Relationship between Performance Appraisal and Employee Performance at the University of Education, Winneba Libraries

Francis Andoh-Mensah
(famensah74@gmail.com)
Chief Library Assistant, University of Education Winneba

Dominic Kwaku Danso Mensah,
University of Education Winneba, Department of Educational Administration and Management,
&
Dr. Hinneh Kusi
University of Education Winneba, Department of Educational Administration and Management

Abstract

The study investigated the relationship between performance appraisal and staff performance at UEW libraries. To achieve this, structured questionnaire, interview guide and appraisal scores were used to collect data. The mixed concurrent design was used for data collection. In all, 80 respondents comprising 8 senior members, 35 senior and 37 junior staff were involved in the study. The census technique was used to select the respondents for the study. The raw staff appraisal scores and responses from the structured questionnaire were analysed using frequencies, percentages and Pearson Moment Correlation whereas verbatim quotations of responses were use to analyse the qualitative data. Findings from the study revealed that performance appraisal in UEW libraries is done annually. It further revealed that different methods are used superiors to appraise the various categories of staff at UEW libraries. Further, the results showed that performance appraisal enhances staff performance. Performance appraisal remarks and comments by sectional heads tend to motivate some of the library staff to work harder. Based on the findings, it was recommended among others that the University librarian should encourage supervisors to make special efforts to help poor performers improve on their performance. Staff whose performance meets the desired performance standards should be rewarded as a way of motivating them do more.

Key words: Performance appraisal, staff performance, libraries

Introduction

Performance appraisal has become a strategic tool for improving organizational effectiveness. Performance appraisal is often used interchangeably with performance assessment, evaluations, and performance review or employee appraisal. The significant role of performance appraisal in any establishment or organization has become indispensable to organizational success. Thus, the successes of organizations are dependent on how well the performance of every employee is effectively appraised and managed (Caruth & Humphreys, 2008). Performance appraisal is an important aspect of

career development. This entails a regular review of the performance of employees in an organization with a feedback function or mechanism to the employees. Performance appraisal, as a broad concept, covers quite a number of activities regarding the review of employees and improving their capability, skill, abilities through training and adequate rewards (Grote, 2002). Managers can only satisfy employees on a job if they give employees what they deserve for their performance without making an attempt to exploit employees and pay them lower than expected.

Performance appraisal, through a good feedback mechanism, helps employees to know how they are progressing within the organization in carrying out their duties, tasks and responsibilities and this feedback can be made available on a daily, weekly or monthly basis (Lee, 2005). In view of the numerous challenges facing business organizations, which are primarily caused by the turbulent competition in industry, performance appraisals offer a valuable opportunity to recognize and reward employees' efforts and performance, detect key barriers as well as facilitators to work practice, and identify professional development needs and opportunities. An effective appraisal scheme therefore offers a number of potential benefits to both individual and the organization (Lam, 2001). These benefits are:

a. identification of an individual's strengths and weakness;

b. identification of problems which may be restricting progress and causing inefficient work practices;

c. development of a greater degree of consistency through regular feedback on performance and discussion about potential which encourages better performance from staff;

d. improvement of the quality of working life by increasing mutual understanding of managers and their staff.

Performance appraisal should therefore be viewed as one of those processes in organizations that aim at enhancing productivity through mutual interaction between supervisor and the subordinates. The feedback provided during the appraisal process is vital in informing all those involved in the organization about what ought to be done in order to map the way forward.

An important goal for organizations is the improvement of employee job performance. It is generally accepted that performance appraisal is a necessary part of a successful performance improvement method (Creamer & Winston, 1999; Shah & Murphy, 1995). Performance appraisal allows organizations to inform their employees about their rates of growth, their competencies, and their potentials. It enables employees to purposefully create their individual developmental goals to help in their personal growth. There is little disagreement that if performance appraisal is done well, it plays a very useful role in reconciling the needs of the individual and the needs of the organization (Grote, 1996).

If well used, performance appraisal is an influential tool that organizations have to organize and coordinate the power of every employee of the organization towards the achievement of its strategic goals (Grote, 2002). It can focus each employee's mind on the organization's mission, vision, and core values. However, if performance appraisal is not done well, Grote suggests the process can become the object of jokes and the target of ridicule.

Employees perform well when they are productive, with productivity connoting both concern for effectiveness and efficiency. Effectiveness on the other hand refers to being goal oriented. There is need to stress on the efficiency in productivity which is born out of the fact that what the latter does is silent on the cost incurred in attaining the goal. Efficiency evaluates the ratio of inputs consumed to outputs achieved, the greater the output for a given input, the greater the efficiency (Askenazy, 2001). In addition to productivity as measured in terms of effectiveness and efficiency, performance again includes personnel data such as measures of accidents, turnover, absences, and tardiness. This means that a good employee is one who does not only performs well in terms of productivity but also minimizes problems for the organisation by reporting to duty on time, not missing days, and minimizes the number of work-related accidents.

Statement of the Problem

When an organisation's activities are not monitored, proper evaluation cannot be made of these activities, and deviations from the established standards may threaten the existence of the organisation. A good control system, therefore must always provide objective feedback for further management action. Thus when an organisation's objectives are not met, it is possible that the control system for anyone or more of the organisational activities have broken down.

Debrah (2004) has noted that in most Ghanaian organisations, performance appraisals are based on supervisory ratings and are used primarily for such personnel decisions such as promotions and transfers. In his view, the absence of a systematic planning makes it difficult to set performance goals and consequently performance criteria also gets vaguely defined. This shows that ineffective appraisal systems can be very expensive. Though the actual costs may be difficult to estimate, some of the costs are low morale among staff, high turnovers, low productivity, and de-motivation. When performed correctly, performance appraisals are a valuable management tool in developing employee skills (Martey, 2006).

Okpe (2012) conducted a study to investigate annual performance appraisal questionnaire administered by individual academic institutions in Nigeria. The study revealed that, different department in the studied institutions was charged with the responsibility of carrying out annual performance appraisal and discuss performance evaluation purpose and values. He suggested that librarians should be evaluated on the bases of their job specifications and that the planning and execution of the appraisal process could be done within the library system. This situation is not different from what

pertains in UEW libraries where the HR unit is solely responsible for the designing of the appraisal forms with no input from the library as to the variables the library want to use to appraise their staff.

A study by Martey (2006) reported procedures employed in staff appraisal in a Ghanaian university library over a period of 16 years, and a total of 650 appraisal forms filled by 25 assessors in the Balme Library, University of Ghana were examined. However, the conclusions drawn indicate that the performance procedures used did not provide the information required for management decision making. In other words, evaluating the appraisal forms, information that was needed for appraisal was lacking. Martey's research was of the view that the performance procedures need to be made more effective and efficient.

Even though performance appraisal is a widely researched area, not much work has been done to investigate the phenomenon in academic libraries in Ghana. This study, therefore, was intended to investigate the relationship between performance appraisal and employee performance in academic libraries with specific reference to UEW libraries. Performance appraisal is always done at UEW libraries, but there is still some work to be done in improving the system and making it more effective, successful and rewarding. There are a few elements of the current system that are limiting the effectiveness of the appraisal process, also some of the vital elements that are needed in an effective performance appraisal process is missing. It is against the foregoing that this research was initiated with the aim of exploring the appraisal system at the UEW library to ascertain its effectiveness and also to determine the relationship between the existing appraisal system and staff performance.

Objectives of the Study
The main purpose of the study was to investigate the relationship between performance appraisal and employee performance at the University of Education, Winneba, (UEW) libraries.

Specific objectives of the study were to:
i.   examine the nature of Staff Performance Appraisal (SPA) practices at UEW library.

ii. investigate how staff performance appraisal practices influence staff performance at UEW library.

The nature of performance appraisal
Employee's performance
The discussion under this theme seeks to examine the dimensions of the performance appraisal process at UEW libraries and emphasize that performance appraisal is carried out in most institutions to enable staff to work towards the achievement of the organizational objectives. This means that a performance appraisal process encourages employees to put out their maximum best at the workplace for the institution to achieve

its objectives. Amos, Ristow and Ristow (2004) have stated, that "the effective management of individual performance is critical to the execution of strategy and the organisation achieving its strategic objectives" (p48). This notwithstanding, performance cannot be left in anticipation that it will develop naturally, despite the employee's natural desire to perform and be rewarded for it. This desire needs to be accommodated, facilitated and cultivated (Amos, Ristow & Ristow, 2004). Furthermore, Siaguru (2011) concur with the belief that performance is ultimately an individual phenomenon with environmental factors influencing performance, primarily through their effect on those factors over which the organisation has little or no control, such as demands for job grading systems.

Concept of performance appraisal

Wayne (2013) has also said that performance appraisal is a process by which organizations evaluate employee performance based on preset standards. Wayne describes the main purpose of appraisals as helping managers to effectively staff companies and use these human resources to improve productivity. According to Wayne when conducted properly, appraisals serve the purpose Shelley describes as:

i.   showing employees how to improve their performance

ii.   setting goals for employees,

iii. helping managers to assess subordinates' effectiveness and take actions related to hiring, promotions, demotions, training, compensation, job design, transfers, and terminations.

These perspectives exposed by Wayne (2013) and Shelley (2015) collectively establish performance appraisal as a clear and concise, regular and unbiased system of rating an employee's performance in her current position, which can also be used to determine how far the employee can go in career development. The benchmarks of such an appraisal, according to Khan (2007), are usually the job description in tandem with stated company objectives, and often includes rewards and incentives. An organization engages a person for the purpose of employing his skills to achieve certain goals and objectives. Ever so often, employers need to take stock and determine the value of each employee, his/her potential, and what his/her future in the company is likely to be. In the researcher's opinion this is accomplished through the practice of performance appraisal.

Objectives of performance appraisal

Performance appraisal is a method of evaluating the job performance of an employee. It is an ongoing process of obtaining, researching, analyzing and recording information about the worth of an employee. The main objective of performance appraisals is to measure and improve the performance of employees and increase their future potential and value to the company. Other objectives include providing feedback, improving

communication, understanding training needs, clarifying roles and responsibilities and determining how to allocate rewards. Bailey and Fletcher (2008) has described these objectives thus: (a) providing feedback, (b) facilitating promotion decisions, (c) facilitating layoff or downsizing decisions, (d) encouraging performance improvement, (e) motivating superior performance, (f) setting and measuring goals, (g) counselling performers, (h) determining compensation changes, (i) encouraging coaching and mentoring, (j) supporting manpower planning, (k) determining individual training and development needs, (l) determining organizational training and development needs, (m) validating hiring decisions, (n) providing legal defensibility for personnel decisions, and (o) improving overall organizational performance.

Performance appraisal methods

There are several means of reviewing performance of employees and the scope and methods vary from one organization to another (Beardwell & Claydon, 2010). Appraisal methods have their strengths and weaknesses and depending on the organizational context, the choice and use of one particular method may be appropriate than the other (Dressler, 2012). The methods are the ranking method, 360 degrees feedback, essay method, critical incident method, behaviourally anchored rating scale and management by objectives.

Performance appraisal process

Performance appraisal system may vary from one organization to another. For a performance appraisal scheme to be workable, it should follow a process. Meenakshi (2012) has identified six steps process that needs to be followed when using an appraisal system. These steps are: establishing performance standards with employees, communicating performance expectation, measure actual performance, compare actual performance with standards, discuss result with employee, and if necessary, initiate corrective action.

Influence of performance appraisal on employee performance

This segment is going to discuss some of the effects that performance appraisal have on employees. Studies on performance appraisal suggest that human resource (HR) practices affect organizational outcomes by shaping employee behaviours and attitudes (Joshi, 2001). More specifically, these HR practices increase organizational effectiveness by creating conditions where employees become highly involved in the organization and work hard to accomplish organizational goals. HR practices are expected to influence both, organization's and employee's performance via the workforce's ability (e.g. using selective hiring, training), motivation (e.g. pay for performance by using PA), and opportunity to contribute (e.g. using teams and suggestion systems) (Gerhart, 2005). Furthermore, Amos, Ristow, and Pearse (2008) has noted that PA process offer a number of potential benefits, including improved job performance.

Performance appraisal is a technique that has been credited with improving performance and building both job satisfaction and organizational commitment which

has been related to lower levels of turnover (Babin & Boles, 1996). Although the relationship between appraisals and performance may not be a direct and causal one, their impact on performance may be attributed to their ability to enhance role clarity, communication effectiveness, merit pay and administration, expectancy and instrumentality estimates, and perceptions of equity. Duhinsky, et al. (1993) have argued that increases in role clarity can affect both the effort/performance expectancy and performance/reward instrumentality estimates. Thus, by reducing ambiguity performance appraisals may positively influence the levels of motivation exhibited by employees. More frequent appraisals and feedback help employees to see how they are improving, and this should increase their motivation to improve further (Kluger & DeNisi, 1996).

Employee satisfaction with performance appraisal would be positively related to work performance (Pettijohn et al., 2001). Because performance appraisal often includes equipping employees with new knowledge and skills, it may also contribute to employees' perceived investment in employee development. Using the social exchange lens, employees who believe their organization is committed to providing them with developmental activities may feel an obligation to 'repay' the organization through high work performance (Coyle-Shapiro & Conway, 2004).

Methodology

This study used the analytical approach which sought to explain how performance appraisal at UEW libraries leads to improved staff performance. The mixed concurrent method of data collection was used in order to validate the quantitative data with the qualitative data and to transform the data for comparison (Creswell & Plano Clark, 2007). In this cases the same individuals provided both qualitative and quantitative data so that the data can be more easily compared.

The UEW Library System consists of the Osagyefo Library (South Campus) and North Campus Library at Winneba Campus, College of Technology Education (COLTEK) library at Kumasi campus, College of Agriculture Education, Nana Afia Serwah Kobi Ampem II (NASKA II) Library at Mampong campus, Ajumako Campus Library, SACOST, and IEDE Libraries in Winneba. The library has professionally trained librarians and library assistants who see to the day to day activities of the library. Each campus library is headed by a qualified librarian with at least a Master's Degree in Library Studies and assisted by professionally trained library assistants who have either Bachelor Degrees in Information Studies or Diplomas in Librarianship, and other supporting staff with SSCE or other certificate.

The population was made up of all library staff within the four campuses of UEW library system giving a population of 86 library staff. This population was chosen for the research because of the assurance of obtaining the relevant information regarding performance appraisal and the performance of UEW library staff for the study. The census sampling technique was used to select all the 86 library staff drawn from the four

campuses of UEW. This sample size, though relatively small by social science standards represented a pragmatic compromise between level of precision and cost of data collection.

For the qualitative aspect, one supervisor and two library assistants from each of the campuses were selected from the sample with convenience and purposive sampling methods respectively. In all 12 respondents were selected for the interview. Two instruments were used to collect data for the study. These are questionnaire and interview guides. These instruments were used to provide two data sets that complemented each other. The questionnaire used in this study comprised of both open–ended and close ended items. The open–ended items allowed free responses from respondents and the close- ended items sought to limit responses and to ensure uniformity in responses. The questionnaire also comprised close response questions in the form of a 3 point Likert scale where respondents were required to choose from options such as 'Agree', 'Undecided', and 'Disagree'. Each option was assigned a numerical value, 3, 2 and 1 respectively. In all 86 questionnaires were administered and 80 were retrieved, giving a response rate of 93%. In addition, an interview guide was used for interviewing heads of department in the library and some library staff who were not in any leadership position to get a balance view for the study. The appraisal scores of respondent and result from the questionnaires were analysed descriptively. This technique basically used words, numbers, graphs or charts to show existing pattern or relationship. Inferential statistics such as correlation was also used to determine the relationship between performance appraisal and staff performance. The data from the interview was analysed into themes.

Results and Discussions

Research Question 1: *What is the nature of performance appraisal practices at UEW libraries?*

The data presented in this section sought to provide answers to research question one which states, *'what is the nature of performance appraisal practices in UEW libraries?'* The rationale behind this research question was to find out the nature of staff performance appraisal (PA) practices adopted by the UEW libraries. The views of the respondents in reference to this research question are presented in Table 1

Table 1: Frequency of appraisal at UEW libraries

Responses	Frequency	Percentage
Annually	78	97.5
Biannually	0	0.0

Quarterly	0	0.0
Within intervals of less than a year	2	2.5
Total	80	100

Source: Fieldwork data (2017).

Results from Table 1 show that 78 (97.5%) of the respondents indicated that performance appraisals are done annually, while 2 (2.5%) indicated that it is done within intervals of less than a year. None indicated either biannually or quarterly. This means that the UEW libraries conduct performance appraisal for their staff annually. This finding is supported by the responses from the interviews conducted, when all the respondents indicated that appraisal is done annually. Resker (2012) is of the view that if the performance appraisal is done just once per year it is likely that the reviewer will remember only the most recent information unless stellar performance records were maintained. There should be a full record of the employee's activities for an effective performance appraisal.

Research Question 2: *Who are responsible for appraising performance of UEW Library staff?*

Table 2: Appraiser of performance appraisal at UEW libraries

Responses	**Frequency**	**Percentage**
The immediate superior	76	95%
Peers	-	-
Subordinates	2	2.5
Self	2	2.5
Total	**80**	**100**

Source: Fieldwork data (2017).

Results in Table 2 show that 76 (95%) of the respondents indicated that their immediate superiors are responsible for the conduct of the appraisal process, 2 (2.5%) indicated subordinates, while 2 (2.5%) said they do that themselves. It can thus be inferred that majority of the respondents were appraised by their superiors. This finding confirms the responses from the interview schedule when respondents #3 said that

"The University Librarian in collaboration with the Heads of Section are responsible for conducting the appraisal."

Another respondent also indicated that, "the appraisal forms are given to staff to fill and the later

given to the head of department for grading while the University Librarian conduct the final appraisal interview" (Interview data, Respondent #5).

Research Question 3: *What appraisal methods are used to appraise performance of UEW Library staff?*

Table 3: Performance appraisal methods used in UEW libraries

Responses	Frequency	Percentage
Written essay method	20	25%
Graphic rating scale	14	17.5%
Ranking method	30	37.5%
Self-appraisal	16	20%
Total	80	100

Source: Fieldwork data (2017).

Table 3 illustrates the responses of the respondents on the methods that libraries in UEW use to appraise them. Eighteen (18) junior staff were of the view that appraisal is done via essay method whereas 2 senior staff claimed it was done through that method. Graphic rating scale saw 12 junior staff selecting it as a method of appraisal while 2 senior staff selected that method. For ranking method as a means of appraisal, 18 senior staff selected that method whereas 12 junior staff also selected that method. Self appraisal saw 12 senior staff selecting the method as a means of appraisal while 4 junior selected it. This means that UEW libraries use different methods of appraisal for the various categories of staff they have. Dressler (2012) is of the view that different appraisal methods have their strengths and weaknesses and depending on the organizational context, the choice and use of one particular method may be appropriate than the other.

Table 4: Authority that sets goals for performance appraisal meetings

Responses	Frequency	Percentage
The University librarian	16	20%
Unit heads	18	22.5%

Appraiser and appraisee	42	52.5%
HR professionals	2	5%
Total	80	100

Source: Fieldwork data (2017).

Table 4 shows that 42 (52.5%) of the respondents indicated that the appraiser and the appraisee sets goals together during performance appraisal meetings, 18 (22.5%) indicated unit heads, 16 (20%) said the university librarian does that, while 2 (5%) indicated that the human resource (HR) professionals does that. The data reveal that performance appraisal goals are usually set by both the appraiser and appraisee during PA meetings. Effective performance appraisals include a high level of employee participation. Meenakshi (2012) has stated that performance management systems are effective when they are based on goals that are jointly set and are driven by an organisation's business strategy. Rankin and Kleiner (1988) have agreed that effective performance appraisals include elements of the supervisor and employee working together to identify goals. To ensure that employees have a connection with the procedure and feel involved in the appraisal is vital for the effectiveness of the process.

Table 5: Performance appraisal achievement at UEW libraries

Responses	Frequency	Percentage
Provide basis for disciplinary actions	4	5%
To determine payments and rewards	8	10%
Set targets for future performance	48	60%
To determine training and development needs	52	65%
To determine upgrading and promotion	56	70%
To review performance	68	85%

Source: Fieldwork data (2017).

The data in Table 5 show that 68 (85%) of the respondents sampled for the study selected review performance as what performance appraisal strive to achieve, 56 (70%) said, to determine upgrading and promotion, 52 (65%) said to determine training and development needs, 48 (60%) said to set targets for future performance, 8 (10%) indicated payment and rewards, while 4 (5%) said to provide basis for disciplinary actions. Of the numerous reasons regarding when performance appraisal can be used,

the above six elements are the most common aims. Meenakshi (2012) has pointed out that performance appraisals are used as a basis for decisions such as promotion, allocation of financial rewards, employee development and identification of training needs.

Research Question 5? *What is the influence of staff performance appraisal on staff performance at UEW libraries*

The intent of this research question was to find out the influence of staff performance appraisal on staff performance in the UEW libraries. The responses from the respondents sampled for the survey are shown in Table 6.

Table 6: Influence of performance appraisal on staff performance at UEW libraries

Uses of PA	A		U		D	
	f	%	F	%	f	%
Improves employees' areas of deficiencies	77	96.25	0	0.0	3	3.75
Facilitate staff promotion	68	85.00	4	5.00	8	10.00
Identification for training needs	71	88.75	5	6.25	4	5.0
Determination of disciplinary action	48	60.00	8	10.0	24	30.0
Setting of targets for future performance	72	90.00	4	5.0	4	5.0
Staff motivation	56	70.00	5	6.25	19	23.75
A tool for control	60	75.00	9	11.25	11	13.75
Platform for decision making on promotions	52	65.00	12	15.00	16	20.0
Stimulate growth and advancement	67	83.75	8	10.00	5	6.25
Feedback to employees on their efficiency	63	78.75	4	5.00	13	16.25

Source: Fieldwork data (2017).

Table 6 shows that 77 (96.25%) of the respondents agreed that performance appraisal enhances performance by improving employees' areas of deficiencies, while the remaining 3 (3.75%) disagreed. Concerning performance appraisal providing the opportunity to set targets for future performance, 72 (90%) of the respondents agreed, 4 (5%) were undecided, while 4 (5%) disagreed. This result is supported by the response from the interviews as one of the respondents said:

"The method of awarding marks for work done either motivates the staff or serves as a disincentive to them" (Interview data, Respondent # 2).

Another respondent also said this; *"If it is motivation they work harder otherwise they may approach their work lackadaisically"* (Interview data, Respondent #5).

One library staff said this; *"Some library staff are really motivated by the remarks and comments given them by their sectional heads to work harder"* (Interview data, respondent # 3).

This means that positive feedback motivates employees to put up their best at the workplace. According to Kurt (2004) using several different techniques enables managers to measure both behaviour and results and to set goals for employees to improve their performance and to increase their motivation.

In view of performance appraisal helping to identify potentials for promotion to positions of greater responsibility, 68 (85%) of the respondents agreed, 4 (5%) were undecided, while 8 (10%) disagreed. Performance appraisal helps to identify employees who need training was also quite important to library staff, 71 (88.75%) agreed, 4 (5%) were undecided, while 8 (10%) disagreed. On performance appraisal provides opportunities for growth and advancement, 67 (83.75%) of the respondents agreed, 8 (10%) were undecided, while 5 (6.25%) disagreed. This is an indication that employees at UEW libraries are of the view that performance appraisal is very vital to improved performance, thus helping organizations to achieve their set objectives. Amos, Ristow, Ristow and Pearse (2008) have noted that performance appraisal process offer a number of potential benefits, including improved job performance. During the interview session, one of the respondents indicated that "Performance appraisal addresses the areas of deficiency and remedial measures that are put in place to address them accordingly" (Interview data, Respondent # 3).

With regard to performance appraisal providing feedback to employees on their degree of efficiency, 63 (78.75%) of the respondents agreed, 4 (5%) were undecided, while 13 (16.25%) disagreed. Sixty (75%) agreed that performance appraisal serves as a tool for control, 11 (13.75%) disagreed, while 9 (11.25%) were undecided. On performance appraisal stimulating subordinate motivation, 56 (70%) agreed, 19 (23.75%) disagreed, while 5 (6.25%) were undecided. This means that staff at UEW libraries believes that PA provides feedback, stimulate motivation and also serves as a tool for control. This data is supported by Levy and Williams (2004) view that PA activities have a potential to increase employees' perceptions of being valued by the organization, a perception which is central to affective organizational commitment. Furthermore, Kuvaas (2006) has noted that employees will probably show higher affective commitment to the organization if they perceive that PA activities reflects employee's development. Atiomo (2000) has observed that PA satisfaction may be positively related to affective commitment due to the enhanced employee participation and perceived clarity of goals within the PA

process.

Hypothesis

There is no statistically significant relationship between performance appraisal and staff Performance at UEW Library

The result of the hypothesis in presented in Table 7. Data under this section sought to test hypothesis which was formulated to guide the study. Thus, "There is no statistically significant relationship between performance appraisal and staff performance at UEW libraries.

Table 7: Correlation Results

		PAP	SP
PAP	Pearson Correlation	1	-.189
	Sig. (2-tailed)		.094
	N	80	80
PAS	Pearson Correlation	-.189	1
	Sig. (2-tailed)	.094	
	N	80	80

Source: Fieldwork data (2017).

A Pearson product-moment correlation coefficient was computed to assess the significant relationship between performance appraisal and staff performance at UEW Libraries. The result indicated that there was no relationship between performance appraisal and staff performance and r, (80), = -.189, $p<.094$. This suggests that UEW library staff's performance is not influenced by performance appraisal practices. Statistically, the study failed to reject the null hypothesis that performance appraisal will not influence staff performance. This finding confirms what Okpe (2012) found in his study that performance appraisal does not have any positive influence on job performance and that it can improve or correct an employee's job performance. Siaguru (2011) belief that employee performance is ultimately an individual phenomenon with environmental factors influencing performance, primarily through their effort on those factors over which the organisation has little or no control, such as demands for job grading systems.

Conclusions

In conclusion, the study has shown that performance appraisal in UEW libraries is done annually. Further, staff at UEW libraries are appraised by their superiors who use

different methods to appraise the various category of staff. Performance appraisal goals are set by both the appraisal and appraisee during performance appraisal meetings. Performance appraisal are done with the aim of reviewing performance, determining upgrading and promotion, and to determine training and development needs of the staff. It can further be concluded that performance appraisal enhances staff performance and some library staff are really motivated by the appraisal remarks and comments to work harder. Performance appraisal also done to help provide opportunity for growth and development, address the areas of deficiency, provide feedback to employees degree of efficiency and serve as a tool for control.

Recommendations

Based on the outcome of the study, it is recommended that heads of sections (appraisers) in UEW libraries should ensure that performance appraisal process is extracted from an up-to-date job description, well defined goals and reasons for the appraisal process. Performance of every employee in an organization contributes to higher productivity and growth. It is therefore important that Management of UEW libraries should improve upon all the necessary structures to make the appraisal process a success. Also, the University Librarian should encourage supervisors to make special efforts to help poor performers improve upon their performance. Also, rewards should be given to staff whose performance meets the desired performance standards to motivate them do more.

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