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The Impact of Academic Staff Appraisals on Job performance in Rwanda's Private Universities

Felicien Ngirabakunzi^{1*}, Dr. Johnson Ocan, PhD¹ & Dr. Francis Akena Adyanga, PhD¹

¹ Kabale University, P. O. Box 317, Kabale, Uganda.

* Author for Correspondence ORCID ID: <https://orcid.org/0009-0008-0951-4645>; Email: 2023aphdbar4420w@kab.ac.ug

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The study aimed to investigate the impact of staff appraisals on job performance within higher education institutions in Rwanda. Its objectives were to assess the types of appraisals conducted in private universities, evaluate job performance in a selected university, and determine the impact of staff appraisal on job performance. Methodologically, the study employed a mixed-methods approach, combining quantitative and qualitative research methods. A sample of 40 academic staff and 2 senior officials from one university was selected using universal and purposive sampling techniques. Data was collected through structured questionnaires and one-on-one interviews. Key quantitative findings included a low frequency of academic staff appraisals, with Management by Objectives (MBO) and self-evaluation being the predominant methods. Despite this, job performance among academic staff was generally high, with an overall mean score of 3.49. Statistical analysis revealed a significant correlation ($p < 0.01$) between staff appraisals and job performance, indicating a moderate relationship ($r = 0.547$) between the two variables. Based on these findings, it is recommended that higher education institutions in Rwanda consider enhancing their staff appraisal systems to further improve job performance. Implementing more regular and comprehensive appraisal processes, along with diverse appraisal methods, could potentially lead to increased motivation and productivity among academic staff.

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INTRODUCTION

In the constantly changing and unpredictable environment of the contemporary world. Organizations are constantly seeking methods to enhance their performance and meet the expectations of various stakeholders. This pursuit of improvement invariably necessitates change, which serves as the crucial driving force behind achieving success. For an organization to progress, its workforce must be willing to adjust and, for this transition to be effective, they must initially identify the aspects of their current performance that require modification.

Generally, institutions of higher education have a crucial role to play in contributing to societal development known as knowledge transfer. Therefore, the conversant and skilful higher education teaching staff is a typical resource for any university to ensure the quality of teaching and learning as well as carry out high-level research activities which will elevate them in world rankings while taking a competitive advantage (Padhaya et al., 2021).

Performance reviews enhance positive behaviour among employees, inform managers about when staff members are in need of assistance or training in specific areas, and set up incentive and promotion schemes with the goal of enhancing performance (Alase & Akinbo, 2021).

Every year, the university conducts evaluations of its academic and administrative personnel in an effort to promote introspection and personal growth. Three performance areas are typically used to evaluate academics: (i) research; (ii) teaching, mentoring, and tutoring; and (iii) administration (Camilleri & Camilleri, 2018). Thus, to assess the effectiveness of their academic staff members' teaching, publication, and administrative responsibilities, managers use a combination of qualitative and quantitative metrics. By offering a supportive HRM framework and performance management criterion, each department helps its staff members identify their requirements for professional and personal development (Heywood et al., 2017).

REVIEW OF LITERATURE

Numerous research endeavours have been undertaken to investigate the correlation between staff appraisals and their influence on job performance. The subsequent paragraphs encompass a collection of pertinent literature reviews aimed at shedding light on the efficacy of performance appraisals within the higher education sector.

In the study conducted by Iqbal et al. (2013) titled "The Effect of Performance Reviews on Employee Performance with a focus on the role of motivation." They emphasized that the primary objective of a performance appraisal system should be to enhance employee performance, which ultimately contributes to the overall success of the organization. They stressed the importance of carefully assessing employees, recognizing them as the most valuable asset, and ensuring that the appraisal system encourages and motivates all employees.

The research carried out by Mahajan & Raheja (2014) aims to Examine the Relationship between Employee Satisfaction with the fairness of the performance appraisal system." They concluded that the satisfaction derived from the performance appraisal system is crucial for job satisfaction. They emphasized that employees will be content with the system if it is fair, free from errors, and if it provides appropriate feedback based on their performance. This fairness in the appraisal system is directly linked to job satisfaction and a reduction in employee turnover.

Bagul (2014) conducted a study and research paper on "Evaluating Employee Performance Appraisal Systems." This study recommended that companies should adopt the 360-degree appraisal system, a method that gathers feedback from colleagues, subordinates, and customers, creating a comprehensive and multi-dimensional performance assessment. The research also suggested simplifying the appraisal process by streamlining the evaluation criteria and using concise appraisal forms. Furthermore, the research emphasized the importance of recognizing and addressing both strengths and

weaknesses in employee performance to boost motivation and improvement.

The study conducted by Ziyaminyana & Pwaka (2019) on "The Impact of Performance Management Systems on Employee Productivity," specifically focused on ICT companies in Harare, Zimbabwe. They found that many employees viewed performance appraisal as a crucial tool for enhancing productivity. They argued that an effective appraisal system could boost employee motivation, leading to improved performance and the achievement of performance targets.

The study conducted by Daniel & Ibrahim (2019) aimed to investigate the "Influence of Performance Appraisal Management on Employee Productivity" and concluded that there is a significant correlation between performance appraisal and employee productivity. They also highlighted the positive impact of feedback on employee productivity, emphasizing its role in enhancing performance.

Given the above literature which many scholars came across, it is important to note that among all reviewed literature, the focus was only on staff appraisals in general and an element on academic staff appraisals has not been tackled and this creates a literature gap from which the current paper is founded.

The current study seeks to address these gaps by investigating the specific dynamics and challenges that impact academic staff performance within private academic institutions, shedding light on the unique aspects of academic job performance especially teaching activities namely research, teaching, mentoring, tutoring; and administrative tasks.

MATERIALS AND METHODS

This study employed a mixed-methods approach, encompassing both quantitative and qualitative

approaches; structured questionnaires and one-on-one interviews were used for data collection. These techniques entail collecting respondents' views on staff appraisals and their impact on their job performance.

A universal sampling technique was utilized to select 40 academic staff employed on permanent term and without any administrative duty. A purposive sampling technique was used to select Human Resource Manager and Deputy Vice Chancellor for Academic and Research from the selected private university for the study. Data collection involved the distribution of questionnaires and conducting interviews using a guide specifically designed for academic staff. This particular university was selected purposively based on its experience in conducting staff appraisals among private universities in Rwanda (Higher Education Council, 2021). The name of selected university was kept anonymous in compliance with research ethics and respondents protection as well as institution reputation protection (Barrow et al., 2017)

Data analysis was carried out using Pearson correlation analysis through SPSS version 25. The study's findings are discussed in the context of existing literature on staff appraisals in higher education institutions. These findings are considered a significant milestone in understanding the role of motivation as a tool for enhancing employee performance and organizational performance.

RESULTS AND DISCUSSIONS

Demographic Information of Respondents

This section provides an overview of demographic information, namely gender, age, level of education, and work experience. The data presented are also discussed, and implications of the findings on academic staff appraisals and job performance are drawn for consistency.

Table 1: Distribution of respondents by gender

| Items | Frequency | Percent |
|--------|-----------|---------|
| Male | 26 | 65.0 |
| Female | 14 | 35.0 |
| Total | 40 | 100.0 |

Table 1 presents the findings regarding respondents' gender. As seen among the respondents in the study, 26 (65%) were male, while 14 (35%) were female. These findings indicate a small number of females who participate in teaching at higher education institutions. Scholars like Haiven, (2014) who highlighted the current trend of universities being business-oriented, support the low percentage of women in higher education teaching. Managers at universities therefore make an effort to appoint employees who are thought to play fewer socio-cultural roles than women, who play a crucial role as caregivers. Consequently, universities function much like for-profit companies, frequently employing economic techniques that also affect hiring policies

Several female employees who participated in the interview process and supported Haiven M.'s submission said that sometimes employers do not want to hire women in higher education because of their belief that women arrive at work stressed out from a difficult morning, a sick child, a problem dropping a child off at daycare or school, or a problem with the commute. Since the school day starts at a set time, it can be challenging for them to get to work on time as a result. Additionally, at the end of the workday, they are less flexible than other teachers who are not subject to the same childcare obligations (Human Resource Manger).

Table 2: Distribution of respondents by age

| Items | Frequency | Percent |
|----------------|-----------|---------|
| 16-35 years | 1 | 2.5 |
| 36-45 years | 19 | 47.5 |
| Above 45 years | 20 | 50.0 |
| Total | 40 | 100.0 |

Source: primary data,2023

The Table 2 presents the findings regarding the ages of respondents. As the table indicates among 40 respondents only 1(2.5%) person was found in the age range between 16-35 years, 19(47.5%) fell into the age range between 36-45 years and finally the rest of the respondents representing 20(50%) were aged above 45 years. As per the findings it was noticed that a few individuals with earlier age are not among the teaching staff at higher education, the reason might be that they are still doing their graduate studies which will be a good bridge to higher education staff. It is also noticeable that a good number of staff at higher education are in the age group above 45 years.

research experience by engaging themselves in independent research before engaging themselves in a teaching career (Interviewee response)”

This is in the same vein the feedback from Deputy Vice Chancellor in charge of Academic and Research during interview session witnessed that:

The above submissions are in contrast with Karakiş (2021) who critically supported the role of young professionals in higher education where it is extremely important to recognize the current professional development status and problems of young teachers. The essential. In practical activities, the stability of college teachers' teams and the development of the education system are closely related to young teachers. The career development of young teachers has a significant impact on their actual performance in teaching and research.

“At the age of below 35 many prospects higher education teacher do not possess research experience as they are often expected to conduct research in their respective fields. Hence, they need to gain

The Table 3 illustrates the respondents' level of education. Among the total respondents, 11 (27.5%) held a Ph.D., 27 (67.5%) possessed a Master's degree, and only 2 (5%) were Bachelor's degree holders.

Table 3: Distribution of respondents by level of education

| Items | Frequency | Percent |
|-------------------|-----------|---------|
| PHD | 11 | 27.5 |
| Masters | 27 | 67.5 |
| Bachelor's Degree | 2 | 5.0 |
| Total | 40 | 100.0 |

Source: Primary Data, 2023

These results indicate that the majority of respondents are Master's degree holders. This implies that effective performance appraisals could enhance their job performance, consequently contributing to staff development. Additionally, these findings provide an opportunity for management to consider increasing the number of academic staff with the highest academic qualifications to align with the institution's mission and vision.

The aforementioned findings align with the guidelines outlined in the Rwanda Ministerial Order (N° 001/MINEDUC/2021 of 20/10/2021), emphasizing standards in education. The ministerial order stipulates that, in the future, at least 30% of a university's academic staff should hold Ph.D. qualifications.

Official figures from 2020 indicate that the University of Rwanda had 350 lecturers with Ph.D. qualifications, constituting 22% of the total

staff component. Additionally, there were 200 more lecturers actively pursuing Ph.D. studies at that time (Mbonyinshuti, 2023). These statistics underscore the ongoing efforts to meet the prescribed standards, as outlined by the ministerial order, and highlight the importance of increasing the number of academic staff holding the highest academic qualifications to align with educational goals and objectives.

In this regard, Human Resource Manager who participated in our interview pointed out:

“Yet universities do not have enough financial means as we were affected by the COVID-19 pandemic. We will keep looking at how to recruit the PhD holders both locally and from abroad. This means that we also need to look for more areas to get money because paying a PhD holder is not easy”, he noted. (HR Manager)

Table 4: Views of respondents on work experience

| Items | Frequency | Percent |
|----------------|-----------|---------|
| 1 year | 1 | 2.5 |
| 2-5 years | 2 | 5.0 |
| 5-10 years | 9 | 22.5 |
| Above 10 years | 28 | 70.0 |
| Total | 40 | 100.0 |

Source: Primary Data, 2023

The provided 4 outlines the findings related to respondents' work experience. Among the total respondents in the study, only 1 (2.5%) has been employed by the target institution for a duration of 1 year, 2 (5%) have a work history of 2-5 years with the institution, 9 (22.5%) have accumulated 5-10 years of experience at the same institution, and the majority of respondents, accounting for 28 (70%), possess substantial experience exceeding 10 years with the same institution.

The aforementioned findings corroborate the evidence of staff retention within our target institution, aligning with the perspectives of scholars such as (Gorde, 2019). These scholars emphasize that contemporary businesses recognize the pivotal role of promoting and retaining talented personnel as a crucial aspect of effective business management. Given the heightened competition across diverse industries, both public and private organizations are

compelled to comprehend the processes that facilitate the retention of competent personnel.

The scholars argue that maintaining employee satisfaction is the ultimate objective of retention efforts. This involves a delicate balance that ensures both the employer and the employees find fulfilment in their professional relationship. Such an approach supports the long-term commitment of dedicated employees to the organization, a phenomenon that is particularly beneficial for managers (Gorde, 2019). The findings from our

study, with a significant proportion of respondents having extensive work experience at the same institution, resonate with the scholars' emphasis on the importance of employee retention for organizational success and competitiveness.

Types of Appraisals Implemented in Private Universities

This section presents the key findings on different types of staff appraisal methods adopted in private universities. Details on familiarity with appraisal methods are highlighted in the subsequent table.

Table 5: Views of respondents on appraisal methods

| Items | Frequency | Percent |
|-----------------|-----------|---------|
| 360-Degree | 5 | 12.5 |
| MBO | 18 | 45.0 |
| MBWA | 4 | 10.0 |
| Self-Evaluation | 10 | 25.0 |
| Rating Scales | 3 | 7.5 |
| Total | 40 | 100.0 |

Source: Primary Data, 2023

The provided *Table 5* outlines the findings regarding the appraisal methods employed by the target institution. A summary of the results indicates that three appraisal methods—360-degree (5, 12.5%), Management by Walking Around (MBWA) (4, 10%), and Rating Scales (3, 7.5%)—are seldom utilized. In contrast, the two predominantly employed appraisal methods are Management by Objectives (MBO), represented by 18 respondents (45%), and Self-Evaluation, represented by 10 respondents (25%).

The findings suggest that in the target institution, Management by Objectives and Self-Evaluation are the two appraisal methods that are most familiar to and widely adopted by the respondents. This underscores the prevalence and acceptance of these methods within the organizational appraisal framework, indicating that they are likely recognized as effective tools by both employees and management.

The above findings are in the same line with the submission by the HR Office during an interactive interview aiming to know the main performance appraisals used at the institution where he is a Human Resource Manager:

for our institution we normally carry out staff appraisals using Management by Objectives with the reason that our university sets objectives and goals to be achieved and by this, our staff especially academic staff are the milestone of our institution's performance, we have a habit of set clear objectives to be achieved by each staff and each one has a role to play to achieve desired objectives (HR Manager).

Procedures Regarding Staff Appraisals in Private Universities

This section provides details on how staff appraisals are conducted in private universities. The table below captures information on communication, frequency of staff appraisals, and guidance and instructions provided to the staff for effective implementation of staff appraisals.

The presented *Table 6* summarizes the respondents' views on the execution of staff appraisals at Target University. According to the findings, the mean and standard deviation (SD) for various statements shed light on different aspects of the staff appraisal process.

Table 6: Views of respondents procedures of staff appraisals in private universities

| Statements | N | Mean | SD | Interpretation |
|--|----|-------|---------|----------------|
| I have information about my institution's appraisal program | 40 | 4.100 | .98189 | High |
| Staff appraisals are regularly conducted in my university with academic staff | 40 | 1.525 | .87669 | Very Low |
| HRM provides clear guidance and instructions in advance of upcoming appraisals. | 40 | 3.525 | 1.01242 | High |
| The faculty administration communicates appraisal indicators to the staff well in advance. | 40 | 3.800 | 1.01779 | High |
| Overall Mean and SD | | 3.24 | 0.97 | Moderate |

Legend: The mean range scale: 1.00- 1.79 = Very low; 1.80 - 2.59 =Low level; 2.60 - 3.39=Moderate 3.40 - 4.19=High; 4.20 - 5.00 = Very high

Source: Primary Data,2023

Firstly, in terms of information about the staff appraisal program, the respondents indicated a moderate level of awareness and understanding with a mean of 4.1 and SD of 0.98. However, when it comes to the frequency of staff appraisals within the institution, the mean of 1.52 and SD of 0.87 suggest that, on average, the frequency of staff appraisals is perceived to be relatively low among the respondents. Regarding the clarity of guidance provided by Human Resources (HR) on staff appraisal exercises, the mean of 3.52 and SD of 1.01 indicate a moderate level of clarity. The responses, however, exhibit some heterogeneity.

Similarly, the faculty's communication of appraisal indicators to staff in advance is perceived with a mean of 3.8 and SD of 1.01. This suggests that while faculty engagement in communicating appraisal indicators exists, it is not rated as highly satisfactory. In conclusion, based on the table's findings, it can be inferred that staff appraisal practices are indeed conducted at Target University, as indicated by the moderate level of awareness about the program. However, the frequency of these appraisals appears to be at a lower level, suggesting a potential area for improvement within the institution. Additionally, the clarity of guidance and communication of appraisal indicators exhibit moderate levels, indicating a need for further attention and enhancement in these aspects of the staff appraisal process.

As the aforementioned results demonstrate how crucial communication is to the appraisal process, the writers have noted that, as is well known, effective communication calls for two-way information exchanges. Most performance problems can be avoided or resolved when managers and staff communicate back and forth about what is expected of them, when it is expected, and how their contributions measure up. Workers must have the ability and chance to offer their manager feedback in order to highlight how highly valued communication is. In order to provide their subordinates with information about how managers see them carrying out their responsibilities, managers must speak with them during performance reviews (Lussier & Achua, 2019). In performance reviews, two-way communication is crucial. If this part of the process is left out, managers might not be aware of the challenges that their employees have to face. Two-way communication is therefore crucial to the performance evaluation process (Lussier & Achua, 2019).

Academic Staff Performance in Selected Private University

This section provides details on the situation regarding academic staff performance. Each statement gives a key summary on the mean and standard deviation, and an overall mean is presented to give an overview of staff performance.

Table 7: Views of respondents on academic staff performance

| Statements | N | Mean | SD | Interpretation |
|---|----|--------------|-------------|----------------|
| My job performance in lecturing, mentoring, and tutoring is effective as a result of appraisals | 40 | 3.400 | 1.104 | High |
| My job performance in research is of a high standard as a result of appraisals | 40 | 3.375 | 1.030 | Moderate |
| My job performance in administrative tasks is satisfactory due to appraisals | 40 | 3.650 | .8929 | High |
| Feedback discussions after performance appraisals are constructive and helpful. | 40 | 3.225 | 1.187 | Moderate |
| The process of measuring actual performance is systematic and consistent. | 40 | 3.525 | 1.037 | High |
| The faculty administration communicates appraisal indicators to the staff well in advance. | 40 | 3.800 | 1.017 | High |
| Overall Mean and SD | | 3.496 | 1.04 | High |

Legend: The mean range scale: 1.00- 1.79 = Very low; 1.80 - 2.59 =Low level; 2.60 - 3.39=Moderate 3.40 - 4.19=High; 4.20 - 5.00 = Very high

Source: Primary Data, 2023

The *Table 7* above presents the findings on job performance. As indicated in the table, regarding job performance in lecturing, mentoring, and tutoring, the findings reveal a Mean of 3.4 with SD=1.10. Job performance in research is shown with a Mean of 3.37 and SD=1.03. For job performance in administrative tasks, the findings indicate a Mean of 3.65 with SD of 0.89. On the question of whether the feedback provided after appraisals is constructive, the findings reveal a Mean of 3.22 with SD=1.18. Regarding the question of whether the process of measuring actual performance is systematic and consistent, the findings show a Mean of 3.52 with SD=1.03. Finally, concerning whether the faculty administration communicates appraisal indicators in advance, the findings reveal a Mean of 3.8 with SD 1.01.

The literature suggests that when the competence of lecturers receives insufficient attention, it leads to the creation of unprofessional human resources, hindering the progress of institutions. The proposed solution involves the development of teaching staff through the enhancement of their professional competence, positioning CPD as a key driver of institutional progress (Gaebel et al., 2018).

The Impact of Staff Appraisals on Job Performance

The following table captures the perceptions of respondents on the impact of staff appraisals on job performance. The findings are presented as percentages, where a high percentage indicates a high score.

Table 8: Views of respondents on the impact of staff appraisals on job performance

| Level of agreement | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Disagree | 4 | 10.00 |
| Disagree | 4 | 10.00 |
| Neutral | 6 | 15.00 |
| Agree | 16 | 40.00 |
| Strongly Agree | 10 | 25.00 |
| Total | 40 | 100.00 |

Source: Primary Data, 2023

The *Table 8* presents findings on the perceived impact of staff appraisals on job performance. According to the table, 4 individuals (10%) strongly disagreed with the positive impact of

staff appraisals, and an additional 4 individuals (10%) simply disagreed with the statement. Meanwhile, 6 individuals (15%) opted not to express an opinion and remained neutral. On the

contrary, 16 individuals (40%) agreed with the positive impact of staff appraisals, and 10 individuals (25%) strongly agreed with the statement.

From the above findings, it is evident that a majority of respondents, comprising 40% who agreed and 25% who strongly agreed, perceive that staff appraisals indeed have a positive impact on job performance. The statistics support the conclusion that staff appraisals are generally seen as beneficial by a significant portion of the surveyed individuals.

The above findings are supported by the key informant who were interviewed on the same question and pointed out that:

Staff appraisals have a positive impact on job performance because any staff who is working and knows that at the end of the academic year, there will be an evaluation this staff works hard to have a positive record on performance appraisals (Deputy Vice Chancellor for Academics).

It is crucial to acknowledge that content and satisfied employees are more likely to complete their tasks punctually and with enthusiasm, contributing to the company's ease in achieving its goals. Conversely, discontented employees may

neglect their responsibilities, leading to accusations of high absenteeism and a lack of passion and dedication to their work. In a similar vein, authors Ampong & Abrokwa, (2020) argue that evaluation techniques, such as performance appraisals, are instrumental in assessing employee performance concerning organizational objectives. Fletcher (2001) supports this perspective, asserting that an organization's business policies, targets, and objectives are intricately linked with employee activities through a strategic approach to appraisals.

The primary goal of appraisals, as highlighted by (Miah & Mominul Haque Talukder (2012) is to pinpoint areas for performance improvement initiatives at both the individual employee and organizational levels. This underscores the significance of aligning individual performance with broader organizational objectives, emphasizing the strategic role that appraisals play in enhancing overall organizational performance.

Satisfaction of Staff Appraisal Process in Private Universities

The findings presented in the table below provide details on respondents' views about the process of staff appraisals in private universities. A conclusion on the satisfaction level is drawn, along with its implications on staff careers.

Table 9: Level of satisfaction with the staff appraisal process

| Items | Frequency | Percent |
|------------------|-----------|---------|
| Dissatisfied | 8 | 20.00 |
| Neutral | 6 | 15.00 |
| Satisfied | 15 | 37.50 |
| Highly Satisfied | 11 | 27.50 |
| Total | 40 | 100.00 |

Source: Primary Data, 2023

The provided *Table 9* outlines the findings on the satisfaction level of staff with the performance appraisal process in the institution. According to the data, 8 individuals (20%) expressed dissatisfaction with the process, 6 individuals (15%) reported a neutral stance, 15 individuals (37.5%) were satisfied, and 11 individuals (27.5%) were highly satisfied.

Based on these findings, it is evident that the staff involved in the study exhibit a moderate level of satisfaction, with a combined total of 65% expressing satisfaction (37.5% satisfied and 27.5% highly satisfied). However, it is noteworthy that a portion of respondents, constituting 20%, reported dissatisfaction with the performance appraisal process.

These results align with the assertions of Gopinath (2016), who posited that job satisfaction contributes positively to employees' job performance and effectiveness. Gopinath emphasized the importance of understanding an individual's total personality and value system to comprehend and describe their job satisfaction accurately. The findings in the study reflect the nuanced nature of employee satisfaction within the context of the performance appraisal process at the institution.

Correlation Between Staff Appraisals and Academic Staff Performance

The following table captures the Pearson correlation between independent and dependent variables. A correlation coefficient (r) and the p -value were determined to ascertain the impact of staff appraisal on academic staff performance in private university settings.

Table 10: Correlational Analysis

| | Items | Staff Appraisals | Academic staff Performance |
|----|---------------------|------------------|----------------------------|
| IV | Pearson Correlation | 1 | .547** |
| | Sig. (2-tailed) | | .000 |
| | N | 40 | 40 |
| DV | Pearson Correlation | .547** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 40 | 40 |

***. Correlation is significant at the 0.01 level (2-tailed).*

Source: Primary Data, 2023

From *Table 10* a statistically significant outcome was obtained from the Pearson correlation analysis between staff appraisals and job performance with a p -value of 0.000 and a correlation coefficient (r) of .547**. This suggests that the two variables are related. A classification of correlation coefficients based on (Buglear, 2007) work is used to help interpret the strength of this relationship.

According to Buglear's criteria, a relationship is deemed fair to moderate when the correlation coefficient (r) is within the range of 0.6 and 0.89. The current study's obtained correlation coefficient of .547** indicates a moderate correlation between job performance and staff appraisals, falling within this range.

Moreover, a correlation between 0.3 and 0.59 is classified as weak by Buglear. Because of this, the found correlation of .547** is classified as weak, meaning that although a relationship exists between staff appraisals and job performance, it is not very strong.

Additionally, according to Buglear's scale, a relationship with r value between 0 and 0.29 is considered negligible. Nonetheless, it is clear that

the relationship is significantly above the negligible range given the obtained correlation coefficient of .547**. The study comes to the conclusion that there is, in fact, a weak but statistically significant correlation between job performance and staff appraisals.

In summary, the findings suggest that staff appraisals and job performance are correlated, with the strength falling into the moderate category according to Buglear's criteria. This information contributes to a nuanced understanding of the dynamics between these variables in the context of the study.

CONCLUSION

This study delves into the intricate dynamics between staff appraisals and job performance in private Rwandan universities, focusing on key aspects of the appraisal process. The prevalent use of Management by Objectives (MBO) and Self-Evaluation methods emphasizes their strategic alignment with institutional goal setting, driving employee performance. The analysis identifies a moderate awareness of the appraisal program with a perceived low frequency, prompting

recommendations to enhance frequency and clarify guidance for refinement.

A nuanced evaluation of job performance reveals a spectrum of perceptions, with a general moderate satisfaction level. The majority express a positive impact of appraisals on job performance, affirming their perceived effectiveness, supported by a statistically significant correlation per Pearson analysis. While 65% express satisfaction, the acknowledgment of dissatisfaction among 20% underscores areas needing attention.

In conclusion, this study provides comprehensive insights into staff appraisals' multifaceted impact on job performance in private Rwandan universities. Recommendations derived from findings guide the refinement of appraisal practices, fostering satisfaction and optimizing organizational outcomes, emphasizing the need for a balanced and targeted approach

Recommendations

Basing the findings from this study the following key recommendations are addressed to the stakeholders: Institutions should consider increasing the frequency of staff appraisals as regular assessments contribute to a more dynamic understanding of employee performance and foster continuous improvement. Clear communication of appraisal indicators and guidance on the process will enhance employee understanding and participation, fostering a more effective appraisal system.

Introducing a mix of evaluation approaches could provide a more comprehensive and nuanced understanding of individual contributions. Encourage a culture of continuous feedback outside formal appraisals. Regular, informal feedback mechanisms can complement formal evaluations, fostering ongoing communication between employees and management and contributing to a more positive and collaborative work environment. Periodically review and update appraisal practices to ensure they align with evolving organizational goals and employee expectations. An adaptive approach to appraisal

methodologies will ensure their continued relevance and effectiveness in driving employee performance.

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