

**PERFORMANCE APPRAISAL AND EMPLOYEE JOB SATISFACTION
IN HIGHER INSTITUTION OF LEARNING**

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ABSTRACT

This study examines the relationship between performance appraisal and employee's job satisfaction in institutions of higher learning. From the study, certain relationships were determined on employee's job satisfaction using performance appraisal. Higher education is taken to include undergraduate and postgraduate education, while vocational education and training beyond secondary education is known as further education. With the aid of the necessary information collected from the study department through the cross sectional survey, oral interview, questionnaire and personal observation. Tertiary institutions employees were selected on a random basis and based on their response were able to draw certain conclusions and recommendations. The study has both practical and theoretical significance. Relevance of performance appraisal in determining job satisfaction in Nigeria have not been extensively addressed in the literature, this study will be significant in filling the gap. Also, this study would provide knowledge that may benefit tertiary institutions on how to increase staff job satisfaction through performance appraisal. Therefore, Findings of this study will provide directions and hints for development of human capital policies, training programs, management practices and management development programs to the academic that can help ensure job satisfaction. Performance appraisal should be conducted regularly at a fixed interval it should be fair and should be open to the employee also compensation should be based on the result obtained.

KEYWORDS: - Performance Appraisal and Job Satisfaction.

INTRODUCTION

Tertiary education also referred to as third stage, third level, and post-secondary education, is the educational level following the completion of a school providing a secondary' education. The World Bank, for example, defines tertiary education as including universities as well as institutions that teach specific capacities of higher learning such as colleges, technical training institutes, community colleges, nursing schools, research laboratories, centres of excellence, and distance learning centres. Higher education is taken to include undergraduate and postgraduate education, while vocational education and training beyond secondary education is known as

further education in the United Kingdom, or continuing education in the United States. Tertiary education generally culminates in the receipt, of certificates, diplomas, or academic degrees.

Within Nigeria "Tertiary Education" refers to continuing studies after a student higher school certificate. It also refers to any education a student receives after final compulsory schooling. Tertiary Education options include university polytechnic and colleges of education.

It is at tertiary level those individuals are trained who will subsequently graduate and man the different institutions, agencies and sectors that are critical to the development of the nation (Awang, Hanim and Muhammad 2000). Therefore, to advance Nigeria's economic growth and global competitiveness through the provision of accessible, relevant high quality education in our Tertiary Education Institutions. To constantly attract, develop and graduate competent, knowledgeable and talented individuals from our Tertiary Education Institutions.

Osakwe (2014) opined that the future of any nation depends on the quality of its educational system and quality of its teacher, so nations cannot develop beyond the quality of their teachers.

Tertiary institutions in Nigeria in a dilapidating state. It is a society where priorities are entered into their heads. For instance the salaries of the less educated local government counselors are higher than that of the university lecturers according to Bolkg(2002) opined that Nigeria has about 42 public universities 46 polytechnics and 68 college of education Dike (1999) stated that private universities that have been approved and registered by the federal government. Such as Bowen University, Igbinedion University, Madonna University.t.c.

Doequier and Marfouk, (2006) opined that the problem of tertiary institutions have been attributed to the issues related to job satisfaction, of these lecturers and making it necessary for the lecturers to quit. According to Oni (2000) the factors responsible for negative circumstances of the lecturers in the tertiary institution can either be internal or external. Internal factors include factors like employee motivation, weak accountability for educational performance while the external factors comprises of teacher shortage causing serious workload on the lecturers, and inconsistent funding by government.

Tamuno (1990) argues that the biggest task of all tertiary institution is retaining its talented workforce (Lecturers) by ensuring their job satisfaction. For example in 2006. 1.0.7% of human resource in Nigeria got job abroad where they believe to have job satisfaction. Mba and Ekeopara (2012) reports that brain drain is costing Nigeria over \$4 Billion. In the opinion of Chimanikire, Mutandwa, Gadzirayi, Muzando and Mutanwa (2007) greater proportion of the academic staff were not satisfy with their job as a result of high volume of work, inadequate

salaries and allowances. Therefore, there is need to study the job satisfaction of lecturers to retain them and make the tertiary institutions up to standard. Organizations benefit more from satisfied workers as they are more likely to be committed and have lower turnover and higher productivity. Job satisfaction is positive or pleasurable emotional state resulting from appraising a person's job or job experience (Locke, 1976).

It has been argued that job satisfaction plays a crucial role in every type of organization with the respect to employee retention, commitment, and his outcome or productivity while the lack of job satisfaction may bring about unwanted job attitude and behaviors like absenteeism, poor judgment, defensive behavior, hostility, and reduction in creativity and job turnover (Mandip. Ali, Godulika and Kamna. 2012; Corneibelin, 2006). This justified the argument of Mitchel and Lasan, (1987) that job satisfaction is generally recognized in the organizational behavior field as most important and frequently studied job attitude. In another perspective job satisfaction has been argued to be very relevant in determining lecturers commitment (Awang, Ahmad and Zin, 2010). The importance of job satisfaction led to the development of different researches and theories to explain job satisfaction (Smerek and Peterson, 2007; Bhatti 2013; Elsy, Luc and Eric 2009; Bufi and Kucel, 2013; Aziri 2011; Zampetakis and Kafetsios 2008).

Organizations can only win a competitive advantage through people (Alo, 2000). Competition for scarce and competent resources among organizations in Nigeria is becoming more and stiffer Ohabunwa (1999) and Akingbola (2000). This therefore means that organizations can grow to the extent that people who work in such organization are supported to grow. However Banjoko (1982) asserts that one of the fundamental factor to individual and organizational growth that is difficult to effectively implement and yet so crucial in personnel management, is performance appraisal. In business as well as in government, effective results are crucial to survival since improved performance is a basic criterion for individual and organizational growth.

Banjoko (1982) explains that 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 employees through training coaching, counseling and feedback of appraisal information. According to Banjoko performance appraisal is accorded a lesser role in Nigerian organization as more emphasis is given to selection, training, development and salary administration. 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 Rao (1990) write-, that it is the outcome of performance appraisal that would reveal training needs.

Nitre should be a change-over on the part of organizations to start paying special attention to their performance appraisal practices and approaches.

Formal performance appraisals (PA) of employees, which are typically scheduled Annually or semi-annually, are one of the most important human resource management practices and have been widely researched (Murphy and Cleveland, 1995). PA is used for a variety of reasons such as promotions, pay rises, detailed and valuable feedback, and career progression. They frequently consist of both a developmental and an evaluative dimension (Boswell and Boudreau, 2002). Developmental use focuses on experiences and skills that employees should acquire and which are identified by the use of PA (e.g., training and development needs). Furthermore, PA are well suited to detect strengths and weaknesses, i.e. room for improvement of employees, and help to set objectives and to improve employee performance. Especially poor performers can be identified and may receive feedback on how to improve in the longer run.

One important application of formal PA is performance-related pay (PRP) systems which are often used to align the objectives of employees with those of the firm and to motivate and reward employees (Milkovich and Newman, 2004). Within these systems performance assessments are often linked to individual, divisional, and firm-specific goals which are set at the beginning of a fiscal year. These goals give employees a more concrete perception of what is expected from them and helps to direct employees' efforts towards the goals of the organization. At the end of the fiscal year goal achievement is then reviewed and either rewarded with bonus payments or used as a basis for future promotion decisions.

But when performance is related to outcomes such as bonus, pay increase or promotions it is essential to measure individual performance as accurately and precisely as possible. Therefore, a regular assessment and a symptomatic monitoring of employees performance is a precondition for an effective performance-related pay (PRP) scheme (Brown and Heywood 2005).

An advantage of PA is that the provided feedback and communication may signal employees that they are being valued by their supervisors and the firm, which makes them feel more as part of the organization. The incidence of an individual being covered by a PA system is also of economic relevance, as it has been shown that employee participation, feedback, and clarity of goals are positively related to job satisfaction, a predictor of productivity and performance (Nathan, et al., 1991; Fletcher and Williams, 1996. Jud et al. **2001**; Patterson, et al., 2004; Whitman, et al., 2010/ performance Appraisal

Performance appraisal (PA) is a formal system of review and evaluation of individual or team task performance. A critical point in the definition is the word *formal*, because in actuality,

managers should be reviewing an individual's performance on a continuing basis. PA is especially critical to the success of performance management. Although performance appraisal is but one component of performance management, it is vital, in that it directly reflects the organization's strategic plan. Although evaluation of team performance is critical when teams exist in an organization, the focus of PA in most firms remains on the individual employee. Regardless of the emphasis, an effective appraisal system evaluates accomplishments and initiates plans for development, goals, and objectives but despite all this it is seen that there is still an issue of job satisfaction among the lecturers of higher institutions of learning.

The Purpose of a Performance Appraisal System

Performance appraisal system allows the management to categorize employees into performers and non-performers. It is primarily done to estimate the employees' worth.

Going back to the types, there are different variations of performance appraisal systems which are:

Behavioural checklist: Behavioural checklist has a list of criteria that an employee should work up to be a diligent worker. The behaviours differ according to the type of job being assessed. This method is considered favourable as the evaluation is done on the basis of individual employee performance without comparisons.

360 degree appraisal: 360 degree appraisal involves feedback of the manager, supervisor, team members and any direct reports. In this method of appraisal, employee complete profile has to be collected and assessed. In addition to evaluating the employee's work performance and technical skill set, an appraiser collects an in-depth feedback from the employee.

Management by objective: This is an objective type of evaluation which falls under modern approach of performance appraisal. In MBO method of performance appraisal, manager and the employee agree upon specific and obtainable goals with a set deadline. With this method, the appraiser can define success and failure easily.

Psychological appraisals. This appraisal method evaluates the employee's intellectual, emotional stability, analytical skills and other psychological traits. This method makes it easy for the manager in placing the employees in appropriate teams.

Job Satisfaction

The most widely accepted theory of job satisfaction was proposed by Locke (1976), who defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1975:1304). Job satisfaction has emotional, cognitive, and behavioral components (Bernstein and Nash, 2008). The emotional component refers to job-related feelings such as boredom, anxiety, acknowledgement and excitement. The cognitive component of job satisfaction pertains to beliefs regarding one's job whether it is respectable, mentally demanding / challenging and rewarding. Finally, the behavioral component includes people's actions in relation to their work such as tardiness, working late, faking illness in order to avoid work (Bernstein and Nash, 2008).

Job satisfaction refers to the positive attitudes or emotional dispositions people may gain from work or through aspects of work. Employees' job satisfaction becomes a central attention in the researches and discussions in work and organizational psychology because it is believed to have relationship with the job performance.

There are essentially two types of job satisfaction based on the level of employees' feelings regarding their jobs. The first, and most analysed, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job") (Mueller and Kim, 2008). The second is job facet satisfaction, which refers to feelings regarding specific job aspects, such as salary, benefits, work hierarchy (reporting structure), growth opportunities, work environment and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage.") (Mueller and Kim, 2008). According to Kerber and Campbell (1987), measurements of job facet satisfaction helps identify specific aspects of a job that require improvement. The findings may aid organizations in improving overall job satisfaction or in understanding organizational issues such as high turnover (Kerber and Campbell, 1987).

There are several myths regarding job satisfaction. One such myth is that a happy employee is a productive employee (Syptak, et al., 1999). Research has offered little to support that a happy employee is productive, on the contrary, some research has suggested that casualness may creep in, shifting from productivity to satisfaction (Bassett, 1994). Hence, if there is a correlation, it is a weak one. Knowing that research does not support the idea that happiness and employee satisfaction creates higher production, why do Industrial and Organizational (I/O) psychologists still attempt to keep employees happy? Many have pointed out that I/O psychologist's research perspective moves beyond increasing the bottom line of an organization. Happy employees do not negatively affect productivity and can have a positive effect at workplace and on society at large. It also positively impacts the organization's brand image. Therefore, it still benefits all

parties to have happy and satisfied employees. Another fallacy is that the pay is the most important factor in job satisfaction. In reality, employees are more satisfied when they enjoy the environment in which they work (Berry, 1997). An individual can have a high paying job and not be satisfied because it is boring and lacks sufficient stimulation. In fact, a low-paying job can be seen as satisfying if it is adequately challenging or stimulating. There are numerous factors that must be taken into consideration when determining how satisfied an employee is with his or her job, and it is not always easy to determine which factors are most important for each employee. Job satisfaction is very subjective for each employee and each situation must be assessed.

Money is not always the main cause of job satisfaction. When employees spend a majority of their waking hours in the workplace, they need more than a paycheck to satisfy themselves. Engaging them in challenging projects, offering incentives, and creating a friendly and respectful environment with low stress are among the reasons your staff will be glad to show up each day to contribute to the company's ultimate success. Culture when employees like their coworkers and find commonalities among their peers and supervisors, they tend to be more satisfied at work, according to Richard Harmer at the Australian Catholic University School of Psychology. When employees connect with coworkers and develop personal relationships they usually are happier at work. Overall job satisfaction also correlates with how well employees get along with their direct supervisors. Hiring managers and small business owners should look for employees with similar backgrounds and tastes as their current staff, and hire those who'll easily fit into the current company culture.

Interesting Work

Employees are most satisfied when they find their work interesting, according to an article in Human Resource Management. Being able to retain a certain amount of autonomy allows workers to develop their own challenges and find ways to overcome obstacles, leading to a more satisfying work experience. Challenges and diversity in the daily grind also keep work interesting. While the nature of specific jobs may not typically lead to a diverse workday, successful managers should look for ways to increase challenges for workers and vary their daily routines to provide a range of responsibilities.

Rewards

While pay may not always be a worker's prime reason for job satisfaction, it doesn't hurt. Incentives that include bonuses and pay raises often can help employees overcome poor attitudes toward other, less enjoyable areas of their work. When workers receive rewards for a job well done, they often feel more satisfied with their jobs, according to the University of Arizona. Incentives such as getting a better office space, a few extra paid vacation days and other perks can significantly increase workers' job satisfaction. Stock options and profit sharing can provide

employees with a feeling of ownership in the company and offer increasing satisfaction when the results of their work show up in a check.

Low Stress

Employees who feel continuous stress and pressure to perform at work may develop apathy, fatigue, muscle tension, headaches, substance abuse problems and high blood pressure. Job satisfaction increases when employees can enjoy a stress-free environment in which they know they're appreciated and they're not in fear of losing their jobs if they make a mistake, according to Help guide org. Workers can employ techniques to take care of themselves, such as eating a healthy diet, eliminating negative thinking and resolving conflicts as they arise. At the same time as a boss you can maintain open and clear communication give employees some control over their production and praise effective workers regularly.

Theory of Job Satisfaction

Job satisfaction theories have a strong overlap with theories explaining human motivation. The most common and prominent theories in this area include: Maslow's need; hierarchy theory; Herzberg's motivator-hygiene theory; the Job Characteristics Model, and the dispositional approach. These theories are described and discussed below.

Hierarchy of Needs

Although commonly known in the human motivation literature, Maslow's needs hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of: physiological needs, safety, belongingness/love, esteem, and self-actualization. Maslow's hierarchy of needs postulates that there are essential needs that need to be met first (such as, physiological needs and safety), before more complex needs can be met (such as, belonging and esteem).



Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants are applicable to the work setting, and have been used to explain job satisfaction. Within an organization, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs. Safety needs can manifest itself through employees feeling physically safe in their work environment, as well as job security and/ or having suitable company structures and policies. When this is satisfied, (he employee's can focus on feeling as though they belong to the workplace. This can conic in the form of positive relationships with colleagues and supervisors in the workplace, and whether or not they feel they are a part of their learn/ organisation. Once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their organization. The final step is where the employee seeks to self-actualize, where they need to grow and develop in order to become everything they are capable of becoming. Although it could be seen as separate, the progressions from one step to the next all contribute to the process of self-actualization. Therefore, organizations looking to improve employee job satisfaction should attempt to meet the basic needs of employees before progressing to address higher-order needs. However, more recently this approach is becoming less popular as it fails to consider the cognitive process of the employee and, in general, lacks empirical supporting evidence. In addition, other, have and tank with the final stage of self-actualisation. The lack of a clear definition and conceptual understanding of self-actualisation, paired with a difficulty of measuring it difficult to measure what the final goal is or when it has been achieved.

Motivator-Hygiene Theory

Herzberg's motivator-hygiene theory suggests that job satisfaction and dissatisfaction are not two opposite ends of the same continuum, but instead are two separate and, at times, even unrelated concepts. 'Motivating' factors like pay and benefits, recognition and achievement need to be met in order for an employee to be satisfied with work. On the other hand, 'hygiene' factors (such as working conditions, company policies and structure, job security, interaction with colleagues and quality of management) are associated with job dissatisfaction.



Figure 2: Graphical Representation of Herzberg's Description of Satisfiers and Dissatisfiers

The hygiene and motivational factors are viewed as independent; it is possible that employees are neither satisfied nor dissatisfied. This theory postulates that when hygiene factors are low the employee is dissatisfied, but when these factors are high it means the employee is not dissatisfied (or neutral), but not necessarily satisfied. Whether or not an employee is satisfied is dependent on the motivator factors. Moreover, it is thought that when motivators are met the employee is thought to be satisfied. This separation may aid in accounting for the complexity of an employee's feelings, as they might not feel both satisfied and dissatisfied at the same time; or neither satisfied nor dissatisfied.

Whilst the Motivator-Hygiene theory was crucial in first distinguishing job satisfaction from dissatisfaction, the theory itself has received little empirical support. Herzberg's original study has been criticised for having been conducted with a weak methodology. As a result, subsequent attempts to test this theory have obtained mixed results with some researchers supporting it and others not.

Performance Appraisals and Job Satisfaction

Different theories may help to understand the relation between performance appraisals and job satisfaction. Research in cognitive psychology shows that measurable and challenging goals help to align individuals' and companies goals leading to higher levels of motivation and hence, employees' work effort (Locke and Latham, 2002). Furthermore, goal-setting theory implies that the level of goal achievement is closely related to employee satisfaction. Frequently, organizations link goal achievement to remuneration system* as performance-related pay.

Previous studies like Ismail, Mohamed, and Rayee (2016) investigate the effect of performance appraisal communication and procedural justice on job satisfaction using 7) usable questionnaires collected from employees who work at public tertiary educational institutions in East Malaysia. And find out that the ability of appraisers to appraisers provide feedback and treatment will strongly invoke appraisees' feelings of procedural justice and this may lead to an enhanced job satisfaction in the organization studied.

Bosire, Odette, and Kabagambe (2014) Investigated employees' reactions to satisfaction with the existing performance appraisal system as applied in Rwanda Education Board by utilizing 4Likert's scale. The study variables included Job Analysis, Performance Measures, Performance Feedback, Performance Ratings and different decisions related to performance appraisal involving Trainings and Coaching, performance based Rewards, Transfer, Promotion, and Demotion

Heywood and Wei, 2006; Green and Heywood, 2008). Shown that performance- related pay is associated with higher levels of overall (job) satisfaction. In another study. Bryson, et al. (2012) empirically investigate the relationship between piece-rate, team incentive, or profit-sharing schemes and job satisfaction and show that workers under PRP schemes are more satisfied with their job, controlling for wage levels as well as individual, business unit, and country fixed effects. Previous research has broadly analyzed the impact of the social context of performance appraisals on employee reactions to these appraisals (Levy and Williams, 2004; Pichler, 2012). One dimension focuses on the rater-ratee relationship comprising topics such as supervisor support, trust, rating accuracy, and reliability as a precondition for the acceptance and usefulness of formal appraisal systems. Rating distortions, which are very prominent in organizations (Kane, et al., 1995; Moers. 2005), lead to less acceptance among employees and decrease the economic incentives to provide effort (Prendergast and Topel, 1996). These rating distortions may have very different reasons including strategic incentives of the raters such as favoritism or punishment (Poon, 2004) or interpersonal motives (Murphy and Cleveland, 1991, 1995). Furthermore, it has been shown that raters' personality traits influence overall rating decisions (Krzystofiak, et al., 1988). Other contextual factors include, for instance, employees' satisfaction with the PA process as a whole, the performance appraisal feedback, or employees' evaluations of the perceived quality, justice, and fairness of the performance appraisal regime (Greenberg, 1986; Nathan et al. 1991; Blau, 1999; Pettijohn et al., 2001; Jawahar, 2006; Kuvaas, 2006; Lau et al., 2008; Sommer and Kulkarni, 2012 Gupta and Kumar, 2013). Furthermore, employee participation in the PA process is positively related to the satisfaction with the PA system, perceived fairness, and acceptance of such a practice (Cawley, et al., 1998).

Brown et al (2010) analyze the relationship between PA quality measured by clarity, communication, trust, and fairness of the PA process and job satisfaction and commitment based on a sample of more than 2,300 Australian non managerial employees of a large public sector organization. They find that employees who report a low PA quality (lowest levels of trust in supervisor, poor communication, lack of clarity about expectation perception of a less fair PA process) also report lower levels of job satisfaction and commitment. But there may also be drawbacks of formal performance appraisals systems. Due to the continuous monitoring of employees' effort and behavior, some employees might feel restricted in the way they can organize and execute their work, which might induce a negative impact on job satisfaction. As laid out in the beginning, PA is often linked to direct monetary consequences. Especially in the case of variable payments, employees face a higher income risk as the bonus may be cut in times of economic downturns. Furthermore, PA may induce higher levels of pay dispersion within a company, which potentially reduces employee satisfaction when employees, for instance, dislike inequity. A number of studies have shown that relative pay comparisons among employees, especially the individual rank in income distributions, have a negative impact on job and pay satisfaction and negatively affect effort provision (Brown, et al., 2008; Clark, et al., 2010; and Card, et al., 2012;). Another drawback of formal PA might be a crowding out of intrinsic motivation due to the pronounced focus on extrinsic incentives (Deci et al., 1999; Frey and Jegen, 2001).

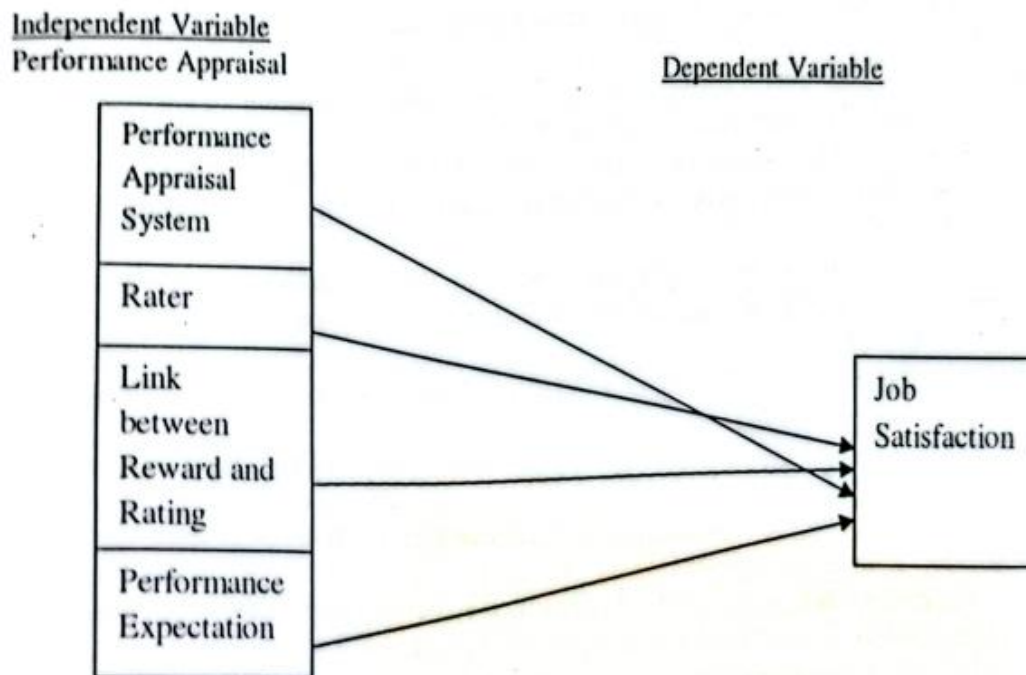


Figure. 1. Conceptual Framework

CONCLUSION

The study major focused to investigate the impact of performance appraisal on job satisfaction of lecturers of tertiary institutions of learning. The study has both practical and theoretical significance. Relevance of performance appraisal in determining job satisfaction in Nigeria have not been extensively address in the literature, this study will being filling the gap. Also, this study would provide knowledge that may benefit institutions on how to increase staff job satisfaction through performance. Therefore, Findings of this study will provide directions and hints for development of human capital policies, training programs, management practices and management development programs to the academic staff that can help ensure their job satisfaction in the tertiary institutions.

RECOMMENDATIONS

- Performance appraisal should be perform regularly at a fixed interval
- Performance appraisal should be conducted fairly and honestly.
- Performance Appraisal should be performed openly to the employee being appraised.
- Performance should be adequately and uniformly compensated.
- Were Performance Appraisal is conducted it should be basis of upgrading and promotion.

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