focus on "person" personal "trait" which may contribute to performance but are not measures of actual out-put. Moreso, heads of Department/Unit in most cases were not trained on how to assess and give honest feedback in evaluating process. As a result, employees perceive performance appraisal as procedurally fair as employees will reciprocate by engaging in behavior which is outside their job role. These problems hampered performance appraisal of office employees and proper feedback from the raters of both institutions under study.

In many Nigerian organizations, performance appraisal is viewed and conducted solely in terms of its evaluative aspect thereby overlooking its use for facilitating growth and development in workers through training, coaching, counseling and feedback of appraisal information. Performance appraisal is accorded a lesser role in Nigerian organizations as more emphasis is given to selection, training, development and salary administration (Banjoko in Asamu, 2013). This means that organizations are putting the cart before the horse and are in turn stifling genuine individual and organizational growth. It would be inappropriate for organizations to emphasize more on training without paying special attention to performance appraisal as Armstrong (2012) writes that it is the outcome of performance appraisal that would reveal training needs.

In organizations, especially tertiary institutions, both the services of academic and non academic staffs are employed to contribute to the overall success of the organization. But despite the fact that various studies have been conducted to assess performance appraisal and job performance of employees in organizations, none has been carried in federal polytechnic Idah and Kogi State university where employees, especially non academic staffs continue to show dissatisfaction after the appraisal exercise. This has therefore provoked this study on the effects assessment of performance appraisal on job performance of office employees (non academic staffs) in selected tertiary institutions in Kogi State, Nigeria.

STATEMENT OF THE PROBLEM

Organizational performance and its resultant efficiency and effectiveness can only be achieved when individuals are continuously appraised and evaluated. The inability of organizations to install an effective performance appraisal strategy has hindered them from achieving competitive advantage which they require more now than ever before. Appraisal processes are often characterized by personal influences occasioned by organization's preoccupation to use confidential appraisal system which hinders objectivity and fairness (Asamu, 2013). Okolocha (2005) stated that improper performance appraisal exercise often affects the productivity level of staff and in most cases may result to grudges, absenteeism, lateness to work, petition writing, job attrition, job dissatisfaction and lack of commitment to work.

Performance evaluation in Kogi State tertiary institutions particularly, Federal Polytechnic Idah and Kogi State University is done annually and has been restricted to supervisors providing comments on employee's performance. In these methods, most employees especially junior staff do not really understand the purpose and outcome of the performance evaluation process. Employees' assessment is done with complete focus on "person" personal "trait" which may contribute to performance but are not measures of actual out-put. More so, heads of Department/Unit in most cases were not trained on how to assess and give honest feedback in evaluating process. As a result, employees perceive performance appraisal as procedurally fair as employees will reciprocate by engaging in behavior which is outside their job role. The inability of these institutions to install an effective performance appraisal strategy has hindered them from achieving competitive advantage which they require more now than ever before.

The employee reactions' to appraisals is an important condition to improve the employee's performance. Often organizations ignore management by objectives, critical incidents to personal prejudices. This is retrogressive as it affects the overall performance of the individuals. Furthermore, employers sometimes feel pressurized to give a good appraisal in order to avoid confrontation or any friction in the existent work environment. Hence, all these issues combined to generate an unpleasant connotation and criticism after the performance appraisal of employees in tertiary institutions in Kogi State. This study

therefore was carried out to assess the effects of performance appraisal on job performance of office employees in tertiary institutions in Kogi State.

OBJECTIVES

The major objective of this study is to assess the effect of performance appraisal on job performance of office employees in tertiary institutions in Kogi State. Specifically the study sought to determine:

1. The extent to which performance appraisal enhances employees commitment to work in tertiary institutions in Kogi State.
2. The extent to which performance appraisal feedback enhances job performance of office employees in tertiary institutions in Kogi State.
3. The extent to which performance appraisal enhances employees motivation on the job in tertiary institutions in Kogi State.

RESEARCH QUESTIONS

1. To what extent does performance appraisal enhance employees commitment to work in tertiary institutions in Kogi State?
2. To what extent does performance appraisal feedback enhance job performance of office employees in tertiary institutions in Kogi State?
3. To what extent does performance appraisal enhance motivation on the job in tertiary institutions in Kogi State?

HYPOTHESES

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. Male employees do not differ significantly from female employees in their mean ratings of the role of performance appraisal on employees commitment to work in tertiary institutions in Kogi State.
2. Low experienced employees (1-5years), moderate experienced employees (6-10 years)and high experienced employees (above 10 years) do not differ significantly in their mean ratings of the role of performance appraisal on performance appraisal feedback of office employees in tertiary institutions in Kogi State.
3. University employees do not differ significantly from polytechnic employees in their mean ratings of the role of performance appraisal on motivation of staff in tertiary institutions in Kogi State.

LITERATURE REVIEW

Literatures relevant to the topic under study are critically reviewed to provide a good basis for understanding of this research work.

PERFORMANCE APPRAISAL

According to Cardy and Leonard (2011), Performance appraisal may be defined as a structured and formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semiannual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development. In many organizations, appraisal results are used, either directly or indirectly, to help determine reward outcomes. That is, the appraisal results are used to identify the better performing employees who should get the majority of available merit pay increases, bonuses, and promotions. Employee performance reviews can be one of the best tools to boost performance, improve morale and increase productivity. When done

properly, performance appraisal is an effective planning tool for managers and provides important feedback to employees.

Performance appraisal usually reviews past actions and behavior and so provide an opportunity to reflect on past performance. But to be successful, they should also be used as a basis for making development and improvement plans and reaching agreement about what should be done in the future. Manoharan, Muralidharan and Deshmukh (2009) posited that performance appraisal is an important management tool to assess employees' efficiency in the workplace. Performance appraisal is intended to engage, align, and coalesce individual and group effort to continually improve overall organizational mission accomplishment (Cardy and Leonard, 2011). In some organizations, appraisal results may be used to determine relative rewards in the firm, who should get merit pay increases, bonuses, or promotions. Similarly, appraisal results can be used to identify the poorer performers who may require some form of counseling, demotion, dismissal or decreases in pay.

Armstrong (2012) pointed out that performance appraisal often includes performance management system. Performance management systems manage and align all the organization's resources in order to achieve the highest possible performance. According to Dessler (2008), performance management involves determining the strategic objective, establishing team goals, developing plan of performance, analyzing the performance (by using appraisal system) identifying need of development and assigning rewards.

Performance appraisal plays a key role to measure the employee's performance and help the organization to check the progress towards the desired goals and objectives (Platts & Sobotka, 2010). Now organizations are using performance appraisal as a strategic approach by coordinating the human resource functions and business policies. They are focusing on it as it is a broad term covering number of activities like examining employees, improving abilities, maintaining performance and allocating rewards (Muhammad, 2013). Performance appraisal helps align individual goals and objectives with the organization goals. The system engages, motivates employees and thereby directs them towards achieving the strategic goals of the organization (Boachie-Mensah, 2011).

EMPLOYEE PERFORMANCE

In the organizational context, performance is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. Employees are a primary source of competitive advantage in service-oriented organizations (Luthans & Stajkovic; Pfeffer, in Asamu, 2013). In addition, a commitment performance approach views employees as resources or assets, and values their voice. Employee performance plays an important role for organizational performance. Employee performance is originally what an employee does or does not do. Performance of employees could include: quantity of output, quality of output, timeliness of output, presence at work, cooperativeness (Güngör, 2011). Boachie-Mensah (2011) posited that improved individual employee performance could improve organizational performance as well.

From Jabeen's (2011) points, employee performance could be defined as the record of outcomes achieved, for each job function, during a specified period of time. If viewed in this way, performance is represented as a distribution of outcomes achieved, and performance could be measured by using a variety of parameters which describe an employee's pattern of performance over time. On the other hand, Fakharyan et al (2012) stated that employee's performance is a rating system used in many corporations to decide the abilities and output of an employee. To conclude, employee performance could be simply understood as the related activities expected of a worker and how well those activities were executed. Then, many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help employees identify suggested areas for improvement.

The concepts of performance are studied through evaluation of overall performance and the management of the performance. The evaluation of performance is the process classifying certain outcomes within a definite timeframe (Jims, 2015). Moreover, the axiom, 'If you cannot measure it, you cannot manage it,' underpins the rationale for organization having a completed and comprehensive performance measurement system such as the Balanced Scorecard or total quality performance management. This approach connects measures throughout an organization to translate high level objectives into lower level

activities. Then, measures are imposed on individual employees to monitor their performance of these activities (Platts & Sobotka, 2010). Performance criteria need to be unambiguous, clearly explained, relevant to the work tasks undertaken by employees and achievable. The criteria should not include factors beyond the control of the individual employee.

An appraisal system should have a clear sense of direction, honest and meaningful feedback. There should be immediate and honest reinforcement and it should give an opportunity for employees to participate in setting the goals and standards for performance. The aim of every appraisal system must be to allow for continuous communication between management and teachers about job performance and should be geared for the total improvement of the organization as a whole. It is important that the appraisal system be consistent and that appraisal results be assessed, analyzed and reviewed to classify competencies and development needs across all departments. Performance appraisal emphasizes on the performance variables not on personal traits (Daoanis, 2012).

PERFORMANCE FEEDBACK

Performance feedback is a critical component of all performance management systems. It can be defined as information about an employee's past behaviors with respect to established standards of employee behaviors and results. Effective performance feedback is timely, specific, behavioral in nature, and presented by a credible source. The goals of performance feedback are to improve individual and team performance, as well as employee engagement, motivation, and job satisfaction (Aguinis, 2009). Performance feedback is effective in changing employee work behavior and enhances employee job satisfaction and performance (Bahrija, Herzegovina & Mirela, 2012). On the other hand, it is necessary to analysis and understand the feedback which is always ignored in its complexities. Feedback may improve performance under some conditions. However, in other conditions, feedback may not impact performance or even prove detrimental to performance (Shubhangi, Priyanka & Pratibha, 2012). According to this perspective, it further indicates that a number of factors, including characteristics of the feedback source and message, and timing issues such as the amount and frequency of feedback employees received attitudinal outcomes of feedback.

Cardy and Leonard (2011) pointed out that the main aim of the feedback system is to inform the employee about the quality of his or her performance. However, the information flow is not exclusively one way. The appraisers also receive feedback from the employee about job problems, etc. Supervisors should use performance appraisals periodically – at least quarterly – to assess employee performance and progress. Performance appraisals are a compilation of employee performance information and are useful discussion starters. Supervisors should provide feedback to employees regularly - not just in the annual performance appraisal. Employees like regular feedback and an effective supervisor takes time every day for employee feedback. Supervisors become more comfortable with feedback, get better at giving feedback, and can learn to nip problems before they become big. Supervisors can improve performance appraisals by involving the employee in the discussion all year long. Then the official performance appraisal day is just an extension of the normal performance discussion.

METHODS

The survey research design was employed in this research. The design was applied because according to Saunders, Lewis and Thornhill (2009), a survey design allows the collection of a large amount of data from sizeable population in a highly economical way usually involving the use of questionnaire administered on a sample. The focus group is non academic staffs of Kogi State University, Anyigba and Federal Polytechnic Idah, Kogi State. A sample size of 340 was used out of a total population of 2718 based on judgmental Sampling. The Yaro-Yamani statistical formular was applied in the determination of sample size. A structured questionnaire containing 15 items in three sections A, B, and C was used for the data collection. The research instrument was subjected to face and content validity. Two experts from Kogi State university Anyigba and two from The Federal Polytechnic Idah, Kogi State validated the instrument. To estimate the reliability of the research instrument employed for data collection, the instrument was administered twice to the respondents numbering twenty. Three research assistants aided this process and also carried out the

second administration two weeks after the first exercise and the results were correlated using the products moment correlation approach with the result as $r = 0.82$ which means that the instrument was reliable. Three Hundred and Forty (340) questionnaires were administered personally by the researchers with the help of their professional colleagues in the institutions. This assisted to achieve 89% response rate as three hundred and two copies were duly completed and retrieved. The researcher employed appropriate statistical tools for data analysis. The statistics mean and standard deviation to answer the research questions, the statistical tools of t-test and One Way Analysis of Variance (ANOVA) were used to test the three hypotheses formulated for the study at 0.05 level of significance. The decision rule was to accept the null hypothesis if the calculated t-value is less than 0.05 level of significance. Otherwise the null hypothesis was rejected. The decision rule for the research question was that mean scores and standard deviation $>$ (below) 3.50 and 1.50 is regarded as low extent, mean scores $>$ 3.75 and standard deviation $>$ 1.75 is moderate extent and mean scores \geq 3.75 and standard deviation of 1.75 considered high extent.

Section A

Table 1: Demographic Profile of Respondents

S/No.	Variables	Option	Frequency	Percentage (%)
1.	Age (in years)	18 – 34	84	28%
		Above 34 – 44	116	38%
		Above 44 – 54	57	19%
		Above 54	45	15%
		Total	302	100%
2.	Gender	Male	163	54%
		Female	139	46%
		Total	302	100%
3.	Religion	Christian	124	41%
		Islam	160	53%
		Others	18	16%
		Total	302	100%
4	Marital Status	Single	107	36%
		married	191	60%
		Divorced	7	2%
		Widowed	5	2%
		Total	302	100%
5.	Employment Status	Management	5	2%
		Senior	111	37%
		Junior	186	61%
		Total	302	100%
6.	Length of service (In year)	1-5	166	55%
		6–10	78	26%
		Above 10 years	58	19%
		Total	302	100%
7.	Academic Qualification	Primary	38	13%
		Secondary	81	27%
		Tertiary	172	57%
		Others	11	4%
		Total	302	100%
8	Institution	University	160	53
		Polytechnic	142	47
		Total	302	100

Information on Table 1 shows that most of the respondents fall between the ages 35 – 44 years, with a total of 84 (38%), 84 respondents (28%) are between the ages 18 – 34 years, 57 respondents (19% fall between the ages 45 – 54 years while 45 respondents (15%) are of the ages 55 years and above.

The genders of the respondents' shows that most of the respondents are male with 163 (54%) while female are 139 (46%). Moreso, the religious background shows that 160 (53%) are Islam, 124 (41%) are of the Christian Religion while 18 (16%) are of other religion. The Table also shows that most of the respondents are married with 191 (60%), 107 (36%) are widowed. The employment status of the respondent shows that junior staffs are with 186 (61%) while others are senior 111 (37%) and management staff 5 (2% respectively. Again, the table shows that most of the respondents have spent between the period 1- 5 years with 166 (55%) while others have spent 6 – 10 years 78 (26%) and 11 years and above 58 (19%), the academic qualifications of the respondents shows that, most of them have attained higher qualifications with 172 (57%), and Secondary Education with 81 (27%), primary education 38 (13%), and their academic qualifications 11 (4%) respectively. Finally, 160 (53%) of respondents are university employees while 142 (47%) are from polytechnic. Therefore, it can be concluded that most of the respondents are from the university.

RESULTS

Research Question 1

To what extent does performance appraisal enhance employees (non academic staff) commitment to work in tertiary institutions in Kogi State?

Table 2: Respondents' mean scores and standard deviation on the extent performance appraisal enhance employees' commitment to work

S/N	Variables on commitment to work	Mean	SD	Remark
1	Attitudes toward assigned task	3.90	1.71	Moderate extent
2	Quality of services rendered	3.84	1.68	Moderate extent
3	Punctuality and attendance	3.82	1.67	“
4	Skills and ability	4.01	1.75	High extent
5	Drive and initiative	3.93	1.72	Moderate extent
Grand Total		3.90	1.71	Moderate extent

The data in Table 2 shows that items such as attitudes toward assigned task, quality of service rendered, punctuality, and drive and initiative with mean scores between 3.82 to 3.93 fall within the range of moderate extent while item number 4 (skill and ability) had high extent with a mean score of 4.01. The grand mean is 3.90 and the standard deviation is 1.71. This indicates that performance appraisal moderately enhances employees' commitment to work in tertiary institutions in Kogi State.

Research Question 2

To what extent does performance appraisal feedback enhance job performance of office employees in tertiary institutions in Kogi State?

Table 3: Respondents' mean scores and standard deviation on the extent performance appraisal feedback enhances job performance of office employees

S/N	Variables on performance appraisal feedback	Mean	SD	Remark
6	Administrative capability	3.82	1.67	Moderate extent
7	Training and expertise	3.89	1.70	"
8	Enthusiasm in job performance	3.30	1.45	Low extent
9	Motivation in job performance	3.97	1.74	Moderate extent
10	Loyalty to the institution	3.68	1.62	Low extent
Grand Total		3.73	1.63	Moderate extent

Data in Table 3 reveals that item numbers 6,7, and 9 fall within the range of moderate extent, while item numbers 8 and 10 fall within low extent. With the grand mean of 3.73 and standard deviation of 1.63, it could be concluded that performance appraisal feedback has moderately enhances job performance of office workers in Kogi State.

Research Question 3

To what extent does performance appraisal motivation on the job in tertiary institutions in Kogi State?

Table 4: Respondents' mean scores and standard deviation on the extent performance appraisal enhances employees motivation

S/N	Variables on performance appraisal on motivation	Mean	SD	Remark
11	Industrial harmony	4.07	1.78	High extent
12	Job satisfaction	3.81	1.67	Moderate extent
13	Job security	3.88	1.70	Moderate extent
14	Increased commitment to job and responsibility	4.09	1.79	High extent
15	Increased productivity and output	3.96	1.73	Moderate extent
Grand Total		3.96	1.74	Moderate extent

The data in Table 4 reveals the extent of performance appraisal in enhancing employees motivation. Industrial harmony and increased commitment to job and responsibility had mean scores which fall within the range of high extent while job satisfaction, job security and increased productivity and output had mean scores which fall within the range of moderate extent. Hence, with grand mean score of 3.96 and standard deviation of 1.74, it could be concluded that performance appraisal moderately enhance employees motivation in tertiary institutions in Kogi State.

TEST OF HYPOTHESIS

Hypothesis 1

Male employees do not differ significantly from female employees in their mean ratings of the role of performance appraisal on employees' commitment to work in tertiary institutions in Kogi State.

Table 5: t-test analysis for employees in tertiary institutions in Kogi State on the role of performance appraisal on employees' commitment to work as a result of gender (Male and Female)

Variables (Gender)	N	Mean	SD	df	t-cal	t-tab	Remark
Male	163	1.96	0.86	301	1.95	1.96	Accepted
Female	139	1.94	0.85				

The data in Table 5 of the t-test analysis show that the t-cal value of 1.95 is less than the t-critical value of 1.96 at 0.05 level of significance and 301 degree of freedom. Hence, the null hypothesis that male employees do not differ significantly from female employees on the role of performance appraisal on employees' commitment to work in tertiary institutions in Kogi State was accepted.

Hypothesis 2

Low experienced employees (1-5years), moderate experienced employees (6-10 years) and high experienced employees (above 10 years) do not differ significantly in their mean ratings of the role of performance appraisal on performance appraisal feedback of office employees in tertiary institutions in Kogi State.

Table 6: One-Way Analysis of Variance (ANOVA) for the mean differences between low experienced, moderate experienced and high experienced employees of the role of performance appraisal on performance appraisal feedback of office employees in tertiary institutions in Kogi State.

Sources of variance	SS	df	Ms	f-cal	f-crit	Level of Significance	Inference
Between groups	8.8	4	5.3	46.2	5.86	0.05	Rejected
Within groups	14.9	53	4.9				
Total	23.7						

With 4 and 53 degree of freedom at 0.05 level of significance from the ANOVA statistical analysis, the critical value is 5.86, guided by the decision not to accept the null hypothesis if F-cal is greater than the F-critical value or otherwise accept the result. Considering the fact that f-cal of 46.2 is greater than the critical value of 5.86, the null hypothesis is rejected. It can therefore be concluded that low experienced, moderate experienced and high experienced employees differ significantly in their mean ratings on the role of performance appraisal on performance appraisal feedback of office employees in tertiary institutions in Kogi State.

Hypothesis 3

University employees do not differ significantly from polytechnics employees in their mean ratings of the role of performance appraisal on employees' motivation in tertiary institutions in Kogi State.

Table 7: t-test analysis for employees in tertiary institutions in Kogi state on the role of performance appraisal on employee motivation as a result of institutions (University and Polytechnic)

Variables (Institutions)	N	Mean	SD	df	t-cal	t-tab	Remark
University	160	1.99	0.87	300	1.07	1.96	Accepted
Polytechnic	142	1.97	0.86				

Data in Table 7 of the t-test analysis showed that the t-cal value of 1.07 is less than the t-critical value of 1.96 at 0,05 level of significance and 300 degree of freedom. Hence, the null hypothesis is accepted. This implies that university employees do not differ significantly on the role of performance appraisal on employees' motivation in tertiary institutions in Kogi State.

DISCUSSION

The discussion of results obtained from the presentation and analysis of data for the study are presented below.

The results of the findings in Table 2 indicate that performance appraisal moderately enhances employees' commitment to work in tertiary institutions in Kogi State. This is because the data in Table 2 shows that all the items such as attitudes towards assigned task, quality of service rendered and punctuality were of moderate extent while skill and ability had high extent. The test of hypothesis reveals that there is no significant difference between male and female employees as a result of gender type. The outcome of this study tends to agree with the findings of Fakharyan et al (2012), who observed that those individuals who feel motivated, challenged and satisfied in their jobs are much more likely to be committed to a given work environment, company or organization. Similarly, Daoanis (2012) noted that committed employees feel a certain bond with the organization, which, in the positive form, makes them more willing to perform.

The findings of the study on performance appraisal feedback in Table 3 reveals that item numbers 6 (administrative capability); 7 (training and expertise); and 9 (motivation in job performance) fall within the range of moderate extent, while item numbers 8 (enthusiasm in job performance) and 10 (loyalty to the institution) fall within low extent. It could be concluded that performance appraisal feedback moderately enhances job performance of office workers in Kogi State. The test of hypothesis reveals that Low experienced employees, moderate experienced employees and high experienced employees differ significantly in their mean ratings on the role of performance appraisal on performance appraisal feedback of office employees in tertiary institutions in Kogi State. Agreeing with these facts, Bahrija et al (2012) observed that performance feedback is effective in changing employee work behavior and enhances employee job satisfaction and performance. Supervisors can improve performance appraisals by involving the employee in the discussion all year long.

The findings of the study on performance appraisal on employees motivation in Table 4 shows that industrial harmony and increased commitment to job and responsibility had mean scores which fall within the range of high extent while job satisfaction, job security and increased productivity and output had mean scores which fall within the range of moderate extent. Hence, with grand mean score of 3.96 and standard deviation of 1.74, it could be concluded that performance appraisal moderately serve as an essential tool for promotion exercise in tertiary institutions in Kogi State. This study is in line with GÜNGÖR (2011) who revealed that performance appraisal forms the foundation for many human resources functions, effectively setting the standards to drive recruiting efforts, and it is customary to use these criteria in hiring, promoting, evaluating and equitably compensating employees, and forming the basis for many employee training programmes. GÜNGÖR (2011) in addition said that the periodicity of performance appraisal is to a large effect a determining factor on promotion exercise in an organization.

CONCLUSION

The paper revealed that performance appraisal plays a significant role in employee productivity. This is because if a fair performance appraisal is carried out, it will go a long way to improve the morale of employee's thereby reducing industrial disharmony and increasing harmonious working relationship in the organization. Furthermore, sustaining and development of employees is pivotal to productivity through fair reporting and feedback system. From the empirical evidence in this paper, the research shows that performance appraisal plays a significant role in enhancing employees productivity. Therefore, it can be concluded that performance appraisal creates room for employees periodic feedback and reporting towards ensuring enhanced productivity. The study has demonstrated that the adoption of the right performance appraisal technique in the organization was found to improve workers' performance and commitment.

RECOMMENDATIONS

Based on the premise of these findings the following recommendations are made to enhance productivity and providing conducive work atmosphere in Nigerian Tertiary institutions:

1. Performance appraisal of employees should be carried out based on the adoption of the right performance appraisal technique by the institution to avoid bias and unfair appraisal of employees.
2. The training needs of raters being identified through performance appraisal should be vigorously and timely addressed by adequately training them with modern techniques of rating periodically through organized workshops, debate and seminar.
3. The institution should strictly follow the organizational blue-print for reward system so as to encourage the employees.
4. There should be periodic training of employees in terms of seminars and conferences so as to keep the employees acquainted with the fact that performance appraisal exercise should not be seen as ingestion but rather as a means of developing the employee in his job with the intention of strengthening the strong points of the employee and enabling him to improve on his weak point

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