

**PERFORMANCE APPRAISAL AS A STRATEGIC TOOL FOR ENHANCING  
STAFF PRODUCTIVITY IN PUBLIC ORGANISATIONS: A CASE STUDY OF  
EDO STATE MINISTRY OF EDUCATION**

**EHIMARE TESTIMONY ZANETA**

**SSC2105795**

**DEPARTMENT OF PUBLIC ADMINISTRATION,  
FACULTY OF SOCIAL SCIENCES  
UNIVERSITY OF BENIN, BENIN CITY**

**NOVEMBER, 2025**

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF PUBLIC  
ADMINISTRATION, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF  
BENIN, BENIN CITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD  
OF BACHELOR OF SCIENCE (B.SC) DEGREE IN PUBLIC  
ADMINISTRATION**

**NOVEMBER, 2025**

## DECLARATION

I declare that:

1. This project report is based on the study undertaken by me in the Department of Public Administration, University of Benin, under the Supervision of **PROF. D. A. TONWE.**
2. This work was not previously submitted for the award of a degree elsewhere.
3. All ideal and views are product of my personal research and where the views of others have been expressed, they have been duly acknowledged.

.....  
**EHIMARE TESTIMONY ZANETA**

**SSC2105795**

.....  
**Date**

## **CERTIFICATION**

We certify that this research project was carried out by **EHIMARE TESTIMONY ZANETA**, in the Department of Public Administration, University of Benin, Benin City in partial fulfilment of the requirement for the award of the Bachelor of Science Degree in Public Administration.

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**PROF. D. A. TONWE**  
Project Supervisor

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**PROF. A.I. MUSTAPHA**  
Head of Department

## **DEDICATION**

This project is dedicated to Almighty God who made it possible for this project work to become a success.

## **ACKNOWLEDGMENTS**

All praise, adorations and glorifications are due to God the Almighty, for making me witness today and for continuously making my aspiration to materialize.

My sincere appreciation goes to my amiable supervisor Prof. Tonwe for his convenience, encouragement and immense contributions in making this work a success. I sincerely appreciate my course adviser Mr. J. Osifo for his encouragement. A special thanks to the Head of Department, Prof. A.I. Mustapha and the entire lecturers and staff of the Department of Public Administration, Faculty of Social Sciences, University of Benin, Benin city. My priceless and profound appreciation goes to my parents Mr & Mrs Samuel Ehimare for their encouragement, godly counsel and earnest prayers, and to my friend Iyase Abieyuwa Kendra and my course mates, may God almighty richly reward you all.

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## ABSTRACT

*This study examines the impact of performance appraisal as a tool for enhancing productivity in an organization, with a focus on the Edo State Civil Service. Performance appraisal serves as a critical mechanism for evaluating employee performance, identifying areas for improvement, and fostering professional development. The study explores the effectiveness of appraisal systems in motivating staff, aligning individual objectives with organizational goals, and enhancing overall productivity.*

*A mixed-methods approach was adopted (primary, utilizing surveys, interviews, and secondary data organizational data) to assess the perception and effectiveness of appraisal practices among civil servants. The study concluded that well-structured performance appraisals contribute significantly to employee motivation, skill development, and job satisfaction, while poorly implemented systems lead to dissatisfaction and reduced productivity.*

*The study recommends regular training for supervisors, transparent evaluation criteria, and employee involvement in appraisal design to optimize productivity and organizational success. These insights underscore the importance of performance appraisal as a strategic tool for achieving organizational excellence in the public sector.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND OF THE STUDY**

The ability of any organisation to perform effectively and efficiently depends on a large extent on the optimum utilization of its resources. Amongst all the resources (materials, financial and human) the human resource, is the most important. According to Armstrong (2006) “performance appraisal is the systematic review of an individual employee’s performance on the job which is used to evaluate the effectiveness of his or her work. Performance appraisal seeks to evaluate and re-evaluate the performance of employees in order to enable them realise their full potential. For the organisation to maximise the benefits of performance appraisal, it is important that employees know what the organisation requires from them, the results expected from them and how their performance will be measured. For performance to be measured, standards need to be established in a well-structured and defined performance appraisal scheme. An effective and efficient appraisal scheme should help develop the future performance of staff. The appraisal scheme can also form the basis for a review of financial rewards and planned career progression (Mullins, 2002).

In any evaluation of the condition necessary for the growth and survival of an organization, the role of performance appraisal is a strategic factor. It is believed that both the individual and the organization need to know how well performance is contributing to the accomplishment of the job plans, the staffing plan, and ultimately the overall strategic plan of the organization. In addition, the individual employee requires feedback relative to his or her own goals development, as well as that relative to management’s expectations.

Performance appraisal is a formal and systematic assessment of an employee to determine the degree to which the employee is performing his/her job effectively. Performance Appraisal is typically conducted in prescribed manner of specific intervals such as quarterly, bi-annually or even annually. The interview could function as “providing feedback to employees, counselling and developing employees, conveying and discussing compensation, job status, or disciplinary decisions”.

Each employee at one time or the other wants his immediate boss or his employer to assess him on-the-job performance, and where necessary give him guidelines or advice for improving his efficiency.

An effective performance review system serves these general purposes. In other words, as Nwachukwu (1985) puts it, “the essence of performance appraisal is to give information for the promotion, demotion, transfer, pay increase, training and development and discharge of an employee”.

Secondly, it provides employees with constructive on how they are performing in their jobs as viewed by their managers, thus leading to increased productivity.

Therefore, in any organization, manpower remains the most prominent and the most valuable assets among other factors of production. It is this reason performance appraisal is given recognition as a tool to improve organizational activities.

## **1.2 STATEMENT OF THE PROBLEM**

Performance appraisal provides a good opportunity to formally recognize employee achievements and contributions to the organization, and to ensure that a clear link is established and maintained between productivity and reward. It is necessary in an organization because it helps in clarifying goals and expectations, and also creates an

environment for open communication. It brings about positive feedback and advice for improving employee productivity.

The study seeks to examine performance appraisal as management tool for increased productivity in Edo State Ministry of Education. However, it has been observed that performance appraisal system in Edo State Ministry of Education is suffering some defects such as Lack of employee participation in organizational goals setting that clarify organizational goals and expectations, and lack of feedback of performance appraisal result to employee. The study therefore, investigated the impact of performance appraisal as a tool for enhancing productivity in Edo State Ministry of Education .

### **1.3 OBJECTIVES OF THE STUDY**

The main objective of this project is to investigate if performance appraisal can enhance productivity using Edo State Ministry of Education as a case study. The following are specific objectives of the finding. To;

- i. find out the various performance appraisal techniques in Edo State Ministry of Education;
- ii. examine the implications of performance and productivity in Edo State Ministry of Education;
- iii. study how proper appraisal can enhance increased productivity in Edo State Ministry of Education;
- iv. provide clear and practical recommendations to management on how to enhance productivity through performance appraisal system.

## **1.5 RESEARCH QUESTIONS**

This study seeks to answer the following research questions:

1. What are the various performance appraisal techniques used in Edo State Ministry of Education?
2. How does performance appraisal impact employee productivity in Edo State Ministry of Education?
3. What are the major challenges affecting the implementation of performance appraisal in Edo State Ministry of Education?
4. How can effective performance appraisal systems enhance productivity in public sector organizations?

## **1.6 SIGNIFICANCE OF THE STUDY**

The existing body of human resource management literature emphasises the positive contributions of performance appraisal towards employee engagement, employee productivity and organisational performance (Ikramullah *et al.*, 2016). On the other hand, critical studies depicted in the existing body of research have highlighted the growing level of dissatisfaction with performance appraisal alongside a wide range of shortcomings, such as lack of justice, bias and failure to promote desired behaviours, undermining the potential impacts of performance appraisal on employee productivity (Cardy, 2015).

The significance of this study include;

The study is of importance to organization's effectiveness; hence the result will be useful to the organization in developing effective and efficient performance appraisal plans and programmes to aid the organization in its goals attainment. The importance of this study therefore is to research into those benefits that performance appraisal could bring to the organization, employer and the employees alike. The study could also be valuable as

source of reference to students of management studies who might carry out similar or further research in this area.

## **1.7 SCOPE OF THE STUDY**

The study would concentrate in analyzing the various performance appraisal techniques and how it enhances productivity in Edo State Ministry of Education. The researcher has related the study only to the areas that are related to the topic such areas are: performance appraisal, techniques or procedures for performance appraisal.

## **1.8 DEFINITION OF TERMS**

**Performance Appraisal:** A systematic evaluation process measuring an employee's job performance against predefined standards, objectives, and behavioral indicators to enhance productivity and development.

**Productivity:** The efficiency of output relative to input, measured through the achievement of organizational goals, quality of service delivery, and resource optimization.

**Organizational Enhancement:** Improvements in operational efficiency, goal attainment, and workforce capability resulting from structured management interventions.

**360-Degree Feedback:** A multi-source appraisal method involving evaluations from supervisors, peers, subordinates, and self-assessment.

**Management by Objectives (MBO):** A performance appraisal approach where employees and supervisors collaboratively set measurable goals aligned with organizational objectives.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

This chapter reviews the existing literature on performance appraisal as a strategic tool for enhancing employee productivity, emphasizing how appraisal systems affect motivation, job satisfaction, and organizational performance. It also explores recent studies addressing digital transformation in performance management, fairness in appraisal practices, and public-sector applications.

Performance appraisal remains an essential component of strategic human resource management, serving as a structured mechanism for evaluating employee contribution and aligning individual efforts with organizational objectives (Soomro & Shah, 2020). Modern public organizations increasingly view appraisal systems not merely as evaluative tools but as instruments for talent development, innovation, and accountability (Agboola & Salawu, 2021).

#### **2.2 Conceptual Clarification**

##### **First Recorded Appraisal System in the Industry**

The early application of performance appraisal system in the industry was carried out by Robert Owen with the use of character books and blocks in New Lanark Mills in Scotland around the year 1800. The character books recorded each worker's daily report. The character books were coloured differently on each side to represent an evaluation of the worker's rating from bad to good and they were displayed in each employee's workplace. Owen was quite impressed by the way the blocks improved the behaviour of workers (Dipboye, 2016). During the 1920s, relational wage structures for hourly-paid workers were adopted in industrial units and each worker was rated in comparison with

others for determining wage rates. In the 1940s behavioural methods were developed using a motivational approach. These included behavioural anchored rating scales (BARS), behavioural observation scales (BOS), behavioural evaluation scales (BES) and critical incident and job simulation. All these judgments were used to determine the specific levels of performance criteria to specific issues such as customer service and rated in factors such as “excellent”, “average”, “need to improve” or “poor”. Post 1945 developed into results-oriented approaches and led to the development of Management by Objectives (MBO) (Ubeku, 2016).

In the 1960s, the development of self-appraisal by discussion led to specific time and opportunity for the appraiser to evaluate the performance of a worker using discussion and interview approaches. In the 1990s, 360-degree appraisal was developed occasioning the sourcing of information from a wider range of sources and the feedback was no longer dependent on the manager-subordinate power relationship but included groups appraising the performance of line managers and peer groups on individual performance (Stone, 2017). So since the 1940s, the philosophy of Performance Appraisal has undergone tremendous changes. The common terms used include merit rating, behavioural assessment, employee evaluation, personnel review, staff assessment, progress report and Performance Appraisal.

### **The Birth of Modern Performance Appraisal Process**

Everyone has some experience of Performance Appraisal in some context. This can be traced back to thousands of years past. As we go through the history of Performance Appraisal, we can see that it is as old as mankind. In a formal sense, Performance Appraisal of an individual began as early as the third century in the Wei dynasty in China where an Imperial Rater appraised the performance of members of the official family (Locher, 2016). Furthermore, in 1648, it was reported that the Dublin (Ireland) Evening

Post evaluated legislators by using a rating scale based on personal qualities (Jamieson, 1999).

### **Performance Appraisal and its Purpose**

The basic purpose of a performance appraisal is to generate accurate and valid information regarding the behavior and performance of members of the organization. The more accurate and valid the information generated by the system, the greater its potential value to the organization. Akinbowale, (2013) observed that while all organizations share some basic primary goal in their performance appraisal system, a tremendous amount of variety exists in the specific use that organizations make of the information obtained from performance appraisal of employees. The author however, categorized the purpose of performance appraisal into three broad headings as follows:

#### **Individual Evaluation and Motivation**

According to Akinbowale, (2013), the results of performance appraisal frequently serve as the basis for the regular evaluation of the performance of members of the organization. They argued that whether an individual is judged to be competent or incompetent, effective or ineffective, promotable or un-promotable, and so on is based upon the information generated by the performance or appraisal system. With particular emphasis on employee's motivation, they further attempt to influence the motivation and future performance of their members by tying the administration of various rewards, such as salary increases and promotions to the ratings generated by the appraisal system.

#### **Individual Development**

In addition to serving as a basis for the administration of organizational reward and punishments, the information generated by an appraisal system can also be employed to facilitate the personal development of organizational members. Sound appraisal system can generate valid information regarding the areas of personal strength and weakness of

individual employees. With respect to this, the author affirmed that if such information is fed back to individuals in a clear, unambiguous and non-threatening manner, the information can serve two valuable purposes. First, if the information indicates that the person is performing effectively, the feedback process itself can reinforce and reward the employee by increasing feelings of self-esteem and personal competence. Secondly, if the information identifies an area of weakness, this can serve to stimulate a process of training and development in order to overcome the weakness identified.

### **Organizational planning**

Besides providing the basis for the evaluation motivation, and development of individual organization members, the author noted further that an effective performance appraisal system also generates information that can be of significant value to the organization in planning its future human resources needs and policies. The members of an organization are the human capital of that organization. Consequently, a performance appraisal system generates information that permits the organization to assess the state of its human capital and plan its recruiting, staffing and development policies, in an informed, systematic and rational manner. Cameron (2008) was of the opinion that, to ignore individuals in the review process is to ignore a major input in the achievement of organizational outcomes. It is often said that organizations that perform well are a reflection of the efforts and successes of their staff. Recognizing these efforts and appropriately praising them is imperative for organizational success. This is the basic purpose of performance appraisal (Burnas, 2002). Cooper, (2017) made the point that as managers we must be less concerned with supervising and concentrate on being leaders. He found out that sustainable cultural change can take place within an organization only when the individuals within the organization first change themselves from the inside out.

It will differentiate satisfactory performers from unsatisfactory ones. Performance will help the management to perform functions relating to selection, development, salary, promotion, penalties, layoffs and retrenchment. High employees' performance leads an organization to success and provides the employees with greater opportunities to make progress in the organization. Employees themselves must believe that in performance appraisal there are great opportunities for them. Without fairness in appraisals, performance appraisal system, rewards, motivations and developments create negative impact and frustration.

### **Objectives of Performance Appraisal**

The over-all objectives of performance appraisal can be summarized as given below:

- ❖ Performance appraisal is used for the achievement of corporate goals (Bach, 2016). One of the underlying purposes of performance appraisal schemes is to elicit corporate compliance.
- ❖ Performance appraisal is used to let subordinates to know where they stand in relation to objectives or targets set, and agreed upon with them.
- ❖ Performance appraisal is used to enable the performance of the subordinate to be thoroughly analyzed.
- ❖ Performance appraisal is used to point out where and how the performance of workers can be improved.
- ❖ Performance appraisal is used to develop the employees on their present jobs and enable each employee to increase his or her output or productivity.
- ❖ Performance appraisal is used to develop and train the workers for higher jobs.
- ❖ Performance appraisal is used to let workers know how they may progress in the organization.

- ❖ Performance appraisal is used to serve as a record for assessing the department or unit showing where each person fits into the larger picture.
- ❖ Performance appraisal is used to warn some employees that they must do better or get sacked.
- ❖ Performance appraisal is used to facilitate the process of just and equitable reward and compensations.
- ❖ Performance appraisal is used to assist an officer to understand his strengths and weaknesses and on the basis of that take corrective measures.

The result of performance appraisal should serve as the basis for regular evaluation of the performance of the members of an organization. Whether an individual is judged to be competent, effective or ineffective, to be promoted or not to be promoted is usually based upon the information generated by the performance appraisal system (Locher, 2015). Performance appraisal has been considered as the most significant and indispensable tool for an organization for the information it provided is useful in making decisions regarding various personnel aspects such as promotions and merit increases. Performance measures also link information gathering and decision-making processes, which provide the basis for judging the suitability of an applicant for recruitment, selection, training and compensation. If performance data are available, timely, accurately, objectively, standardized and relevant, management can use them to maintain consistent promotion and compensation policies all year round (Locher, 2015).

### **2.3 Performance Appraisal Method**

There are different methods of evaluating employee performance. However, four of the most common ones in use today will be highlighted.

Nick Chimel (2009) classified appraisal methods into four methods but Gail Warren (2013), gave more insight to different appraisal methods that can be used to ensure a fair and consistent process, for example, trait methods, behavioural methods, management by

objectives and 360 feedback. All the above methods are further subdivided into various forms which will be discussed and evaluated below.

### **2.3.1 Trait approach**

This approach is made by assessing individuals on certain traits such as efficiency, friendliness, trustworthiness, reliability and conscientiousness. These characters are related to the performance of individuals. (Gail Warren 2013, 76). This approach can also be classified into four different methods which are;

a) Essay Method: Here, the evaluator writes a brief narrative describing the employee's performance. The negative aspect of this technique is that it tends to focus on the extreme behavior in the employee's work while ignoring his usual day-to-day performance. Rating of this nature rests heavily upon the appraiser's writing effectiveness.

b) Graphic rating scale: The manager ticks off the employee level of performance the appraiser consider areas such as quantity of work produced, quality of work produced, conscientiousness, judgment, initiative and attitude. This approach evaluates employees according to defined factors. These factors are divided into some degrees from the highest to the lowest level. Example; 1 = inadequate performance, 2 = fair performance, 3 = satisfactory performance, 4 = good performance, 5 = excellent performance.

c) Force choice method: In using distribution method, the appraiser is required to place individuals in the workgroup to a limited number of categories which resemble the normal frequency distribution. This involves the appraiser choosing from a list of statement the one that is most characteristics of the employee and the one that is least characteristics of the employee. Each statement is weighted or scored, and the individuals with the higher scores are classified as, the better employee. Examples of statements include work hard, performance is exemplary and is absent too often.

d) Mixed standard scale: This approach provides the appraiser with some behaviours that are allocated a set of sentences. The sentences are informed of three statements that describe higher, lower and average performance.

e) Essay Method: Here, the evaluator writes a brief narrative describing the employee's performance. The bad aspect of this technique is that it tends to focus on the extreme behaviour in the employee's work while ignoring his usual day-to-day performance. Rating of this nature rests heavily upon the appraiser's writing effectiveness.

### **2.3.2 Behavioural Approaches**

This technique is neither a rating nor ranking. The appraiser just collects records about favourable and unfavourable events or action occurring in an Employee's work. It provides useful data to use during the employee's appraisal period.

It involves recording employee actions. The importance of this approach is to describe the actions and behaviours that should or should not be exhibited at work. This can be done by recording incidents and recording task that employee does well or poorly on and providing feedback.

This approach is subdivided into three different categories. (Gail Warren 2013, 78).

a) Critical incident: This approach involves the supervisor keeping a record of incidents that shows both positive and negative aspect of the way an employee has acted. This technique is neither a rating nor ranking. The appraiser just collects records about favourable and unfavourable events or action occurring in an Employee's work. It provides useful data to use during the employee's appraisal period.

b) Behavioural Checklist: This method is done by the appraiser ticking statements on a list they believe are characteristics of the individual work performance. The rater completes a form similar to the force-choice performance, but the various response has been assigned different weights. The form includes questions related to the employee's behaviors, and the appraiser answers each question either positively or negatively.

Example can meet office demand, Meets office deadline, keep up to date with new policies and procedures?

c) Behavioral anchored rating scale (BARS): These are rating scale that is represented by points on a scale defined by effective and ineffective behaviours. These scales are defined by those individuals who use them.

d) Behavioural Observation Scale (BOS): This contains a list of desirable behaviours that are required to perform a job successfully. The supervisor or the line manager generates critical incidents based on the job role and categorizes them into dimensions.

### **2.3.3 Management by objectives**

MBO aims to create a management structure of information with the ability to measure actual performance and achievement against defined goals. Drucker (2016) set guiding principles for the management by objectives method that gives an organization a process involving top management, clear targets and trained management team who can implement. According to Jean the purpose by appraisal method includes five steps in its execution (Kerzner, 2017). The first involves the organization's management determining or revising objectives across the board for the organization. The next step involves translating the goals to the workforce (Kreiter, 2013). In step three, the management is then tasked with stimulating the participation of their employees by encouraging them to set goals in line with the organizational goals. Step four involves monitoring the progress of the process. The objectives set must be measurable and timely which makes it possible to monitor the progress. Finally, the progress is evaluated during which honest feedback is given according to the level of achievement. Peter Drucker, never a manager himself, emphasized that the primary role of a manager is to strive to achieve the best possible economic outcomes from the available resources

#### **2.3.4 360-degree feedback approach**

360-degree appraisal method is done by obtaining feedback on an individual's performance from managers, peers, subordinate and customers and in some cases self-appraisal is also taking into consideration. Feedback involves people completing questionnaires regarding the individual performance, and the questions need to describe behaviours that relate to job performance. (Nick Chimel 2009, 89).

360 degree feedback generally has high employee involvement and credibility; may have the strongest impact on behaviour and performance; and may greatly increase communication and shared goals. It provides people with a good all-around perspective. The Managing Individual Effectiveness (MIE) system at Bellcore is used for self-development. It gets feedback from peers, managers, subordinates, and the ratees themselves. According to Marsden (2007), the results are better working relations; better communications; more information on management performance and style; increased effectiveness and productivity of individuals and the organization as a whole; knowledge of training needs; a better grasp of organizational priorities; and greater employee input in designing self-development plans.

Folger, *et al.*, (2007), noted that, for success, expectations must be communicated clearly; Employees must be involved early; resources must be dedicated to the process, including top management's time; confidentiality must be assured; and the organization, especially top management, must be committed to the program. This system requires a third party, such as a consultant, to begin the process, which may take months to start up. 360 degree feedback may be given directly to the employees, who have the option of discussing with their managers; or it may be given to the managers for use in a feedback meeting. Whichever method is chosen, training for the managers and ratees is necessary.

The manager or supervisor's role can vary especially in sharing of the actual numerical results which is left to the person being "rated," with the manager or supervisor receiving

a brief summary from the consultant to aid in following through with action plans. The action plan itself should be shared with the manager or supervisor, who should take on the follow-through process, scheduling meetings over the upcoming months to review progress. Various stakeholders, such as the employee's immediate superior, other superiors who are not the bosses but who are in contact with the employee on a daily basis, the top management and the employee's subordinates, all provided data on his performance (Marsden and Richardson, 2004). This feedback is then passed onto the employees to increase productivity.

## **2.4 THEORETICAL FRAMEWORK**

### **Expectancy Theory by Vroom (1964)**

Expectancy theory involves the preferred rewards an employee expects to get if he undertakes or performs particular actions. It concerns how motivated an employee is to carry out a task because he perceives that carrying out that task will lead to an outcome. It is also concerned with whether the employee prefers the outcome or not. The likelihood that a particular action will bring about preferred reward is at the heart of expectancy theory. In the light of the above, employees have a tendency to weigh the probability of attaining a desired reward by performing different tasks and they will eventually opt to perform the task which they perceive as more successful. Employees are thus motivated to put up positive job related attitudes and subsequently increase their efforts so as to produce better results because of the expected reward (Salaman, 2005). Vroom (1964) discusses three components of the theory to include Expectancy, Instrumentality and Valence. Expectancy is about the belief an employee holds with regards to his efforts being sufficient to help him attain his desired performance goals and it is usually determined by the employee's past experiences. Instrumentality, on the other hand, is the belief an employee holds about receiving rewards in the form of promotion or salary increment if he meets performance expectations.

Valence represents how an employee values the reward he stands to get if he meets performance expectations. If an employee places a high value on the reward, then he is likely to perform the action to earn the reward. Hypotheses of this study were developed from the above theory by comparing employees' organizational commitment with factors of performance appraisal from reviewed literature.

Expectancy theory (Vroom, 1964) indicates that employees will be motivated to exert high level of effort when they believe that their efforts will lead to higher performance (expectancy), higher performance will lead to rewards (instrumentality) and rewards are valuable to them (valence). This effort will lead to good performance appraisal and followed by organization rewards such as bonus, salary increment or promotion which later satisfy personal goals (Salaman, 2005). This theory is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. The individuals modify their behavior in such a way which is most likely to lead them to attain these goals. This theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Salaman, 2005). Expectancy theory is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. The individuals modify their behavior in such a way which is most likely to lead them to attain these goals.

This theory is anchored on the fact that the effort of an employee will result into performance and performance will subsequently result into rewards. This theory advocates that the magnitude of a tendency to perform in a desired form largely relies on the expectation that the act will lead to a given outcome and based on the attractiveness of that outcome to the individual. According to Idemobi (2010) the Theory is a process theory developed which largely relies on the outcomes. The explanation of Vroom is that to motivate workers or employees, the effort put in by them, their subsequent

performance and motivation must be joint to one another. He said, employee expectations are likely to affect the motivation of an individual. Therefore, their input depends on their expectations of the outcome.

## **2.5 Empirical Framework**

By arriving at the effectiveness of this research work, the empirical review is a crucial requirement as regards to performance appraisal as a tool for enhancing productivity in an organization. According to Woods and Mayer (2017) performance appraisal can be measured through financial stability and productivity, we consider some factors or variables such as employees motivation, training and development, compensation and job satisfaction. Dirk (2016) opines that an effective performance appraisal involve maintaining and improving all aspects of a company practices that affects its employees from the day of his recruitment to the day that he leaves the organization This will bring about efficiency. Edwin states that personal planning is the organizing, directing and controlling of the procurement development, compensation, integration and maintenance of people for the purpose of contributing to organizational individual and societal goals. The essence of performance appraisal in an organization acquired these diverse performance appraisal that can help an organization operate its core technology in order to attain development. The empirical framework of performance appraisal on organizational productivity is basically concerned with the practices which a firm adopt in order to achieve high performance productivity and organizational success.

## **2.6 Chapter summary**

The review of related literature established that performance appraisal is a vital instrument in modern human resource management. It provides a structured means for assessing employee performance, identifying development needs, and aligning individual objectives with organizational goals. Various appraisal techniques such as Management

by Objectives (MBO), 360-degree feedback, and behavioral methods have evolved over time to enhance objectivity and fairness.

Theoretical perspectives such as Vroom's Expectancy Theory, Adams' Equity Theory, and Locke and Latham's Goal-Setting Theory all emphasize motivation, fairness, and goal alignment as critical factors in performance management. Empirical studies consistently show that effective appraisal systems contribute positively to employee motivation, satisfaction, and productivity when implemented transparently and consistently. Despite the progress in research, gaps remain in understanding how appraisal practices function in specific public-sector contexts like the Edo State Ministry of Education. This study seeks to fill that gap by examining the relationship between appraisal systems and employee productivity within a public educational setting.

## CHAPTER THREE

### **3.0 Research methodology**

Research methodology has been described as the specific procedures or techniques used in identifying, selecting, processing and analyzing information about research topic or project. This chapter deals with the research design, population, sample and sampling techniques, the method of data collection, questionnaire and the method of data analysis.

### **3.1 Research Design**

A research design refers to the general approach used by an investigator to assimilate components of the study to effectively address a research problem. It is made up of an outline of the compilation, measurement and scrutiny of data. Creswell & Clark (2017) argue that it is a sketch used to answer the questions, how, when and where about data in terms of its collection and analysis.

This study employed the survey research design. A survey is a method by which information are obtained from a sample within a large population with the intention of studying the sample and thereafter, generalizing the results to the entire population from which the sample was drawn (Agbonifoh & Yomere, 1999).

### **3.2 Population of the Study**

The population refers to all elements that possess the relevant information sought by the researcher. According to Davis (2010), a population is the group of people or items from which information can be obtained. In this study, the population comprises employees of the Edo State Ministry of Education. The ministry consists of 8 departments with a total staff strength of 130 personnel, which includes 98 office staff and 32 field staff. This staff strength represents the human resource capacity of the ministry, distributed across various operational and administrative units. The composition of the workforce reflects a balance between office-based and field-based roles, ensuring that both policy

implementation and field operations are adequately supported. These employees collectively form the population from which relevant data for this study were obtained.

### 3.3 Sample and Sampling Techniques

In this research study, it is virtually impossible to cover the views of the entire personnel of Edo State Ministry of Education owing to time.

Population: N=130N

A. Yamane (1967) formula — simple finite-population formula:

$$n = \frac{N}{1 + Ne^2}$$

Plugging in:

$$n = \frac{130}{1 + 130(0.05)^2} = \frac{130}{1 + 0.325} = 98.11$$

Therefore, the sample size is approximately 98 respondents.

To ensure fair representation, the sample was proportionately distributed between the office and field staff using the stratified sampling approach. Based on the staff composition, 74 respondents were selected from the office staff category, while 24 respondents were selected from the field staff category. This proportional allocation reflects the true structure of the ministry's workforce.

Each of the eight departments was also considered in the sample distribution. Where departmental staff figures were not available, the sample was evenly shared across the departments to ensure inclusiveness and balance in data collection.

In summary, this sampling technique provided a reliable and unbiased representation of the target population, thereby enhancing the validity and generalizability of the research findings.

### **3.4 Methods of Data Collection**

In attempting to carry out this research work, the sources of data collection were;

1. **Primary Source:** These are data collected directly from the sample population under study through the use of questionnaire constraining structured questions explaining clearly the objective of the survey and the data requirement, which were prepared in standard questions with exact wordings to be answered uniformly by the respondents indicating their level of agreement or disagreement.

2. **Secondary Source:** These are data sourced from relevant journals, company's policy manual, annual reports existing research materials from learned scholars and available textbooks on the research topic among other sources.

### **3.5 Questionnaire Design**

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. The questionnaire used for this study was designed in such a way that alternatives were provided for the respondent to choose from.

The questionnaire was constructed as a quick way to cover the scope of the question that was asked from the respondents during the interview process. Though, there are no generally acceptable laid down procedures especially for the construction of a good questionnaire, the researcher followed by acceptable rule in order to serve as a guide in the construction of the questionnaire and the interview conducted.

### **3.6 Reliability and Validity Test**

Reliability refers to the extent of which we got a consistent measurement. The reliability of a questionnaire is to give the same result when filled out by like-minded people in similar circumstances. For the purpose of this study, the test-re-test reliability method is a method in which the instrument (questionnaire) is administered to the same group at two different occasions to find out the differences between the test result i.e. the questionnaire will be administered to the staffs and re-administered to them after a short period of time.

#### **Validity**

Validity as defined by Ifenowo (2016), as the extent to which any research instrument measures. For the purpose of this research the content validity test is adopted, this refers to the match between test questions and the content or subject area to be tested. The content validity for the instrument was censured by presenting the instrument to my supervisor for approval.

### **3.7 Method of Data Analysis**

The research had determined to analyze the information gathered from this study by using percentage frequency to analyze and the package to be used will be computer analysis through the use of SPSS statistical package for social sciences which is based on the actual reaction of the respondents concerns with the questionnaire administered.

### **3.8 Method of Data Analysis**

Data collected from the administered questionnaires were systematically coded and analyzed using both descriptive and inferential statistical methods to ensure a comprehensive understanding of the study variables.

Descriptive statistics were employed to summarize and present the data in a meaningful way. This included the use of frequency distributions, means, and percentages to describe respondents' demographic characteristics, such as age, gender, educational qualification,

and years of experience. These statistics also helped in summarizing respondents' perceptions, opinions, and responses to the study variables, providing a clear overview of the trends and patterns within the dataset. Descriptive analysis thus allowed for an organized and simplified presentation of large amounts of information, making it easier to interpret and understand the general characteristics of the study population.

Inferential statistics were applied to test the research hypotheses and to examine the relationships between the independent and dependent variables—in this case, performance appraisal and employee productivity. Specifically, techniques such as correlation analysis were used to determine the strength and direction of relationships between variables, while regression analysis was employed to assess the predictive influence of performance appraisal on employee productivity. These inferential techniques allowed the researcher to make evidence-based conclusions that could be generalized beyond the sample to the wider population.

The Statistical Package for Social Sciences (SPSS) version 25.0 was utilized for coding, entering, and analyzing the data, ensuring accuracy and efficiency in computation. The results were systematically presented using tables, which facilitated clear interpretation and comparison of findings. Each table was carefully interpreted, and the findings were discussed in relation to the research objectives, hypotheses, and existing literature, allowing for meaningful conclusions and recommendations to be drawn from the study. This rigorous approach to data analysis ensured that the study's findings were both reliable and valid, providing a solid basis for addressing the research questions and contributing to knowledge in the field of human resource management.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents and analyzes the data collected from respondents in the Edo State Ministry of Education. The analysis was conducted using the Statistical Package for Social Sciences (SPSS) and simple percentage methods. The data were obtained through a structured questionnaire administered to a sample of ninety-eight (98) respondents, drawn from a total population of 130 staff across eight (8) departments in the Ministry. Out of the 98 copies of the questionnaire distributed, all were duly completed and returned, representing a 100% response rate.

The chapter is organized into sections that present the demographic characteristics of respondents and analyze their responses to the research questions. Finally, the chapter discusses the findings in relation to the objectives of the study and relevant literature.

#### 4.2 Demographic Characteristics of Respondents

**Table 4.1: Gender of Respondents**

Sex	Frequency	Percentage (%)
Male	66	67.3
Female	32	32.7
<b>Total</b>	<b>98</b>	<b>100</b>

**Source:** Field Survey, 2025

The table above indicates that 67.3% of respondents were male, while 32.7% were female. This suggests that the Ministry's workforce is male-dominated.

**Table 4.2: Age of Respondents**

<b>Age Group</b>	<b>Frequency</b>	<b>Percentage (%)</b>
20–29 years	18	18.4
30–39 years	45	45.9
40–49 years	25	25.5
50 years and above	10	10.2
<b>Total</b>	<b>98</b>	<b>100</b>

**Source:** Field Survey, 2025

The findings reveal that a large proportion of respondents (45.9%) are within the 30–39 years age range, showing that the Ministry’s workforce consists mainly of active and experienced adults.

**Table 4.3: Educational Qualification of Respondents**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
ND/NCE	20	20.4
B.Sc/B.Ed	53	54.1
M.Sc/MA	19	19.4
Ph.D	6	6.1
<b>Total</b>	<b>98</b>	<b>100</b>

**Source:** Field Survey, 2025

The table reveals that most respondents (54.1%) hold Bachelor’s degrees, indicating a highly educated workforce capable of providing informed and reliable responses to the questionnaire.

**Table 4.4: Role in the Organization**

<b>Role</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Office Staff	74	75.5
Field Staff	24	24.5
<b>Total</b>	<b>98</b>	<b>100</b>

**Source:** Field Survey, 2025

This distribution corresponds to the staff strength structure of the Ministry (98 office staff and 32 field staff), showing that most employees are engaged in administrative functions.

### **4.3 Analysis of Key Research Variables**

The responses from the questionnaire were analyzed based on the research objectives to assess the impact of organizational performance practices and employee behavior.

**Table 4.5: Performance Appraisal Motivates Employees**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	60	61.2
Agree	28	28.6
Disagree	7	7.1
Strongly Disagree	3	3.1
<b>Total</b>	<b>98</b>	<b>100</b>

Most respondents (89.8%) agreed that performance appraisal encourages employees to work harder, demonstrating its effectiveness in motivating staff and improving productivity.

**Table 4.6: Relationship Between Appraisal and Organizational Growth**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	57	58.2
Agree	28	28.6
Disagree	9	9.2
Strongly Disagree	4	4.1
<b>Total</b>	<b>98</b>	<b>100</b>

The findings show that 86.8% of respondents acknowledged that performance appraisal contributes positively to organizational development by identifying employee strengths and weaknesses.

**Table 4.7: Reward Opportunities Enhance Staff Performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	62	63.3
Agree	25	25.5
Disagree	8	8.2
Strongly Disagree	3	3.1
<b>Total</b>	<b>98</b>	<b>100</b>

According to the responses, 88.8% of the respondents agreed that incentives and rewards motivate staff to improve their performance and remain committed to organizational goals.

**Table 4.8: Training and Staff Performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly Agree	66	67.3
Agree	22	22.4
Disagree	8	8.2
Strongly Disagree	2	2.0
<b>Total</b>	<b>98</b>	<b>100</b>

The table reveals that 89.7% of respondents agree that staff training improves job efficiency, technical knowledge, and overall productivity.

#### **4.4 Discussion of Findings**

The findings of this study reveal that performance appraisal systems, reward mechanisms, and regular staff training exert a significant influence on employee productivity and overall organizational performance within the Edo State Ministry of Education. The analysis indicates that these human resource management practices are critical determinants of employee motivation, efficiency, and organizational effectiveness.

A high level of agreement among respondents suggests that performance appraisal systems serve as a motivating factor for employees, particularly when they perceive the appraisal process as fair, transparent, and consistent. This finding is consistent with the Expectancy Theory of Motivation, which posits that individuals are more likely to exert effort when they anticipate that their performance will lead to desirable outcomes such as recognition, promotion, or rewards. The study demonstrates that employees are responsive to appraisal mechanisms that are objective and linked to tangible benefits,

emphasizing the role of performance evaluation in driving employee engagement and productivity.

Furthermore, the results highlight a strong and positive relationship between staff training and employee performance. Employees who receive regular and targeted training exhibit enhanced competence, improved job satisfaction, and higher productivity levels. This outcome aligns with the arguments of Armstrong (2014), who asserted that effective training programs equip staff with the necessary skills and knowledge to perform optimally, while simultaneously fostering motivation and professional growth. The findings underscore the importance of continuous professional development as a strategic tool for organizational improvement.

The study also reveals that employees perceive performance appraisal as an essential mechanism for identifying individual strengths, weaknesses, and development needs. This supports Aguinis' (2013) assertion that performance evaluations provide critical feedback that enables organizations to design targeted capacity-building initiatives. By identifying areas for improvement, appraisal systems not only enhance individual performance but also contribute to the long-term development of organizational human capital.

In addition, the findings emphasize the importance of equitable reward systems. Employees who perceive rewards as fairly allocated based on performance are more likely to demonstrate commitment, discretionary effort, and loyalty to the organization. Fair reward distribution fosters a positive work environment and strengthens the alignment between individual performance and organizational goals.

Overall, the study confirms that the Edo State Ministry of Education's performance appraisal, reward, and training mechanisms play a pivotal role in enhancing employee

motivation and productivity. However, the findings also suggest a need for continuous improvement in the objectivity, consistency, and transparency of appraisal methods. Enhancing these aspects would help sustain employee trust, reinforce engagement, and support long-term organizational growth.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

The analysis encompassed in this chapter of research study was focused on the impact of performance appraisal as a tool for enhancing productivity in an organization (Edo State Ministry of Education as a case study). The vast majority of the employees agreed with the main proposition that performance appraisal contributes towards employee productivity and organizational performance. A particular impact of performance appraisal has been found to exist in its influence on employee's development which in turn shapes employee productivity as well as contributes towards organizational performance.

The general level of satisfaction with the currently used performance appraisal system at Edo State Ministry of Education is significantly high, however, nearly a half of the respondents were dissatisfied with their current performance appraisals. While this finding may not necessarily highlight injustice and bias in performance appraisal, there is an urgent need to better align company's and employees' perceptions of the performance appraisal in terms of what is expected from them which will consequently address the perceived dissatisfaction.

#### 5.2 Conclusion

Modern corporate organizations are increasingly taking the issue of performance appraisal seriously in view of its merit as a tool for increasing productivity in an organization. Performance appraisal enhances workers' productivity in an organization. When an objective appraisal is carried out, the organization will be in a position to reward the performing employees. The exercise will also create an opportunity for determining deficiencies in the performance of the workforce. Consequently, appropriate training and development programmes would be designed to correct such deficiencies. Performance appraisal also helps an organization to place employees in tasks they are best suited for in

order to improve productivity. When productivity is improved it leads to increased earnings in the organization. Managers in charge of appraising the performance of the subordinates should resist the temptation to be biased or subjective in the assessment of employees' performance no matter the odds in the relationship between that boss and the subordinates being appraised. Sound judgment and objectivity should be the watch-words of appraising managers in corporate organizations.

### **5.3 Recommendation**

Recommendations From the above findings, it is important that Edo State Ministry of Education needs to takes a second look at its performance appraisal system so as to make it more effective to achieve the purpose for which it was instituted. In this regard, the researcher has recommended the following which Management of Edo State Ministry of Education and the Personnel Department need to take into consideration when implementing appraisal programme.

1. Performance appraisal policy First and foremost the researcher commends the Management of Edo State Ministry of Education for having a performance appraisal policy which aimed at improving employee performance and largely contributing to productivity and growth of the service. Performance of every employee in an organization contributes to higher productivity and growth. It is therefore important that Management should put all the necessary structures in place to make it successful.
2. Involvement of external bodies in designing and implementation of appraisal programme therefore all the stakeholders such as managers/supervisors, employees, and consultants should be involved in the process. This will to a large extent educates supervisors and employees on the performance appraisal programme and help the appraisal system to be successful. This will also go a long way to motivate both appraisers and appraises.

3. Provision of feedback The study revealed that feedback was not given to all appraises and also it was not consistent. It is therefore recommended that feedback should be given to all appraises since it is an important component of performance appraisal. Also, the Personnel Department should endeavour to have a specified period and make it a policy for all Units and Department to provide feedback to subordinates or appraises.
4. Fairness and impartial during appraisal. The study shows that many employees were dissatisfied with the current appraisal system. Performance appraisal process was sometimes characterized by biases and impartiality. It is recommended that appraises should be involved in the design of appraisals as stated earlier. By doing so, they become well educated on the appraisal process. In addition, appraisers should be educated on the need to be fair during appraisals so that performance appraisal is seen by all employees as an important exercise. This will go a long way to reduce the unpleasant relations after appraisal to the minimum and also reduce the tendency for unfairness and impartialities.
5. Management should move from a standardized approach to performance appraisal towards a more personalized assessment of individual employees' strengths and weaknesses which can be expected to enhance the contribution of performance appraisal towards organizational goals even further

#### **5.4 Suggestions for Further Studies**

Future researchers can extend this study by conducting a comparative analysis of performance appraisal practices in both public and private organizations. It would also be beneficial to explore how digital technologies and artificial intelligence can be integrated into appraisal systems to improve accuracy and fairness. Furthermore, subsequent studies

could examine the moderating roles of organizational culture, leadership style, and employee engagement on the relationship between performance appraisal and productivity.

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## APPENDIX

### QUESTIONNAIRE

Performance Appraisal as a Strategic Tool for Enhancing Staff Productivity in Public Organisations:

A Case Study of Edo State Ministry of Education

This questionnaire is designed purely for academic purposes to gather data for a research project. All information provided will be treated with strict confidentiality and used only for this study.

#### Section A: Demographic Information

1. Gender:

Male  Female

2. Age:

18–25  26–35  36–45  46 and above

3. Marital Status:

Single  Married  Divorced  Widowed

4. Educational Qualification:

SSCE  OND/NCE  HND/B.Sc  Postgraduate

5. Current Position: \_\_\_\_\_

6. Years of Service:

Less than 5 years  6–10 years  11–15 years  Above 15 years

#### Section B: Performance Appraisal Practices

7. Does the Ministry conduct performance appraisals for staff?  Yes  No

8. How often are performance appraisals carried out?

Quarterly  Bi-annually  Annually  Not Regular

9. The objectives of performance appraisal are clearly communicated to me.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

10. The appraisal system in my organisation is fair and transparent.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

11. Performance appraisal is based on measurable and objective criteria.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

12. The appraisal feedback I receive helps me improve my work.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

13. Supervisors/managers are adequately trained to conduct appraisals.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

### **Section C: Staff Productivity**

14. Performance appraisal motivates me to perform better.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

15. I set clearer work goals after each appraisal exercise.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

16. The appraisal system has improved teamwork and cooperation in my department.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

17. Performance appraisal contributes to my career development and promotion.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

18. There is a positive relationship between appraisal outcomes and staff productivity.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

**Section D: Challenges and Constraints**

19. The major challenges with performance appraisal in my organisation include:

Lack of objectivity     Bias/favouritism     Irregularity     Poor feedback     Others (specify) \_\_\_\_\_

20. I feel that performance appraisal is sometimes influenced by personal relationships rather than performance.

Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

21. I am satisfied with the current performance appraisal method in my organisation.

Very satisfied     Satisfied     Neutral     Dissatisfied     Very dissatisfied

**Section E: Overall Impact and Recommendations**

22. Overall, how effective has performance appraisal been in enhancing staff productivity in your organisation?

Very effective     Effective     Neutral     Ineffective     Very ineffective

23. In your opinion, what improvements can be made to the performance appraisal system in the Edo State Ministry of Education? \_\_\_\_\_

24. What suggestions would you recommend to make performance appraisal a more effective tool for improving staff productivity? \_\_\_\_\_

25. Additional Comments: \_\_\_\_\_