


## Performance Appraisal and Job Productivity of Academic Staff in Kwara State University, Maletе

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### Abstract

Academic staff are crucial and valuable assets in any institution, such that if they are properly managed, they contribute to the overall growth and success of the institution. Performance appraisal has proven to be an effective instrument that helps institutions improve employee productivity. This paper carried out a thorough examination of the relationship between performance appraisal and job productivity of academic staff in Kwara State University, Maletе highlighting the different elements, processes, and results connected to this relationship. The study examined theories such as equity theory, Herzberg's two-factor theory to provide a conceptual framework for understanding the link between performance appraisal and job productivity. The research utilized a cross-sectional survey design, integrating a quantitative approach. With a population of 430, a sample size of 207 employees was arrived at; using the Taro Yamane Formula (1967). Multiple Regression analysis was employed on the data collected. Findings revealed that performance appraisal through teaching (PAT); research; community engagement; and community development ( $r=0.755$ ,  $p>0.05$ ) significantly affect academic staff job productivity in Kwara State University. The study concluded that, performance appraisal through teaching (PAT); research; community engagement; community development, and job productivity are closely intertwined aspects of the employee experience. Institutions that prioritize effective performance appraisal systems can reap benefits in terms of increased employee engagement and overall performance. The study recommended among others that, to enhance job productivity among academics and researchers, institutions should focus on creating a supportive and nurturing environment, considering the well-being of academic staff alongside research productivity.

**Keywords:** Job Productivity, Performance Appraisal, Research, Teaching, Community Engagement.

### Introduction

Humans are the universal resource used by all types of organizations as without them, none could operate. Academic staff in educational institutions are key elements of Nigeria's educational system. The effectiveness of the academic and non-academic staff members inside the institution has a significant impact on how well the institution achieves its objectives. These kinds of workers, with the credentials and experience to meet the organization's objectives, are essential to its success.

Every Nigerian employer of labour and services provides feedback on performance through an annual written performance review. Employees fill out a self-evaluation page on this official form, which is then forwarded to the relevant department leaders, who provide their assessment (Dyaji, Ibietan & Abasilim, 2020). The appointment and promotions committee receives the completed form after which it is re-evaluated and a recommendation for action is made. This could be an appointment confirmation, a promotion, system continuity, a warning, a termination, or something else entirely. A strategic and all-encompassing method of managing people, workplace culture, and environment is performance appraisal. Employees who receive successful performance reviews are better equipped to contribute positively and wholeheartedly to the direction of an organization as a whole as well as to the accomplishment of its goals and objectives.

The academic staff status found in Nigerian institutions ranges in advancement from the position of a graduate assistant to the rank of a professor. However, senior and non-senior academic staff are evaluated differently. According to the National Universities Commission (2019) guidelines, the requirement for each academic staff differs from one level to another. For example, during the promotion exercise for academics, the minimum points for a Lecturer I is 15 points while that of a senior lecturer is a minimum of 46 points depending on the institution's internal policy. It is from this background that most academics are rated using performance appraisal techniques, subject to staff-assigned responsibilities.

A sufficiently driven and committed, member of a team who is willing to effectively carry out assigned tasks is considered productive. A highly productive employee's input and output should be in the ideal ratio. When given tasks to do, highly productive employees make the most use of their time. Furthermore, regardless of the instruments they employ, such performance is distinguished by the focus and high spirits (motivation); they can produce the desired outcomes while sensibly allocating and preserving the resources at their disposal. Employees who exhibit a greater level of dedication to the organization's goals are thought to be more responsible, harmonious, and productive (Husainah, 2023).

The study concentrated on the evaluations of academic staff members at Kwara State University in Malete. The rationale for choosing Kwara State University as a study area was that it conducts performance reviews and employs all three of the previously listed variables (research, teaching and community development) to assess the performance of its lecturers. Since university academic staff members are the primary respondents in the process of evaluating their performance, the study was narrowed down to focus just on them.

The standard of performance required of academics within the university system is the provision of services by academic staff in Nigerian universities. It involves academic staff members carrying out their primary duties; teaching, research, and community engagement and professionally, while also keeping the aims and objectives of their institutions in mind. The provision of these services impacts the extent to which students learn at modern Nigerian institutions, the amount of research done by academics to

address societal issues, and the pace at which community development initiatives and services are initiated for the good of society at large (Akiki, 2024). It follows that the level of services provided by universities influences several factors, including the caliber of graduates they generate, their reputation among the public, and even the standing of their faculty.

Academic staff members are crucial to the success of any university system since they play a pivotal part in accomplishing the system's objectives. Therefore, they must have access to all the resources they need to increase their efficacy in carrying out their jobs. The aforementioned information serves as the foundation for the study's investigation of performance appraisal and the performance of academic staff at Kwara State University, Malete.

### **Statement of the Problem**

Over time, there has been a noticeable decline in the performance of academics in Nigerian universities. This has led to several issues, including a lack of empowerment for academic staff, which can exacerbate other issues within the university system. These issues include a high rate of academic staff indiscipline, low academic staff morale, frequent strike actions, and consistently poor service delivery, which can be seen in poor performance, premature system departure, and a lack of commitment to the job. The provision of job stability, recognition, and training as part of empowerment programs seems to be a major contributing element to the dissatisfaction and eventual reduction in the quality of work generated by academics in Nigerian universities. All of this suggests that some academic staff members left academia in search of better opportunities in other economic sectors, such as the oil and production industries, or even overseas, where pay, benefits, and working conditions are generally significantly higher.

The current staff-to-student ratio in many Nigerian educational institutions is not in line with professional norms. The NUC norm states that, depending on the faculty, the lecturer-to-student ratio should not be greater than one to thirty (Olasunkanmi, 2023). That isn't the case, though, in the majority of Nigerian universities, where the student body far outnumbers the faculty. One lecturer is expected to instruct up to three thousand students in a semester at some Nigerian higher institutions. Every session, the same lecturers are expected to oversee a large number of project students and mark all of the students' continuous evaluations and examination scripts in a short amount of time. They are not compensated for this increased burden. All these have resulted in work over-load and affected their commitment level towards their job delivery.

Community engagement has usually been a minute part of academic staff promotion criteria in Nigeria and this should be one of the performance appraising tools in academic institutions according to accepted global best practices. The lack of funding or research grants for academic personnel to participate in community engagement programmes, however, explains why many Nigerian university professors seem to have overlooked community involvement. This explains why, when compared to other colleges worldwide,

the majority of Nigerian universities struggle to be listed among the greatest institutions of higher learning (Okebukola, 2004; Akpan, Archibong & Undie, 2011). The situation for academic staff seems dire because, at many Nigerian universities up until recently, the promotion of lecturers was highly dependent on their output in research, even before teaching was included.

Teaching is a basic skill required of any academic staff, it is expected that he should have the ability to transfer knowledge, morals, and upright character to students. However, in the course of carrying out their duties, the academic staff often face challenges that hinder them from performing effectively. These challenges include work overload, lack of a conducive teaching/learning environment, overpopulation, work/life imbalance, and low morale. These affect how an academic staff performs his role of teaching.

Thus, improving academic staff productivity and growth is necessary for improved performance, which is why this study is being conducted.

### **Research Question**

How much has the performance appraisal impacted Kwasu academic staff members' job productivity?

### **Objective of the Study**

To assess the outcome of performance appraisal on the job productivity of academic staff in Kwara State University.

### **Research Hypotheses**

**Ho<sub>1</sub>:** Performance appraisal has no significant effect on academic staff productivity in Kwara State University.

## **Literature Review**

### **Performance Appraisal**

Performance appraisals in academic institutions are designed to examine academic staff's teaching performance, research output, and service contributions (Susanj et al., 2020). These assessments frequently incorporate various sources of input, such as self-assessment, peer reviews, student evaluations, and administration reviews (Lohman, 2021; Babik et al., 2024). Measuring performance involves comparing actual output or results to predefined goals (Indeed, 2022a). To sustain organizational effectiveness, executives and managers must be receptive to employees' concerns (Boxall & Pauuwe, 2016). Therefore, according to the study by Zayum and Ijir (2024), performance is seen as the completion of a task concerning predetermined or set standards of accuracy, thoroughness, cost, and speed particularly from the executive standpoint. A performance is deemed to have taken place under an employment contract if it is completed in a way that releases the performer from all contractual responsibilities.

The job performance of academic staff members at higher education institutions is regarded as complex and involves several important aspects, such as professional growth, service contributions, research output, and efficacy of instruction (Pham, 2021; Falowo, 2022). The total effectiveness and influence of academic staff members inside their respective institutions are greatly influenced by each of these domains mentioned. Higher education institutions may improve the performance and influence of their academic staff, which ultimately benefits the institution's overall success and reputation, by creating a supportive atmosphere that tackles these issues and the variables impacting the academic staff (Zumrah et al., 2017).

Academics are important to an institution's growth and overall experience (York et al., 2019). From preparing and delivering engaging lectures on various subjects to answering questions, supervising, generating assignment and examination questions, organizing seminars and workshops, conducting research, and carrying out community service, academics perform a variety of roles that influence the future of their students (Osamwonyi, 2016). However, regular, unbiased, and transparent performance evaluation processes are essential for a strong academic system (Kasneci et al., 2023). Studies have shown that the evaluation of academic staff's performance by following specific, quantifiable standards complement the goals of the institution. Frequently, these standards encompass instructional efficacy, research output, and community and institutional service (Chalmers and Gardiner, 2015). Through this, institutions can ascertain each faculty member's worth, potential, and chances for promotion by routinely evaluating them. The appraisal process of gathering, examining, assessing, and documenting data about academic staff performance guarantees that organizations can gauge and improve the potential and worth of their personnel. Performance evaluations also aim to identify training requirements, define roles and duties, determine incentives, improve communication, and provide feedback (Rodriguez and Walters, 2017).

Through performance management and overall performance review, the notions of performance in academic staff at higher institutions or general organizations are examined (Graham, 2016; Elena-luliana and Maria, 2016). Performance appraisal is the practice of categorizing specific results within a given time limit (Williams, 2023). Furthermore, the expression "If you cannot measure it, you cannot manage it" supports the logic of an organization with a thorough performance monitoring system, such as a Balanced Scorecard or overall quality performance assessment (Van Looy and Shafagatova, 2016). This technique connects measures inside an organization to transform high-level objectives into lower-level activities. Through it, measures are made against certain personnel to monitor how successfully they are carrying out these responsibilities, and management can keep an eye on how well staff are performing their jobs by comparing performance to these allocated tasks (Spekle and Verbeeten, 2014). Nonetheless, criteria for performance ought to be clear, comprehensible, relevant to the job that people do, and reachable; they shouldn't account for things that a worker is unable to accomplish (Erdogan, 2018).

As expressed from different scholars' standpoints, the term "performance appraisal" has several definitions. Nonetheless, its definition, in theory, is a procedure for evaluating and improving both individual and group performance; a collection of procedures for performance appraisal that include goal-setting and preparation, observation and feedback, employee evaluation, and compensation (Islami et al., 2018). A crucial component of the managerial control system that addresses the work activities of employees and outcomes is the performance appraisal. It has evolved into a system of information sharing about work in which employers and employees share their goals and suggestions for building partnerships that benefit both parties (Van Dijk and Schodi, 2015). Performance appraisal methods are applied in a variety of ways and it has been demonstrated in managerial activity where performance appraisal involves using performance data in the process of tactical decision-making to improve organizational performance (Alhawamdeh and Mohammad, 2019). The performance appraisal at the employee level entails goal-setting, performance targets, and suitable employee incentives to fulfill them (Mwema and Gachunga, 2014). The expectation of performance appraisal is based on the notion that, when combined with the reward accountability and specific, quantifiable goals, employees will be incentivized to act in the organization's best interests on their initiative, negating the need for ineffective organizational control mechanisms (Obi, 2016).

Compared to performance management, the performance appraisal is a much more limited concept that centers on assessing the job activities and outcomes of employees to enhance their performance (CHRM, 2024). According to Husainah (2023), an organization's leaders' competence and commitment are important elements that affect how well performance management works, as is the degree to which changes in the organization's support for employees can be associated with it. Thus, it is possible to deduce from the ongoing that the performance appraisal entails monitoring the output of the entire workforce. Additionally, assessing academic success at educational institutions involves looking at things like publications, dedication to work, community service, teaching load, and timeliness. In the absence of performance reviews, employees may not be dedicated to their work.

### **Concept of Job Productivity**

Productivity is commonly defined as the ratio of input volume to output volume (OECDiLibrary, 2024). In other words, it gauges how much an economy uses labour and capital as inputs in production to generate a specific volume of output (Stundziene and Saboniene, 2019). Productivity is the primary metric used in many cross-national variations and assessments of national performance since it is thought to be a catalyst for economic growth and competitiveness (Surya et al., 2021). For example, productivity metrics are used to examine the effects of product limits and the labour market on the overall performance of the economy (Sauermann, 2023). A key component of modelling the productive capacity

utilization, which in turn enables estimating economic growth and determining where economies are located in the business cycle, is productivity growth (Nakamura et al., 2018). Some of the factors that make up the concept of productivity include commitment, effectiveness, and efficiency (Fathi, 2021). Efficiency is the degree and calibre of service that is produced with the specified number of resources.

Productivity as a concept comprises effectiveness and efficiency (Holliday, 2021). It involves converting inputs (human, financial, and material resources) into outputs (services or tangibles related to service delivery) to meet organizational goals and objectives at a low cost (Green, 2016). With this understanding, studies have shown that; Continuous, measurable, efficient, and effective performance improvement are fundamental components of the productivity concept (Andersson and Bellgran, 2015). In academic contexts, the term "job productivity" describes the efficacy and efficiency with which academic staff members carry out their responsibilities, which include teaching, research, and other related services (Akparobore and Omoisekejimi, 2020). The number of published articles, research funding obtained, teaching load, and other quantitative outputs are common ways to gauge productivity (Aydin, 2017).

Rodriguez and Walters (2017) described performance metrics as the ratings that are used to evaluate personnel and that productivity is related to assessing performance results within an organization. Furthermore, productivity is measured with employee performance based on results attained, including reaching or surpassing productivity targets, generating excellent work, efficiently managing time, recognising opportunities for growth, and taking the initiative to increase productivity (Mainkar, 2023).

However, it is commonly known that productivity metrics indicate the pace of growth in the related companies' and organizations' capacity to carry out and complete their mission objectives and ensure that consumers receive the goods and services (Calzon, 2023).

Productivity may also be thought of as an indicator of how successfully a certain set of resources is used to achieve a particular set of objectives (Indeed, 2024a). Productivity is the outcome of an intricate social creative process and a gauge of how well or how little resources are used (Vo et al., 2022). She sees productivity as a means of maximising resources for the good of the company and the community, as well as a means of getting more done with less.

Ahmad and Shahzad (2011) contend that an employee's seeming productivity is a reflection of their attitudes toward their work and their role in advancing the mission and objectives of the company (Tamunomiebi and Oyibo, 2020). Kozlowski (2018) also shows that important factors to job productivity include the environment in which workers complete tasks and adhere to deadlines, their contacts with managers, their relationships with teammates and the team, the mode of remuneration, and their level of involvement

However, Juliadi et al. (2023) suggest that regular training and development might be utilized to measure employee productivity. Employee productivity makes room for worker creativity and innovation across the entire organization, as the imaginative labour of skilled, motivated, and passionate human resources produces fresh ideas for new products or



services and also increases output, quality, and customer satisfaction (Sokol and Figurska, 2021).

### **Research Publication**

Research publication in academia entails presenting research findings to the general public, usually through journals or books (Matas, 2023). A research project, motivated by a specific problem, seeks to add to the body of knowledge while undergoing rigorous peer review to assure quality and relevance (Radianti et al., 2020). The approach may be time consuming and is essential for confirming research and demonstrating an academic's productivity and dedication to their area. Academic development is widely acknowledged to be based on the dissemination of research findings (Massaro et al., 2016). The quality and quantity of published work are important factors considered by educational institutions' performance appraisals when determining who gets promoted and hired. In Nigerian educational institutions, the adage "publish or perish" is especially applicable, as academic staff members are required to fulfil stringent publishing criteria in order to progress in their careers (Obinyan and Tella, 2022).

Publication is a crucial prerequisite for career advancement and professional recognition at these institutions, which value research production highly when assessing academic personnel (Bin-Othayman et al., 2022). Therefore, academic staff members must have significant research production to be considered for progression in educational institutions during appraisal of performance of staffs. Publication expectations differ within academic levels, and success in these professions frequently depends on the capacity to generate high-caliber research outputs. The emphasis on publishing highlights how important research is to the academic community. According to Atanda and Olasupo (2018), academic staff members can showcase their success as academics by doing research. Academics get the crucial information and comprehension necessary to make significant contributions to the field through research. However, the amount and quality of research conducted by Nigerian universities have been criticised for failing to have the anticipated influence on national development (Adetunji, 2016). This gap emphasizes the greater issue of inadequate attention to research requirements in Nigeria's higher education system.

### **Teaching and Performance Evaluation**

As professionals, academics often have two responsibilities: they advance knowledge and communicate it (Gess-Newsome, 2019). Academic staff obtain status from their research role, which is focused on creating information for real-world applications, and from their teaching function, which also includes authority over the granting of academic credentials (Pham, 2021). The function of academic staff is essential to raising the standard of university lectures. Setting the standard for effective learning in Nigeria, the academic creates engaging learning experiences that motivate students to work hard and develop their creative problem-solving skills (Philomena and Temitope, 2019). The academic



community is acknowledged globally as a key player in the implementation of educational reform initiatives meant to raise educational standards (Adeniyi et al., 2024).

However, to improve the quality of university education, academic staff needs to take on the managerial role of an instructor, which includes establishing an environment that is both fascinating and favourable to students' productive learning, as well as maintaining effective classroom management during lectures. In this regard, teachers need to create support for their students' concerns while still providing high-quality teaching (Darling-Hammond, 2021).

In the context of a performance appraisal and performance evaluation of academic staff, it is crucial to consider various factors when assessing teacher involvement and instructional effectiveness. According to Darling-Hammond (2021), effective teaching involves more than just giving students interesting lessons and concise explanations but it also entails giving students timely and helpful feedback. Ensuring that students comprehend their progress and areas for development is an important part of education since it improves their learning experience (Munna and Kalam, 2021). Therefore, efficient feedback mechanisms have to be an essential part of any system for evaluating the performance of academic staff members. This will guarantee that faculty members are not only using successful teaching techniques but also making a constant improvement contribution to their student's education. From another perspective, even with the right curriculum and resources, successful instruction and a supportive learning environment are still vital, as noted by Usman and Madudili (2019). This emphasizes how crucial teacher effectiveness and classroom management techniques are to performance reviews. Evaluations of academic staff members must focus on their capacity to establish and maintain a supportive learning environment that encourages high standards of student achievement. Accordingly, metrics that evaluate how successfully instructors engage students, control classroom behaviour, and apply instructional tactics that promote learning should be a part of performance rating systems (Larson et al., 2022).

In addition to guaranteeing high-quality training, academic staff members' sense of duty is another essential component (Mampuru et al., 2024). Academic staff with a strong feeling of duty to their students and their education are more likely to make the investments necessary to enhance their methods of instruction and successfully engage their students. Therefore, performance performance appraisals must recognise and encourage this sense of accountability, maybe via providing opportunities for career advancement and incentives. In this regard, better faculty performance in conjunction with incentives can result in a higher education system in Nigeria that is more responsive and dynamic. Furthermore, Lucander and Christersson (2022) have observed that high levels of accountability and engagement from instructors and students are critical for effective quality assurance in education. This argues that teacher participation in the academic community as a whole should be included in performance evaluations in addition to specific teaching techniques. The general quality of education is enhanced by faculty members who actively engage in collaborative research, curricular development, and institutional

decision-making processes (Darling-Hammond 2021). Therefore, evaluation frameworks must incorporate standards that acknowledge and incentivize their contributions.

### **Community Development and Academic Staff**

A key component of academic staff performance is community development, which entails academics participating in a range of socially beneficial community-based activities (Wood, 2017). Collaborations on research, outreach initiatives in the community, and volunteer work are a few examples of these activities. According to the research, community development is a major factor in improving academic staff members' performance in Nigeria. According to Omojola (2019) study, there is a favourable correlation between academic staff performance and community development initiatives such research collaborations and community engagement programmes. This relationship is explained by the idea that community development initiatives help academics feel more committed and responsible, which enhances their performance on the job. Furthermore, community development initiatives have show academics the chance to pick up new abilities and information, which will improve their performance even more (Kisembo, 2014).

Another research by Nwamadi and Ogbonna (2021) emphasized the significance of community service in the work of academic staff members, pointing out that it is a crucial measure of their general effectiveness. The study discovered that among the many performance assessment categories, community service had the highest Relative Importance Index (RII), demonstrating its substantial influence on academic staff performance. Though community development is crucial to the success of academic staff, some obstacles prevent it from being implemented effectively (Adekalu et al., 2018). The absence of infrastructure and resources is a significant obstacle that may restrict the reach and influence of community development initiatives. In addition, academics have additional challenges due to their restricted time and workload, which can make it challenging for them to participate in community development initiatives without jeopardising their core obligations (Wood, 2017)

It is recommended that institutions give community development initiatives sufficient funding and assistance to solve these issues (Jacob et al., 2021). This might involve giving grants for joint research projects, giving academics access to chances for professional growth, and fostering an environment that encourages community involvement. To encourage academics to participate in community development initiatives, institutions should also give priority to these activities in their performance evaluation standards (Alqahtani, 2024).

### **Theoretical Review**

#### **Equity Theory**

An essential component of assessing academic staff performance in higher education is the assessment system. However, some factors, such as the attitudes and beliefs of the employees, frequently affect how effective this approach is. The social psychology

framework of equity theory offers a useful prism through which to look at the connection between academic staff performance and the assessment system (Davlembayeva and Alamanos, 2023). The skill of treating another person fairly and impartially in social situations is known as equity. According to Adams, there is equity when there is a ratio of one worker's outputs over inputs that is equal to that of another worker's outcomes over inputs (Indeed, 2023b).

John Stacey Adams developed equity theory in 1963, which holds that people seek justice and fairness in their social interactions and that people assess their social interactions based on the ratio of their inputs (rewards, recognition, and personal characteristics) to their outcomes (rewards, recognition, and benefits) (Davlembayeva and Alamanos, 2023). According to the study of Ouyang et al. (2022), people become inequitable when they feel that their outcomes are not commensurate with their inputs, and this can result in negative emotions and behaviours.

According to the notion, if a person believes that their employment position is unfair and there are perceived inequities, they may alter their behaviour or even take legal action to correct the imbalance. Equity theory in the context of academics, academic staff members assess their contributions and results while evaluating their performance within the framework of the performance appraisal (Hertz, 2023). Employees may feel unfairly treated and lose motivation as a result of believing that their work is not valued or rewarded appropriately. On the other hand, employees are more likely to be motivated and content with their work when they believe that their performance is valued and appropriately compensated (Zhenjing et al., 2022). Thus, the way academic staff perceive justice and fairness in their workplace is greatly influenced by the performance appraisal.

The equity theory is a useful tool for comprehending workplace dynamics because of its many benefits (Indeed, 2023b). At first, it encourages perceived justice, which is necessary for engagement and work happiness. Employees are more likely to be motivated and dedicated to their jobs when they believe that incentives and outcomes are distributed fairly. With this motivation, productivity and performance both increase as a result.

The main drawback is its little attention to personal requirements. The theory makes the assumption that everyone aspires to equity, ignoring the possibility that some people may place a higher value on other aspects of their lives, such as work-life balance, personal development, or job happiness, than on pure equity concerns (Davlembayeva and Alamanos, 2023).

### **Herzberg's Two Factor Theory**

An extensive range of sectors, including organizational behaviour and human resource management, have utilized Herzberg's Two Factor Theory as a theoretical framework. Frederick Herzberg proposed this theory back in 1959 which presented a theory of motivation based on two elements that are known as the Motivation and Hygiene factors (Sanjeev and Surya, 2016). The former is seen as intrinsic motivators and the latter as extrinsic ones. While achievement, recognition, the job itself, responsibility, promotion,

and growth are among the motivational aspects, the hygiene variables include working environment, salary and employment status, organizational policy/benefits, and working relationships (Nickerson, 2023). These intrinsic factors are critical to worker happiness and have the potential to improve output (Alrawahi et al., 2020). For example, academic staff members are more likely to be driven to keep up their good job when they believe that their effort is being recognised and they have accomplished something. However, extrinsic motivators are thought of as workplace necessities and do not directly affect employee motivation.

The fact that Herzberg's Two Factor Theory emphasizes the significance of both hygienic and motivational variables in employee motivation is one of its main advantages (Nickerson, 2023). Higher performance levels from academic staff members are, for instance, expected in an institution that offers a favourable work environment, competitive remuneration, and opportunity for growth and development (Zhenjing et al., 2022). This theory is considered applicable to the study as it reveals and underscores factors that could affect the productivity of academic staff either negatively or positively. It helps to understand the extent to which intrinsic and extrinsic factors could influence the productivity of academic staff members

### **Empirical Review**

The study according to Nwamadi and Ogbonna (2021) looked at the performance of the academic staff in a few South-West Nigerian universities. The study used structured questionnaires to collect data using a descriptive research design of the correlational kind. The results showed that all of the items' Relative Importance Indexes (RII) were higher than the 0.5 threshold, indicating a high calibre of performance among the academic personnel. The results showed that academic staff members perform at a high level when it comes to creating and developing new curricula, attracting research grants, teaching and research, community service, research, teaching, and community service, project evaluation appraisal, employee self-assessment, advisory and counsel service, and success in obtaining general external funding to support research or other programmes. The study also emphasized the difficulties with performance rating techniques, such as employee impression of the process, community service, and partiality. However, the study concluded that academic staff productivity in south-west Nigerian universities is significantly correlated with the characteristics of performance appraisal.

To better understand the characteristics of performance assessment among academic staff at particular public institutions in Nigeria particular to shortage of academic staffs and rising brain drain with departure of academics to other countries, Tinuke (2015) conducted a study on six public university in south western Nigeria. The research design used for the study was a descriptive survey (using self-designed questionnaire), with 360 respondents from the sampled institutions receiving a structured questionnaire. Employing both descriptive and inferential analysis to analyse the responder data, even though performance are not captured adequately, it was discovered to have a noteworthy impact on their overall

performance and motivation. Performance criteria and the work components pay scales and reimbursement schemes, and university academics' motivation all showed strong correlations. The study's conclusion called for better organization of public sector universities' human resource departments to boost academic staff performance and inspire motivation.

Onyije (2015) makes use of Niger Delta University as a case study to research the impact of performance appraisals in Nigerian universities. The study uses a self-developed questionnaire that was recovered in 102 copies, and the correlation coefficient was utilized to evaluate the hypothesis. The researcher postulated a correlation between employee productivity and PA, meaning that lecturers' output was impacted by PA. The study's findings showed that there was, in fact, a substantial correlation between the productivity of Niger Delta University's academic and non-academic staff and performance appraisal. Furthermore, he discovered that the university's appraisal practices had an impact on staff members' productivity and motivation.

The study according to Ngirabakunzi et al. (2024), investigates the impact of staff appraisal on job performance within higher education institutions. This mixed-methods study looked into how staff evaluations affected employees' performance at private institutions in Rwanda, which involved both quantitative and qualitative of 40 academic staff and two senior officers. The study findings revealed a low frequency of academic staff assessments, with Management by Objectives (MBO) and self-evaluation being the most common techniques. Despite this, academic staff typically performed well, with an overall mean score of 3.49. A substantial association was found between staff assessments and job performance, with a moderate link ( $r = 0.547$ ). The study concluded by emphasising the need for a proper performance appraisal to further improve the performance of academic staff.

A study on the analysis of teacher performance appraisals and their impact on teacher performance in Kenyan secondary schools was carried out by Kagama and Irungu (2018). The study make use of 46 secondary schools comprising 460 teachers in two counties in Kenya. According to their research, the lack of streamlining regulations for teacher appraisal, promotion, and transfers is the reason why teacher appraisals are not in the best interests of teachers. The lack of a tool that demonstrates the highest level of objectivity in the appraisal process was one of the study's key findings. The study findings showed that performance was influenced by teacher appraisals. Also, teachers often believed that government policies were detrimental to their ability to grow in their careers and implement new ideas. The study concludes with suggestions for using the assessment system to encourage instructors and enhance students' performance.

Gichuhi, Abaja, and Ochieng (2018) studied how big supermarkets in Kenya's Nakuru Town affected employee dedication and productivity using a case study. This study set out to determine how employee commitment at these supermarkets was affected by performance appraisal criteria, feedback, rewards, and appraisal frequency. A cross-sectional survey design was used in this investigation. 1560 workers from seven major

supermarkets in Nakuru Town made up the study's population. A multi-stage sampling procedure was used to choose a sample of 308 respondents. 178 completed surveys were sent back. We employed multiple regression models to examine the gathered data. The study discovered that frequency and performance reviews had a big impact on employee commitment.

In their study, Mwema and Gachunga (2014) examine how performance reviews affect workers' output, using the World Health Organization of Kenya as a case study. A descriptive design was used, and regression analysis was performed to determine the effects. The study revealed that to maximize employee productivity, companies should regularly evaluate their workforce using performance metrics such as targets, accomplishments, organizational goals, time management, and efficiency. The findings showed that employee productivity is significantly impacted by performance reviews.

### Methodology

The study adopted a cross-sectional survey design with a study population of 430 academic staff of Kwara State University, Malete. A sample size of 207 was arrived at using the Taro Yamane Formula. Primary data was obtained using questionnaires which were distributed to respondents who were selected via convenience sampling.

The validity of the instruments was ensured by using face and content validity. Multiple linear regression analysis was used to test the stated hypotheses. 207 copies of the questionnaire were distributed to the respondents from the chosen institution throughout the study. All copies were returned by the respondents and utilized in the calculations. This indicated a 100 percent successful response rate overall.

### Data Analysis, Interpretation and Discussion of Findings

**HO<sub>1</sub>:** Performance appraisal has no significant effect on academic staff productivity in Kwara State University.

**Table 1: Model Summary**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.755 <sup>a</sup>	.571	.567		.371	1.889
a. Predictors: (Constant), Performance appraisal On Teaching (Pat), Performance appraisal On Research, Performance appraisal On Community Engagement, Performance appraisal On Community Development						
B. Dependent Variable: Job Productivity						

**Source:** Author's Fieldwork Computation, 2023

Table 1 presents the model summary. It shows that the correlation coefficient  $r$  is 0.755 (i.e.  $r = 0.755$ ) which indicates that there exists a very strong relationship between job productivity (dependent variable i.e. the variable being predicted) and performance

appraisal (performance appraisal on teaching (PAT), performance appraisal on research, performance appraisal on community engagement, performance appraisal on community development - which are predictors or independent variables). It is also clear from the table that the  $r^2$  which is the coefficient of determination is 0.571 approximately 57%. This implies that more than 57 % change in job productivity can be explained by the improvement in performance appraisal (performance appraisal on teaching (PAT), performance appraisal on research, performance appraisal on community engagement, performance appraisal on community development).

**Table 2: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	101.588	4	25.397	67.906	.000 <sup>b</sup>
	Residual	76.409	203	0.374		
	Total	177.997	207			
A. Dependent Variable: Job Productivity						
b. Predictors: (Constant), Performance appraisal On Teaching (PAT), Performance appraisal On Research, Performance appraisal On Community Engagement, Performance appraisal On Community Development						

**Source:** Author's Fieldwork Computation, 2023

Additionally, Table 2: ANOVA's regression results demonstrate that the estimated F-test was 679.906, significant at 1% [ $p < .000$ ], and less than the 0.05 ( $p < 0.05$ ) p-value. This implies that changes in the dependent variable can be jointly influenced by the explanatory variable elements taken as a whole (job productivity). In addition, the table below provided an additional summary of the findings from an analysis of the dependent variable's variation. The large regression sum of squares value (101.588) concerning the residual sum of squares value (76.409) suggested that the model was able to account for a significant portion of the dependent variable's variation. The model was therefore well-specified.



**Table 3: Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.015	.111		9.175	.000
	Performance appraisal on Teaching	.367	.141	.078	2.603	.005
	Performance appraisal on Research	.179	.045	.091	3.978	.002
	performance appraisal on Community Engagement	.183	.038	.198	4.838	.000
	Performance appraisal on Community Development	.117	.033	.165	3.561	.000
A. Dependent Variable: Job Productivity						

**Source:** Author's Fieldwork Computation, 2023

Table 3 presents the coefficient of independent variables. The coefficient of performance appraisal on teaching of 0.367 suggests that there exists a moderate positive relationship between performance appraisal on teaching and job productivity. In addition, the probability and [t-statistics] value of .005 and [2.603] further suggests that the relationship between performance appraisal on teaching and job productivity is significant since alpha level of 0.05 is greater than the p-value. The conclusion therefore is that modification of the performance appraisal on teaching is a major contributor to job productivity.

Also depicted on the table, the coefficient of performance appraisal on research of 0.179 suggests that there exists a weak positive relationship between performance appraisal on research and job productivity. In addition, the probability and [t-statistics] value of .002 and [3.978] further suggests that the relationship between performance appraisal on research and job productivity is significant since alpha level of .05 is greater than the p-value. The conclusion therefore is that modification of the performance appraisal on research is also a contributor to job productivity.

Furthermore, the coefficient of performance appraisal on community engagement of 0.183 suggests that there exists a weak positive relationship between performance appraisal on community engagement and job productivity. In addition, the probability and [t-statistics] value of .000 and [4.838] further suggests that the relationship between performance appraisal on community engagement and job productivity is significant since alpha level of 0.05 is greater than the p-value. The conclusion therefore is that improvement in performance appraisal on community engagement contributes to job productivity.

### Discussion of Findings

From the analysis and test of the hypothesis, it is evident that performance appraisal through performance appraisal significantly affect job productivity. Academics and researchers who publish regularly may experience a sense of accomplishment and recognition, leading to increased job satisfaction. Many studies have demonstrated a

positive relationship between performance appraisal and job productivity. Performance appraisal provides employees with clear goals, regular feedback, and opportunities for skill development, resulting in increased motivation and engagement (DeNisi & Murphy, 2017). A well-structured performance appraisal system, which includes feedback and development planning, is a catalyst for enhancing job productivity. Employees who receive constructive feedback and have opportunities for skill development tend to be more productive and satisfied in their roles (Abdul et al., 2018; Latham & Wexley, 2020). Engaging in research activities can provide a sense of accomplishment, intellectual stimulation, and recognition (Mabe & Amin, 2001). The finding of significant relationships is consistent with extant study of Mabe and Amin (2001) who found that scholars who achieve higher publication counts or publish in prestigious journals may experience greater job productivity due to increased recognition and career opportunities.

### **Conclusion**

The study examined the relationship between performance appraisal and productivity among academics and researchers in Kwara State University, Malete. Through a systematic review of existing literature and a survey of professionals in academic and research institution, the study sought to understand the impact of performance appraisal on job productivity. Through a comprehensive review of empirical data, this research has shed light on the intricate connection between these two variables. The findings from the research suggest a strong and positive correlation between performance appraisal and job productivity. An effective performance appraisal system that provides regular feedback, opportunities for development, fairness, and competent managerial execution has the potential to significantly enhance job productivity. The findings show that respondents agree with the fact that the impact factor and citation count of one's publications play a crucial role. It was found that researchers with highly cited papers and publications in prestigious journals tend to report higher levels of job productivity.

Considering the results that were emphasized in the study's hypothesis, the study concludes that, performance appraisal and job performance are closely intertwined aspects of the employee experience. The research publication, community engagement, perceived teaching methods evaluation quality of feedback, perceived fairness, and goal alignment within the appraisal process significantly impact job satisfaction levels hence bringing increasing productivity. Institutions that prioritize effective performance appraisal systems can reap benefits in terms of increased employee engagement and overall performance. The study further concludes that:

There is a positive correlation between performance appraisal through performance appraisal on teaching (PAT), performance appraisal on research, performance appraisal on community engagement, performance appraisal on community development and productivity. Appraisal of performance is essential for increasing work output. A well-structured performance appraisal system can provide employees with clear expectations, foster skill development, and motivate them to excel in their roles. Institutions should focus

on implementing and maintaining effective performance appraisal systems to maximize job productivity. While engaging in research publication activities can enhance job productivity through a sense of accomplishment and recognition, the pressure to publish and the alignment of research interests and the pressure to meet up with teaching objectives play significant roles in moderating this relationship. Understanding these dynamics is essential for both individuals and institutions seeking to optimize job productivity among research professionals. Job productivity is greatly increased by the feeling of achievement one gets from publishing research findings and the acknowledgment one receives in the professional community. Institutions should recognize the potential benefits of performance appraisal and take measures to create a fair, transparent, and development-oriented system to enhance job productivity and overall performance.

### Recommendations

- To enhance job performance among academics and researchers, institutions should provide adequate feedback on their teaching effectiveness, research progress and overall contribution to the institutional goal whilst also focusing on creating a supportive and nurturing environment, that would improve the well-being of their academic staff. This feedback can be gathered from peer reviews, student evaluations, and research output data which would allow staff members to make timely improvements.
- Appraisals should also be connected to opportunities for development such teaching workshops, research grants and leadership programs, which will enhance their productivity and align their growth with institutional goals.

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