

ADMINISTRATIVE QUALITY, UNBIAS PERFORMANCE APPRAISAL EXERCISE AND STAFF JOB SATISFACTION

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Abstract- This paper discusses administrative quality, un-bias performance appraisal exercises and staff job satisfaction. Performance appraisal is the evaluation of the contribution of employee towards the attainment of the organizational goals and objectives. It is the systematic rating, examination, evaluation and description of employees performance on how they have done or doing their jobs – its purpose is to look at employee strength and weaknesses, to identify the training needs, to review work schedules in the right direction, it provides employees the opportunities to realize their potentials, helps to provide information for modifying job schedules for personnel planning, promotion, recruitment and selection of staff. The paper identified some features of a good appraisal to include; being objective, impartial, acceptable and factual, it must have good job schedule description on the expectation of the employee and the users must have adequate training on appraisal. Appraisal exercise is done by self, subordinates, peers, superiors or the combination of any of the above. Staff appraisal creates and sustain teachers satisfaction in their job and triggers higher performance, brings greater productivity greater and better versa-ability and adaptability to new methods, with job satisfaction which lowers labour turnover and less absenteeism. The paper also identified some challenges against quality and unbiased appraisal exercise; to include not stating clearly the purposes of appraisal, unfair evaluation when staff appraises themselves, high cost in terms of time money and efforts invested in it. It is often wrongly used by heads/managers/employers and students who are not trained in the use of the various rating scales. Some relevant recommendations offered include; making appraisal to be objectives, impartial, acceptable and functional, must have good description on job expectation, and have adequate and relevant training on staff appraisal exercise.

Keywords: Quality, un-bias, performance appraisal, satisfaction, administration.

Introduction

Administrative performance appraisal of employees is a crucial activity in the life of any organization. It is also known as performance rating, performance review, and performance evaluation. The term will therefore be used in this paper to mean the same concept as; performance evaluation, rating, review or evaluation which have to be exercised with utmost credibility, detachment and unbiased way to achieve the desired purpose.

Meaning of administrative staff performance appraisal

Administrative staff performance appraisal is the evaluation of the contributions of employees (staff) towards the attainment of goals of the organization. It is the systematic examination, rating, evaluation and description of employees (staff) performance as to how well they are doing or have done their jobs. In short, the excess of employee (staff) performance appraisal is to evaluate the employee's (staff) strength and weakness.

Objective of performance appraisal:

Performance appraisal serves the following objectives:

- To identify the training needs of employees (staff) (Anho, 2017).
- It provides an opportunity for the management and the employee to review work schedule in the right direction of the set goals
- It provides an opportunity for the individual employee to realize his/her own potentials and what he/she needs to look at, if he/she is going to develop the present job and perhaps be considered for promotion
- Performance appraisal is a means of evaluating the selection process
- It helps to motivate the employee to have satisfaction and achieve a higher level of performance
- It provides information for modifying job assignments
- It is used for personnel planning

Appraisal of staff in teaching it's for evaluating teachers' instructional effectiveness. Supporting this Machin, Desoto, Hitlan and Williams (2017) states the area of appraisal for instructional effectiveness are: physical attractiveness, and vocal clarity and voice projection, staff likeability and interpersonal interactions, positive related experiences, instructional style, age, humour, proper workload, clear presentation, rapport, and questioning technique;

Competency in subject area, giving prompt feedback on assignments, test impartiality, – fairness in grading, sequential lesson delivering, well organized and prepared, focused, objectives clearly specified and achieved.

Hippo (2018), asserts that appraising teachers on discipline is of great importance as they ought to be of good ethical models, explaining further, Hippo (2018) opined that teachers discipline and attitude generally increased productivity and job satisfaction. The present prevalent in-disciplinary attitude of teachers lead to wastage, ineffectiveness, deplorable, and unproductivity of the school system; Consequently productivity of staff and standard depends on the ability of the school managers and administrators to intelligently utilize the annual appraising approaches without bias, commenting on the need for unbiased appraisal.

Administrative quality and un-bias performance appraisal exercise and staff job satisfaction

Staff performance is related to staff satisfaction, effectiveness and productivity. These are related concepts which have been accepted as multi-dimensional constructs since all measure are variety of different aspects of teaching which according to Aniworo (2018) are; subject mastery, lesson preparation and delivering, teachers – students rapport, appropriate use of time and teaching aids, good questioning technique and use of the board among others. The performance of teaching staff is described in terms of learning. Balami in Akpatiyé (2019), describe it as the effectiveness seen in the teachers' performance by the products in terms of knowledge, skills and attitude leading to change in behaviour –learning.

Performance is used in relation to the accomplishment of the teaching task, satisfaction leads to performance, effectiveness and productivity, staff evaluation or appraisal is to look for the evidence produced used for major decisions about the future in education which could be formative decision or summative.

Features of a good performance appraisal system

For an effective performance appraisal to lead to staff/employee job satisfaction and productivity, it must have the following features:

- It must be objective, impartial, acceptable and factual;
- It must have a good job description which provides information about the job and the expectation of the employer;
- The user of the system must have adequate training on how to carry out the appraisal.

Alhas (2013), emphasized that job satisfaction is a pleasurable, positive, emotional feelings in an employee which comes about as a result of job experiences. Productivity can increase if employees experience job satisfaction. This is obvious because job satisfaction enlists higher job commitment, and higher job commitments subsequently implicate more efforts and strive for more productivity.

Informal and formal appraisal

Informal appraisal is the one conducted whenever a supervisor what to evaluate his subordinates. It could be assessment on specifics work schedule.

A formal appraisal is carried out by the manager once a year on the employee to report supervisory impressions and observations of employee performance Mattis and Jackson, (1982). in Robbins (2019) is to report what be observed in the employee in his work.

Who does appraisal?

Appraisal also called performance evaluation can be done by any one or a combination of the following:

➤ Self evaluation

In this type of evaluation the employee assess himself/and the assessment is used to judge the employees performance knowing his/her strengths or weaknesses and areas where he/she has improved. This is to improve anned the employee's skills overcome weakness and assist the worker in personal development. High integrity is needed for a good self-appraisal. The practice is that most employee never assessed their selves low. Therefore, it is not reliable.

➤ Evaluation by Subordinates

This is a situation in which the supervisors in an organization have their performance evaluated by their subordinates. This type of evaluation takes place more in tertiary institutions such as universities than in other forms of organization. The use of these appraisal systems is normally abused by subordinate staff who feels it is appropriate time to have their pound of flesh from their superiors, therefore, it may be used as avenue for intimidation and vendetta.

➤ Students Evaluation

Students evaluation is an aspect of evaluation by subordinates. The results of students' evaluation of instruction or lectures have been used for formative or summative evaluation purposes. Formative provides administration and lecturers with information which assists in improving teaching effectiveness, facilitate growth, development and self-improvement of lecturers while summative evaluation assists administrators in taking decisions on appointment, confirmation, and promotion or termination of staff Arubayi (2003) p. 2.

The use of student evaluation promotes good relationship between student and school administration as student feet part of the administration, decision making and implementation (Anho, 2006).

➤ Peer evaluation

This method allow colleagues to appraise or evaluate each other's job performance. This method is rarely used in industries except at managerial levels for the purpose of identifying leadership potentials of managers by their colleagues. However, is mostly used in tertiary institutions where and then the works of an employee/lecturer is sent to his peers for appraisal. Most times it is blinded to avoid emotional attachment and biases.

➤ Superior's evaluation of subordinates

This is the method most widely used by organizations and institutions. A survey carried out by Bernardon and Beatty (1984) cited in Ebuno (2018) shows that up to 93% of appraisal exercises are done with this method. The headmasters, principals, heads of department or deans of faculties assess job performance of subordinates. Casio (1999) cited by Ebuno (2018) attributed this wide prevalence of this type to two factors:

- The supervisor is probably most familiar with each individual's performance and has had the broadest opportunity to observe the individual.
- He is probably best able to evaluate each subordinate's performance in light of the organization's overall objective.

➤ **Combination of approaches**

Considering the sensitive nature of employee performance evaluation, no one method of performance evaluation should be considered good enough or totally complete in itself, particularly if the information collected is to be used for administrative decisions. It is important to use a combination of two or more methods of evaluation acceptable to both management and employees.

Methods for performance appraisal

The methods for conducting performance evaluation can be categorized into general broad groups, each with a number of methods. These are:

Category rating methods: This include: Graphic rating scales; Checklist;

Comparative methods: This consist of Ranking; Paired comparison; work standard method

Written methods: It include: Critical incident; Essay; Field review

Other methods include:

Technological: which involves appraising the specialized skills of the employee.

Management/administration: involves evaluating the manager and his relationship with subordinates and his leadership skills.

Project evaluation review: involves appraisal team members offer each project or at the end of the year.

Graphic rating scales: makes use of fixed figures representing specific expected quality.

Check list scale: This makes use of close ended 'yes' or no question.

Critical incidents: use important occurrences in employees' behaviour to decide in rating classify his behaviour.

Work standard: having established criteria in assessing employees.

Quantitative scales: is used in evaluating employees in terms of detailed expectations of the firm and the employees work schedule.

Ranking: Use incremental or decreasing scale to evaluate employees having work schedule.

MBO (Management by Objectives): Involves setting objectives for the employee on the job which they have to accomplish and are further appraised on that basis. SMART Goals i.e. goals that are specific, measurable, actionable, relevant, and time-bound are set so that biased can be prevented.

Sources of error in appraisal:

There are various sources associated with the various forms of appraisal/evaluation. These include;

Common rater errors: There are five common sources of error associated with the individual appraising the performance of another. They are:

Halo effect: The halo effect occurs when the rater allows his/her assessment of a trait (that he considers either outstandingly negative or positive) to influence the assessment of the same employee on all other traits or characteristics.

Regency problem: This occurs in appraisal when a rater rates an employee positive or negative because of most recent events or performance that took place at work without consideration of previous performances.

Central tendency error: This error occurs when a rater rates all individuals as average or about average because, either the supervisor is not familiar with employees' performance or because he/she sees it as the most convenient and least contestable method (Nwachukwu, 1988:167) in Zark (2018).

Leniency error: According to Klatt and his colleagues, the leniency error occurs when a rater consistently evaluate all subordinates at the high end of the rating scale (positive leniency error), or at the low end of the rating scale (negative leniency error).

Similarity error: This is also referred to as rater bias. This is bias in favour of those individuals who the rater perceives to have personal characteristics, values, beliefs, prejudices and sex similar to his or her own.

Varying standards problem: This is the tendency of a manager to use different standards and expectations for different employees performing similar jobs. To make this type successful and Mattias and Jackson (1982) recommends that rather must use the same standers and scales for every employee.

Capacity manpower development as indicator of unbiased administrative appraisal

Manpower development can be defined as administrative planned effort designed to facilitate the acquisition of relevant skills, attitude and knowledge by members of an organization in order to successfully perform additional duties and assume positions of importance in the organization hierarchy. Manpower development focuses on improving the conceptual skills that is the intellectual abilities required to handle complex duties and do better job. It is therefore not only "person oriented" but also focuses on supervisory and managerial personnel. Hence, Anho (2022) recommended the use of e-training and development as principal administrative task on secondary school teacher job performance.

Objectives of manpower development: The following are the objectives of manpower development summonses from Anho (2017, 2018, 2022).

- Is for the new employee to be transformed for effective performance of those tasks required by the job.

- Is to enable the employee acquire intellectual and technical abilities that are needed to handle complex duties.
- Is to serve as evaluative activity for promotional and purpose of staff
- It is to make employee current and abreast of changes and new concepts in his area of specialization.
- It is to build confidence and self-assurance in employees
- Is to enable the employee assume a higher position (supervisory and managerial) with little or no difficulties

The significance of the use of training and development in administrative appraisal exercise

Training is an activities aimed at helping employees to acquire basic or specific skills, knowledge, concepts, attitude and behaviour required for the execution of the function for which he/she was employed. Anho & Eteg (2020) explain that training is focused on technical and manual skills given to non-managerial staff, while development deals with activities to expose senior employees to perform additional duties and assume position of importance.

In appraising staff, the competent development and training programs an employee has attended after employment is considered Anho (2018). Anho (2018) noted that capacity development and training improve productivity and enhance promotional chances hence it has bearing on job satisfaction. Development programmes minimized or remove performance differences in staff. Thus, capacity development and training enhances the recruitment and retention of high quality staff, and ameliorate waste.

Ugwa (2015), research on impact of training on employees' function and performance on four pharmaceuticals companies in Karachi, Pakistan, uses 356 employees and a self administered questionnaire. The result reveals a positive significant relationship between the training and the employees' level of satisfaction and performance. Training and developmental programs motivate employees, and creates job satisfaction. Training and development leads to employees' commitment with indices of sacrifice, to ensure success of the organization, effective participation in school activities/programmes, involvement in quality management and improvement process. Osigbemhe (2018). Therefore, the application of total commitment in secondary schools improves teaching and learning as well as the school administration. Therefore, total commitment is necessary for teaching and learning job satisfaction of staff.

Teachers' commitment to capacity professional development activities significantly shows positive impacts on their beliefs, and practices, student performance in learning and on educational reforms in general (Cohen & Hill, 2016).

Administrative Appraisal of Teachers and Classroom Management

Teachers are also appraised on classroom management. This include but not limited to all the efforts teachers make in these areas: students organization, coordinating class activities, monitoring students behaviour for ensuring effective learning, using instructional materials, maintaining discipline, class control and evaluating learning outcomes, helping to solve students' problems and evaluating learning outcomes, relating with students on individual basis, assisting in learning coping skills, providing basic information to learners, generating interest among learners and as well as reinforcing their performance through motivational techniques (Egbule, 2015).

Unbiased Administrative appraisal/ evaluation exercise for Enhanced Teaching

Effective teaching is another area that management or assessors look at. In appraising teaching effectiveness, teachers' high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective way is looked at. Okolie (2014) noted that it should be in the learners; the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership. Therefore, appraisal of staff with the number of training and development programmes/activities they have attended after employment;

- Creates and sustain teacher satisfaction in their job, and triggers higher performance;
- brings about greater productivity and higher quality of product or service;
- ensures is greater versatility and adaptability to new methods;
- enhances the ability of the organization to achieve the goals of the organization;
- develops greater job satisfaction showing and creates absenteeism;
- increases level of efficiency by increasing the skills of the employee;
- brings is less need for close supervision;
- reduces the number of accident in the performance of duty;
- inculcates the desired culture into the system;
- increases the quality of staff;
- improves the organizational climate and image;
- reduces cost as it increases productivity, reduces employees turnover and promotes goal congruency; and
- facilitates delegation of duties.

Problems against Quality and Un-baias administrative Appraisal Exercise

There are many constraints to achieving quality and un-bias appraisal exercise and staff work satisfaction. Ferris and Buckley (1995), Cheiz (2018) and Ndada (2019), reviewed several criticisms against appraisal which are summarized below:

- There is confusion about conflicting purposes of evaluation i.e. the purposes of evaluation are most times not clearly stated.
- Many employee complain that the forms and procedure used invite unfair evaluation – when staff are asked to fill the appraisal forms themselves and submit to principles/head-teachers for signature
- Many standardized appraisal forms also use criteria that are not relevant to the job under review
- Appraisal reviews require piles of paper work and could be costly in terms of money, manpower effort and time invested in it.

- Performance appraisal is often used by managers to witch hunt employees especially if there is no good interpersonal relationship between the head and subordinates
- Most school heads are not well trained in assessing their subordinates using various rating scales such; as the graphic rating scales, checklists, or forced choice, field review, and critical incidence etc.
- Most administrators may not give the employee the opportunity to discuss the appraisal and make his/her comment

The use of student evaluation may not be tenable as some students may use it as punitive measure against lecturers that failed their courses or as a means of favouring their delight moreover student may not have the special training in assessment or evaluation.

Conclusion

Administrative performance appraisal can be done by one or combination of the following: self, subordinates including; students, peers or superiors. There are various methods used in appraisal exercises, which generally include; category rating, comparative method, and written methods. Performance appraisal is generally perceived by employees to be witch hunting.

Un-bias administrative performance appraisal for staff job satisfaction exercise should be done with the right methodology and by experienced, competent manager to be involved in the assessment or evaluation of staff with integrity. It must be objective, impartial, acceptable and factual. It must have a good job description that provides information about job and the expectation of the employee and the user of the system must have adequate training on how to carry out the appraisal exercise so as to provide value to the organization, the employee and the heads/managers.

A good administrative appraisal exercise that is unbiased, timely and implemented, enhances and motivates employees commitment and result to staff job satisfaction and finally leads to efficient and effective performance of the employees. Performance appraisal provides employee opportunity to realize his/her own potentials, which he/she needs to look at for development on his/her job and provide information for modifying job assignments.

Recommendations

- Administrative appraisal exercise should be objective, impartial, acceptable and functional to be effective and to lead to employees' job satisfaction.
- Administrative appraisal exercise must have a good description that provides information about the job and the expectation of the employees.
- Managers, administrators or school heads that appraise employees must have adequate training on how to carry out the appraisal exercise.
- Staff/employees being appraised should be given the opportunity of discussing the appraisal and to comment on the form.
- Appraisal exercise should be devoid of the common rater errors which include; allowing assessment to negatively or positive influence rating, halo effects, regency problem, and not considering previous performance others include;
- Leniency error – rating all at the end high or low scales and
- Similar error – rating bias and using varying standards and expectations for different employees formation job

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