

**EFFECT OF ACADEMIC STAFF PROMOTIONAL APPRAISAL MEASURES ON
ACADEMIC PERFORMANCE OF UNIVERSITIES
IN ANAMBRA STATE**

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Abstract

The academic performance of an institution is determined by the level of its contributions to the society which include the teaching quality, academic publications, societal contributions among others. The component area of promotional appraisal criteria for academic staff in universities is divided into two major focus which includes teaching and non-teaching appraisal measures. This study was designed to investigate the effect of academic staff promotional appraisal measures on academic performance of universities in Anambra State. A descriptive survey research design was adopted for the study. The population of the study comprised all the professors and heads of units appraisal academic staff in the six universities in Anambra State. The purposive sampling technique was used in drawing 3 universities for the study, based on their year of existence and academic staff strength. A simple random sampling technique was used to select 100 respondents each from 3 sampled universities. A total number of participants for the study were 300. Out of 300 respondents, 296 copies of questionnaire were returned and used for the study. An 11-item structured questionnaire titled "Effect of Academic Staff Promotional Appraisal Measures on Academic Performance Questionnaire" (EASPAMAPQ) was used for the study. The instrument was duly validated by two experts in the faculty of Education of Chukwuemeka Odumegwu Ojukwu University, Igbariam. The reliability of the instrument was established through the Cronbach alpha statistics which yielded an index value of 0.82 and was considered adequate for the study. The instrument was administered to the 300 respondents with the help of three trained research assistant. The research questions were answered using mean scores while t-test statistics was adopted to test the hypotheses at $P < 0.05$ level of significance. The findings of the study revealed that teaching activities appraisal of academic staff have significantly enhanced academic performance of universities in Anambra State, while non-teaching activities appraisal of academic staff was found not to have significant effect on academic performance of universities in Anambra State. The implication of these findings is that non-involvement of universities in

Anambra State among the top ten universities in Nigeria is as a result of its low academic staff growth in non-teaching academic activities. The study therefore recommends among others that, university managers in Anambra State should take urgent measures to help in enhancing improved academic staff performance in non-teaching activities.

Key words: Promotional Appraisal Measures, Academic Staff, Academic Performance.

Introduction

Education, no doubt has been acknowledged by all and sundry as the key that unlocks national development. University education in Nigeria is expected to inculcate in an individual the right types of values and attitudes for survival, as well as enable him acquire appropriate skills, abilities and competencies, both mental and physical, and equipment for him to live in and contribute to the development of his society.

Performance appraisal is a management practices to assess the immediate and future relevance of any worker in any given organization. It is an important human resource function which provides management with a systematic basis for effectively recognizing and evaluating the present and potential capabilities for human resources (Akinyele, 2010). Performance appraisal activities enable one to determine whether the employees' performance is in accordance with established objectives. According to Segal (2005), performance appraisal approach in the educational institutions is mechanical in format as it contains specified behaviours and standards in a hand book that the staff members must follow in terms of actionable tasks. Some of the tasks include teaching, professional publications, committee work among others.

Performance appraisal in universities is seen as the process of assessing, summarizing and developing the work performance of staff in the university. Every university lecturer in Nigeria receives a written performance appraisal annually which provides a feedback on performance and justifies personnel decisions such as promotion and compensation (Okafor, 2005). In the universities, performance is measured mostly by the contributions of the academic and non-academic staff. The academic staff in Nigerian university are referred to as staff of different category which include professors of various ranks (associate or contract professor), lecturers and/or researchers. The academic staff of universities include employees saddle with discharge of academic activities in the university which include teaching, research and sometimes include administrations. Academic staff contributions is a major criteria used in determine the academic performance of a university. The behavior standards that form the core of the performance appraisal expected of university staff are out in the staff handbook and those standards relate to the tasks that determine academic excellence and output. Academic peers apply those standards through collegial review of course syllabus, research methods and professional publications (Nurse, 2005).

Performance appraisal measures can be categorized under the three major criteria: research, teaching and service. Igbojekwe and Ugo Okoro, (2015). Outlined the three stages of education process of performance appraisal and these include:

1. On input e.g. qualification of staff, nature of students and material resources.
2. On processes e.g. approaches to teaching, students involvement and feedback.
3. On output: qualifications of students, employment rates, staff publications.

Quantitative data such as examination pass rates, citation levels for research articles, etc may be also available. Quality of performance in teaching requires that the higher educational institutions prepare the students for their first position as well as provide the basis for performance in future positions. Part of the quality of performance is to maintain an awareness of the needs of the student. Teachers are service providers while students are the consumer of their services (Akinyele, 2010).

In view of the above, it is clear that performance appraisal exposes the strength and the weakness of the staff on the job. It can also be used in expressing the learning achievement of an individual or a group at the end of an academic programme. It is a criterion for ascertaining the capabilities of a student from which his potentials and performance could be inferred (Nakpodia, 2011). The purpose of performance appraisal in Nigerian universities according to Kolawole, Komolafe, Adebayo and Adegoroye (2013) are as follows:

- (a) Administrative – promotional, dismissal, organizational planning.
- (b) Motivational – self appraisal can acts as an incentive to hard work.
- (c) Developmental – identify training needs
- (d) Performance Improvement-through MBO, participative goals setting and other work planning process.

Performance appraisal have behavioral benefits like enhanced motivation in regards to acting as an incentive to become more efficient and effective in one’s work as well as showing weakness that could be corrected through training. The main benefits of performance appraisal to organization according to Barrister, and Balkin (1990) are as follows:

- ❖ Increase motivation and job satisfaction;
- ❖ Development of potentials;
- ❖ Evaluation of effectiveness of selected criteria for new or newly promoted employees;
- ❖ Identification of potentials to aid succession planning
- ❖ Improve communication in the organization;
- ❖ Provides employees with recognition for this work effort;
- ❖ More objective distribution of rewards and improved retention of employees in the organization;
- ❖ Increased understanding of strategic aims and own role in organization success;
- ❖ Enhance employees to understand and appreciate the intrinsic link between efforts, performance, rewards and job security in any organization.

The word academic is normally used in relation to the college, university or any institution of higher learning. It pertains to scholarly human activities conducted in a formal educational environment. On the other hand, performance is the act of carrying out an action, executing or doing it. Performance is refer to as what is actually done under existing circumstances that subsumes the process of accessing and utilizing the structure of knowledge and abilities and a host of effective, motivational and stylistic factors that influence the ultimate responses (Fletcher, 1993). This portrays that performance cut across the various domains of an individual namely: effective, psychomotor and cognitive domains. The academic performance is generally used to determine how well an individual is able to assimilate, retain, recall and communicate his knowledge of what has been learnt.

In assessing the academic performance of universities around the world, a major criteria used by the university Ranking of Academic Performance URAP (2014) is based

on a number of criteria such as: number of article written, number of available citation, total documents, JIT, JCIT, and international collaboration, among others. The National University Commission (NUC) also noted that in terms of quality and quantity, the research output of tertiary institutions in Nigeria was about the best in used in assessing the academic performance of universities in sub-Sahara Africa up to the late 1980s (Karani, 1997). From lecturers development arena, non-teaching appraisal of academic staff on academic performance of higher institutions in Nigeria is an index for measuring research output in terms of the number and quality of published works by Nigerians in international journals and by the world distribution of active serial titles emanating from the universities, which contributes to the generation, disseminating and application of scientific knowledge for development in Nigeria and beyond (Cetto, 1998). A study conducted by Igbokwe & Ugo Okoro (2015) on performance evaluation of academic staff in universities and colleges in Nigeria revealed that academic performance is the observed and measured aspect of as student's mastery of skill(s) or subject matter(s), as well as academic and knowledge development and contribution of lecturers in institutions and the society at large. It is important to note that performance is a measure of the academic worth or academic potentials of an institution.

Statement of the Problem

Academic performance assessment of universities in Nigeria in recent times has shown that no university in Anambra State was found among the top ten university in Nigeria despite the existence and operation of six universities in the state. The major consideration for academic performance assessment of universities released by University Ranking by Academic Performance URAP (2014) includes number of article written number of available citation, total documents and international collaboration, among others. These items are the part of the appraisal forms items of academic staff of universities in Nigeria. It appears that universities in Anambra State are yet to meet up with the standard set for quality academic performance due to inability to collaborate locally and international, inadequate fund for conference and workshops/training, insufficient paper publications, among others. With the present status of universities in Anambra State, the researcher seek to investigate the extent to which academic staff promotional appraisal measures has enhanced the academic performance of universities in Anambra State.

Purpose of the study

The main purpose of this study is to investigate the effect of academic staff promotional appraisal measures on academic performance of universities in Anambra State. Specifically, the study seeks to:

1. Ascertain the extent to which teaching activities appraisal of academic staff has enhanced academic performance of universities in Anambra State.
2. Determine the extent to which non-teaching activities appraisal of academic staff has enhanced academic performance of universities in Anambra State.

Research Questions

The following research questions were raised to guide the study.

1. To what extent has teaching activities appraisal of academic staff have enhanced academic performance of universities in Anambra State?

2. To what extent has non-teaching activities appraisal of academic staff has enhanced academic performance of universities in Anambra State?

Research Hypotheses

The following null hypotheses were generated to guide the study.

- Ho₁: Teaching activities appraisal of academic staff have not significantly enhanced academic performance of universities in Anambra State.
- Ho₂: Non-teaching activities appraisal of academic staff have not significantly enhanced academic performance of universities in Anambra State.

Methodology

The study employed a descriptive survey research design. The population of the study comprised all professors and heads of units appraisal academic staff in the six universities in Anambra State viz: Nnamdi Azikiwe University, Awka; Chukwuemeka Odumegwu Ojukwu University; Madonna University, Okija; Pauls University, Awka; Tansian University, Umunya and Legacy University, Okija. Purposive sampling technique was used in selecting three universities for the study based on their year of existence and academic staff strength. These universities include: Nnamdi Azikiwe University, Chukwuemeka Odumegwu Ojukwu University; Madonna University. A total number of 100 respondents each were drawn among the professors and heads of academic units of these universities through the use of simple random sampling technique and this gave a total number of 300 respondents.

The instrument used in collecting data was an 11-item structured questionnaire titled “Effect of Academic Staff Promotional Appraisal Measures on Academic Performance Questionnaire” (EASPAMAPQ). The instrument is divided into two sections. Section 1 and section 2. Section ‘1’ sought information on the extent of teaching activities appraisal measures on academic staff performance of universities ratings while section ‘2’ solicit data on non-teaching activities appraisal measures on academic performance of universities ratings. A 4 – point scale of Very High Extent VHE = 4, High Extent (HE) = 3, Moderate Extent (ME) = 2 and Low Extent = 1, was used for the items.

The copies of the questionnaire were given to three experts, one from the Measurement and Evaluation while the rest two were from the Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam. Some of the items that were found to be ambiguous and inappropriate were expunged and restructured to meet the standard required of the paper. A pilot study was carried out using respondents from Delta State Universities to establish the reliability using Cronbach alpha method. The data obtained yielded a co-efficient of internal stability of 0.78 and this was considered satisfactory for the study.

The copies of the instrument were administered to the respondents and collected by the researcher with the help of three trained research assistants. Out of 300 questionnaires, 296 were retrieved and used for the study, the lost of four were insignificant. The research questions were answered using mean scores while simple t-test was used to test the hypotheses at $P < 0.05$ level of significance. An item with an average mean score of 2.50 and above was accepted, while an item with a mean score less than 2.50 was not accepted.

Results

Research Question 1: To what extent has teaching activities appraisal of academic staff have enhanced academic performance of universities in Anambra State?

Table 1: Showing mean analysis of the extent to which teaching activities appraisal has enhanced academic performance of universities in Anambra State.

S/N	ITEMS	\bar{X}	REMARKS
1.	Teaching area of specialization by lecturers enhanced academic Performance of your university in Anambra Sate	2.68	High Extent
2.	Students Satisfactory rating of teaching quality enhanced academic performance of your university in Anambra State	3.16	High Extent
3.	Number of lecturers hours taught by university lecturers has enhanced academic performance of your university	1.68	Moderate Extent
4.	Lecturers timeliness to class has enhanced academic performance of your university in Anambra State	2.96	High Extent
5.	High turnout of first class graduates has enhanced academic performance of your University	3.72	High Extent
Average total mean		2.72	High Extents

Source: Survey Research, 2016

Table 1 reveals that items 1,2, 4 and 5 with mean value of 2.68, 3.16, 2.96 and 3.12 all fall with the high extent effect of teaching activities appraisal on academic performance of universities in Anambra State, while item 3 with mean value of 1.68, falls within the moderate extent effect. The average mean of the items also shows a value of 2.72 within the high extend which generally shows that teaching activities appraisal has effect on academic performance ratings of universities in Anambra State.

The result will be subjected to a test of significance to determine whether the high extent effect is significant in explaining the academic performance of universities in A.S.

Research Question 2: To what extent has non-teaching activities appraisal of academic Staff has enhanced academic performance of universities in Anambra State?

Table 2: Showing mean analysis of the extent to which non-teaching activities appraisal has enhanced academic performance of universities in Anambra State.

S/N	ITEMS	\bar{X}	REMARKS
6.	Academic staff attendance of workshops and conferences enhanced academic performance of your university	3.21	High Extent

7.	Academic staff publication in local journals enhanced academic performance of your university	3.12	High Extent
8.	Academic staff publication in national Journals enhanced academic performance of your university	2.13	Moderate Extent
9.	Academic staff publication in international journal has enhanced academic performance of your university	1.15	Low Extent
10.	Academic staff contribution to other university has enhanced academic performance of your university	2.48	Moderate Extent
11.	Academic Staff participation in university committees has enhanced Academic performance of your university	1.19	Low Extent
Average total mean		2.21	Rejected

Source: Survey Research, (2016)

Findings from table 2 above shows that items 6 and 7 has the mean value of 3.21 and 3.12 which fall within the high extent effect of non-teaching activities appraisal on academic performance of universities in Anambra State. Items 8 and 10 fall within the moderate extent while items 9 and 11 with mean value of 1.15 and 1.19 fall within the low extent effect. The average mean of the items shows a value of 2.21 falls within the moderate extent effect, this moderate effect on academic performance ratings of universities in Anambra State. The results will be subjected to a test of significance to determine whether the moderate extent effect is significant in explaining the academic performance of universities in Anambra State.

Hypothesis one

HO₁: Teaching activities appraisal of academic staff have not significantly enhanced academic performance of universities in Anambra State.

Table 3: t- test statistics analysis of differences between mean responses of professors and staff on teaching activities appraisal on academic performance of universities in Anambra State.

Items on	N	\bar{X}	SD	d/f	t-cal	t-crit	Sigl.
Effect of teaching activities appraisal on academic performance of universities in Anambra State	296	2.72	.6112	295	9.951	1.96	.06

Results of hypothesis one in table 3 above shows that t-cal values of 9.951 is greater than the t-crit value of 1.96. This result affirms effect discovered by the mean value of 2.72 which falls within the high extent and acceptance region of 2.5. looking at the significance value of 061 which is greater than the traditional significance value of 0.05, the null hypothesis is therefore rejected while the alternative hypothesis is accepted to the effect that teaching activities appraisal of academic staff have significantly enhanced academic performance of universities in Anambra State.

Hypothesis Two

HO₂: Non-teaching activities appraisal of academic staff have not significantly enhanced academic performance of universities in Anambra State.

Table 4: t-test of differences between mean responses of professors and staff on effect of non- teaching activities appraisal on effect of non teaching activities appraisal on academic performance of universities in Anambra State.

Items on	N	\bar{X}	SD	d/f	t-cal	t-crit	Sigl.
Effect of non-teaching activities appraisal on academic performance of universities in Anambra State	296	2.21	.9024	295	6.008	1.96	.002

Result of hypothesis two on table 4 above shows that t- cal value of 6.008 is greater than the t-crit Value of 1.96. This result affirms moderate extent effect discovered by the mean value of 2.21. looking at the significance value of .002 which is less than the traditional significance value of 0.05, as well supported by the acceptance region of the mean value, the null hypothesis is therefore accepted to the effect that non-teaching activities appraisal of academic staff have not significantly enhanced academic performance of universities in Anambra State.

Discussion of Findings

From the findings of the study, it was reveals that teaching activities appraisal of academic staff have significantly enhanced academic performance of universities in Anambra. This is in line with the findings of Igbokwe and Ugo-Okoro (2015) who affirmed that academic performance of staff is the observed and measured aspect of students’ mastery of skill(s) or subject matter(s), as well as academic and knowledge development and of lecturers in institutions and the society at large. This results support and help in building the academic

product of every university. The findings did not support major considerations of ratings of university has published by URAP (2014) which made no university in the whole of Anambra State to be ranked among the top ten universities in Nigeria despite the number of university present in the state.

Another findings also shows that non-teaching activities appraisal of academic staff do not have significant effect on academic performance of universities in Anambra State, explains the content of university ratings by URAP (2014) which includes: number of article written, number of available citation, total documents, JIT, JCIT, and international collaboration among others. The major non-teaching activities appraisal falls into most of this rating condition. The result clearly explains why universities in Anambra State has not been performed well in terms of academic performance in Nigeria. Hence, this agrees with Cetto (1998), who categorically stated that non-teaching appraisal of academic staff on academic performance of higher institutions in Nigeria is an index for measuring research output in terms of the number and quality of published works by Nigerians in international journals and by the world distribution of active serial titles emanating from the universities, which contribute to the generation and application of scientific knowledge for development in Nigeria and beyond. Thus, this made no university in the whole Nigeria nation to be ranked among the top ten universities in sub-Sahara Africa despite the number of Federal, State and private universities present in Nigeria.

Conclusion

From the findings from the study, it is therefore concluded that academic staff of universities in Anambra State have been performing in the quality of teaching given to students while they have not performed well in the non-teaching activities which determines the academic performance ratings of the institutions.

Recommendations

Based on the findings of the study and the conclusion drawn, the following recommendation are made

1. University managers in Anambra State should take an urgent measures to help in enhancing improved academic staff performance in non-teaching appraisal rating's through provision of conference funds as well as financial supports to enable lecturers to carry out research in order to publish papers on local, national and international journals.
2. University managers in Anambra State should also engage in creation of university collaboration both locally and internationally so as to enhance improve academic performance ratings of universities in Anambra State.
3. Government should provide enough fund for (TED Fund) for tertiary educational institutionable in Nigeria for lecturers growth and development in order to meet up with the world standard.
4. University managers should ensure keep a close measures to sustain the teaching quality of academic staff in universities in Anambra State.

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