

**LECTURERS' PERFORMANCE APPRAISAL AND TOTAL QUALITY
MANAGEMENT OF PUBLIC UNIVERSITIES IN SOUTH-WESTERN NIGERIA**

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ABSTRACT: *This paper examined the influence of lecturers' performance appraisal on total quality management of public universities in South-Western Nigeria. The study cuts across all public universities in south-west Nigeria. It adopted a descriptive research design. Three hypotheses were formulated and tested at 0.05 alpha levels. Random sampling technique was used to select 500 lecturers of the ranks of senior lecturership, readership and professorship in all the universities. Pearson Product Moment Correlation was used to analyze the data collected. At the end of the study, it was revealed that there are significant relationship among establishing performance standard, communicating performance standard to the lecturers, assessing lecturers by annual performance appraisal and total quality management in public universities. It was recommended amongst other things that management must ensure the assessment of lecturers' performance thoroughly and continually in order to improve quality in the lecturers and bring about overall total quality management in public and private universities.*

KEYWORDS: Appraisal, Assessment, Communication, Lecturers' influence, Management, Performance, Public Universities, Standard, Total quality, Higher Education

INTRODUCTION

Higher education has been globally driven by some forces such as increasing global competition and the struggle for survival, increasing costs, demand for accountability and rising customer expectation about quality, rapidly changing technology, and accountability by accrediting associations, funding agencies and the public. Also, there is a growing International competition with regards to students' enrolment, faculty expertise, and research achievement (Srikanthan and Dalrymple, 2004, Akinsolu, 2010). With all these pressures, there is a need to consider the position of performance appraisal system in ensuring total quality management in our higher institutions of learning.

Total Quality Management (TQM) from its theories and philosophies, stresses teamwork, better ways to do things, sharing responsibility and dramatically improving institutional cultures, all of which fall well in line with the value set of many modern universities and their faculties or affiliated colleges. Thus, there is the belief that those academic institutions that

are slow to embrace TQM, at best miss the opportunity to lead change and at worst run the risk of becoming less relevant among their contemporaries in the world. By definition, TQM is a philosophy of continuous improvement which can provide any educational institution with a set of practical tools for meeting and exceeding the needs, wants and expectations of the present and future students and their parents, including the community being served (Sallis, 2000). It is a management model, with its emphasis on leadership, strategy and teamwork. According to Neves and Nakhai (1993), some of the basic tenets of TQM are long-term perspective, customer focus, top management commitment, system thinking, providing training and tools in quality, increase employee participation, development of a measurement and reporting system, improved communication between management and labour, and continuous improvement. Quality as a concept in TQM is the degree to which a product, service, or phenomenon conforms to an established standard, and which makes it to be relatively superior to others (Fadokun, 2004). The source of quality in education would include, well maintained buildings, outstanding lecturers, high moral values, excellent examination results, the support of parents, business and local community, adequate resources, the application of the latest technology, strong and purposeful leadership, workers' work performance and appraisal, the care and concern for pupils or students, a balance curriculum or a combination of the factors. There must also be an adequate tool for measuring workers' work performance (Akinsolu, 2010).

Performance appraisal according to Adeyanju and Odunlami (2009) is also known as employees' appraisal which is a method by which the job performance of an employee is evaluated (generally in terms of quality, quantity, cost and time). Monga (1989) defines performance appraisal as an evaluation in which the performance level of employee measured against established standards and it is useful for making decision about promotion, compensation, additional training or termination of appointment. The main purpose of appraisal is to help managers to closely monitor their subordinates to enable them perform better on job. If properly conducted, performance appraisal leads to higher motivation of individuals towards better job performance.

Rao (1985) in his study identified six steps in performance appraisal process as:

- a. Establishing performance standard: The development of appraisal plan is a crucial stage and is the stage at which performance requirement are specified. It requires school organizations to identify its goals and direction.
- b. Communicating those standard to employee: The performance requirement or the ascribed roles are discussed with the employees concerned so as to adjust them if need be.
- c. Determination of appropriate appraisal methods
- d. Observation and evaluation of employee's performance.
- e. Discussion of evaluation result: The results of the evaluation are then discussed with the appraisal to enable him see how satisfied the performance has been against the performance or expected standards.
- f. Post-appraisal action: According to Einstein and Lai Mere-Labonte (1989), two major functions which are broadly categorized as evaluative and developmental functions are performed by performance appraisal. However, Afolabi (2001) and Salami (2003) state that he that appraises does evaluate and carries out the work of superior. They went further to say that, one of the duties of a superior, now an appraiser is to provide a basis for effective communication and dissemination of concrete and constructive educational advice and ideas designed to improve the quality of the teaching ability of the teachers.

Statement of the Problem

Many researchers have conducted studies on those factors that can bring about total quality management in universities and colleges. They all contend that only adequate funding, students' discipline and lecturers'/teachers' educational qualification are the only predictors of quantitative educational outcomes with little or no regard to the relevance of lecturers' job performance appraisal on the total quality management of the systems.

This study is consequently an attempt to examine the influence of lecturers' work performance appraisal on the total quality management of public universities in South-Western Nigeria.

Hypotheses

The following hypotheses were formulated for the study:

HO₁: There is no significant relationship between establishing performance standard by the management and total quality management of public universities.

HO₂: There is no significant relationship between the communications of performance standard to the lecturers and total quality management of public universities.

HO₃: There is no significant relationship between the assessment of lecturers by annual performance appraisal and total quality management of public universities.

Significance of the Study

The relevance of this study were justified by its contribution to existing knowledge on the relevance of performance appraisal to the overall job effectiveness of Universities' lecturers' job performance and cosequential overhauling of the Nigeria University education. It is of particular relevance to University Managements in Nigeria as the findings would serve as a spring board for developing a veritable job performance appraisal system for their lecturers in order to help them in the development of appropriate skills towards the enhancement of total quality of Nigeria University Education.

METHODOLOGY

This study adopted a descriptive survey research design. The population for the study consists of all lecturers from the ranks of senior lecturership to professorship in 12 government-owned universities in Oyo, Ogun, Osun, Ondo, Ekiti and Lagos states (all in south-western Nigeria) while a total of 500 samples were selected using a random sampling technique.

A researcher self-designed instrument titled Work Performance Appraisal and Total Quality Management Questionnaire (WPATQMQ) was used for the collection of relevant data.

RESULTS

Hypothesis One: There is no significant relationship between establishing performance standard and total quality management of public universities in South Western Nigeria.

Table 1: Establishing Performance Standard and Total Quality Management of Public Universities

Variables	N	X	SD	R	R2	Df	Sig
Establishing Performance Standard	500	9.56	1.45	-0.10	0.01	498	0.03
TQM	500	22.20	3.32				

The result in Table 1 revealed that the r-value, which is the co-efficient of the correlation is negative (-0.10) and low. It showed that there is a low negative relationship between the establishment of performance standard and total quality management in public universities in south-western Nigeria. However R2 (0.01) shows that 0.01 (1%) of the variance in the total quality management of public universities is accounted for by the establishment of performance standard. Surprisingly, the relationship is significant at 0.03. Hence, hypothesis one is rejected. This implies that there is significant relationship between the establishment of performance standard and total quality management in public universities.

Hypothesis Two: There is no significant relationship between communication of performance standard to the lecturers and total quality management of public universities in South Western Nigeria.

Table 2: Correlation between Communication of Performance Standard and Total Quality Management.

Variables	N	X	SD	R	R2	Df	Sig
Communicating Standard	500	9.56	1.45	-0.142	0.02	498	0.001
TQM	500	7.95	1.62				

Table 2 showed that the co efficient of correlation r-value (-0.142) is a low negative values indicating a low negative relationship between the communication of performance standard to lecturers and total quality management. the r2 (0.02) further confirmed that 0.02 (2%)of the variance in total quality management is accounted for by the communication of performance standard to lectures. the level of significance 0.001 calculated which is less than 0.05level significance showed that the relationship is significant. hence, the hypothesis is rejected.

Hypothesis Three: There is no significant relationship between the assessment of lecturers by annual performance appraisal (APA) and total quality management of public universities in South Western Nigeria.

Table 3: Assessment of Lecturers by Annual Performance Appraisal and Total Quality Management

Variables	N	X	SD	R	R ²	Df	Sig
Assessment of lecturers by APA	500	9.56	1.45	-0.14	0.02	498	0.002
TQM	500	4.22	1.46				

From table 4, the coefficient of correlation r-value (-0.14) is a low negative value indicating a low negative relationship between assessment of lecturers by annual performance appraisal and total quality management. The r^2 (0.02) further confirmed that 0.02 (2%) of the variance in total quality management is accounted for by assessment of lecturers by annual performance appraisal. The low significance of 0.002 showed that, there is a significant relationship between assessment of lecturers by annual performance appraisal and total quality management in public universities in south-western Nigeria. Hence, hypothesis three is rejected:

DISCUSSION OF FINDINGS

The finding of the study that revealed a significant relationship between establishing performance standard and total quality management is in agreement with the study of Rao (1985) that one of the steps in performance appraisal process is for management to establish performance standard for workers so as to know what is expected of them on their job. He went further to say that, it is a crucial stage where performance requirement is specified. Therefore, it is expected or required of management of an organization to identify its goal and direction.

The finding of the study having tested hypothesis three revealed a significant relationship between the communication of performance standard to lecturers and total quality management in public universities in south-western Nigeria. This finding is in line with the statements made by Afolabi (2001) and Salami (2003) that he who appraises must provide a basis for effective communication and dissemination of concrete and constructive educational advice ideas design to improve the quality of the teaching ability of the teachers. According to them, the essence of such communication is to bring about improvement in whosoever is concern (that is, the lecturers).

An idea of communicating performance standard to lecturers after a period of appraisal exercise would give them impetus to improve. The implication of this is that when one knows his or her area of weakness, such an individual would like to adjust for better performance.

Also, the findings of the study which revealed a significant relationship between the assessment of lecturers by annual performance appraisal and total quality management in public universities is in line with the submission made by Akinsolu (2010) that there must be adequate tool for measuring workers' Work Performance in order to reveal all that are needed to evaluate a workers performance on the job.

CONCLUSION

To this end, this study has revealed the level of relationship that exist among establishing performance stand for workers, the communication of performance standard assessing lecturers by annual performance appraisal and total quality management in public universities. It has revealed in the study that establishing standard communicating performance standard and assessing lecturers by annual performance and have significant relationship with total quality management in public universities in south-western Nigeria

Recommendations

Based on the findings of the study, it is recommended that:

- Universities should adopt thorough performance appraisal of their lecturers in order to improve their qualities and bring total quality management in the universities.
- Each university must establish performance standard which the lecturers would be awareness and by this they would strive to confirm themselves with such standard.
- Management of various universities need to communicate performance standard to the lecturers after a session of appraisal so as to know their areas of weakness and strength while the lecturers would strive to adjust better next time.
- The annual performance appraisal forms which management used to distribute to the lecturers to fill and after assessing them should not be a thing that needs to be done for doing sake, but their must be thoroughness and seriousness in the appraisal exercise so that every lecturer can take their work performance with all seriousness that it requires.

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