

ATTITUDES TOWARDS THE APPRAISAL OF ACADEMICS' EMPLOYMENT PERFORMANCE IN PUBLIC UNIVERSITIES IN SRI LANKA

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Abstract

This study examined the attitudes toward the performance appraisal of academics of public universities in Sri Lanka. The sample was selected using stratified and simple random sampling techniques. The sample size was 300 and it was allocated proportionately based on the designations of the teaching staff: Professor, Senior Lecturer and Lecturer. A questionnaire was used as a tool to gather the required data from the sample. The study employed a descriptive-analytical method and Principle Component Analysis (PCA) for analysing the quantitative data. According to the information which is sent by the respondents through open-ended questions of the questionnaires, the study revealed the need for a proper appraisal method to measure employee performance. Results of the descriptive analysis indicated the nature of the demographic characteristics of the respondents and their performance and achievements in the higher education field. Using PCA constructed three models for attitudes on existing methods related to promotion and motivation, socialization and orientation, and performance appraisal of academic staff members. Total variation of existing promotion and motivation methods, socialization, and orientation, the current performance appraisal method was described as 91.92%, 82.96%, and 94.13% respectively. The study concluded the importance of a proper appraisal method to measure the academic performances and administrative performance of members of the academic staff of the public universities in Sri Lanka.

Keywords: Academic Staff, Appraisal Method, Employee Performance, Public University, Sri Lanka

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1. Introduction

Any kind of organization faces major competition from their competitors when maintaining the quality and quantity of production and the human resources of the organization. Most public and private institutions have set goals and objectives that employees work towards achieving them. Therefore, the management has designed job specifications and descriptions to ensure that there is clear accountability of each employee towards their performance during the employment period. Employee performance is driven by the long-term goals of the firm as operationalized through annual, semi-annual, quarterly, monthly, weekly, and daily targets (Armstrong, 2009; Armstrong & Murlis, 2004). According to Armstrong (2009) the performance covers both what has been achieved and how it has been achieved. Performance in the corporate sector is largely driven by the input of employees and criteria, rules, and regulations of employment.

Not only other government or private organizations but also academic staff performance appraisals in public universities occupy a strategic position in the development process in a country. Public universities play a vital role among academic centres by participating actively in establishing and sharing knowledge with societies which ultimately leads to rapid economic growth through contributing to human capital development (Argon, 2010; Greer, 2001). If the quality of academic staff and the appraisals of the academic members are flawed long-term, it affects badly on the higher education system in a country (Osakwe, 2014).

Researchers have tried to examine various factors that can improve the higher education of academic staff members of universities and their job satisfaction (Firestone & Pemell, 1993; Gkolia et al., 2014). Performance appraisal in the view of (Asim, 2013) is when the performance of an employee is assessed concerning their job performance. Performance appraisal is important in any kind of organization because it is used as a basis for determining the level of staff performance. It can be understood by performance appraisal to what extent an employee carries out the work. At the end of the appraisal, not only the appraisal of performance but also the level of failure can be understood.

The appraisal is primarily based on past performance. The focus of performance appraisal can be on individual employees, a team or an organization as a whole, including both their work results and activities. During the appraisal process, several administrative functions are being carried out: control and documentation of employees work performance and transformation of performance data into a comparable form. Besides, performance appraisal is supposed to be subjective as it is measured indirectly (Alves & Lourenco, 2023a; Khanna & Sharma, 2014). Organizations attach great significance to performance appraisals and generate confidence in decisions made based on the appraisal; it must be systematic, objective, and fair. According to Boachie-Mensah & Seidu, (2012), the perceptions of employees of the performance appraisal system are important for the system to be effective. Although, the public universities of the Sri Lankan context used to complete an increment form annually from each permanent academic member, it does not reflect all the things which are related to employee performances and appraisal systems. Therefore, this study tried to identify which method should be used to

measure appraisal of the performance of academic staff members and analyse the attitudes on the appraisal of academic members in public universities.

2. Literature Review

Previous studies on employee performance and appraisal process mainly focused on factors influencing academic staff performance, performance management, factors of motivation of academic members, determinants of academic staff retention, and job satisfaction of academic members (Albadi et al., 2017; Hameed et al., 2018; Mbithe, 2012; Ng'ethe, 2013). Employee performance represents the levels of achievement of the job and the fulfillment of organizational regulations, expectations or requirements for an official role (Prasetya & Kato, 2011). According to the literature, performance is the outcome of the actions and skills of employees who perform in some situations. It is a deed and exhibition of employee skill (Asim, 2013; Gkolia et al., 2014; Osakwe, 2014) maintaining the position that performance is an employee's overall work outcomes, including efficacy, efficiency, and effectiveness. According to the revelations of (Alagaraja & Shuck, 2015), employee performance can be measured by means of regular training and improvement. (Hafeez & Akbar, 2015) define employee performance as the achievement of specified tasks measured against predetermined or identified standards of accuracy, completeness, cost, and speed. According to the existing studies, effective employee performance leads to the accomplishment of organizational goals and objectives, quality of output, workmanship and achievement of performance standards, increased effectiveness, and better use of available resources (Igbojekwe & Ugo-Okoro, 2015; Khanna & Sharma, 2014; Mani, 2002). Not only that, a few studies focused on the motivation to the promotion of academics, socialization and orientation of academics of the higher education system and other government and private sector institutions (Alves & Lourenco, 2023; Manzoor et al., 2021; Rahman, 2021; Rinaldi & Riyanto, 2021).

Even though most researchers tried to study employee performance, a few studies presented the recruitments and the importance of the performance appraisal method for any institution (Igbojekwe & Ugo-Okoro, 2015; Mani, 2002; Muchinsky, 2012). As presented by (Girma et al., 2016) performance appraisal is a formal process of human resource management practice in organizations that helps to evaluate employees' performance and identify employees' potential for further growth and advancement within the organization. Furthermore, the above study argued employee's performance and productivity attainment are derived through the performance appraisal capability in reflecting, measuring, and evaluating individual employee's behavior. This study adopted the use of the following terms; process, method, technique and system interchangeably. Rao, (1985) identified six steps in the performance appraisal process; establishing performance standards, communicating those standards to the employee, determination of appropriate appraisal methods, observation and evaluation of the employee's performance to set standards, discussion of evaluation results and post-appraisal action.

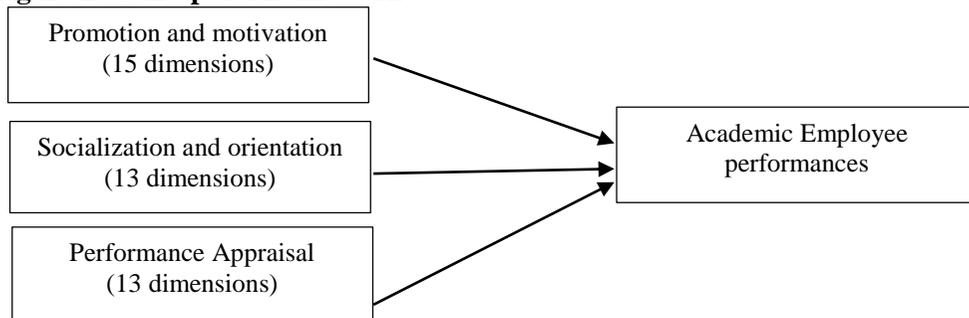
The Expectancy Theory was selected for this study as the theoretical framework. This theory attempts to explain the specific aspects which motivate the individual at work and assists in identifying people's needs, their relative strengths and the goals they pursue to satisfy their needs (Chiang et al., 2008). It also focuses

on the assumption that individuals are motivated by the desire to fulfill inner needs. Expectancy Theory is used by managers to provide a framework on how to understand motivation and guide them on how to meet the needs of their employees. In essence, academic staff of universities may have their coordination enhanced when they share a good relationship with colleagues where every team player looks out for the optimal performance of every single staff. However, the review of the literature identified that there is a vacuum regarding literature or evidence of employee performance appraisal methods in the Sri Lankan public university system. Therefore, the current study tried to fill this gap under the limited data and information. Hence, it was identified that there is a need for an appraisal method for employee performance of academics of the public universities in Sri Lanka.

Conceptual framework

According to the existing literature and the practical situation of the employee performance appraisal of academic staff members in public universities, a conceptual framework was constructed.

Figure 1: Conceptual framework



Source: Compiled by the researcher, 2023

Note: all dimensions of the three variables related to attitudes are mentioned under annexure 01.

3. Methodology

This study is descriptive in nature and a survey design method was applied to gather data from the sample. The sampling unit of the study is an academic staff member of a public university in Sri Lanka. The sample size was determined by using Morgan's and Krejcie's formula of sample size (Krejcie & Morgan, 1970). As highlighted by Saunders et al., (2007) the larger the sample size the lower the likely error in generalizing it to the population. Therefore, the minimum number of sample size was derived using the formula suggested by Saunders et al., (2007).

$$n = \frac{\chi^2 N P(1-P)}{d^2(N-1) + \chi^2 P(1-P)}$$

Where

n = required sample size

χ^2 = chi-square value for 1 degree of freedom at the desired confidence level (95%)

N = population size

P = the population proportion (assumed to be 0.5 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (0.025)

After applying the numerical values to the above equation:

$$n = \frac{3.841 \times 6525 \times 0.5 \times 0.5}{0.05^2 \times 6525 + 3.841 \times 0.5 \times 0.5} \cong 362$$

Hence, the sample size (n) of this study was 362 and it was allocated proportionately based on the teaching staff designations: Professor, Senior Lecturer and Lecturer. Following table 1 gives the sub-sample size of each stratum.

Table 1: Composition of teaching staff in sample

Designation	No of Teachers	Proportionately allocating method	Sub-sample size
Professor	1005	$\frac{1005}{6525} * 362$	56
Senior Lecturer	3480	$\frac{3480}{6525} * 362$	193
Lecturer	2040	$\frac{2040}{6525} * 362$	113
Total	6525	$\frac{6525}{6525} * 362$	362

Source: University Grants Commission, 2020

As the sampling frame, the list of academic staff members was collected from the academic establishments at each university. Although the sample size was 362, only 300 respondents replied for the questionnaire. Attitudes of academic staff performance appraisal specialists selected purposively by considering their qualifications and relevancy of the performance appraisal system at public universities.

Both primary and secondary data were gathered. Secondary data was collected from the academic establishments at universities to investigate existing academic staff performance measurement appraisal criteria. Unfortunately, most of the public universities in Sri Lanka use the annual increment form as an appraisal method. Further, the researchers wish to review the published literature related to academic staff performance appraisal systems to identify such criteria that are used to measure academic staff performance in various higher educational institutes internationally. The relevancy of these predetermined criteria was assessed by meeting academic staff performance appraisal specialists at the university system and by surveying lectures at the university. Also, primary data was gathered from them

and explored to find and measure attitudes on employee performance appraisal in public universities in Sri Lanka.

Data collection methods

Quantitative data was collected using a questionnaire as a google form through email. Moreover, a sample of university academic staff was randomly selected, and data was gathered regarding their attitudes towards existing and potential appraisal method and criteria of academic staff performance. After collecting data, post stratified method was used to decide the size of each stratum. For this sample survey, a structured questionnaire was designed and the survey was conducted through email.

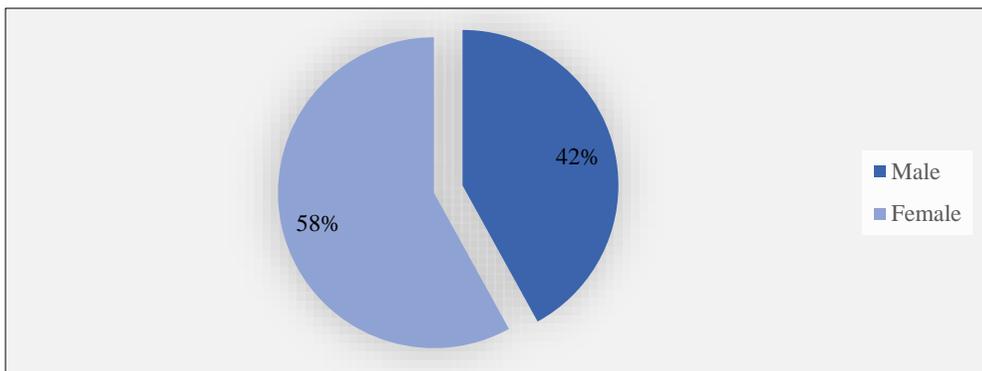
Analytical methods

The statistical analysis of the study was completed in two phases. The quantitative data collected for the study was initially analysed descriptively with summary measures. Appropriate reliability and validity tests were used and confirmatory factor analysis was applied to identify the significant attitudes on academic staff performance appraisal criteria. Based on the findings of this analysis, a conceptual model with suitable justifications was derived.

4. Results and Discussion

The first part of the analysis was allocated to present the demographic characteristics of the 300 respondents of the study sample. In this study, the respondents were expected to comprise both males and females. Figure 4.1 illustrates the gender composition of the respondents who were the academic staff in public universities. The majority 58% of respondents were female while 42% of the respondents were male. Descriptive results of gender composition imply that many academic staff in public universities in Sri Lanka were females.

Figure 1: Gender composition of respondents in the sample



Source: Field survey, 2021

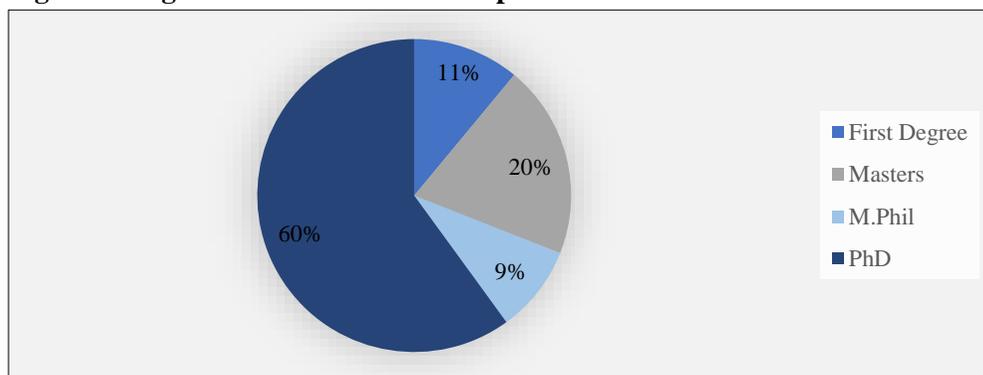
The level of employee performance may vary with the age of the respondents. The majority of respondents are between the ages of 40-49 years while a minority of 3% of respondents are in the age of above 60 years. Thirty-one percent (31%) of

respondents are between the ages of 30-39 years and 21% of respondents are between 50-59 years age. According to responses to open-ended questions in the questionnaire, most young academic members like to know about their performance appraisal than older people. It was confirmed by the quantitative results of the analysis.

The target respondents are distributed in various age groups hence their marital status is likely to be different. As such the study sought to establish the marital status of respondents since family stability is a factor that can affect one’s performance as an employee. The marital status of respondents was divided into three categories on the questionnaire such as single, married, and other. Among the respondents of the study, 80% of respondents were married while 19% were single and only 1% belonged to another category (widowhood, separated and divorce).

For the employees working in the academic field to execute their duties effectively, they need to be equipped with relevant skills and knowledge. The highest education level of respondents who are the academic staff in public universities in Sri Lanka were illustrated by the following figure 4.2. The majority 60% of the academic staff has a Ph.D. (Doctor of Philosophy) as their highest educational qualification. Nine percent (9%) of respondents have an M.Phil., 11% has a first degree and 20% of respondents have a master’s degree as their highest education qualification respectively.

Figure 2: Highest education level of respondents



Source: Field survey, 2021

According to the descriptive findings the respondents’ service period in a public university in Sri Lanka was presented as follows. Out of the 300 respondents, 41 representing the majority have a more than 15-year service period and the minority 30 has the lowest service period which is less than one year. Out of 300 respondents, 77, 70, and 82 respondents have 11-15 years, 6-10 years, and 1-5 years’ service periods respectively.

Although there was no proper appraisal method to measure academic’ tasks, every member has improved their knowledge, hard skills, and soft skills through various methods. The following table 2 indicates the methods of gaining skills and knowledge of the current position of academic members in public universities. Most

of the academic members have participated in national (88%) and international (67%) level training programs during their service period.

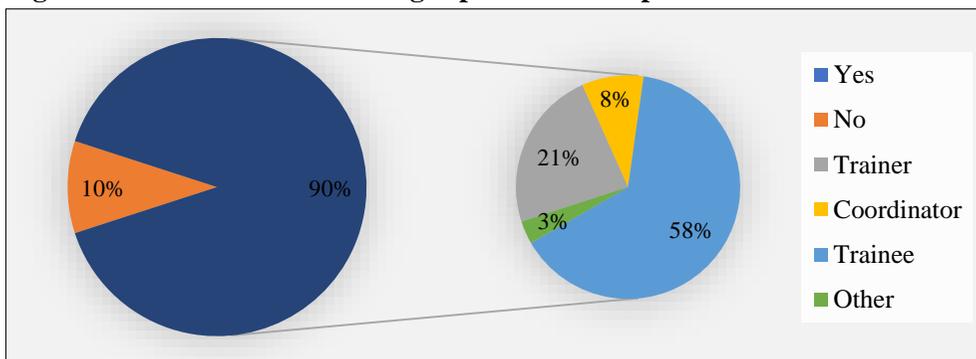
Table 2: Method of gaining skills and knowledge

Skill & Knowledge gaining method	Yes (%)	No (%)
Participated in organizational training	89	11
Participated in local training	88	12
Through observations	98	2
Through international training	67	33
Other	54	46

Source: Field survey, 2021

According to the responses of the respondents, many of the young academic members have shared their knowledge and experience among colleagues and junior members after getting knowledge and experience by participating some kind of training programs. Figure 3 illustrates whether the respondent was involved in training exercises and the involved capacity of those training programs. From the study, 90% of respondents have been involved in the training as trainees, and 10% were not involved in any training. Among the involved respondents, the majority, represented by 58%, were involved as trainees while 21% were involved as trainers, and 8% were involved as coordinators. 3% of others represent the involvement in training exercises as facilitators, trainers, and trainees.

Figure 3: Involvement of training experience of respondents

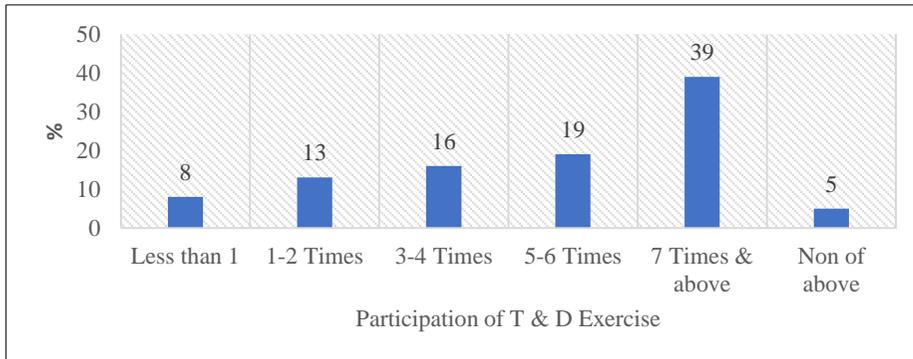


Source: Field Survey, 2021

Figure 4 illustration reveals the number of times that the respondents had participated in training and development exercises at the university. The majority, 39% of the respondents had participated in programs more than 7 times while the minority 5% had not participated in any training and development exercise. Out of the 300 respondents, 8% had participated less than one time while 13% participated 1-2 times. The second highest percentage is 16%. They have participated 3-4 times. Participating in any kind of training and development exercises at the national or international level is useful to improve the knowledge of academic members and

students. Through this improvement, their employee performance increased (Igbojekwe & Ugo-Okoro, 2015).

Figure 4: Participation in training and development exercises of respondents



Source: Field survey, 2021

Under the measure of employee performance and appraisal process, another important factor is the highest educational achievements of the respondents during employment. Most of the respondents (85%) had engaged in further education during their employment, the majority, which is 64% had completed their PhDs. The minority 2% had completed their first degree. 5%, 9%, and 14% of respondents had completed their postgraduate diploma, M.Phil. and Master’s degree respectively. Six percent of respondents had completed other qualifications which are indicated as certificate courses, diplomas in several fields research paper publications etc. However, if performing an appraisal method in any organization, it provide staff support benefits to improve employee performance (Rao, 1985). According to the responses of the respondents, there is an anticipation of staff support funds to improve their working conditions but most of the academic members (58%) had been unable to fulfil their fund requirements.

Methods of employee performance appraisal of academic staff in the public universities

To achieve the objectives of the study a composite index was constructed using Principal Component Analysis (PCA). It has been done in the following steps. The first step of the procedure is to check the reliability and validity of the collected data.

Reliability and validity of data

To measure the promotion and motivation, socialization orientation and performance appraisal of the academic staff in the public universities in Sri Lanka by representing a different number of sub-indicators as one construct, Principal Component Analysis (PCA) based on covariance matrix could be carried out since the scales are the same. The above three variables were captured by five-point Likert scale statements in the questionnaire.

Table 3 represents the summary results of reliability analysis, the KMO measure of sample adequacy, and the results of Bartlett’s Test of Sphericity. According to Table

3 all variables satisfied the requirements related to reliability analysis and validity. Furthermore, Bartlett's test is also significant which implies the observed correlation matrix of indicator variables, which is significantly different from zero.

Table 3: Results of Reliability test and Validity tests

Variable	Cronbach's Alpha	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
			Approx. chi-Square	df	P-value
Promotion and motivation (used 15 dimensions)	0.665	0.76	96.753	15	0.000
Socialization and orientation (used 13 dimensions)	0.910	0.891	671.22	45	0.000
Performance Appraisal (used 13 dimensions)	0.735	0.708	155.769	10	0.000

Source: Compiled by the researcher using findings of the collected data analysis, 2021

Note: all dimensions of three variables related to attitudes are mentioned under annexure 01.

Promotion and Motivation

As the results of reliability analysis in the initial 15 dimensions were not reliable, eliminating dimensions reduced 15 dimensions to five dimensions. According to Table 4 five-dimension system can reduce one dimension and the first principal component (PC) can explain 43.88% of the total variability of the initial indicators.

Table 4: Results of Eigen value analysis of covariance matrix for the five dimensions of promotion and motivation

Component	Initial Eigen values		
	Total	% of Variance	Cumulative %
1	2.617	43.888	43.888
2	1.086	18.220	62.108
3	0.949	15.907	78.015
4	0.930	13.912	91.928
5	0.418	8.072	100

Source: Findings of the data analysis using field survey data, 2021

Table 5 shows the corresponding Eigen scores of the first PC. Based on the Eigen scores promotion and motivation index were calculated by using the following equation.

$$\text{Promotion \& Motivation} = 0.758x_1 + 0.880x_2 + 0.736x_3 + 0.357x_4 + 0.774x_5$$

- x_1 = Whether the promotion depends on know who in the University (2nd dimension)
- x_2 = I am frustrated because I have never been promoted on time (4th dimension)
- x_3 = Probably promotions are based on gender (5th dimension)
- x_4 = Employees value monetary rewards than non-monetary reward (7th dimension)
- x_5 = If given a chance, I will move to another organization (9th dimension)

Table 5: Eigen vectors of the first principal component

Indicators	Indicator Name	Eigen vectors
PRO_MOTIV_2	x_1	0.758
PRO_MOTIV_4	x_2	0.880
PRO_MOTIV_5	x_3	0.736
PRO_MOTIV_7	x_4	0.357
PRO_MOTIV_9	x_5	0.774

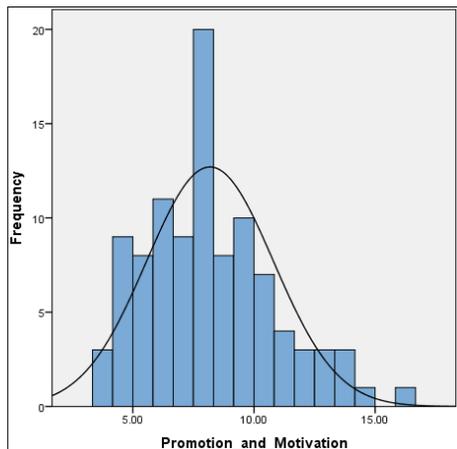
Source: Compiled by the Researcher using findings of the data analysis, 2021

Distribution of the promotion and Motivation

The distribution of promotion and motivation of academic staff in public universities in Sri Lanka is illustrated in Figure 5 and the summary statistics of promotion and motivation are reflected in Table 6.

According to Table 6, the minimum level of promotion and motivation from the total respondents is recorded as 3.51 while the maximum level is recorded as 16.01. The average level of promotion and motivation of academic staff is 8.18 with a standard deviation of 2.16. Since the coefficient of Skewness is recorded as 0.56 it can be decided that the distribution of promotion and motivation has an approximately normal distribution.

Figure 5: Histogram of PC Scores of Promotion and Motivation



Source: Compiled by the researcher using Analysis of field survey Data, 202

Table 6: Summary Statistics of the promotion and motivation

Summary Statistic	Value
Mean	8.1841
Median	7.9735
Mode	4.22
Std. Deviation	2.61712
Variance	6.849
Skewness	0.565
Kurtosis	0.193
Minimum	3.51
Maximum	16.01

Source: Compiled by the researcher Using results of the data analysis, 2021

Socialization and Orientation

As the results of reliability analysis in the initial 13 dimensions were not reliable, eliminating dimensions reduced 13 dimensions up to ten dimensions. According to Table 7 ten-dimension system can reduce one dimension and the first principal component (PC) can explain 58.16% of the total variability of the initial indicators. Reliable ten dimensions are;

- x_1 = I relate well with my Head of Department/ Dean/VC
- x_2 = I relate well with my Juniors/ Seniors
- x_3 = Interacts with Non-academic staff and students effectively
- x_4 = Meetings are conducted effectively in my department
- x_5 = I understand the University's organizational structure well
- x_6 = Job retreats are available in the department/Faculty
- x_7 = Newcomers are well introduced to their fellow colleagues when they join the organization
- x_8 = I understand the University history norms and belief well
- x_9 = Teamwork is more encouraged than working independently (11th dimension)
- x_{10} = Networking of colleagues from other departments is large (13th dimension)

Table 7: Results of Eigen value analysis of covariance matrix for the ten dimensions of socialization and orientation.

Component	Initial Eigen values		
	Total	% of Variance	Cumulative %
1	4.968	58.167	58.167
2	0.851	9.963	68.129
3	0.765	8.952	77.081
4	0.502	5.879	82.960
5	0.441	5.159	88.119
6	0.327	3.832	91.950
7	0.262	3.071	95.022
8	0.189	2.207	97.229
9	0.134	1.571	98.800
10	0.102	1.200	100.000

Source: Compiled by the researcher using results of the data analysis, 2021

Table 7 shows the corresponding Eigen scores of the first PC. Based on the Eigen scores of the above reliable ten dimensions, socialization and orientation index were constructed by using the following equation.

$$\text{Socialization \& Orientation} = 0.748x_1 + 0.781x_2 + 0.727x_3 + 0.895x_4 + 0.634x_5 + 0.503x_6 + 0.624x_7 + 0.627x_8 + 0.733x_9 + 0.702x_{10}$$

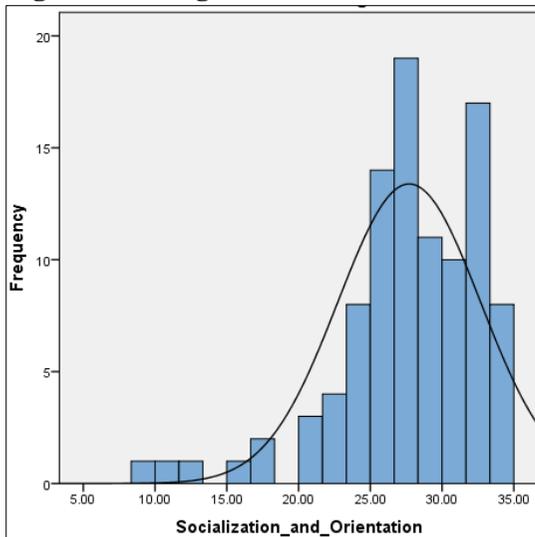
Table 8: Eigen vectors of the first principal component

Indicators	Indicator Name	Eigen Vector
SOCI_ORI_1	x_1	0.748
SOCI_ORI_2	x_2	0.781
SOCI_ORI_3	x_3	0.727
SOCI_ORI_4	x_4	0.895
SOCI_ORI_5	x_5	0.634
SOCI_ORI_6	x_6	0.503
SOCI_ORI_7	x_7	0.624
SOCI_ORI_8	x_8	0.627
SOCI_ORI_11	x_9	0.733
SOCI_ORI_13	x_{10}	0.702

Source: Results of the data analysis, 2021

Distribution of socialization and orientation

Figure 6: Histogram of PC Scores of Socialization and Orientation



Source: Results of the data analysis, 2021

The distribution of socialization and orientation of academic staff in public universities in Sri Lanka are illustrated in Figure 6 and the summary statistics of promotion and motivation are reflected in Table 8.

According to Table 9 the minimum level of socialization and orientation from the total respondents is recorded as 8.61 while the maximum level is recorded as 34.87. The average level of socialization and orientation of academic staff is 27.70 with a standard deviation of 4.96. Since the coefficient of Skewness is recorded as -1.40 it can be decided that the distribution of socialization and orientation has a negatively skewed distribution. Hence, the shape of the distribution indicated socialization and orientation of academic members is not completed similarly.

Table 9: Summary measures of the socialization and orientation

Summary measures	Value
Mean	27.7074
Median	27.9475
Mode	27.90
Std. Deviation	4.96731
Variance	24.674
Skewness	-1.409
Kurtosis	2.897
Minimum	8.61
Maximum	34.87

Source: Results of the Data Analysis, 2021

Current performance appraisal

As the results of reliability analysis in the initial 13 dimensions were not reliable, eliminating dimensions reduced 13 dimensions up to five dimensions. Reliable dimensions are;

x_1 = The administration clearly communicates the performance appraisal objectives

x_2 = There is a lack of feedback about my job performance

x_3 = Too many students/staff members make demands of me when I am at work

x_4 = Staff members get adequate education on how to fill the appraisal forms

x_5 = The seniors discuss with their juniors about their weaknesses and how to improve them

According to Table 10 five-dimension system can reduce one dimension and the first principal component (PC) can explain 53.84% of the total variability of the initial indicators.

Table 10: Results of Eigen value analysis of covariance matrix for the five dimensions of performance appraisal

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	1.997	53.843	53.843
2	0.671	18.081	71.925
3	0.561	15.120	87.044
4	0.263	7.094	94.138
5	0.217	5.862	100.000

Source: Results of the data analysis, 2021

Table 11 shows the corresponding Eigen scores of the first PC. Based on the Eigen scores performance appraisal index is calculated by using the following equation.

$$\text{Performance Appraisal} = 0.75x_1 + 0.722x_2 + 0.55x_3 + 0.498x_4 + 0.603x_5$$

Table 11: Eigen vectors of the first principal component

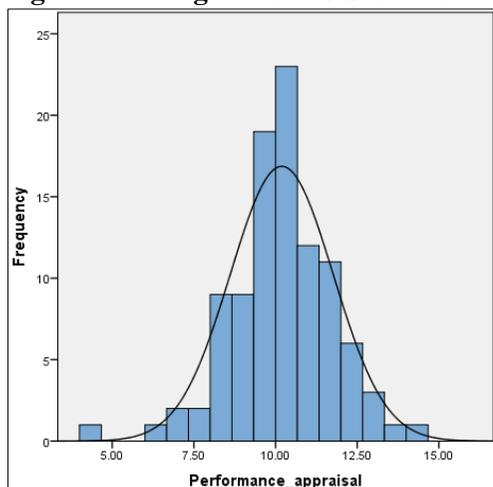
Indicators	Indicator Name	Eigen vectors
PERFO_APPRI_1	x_1	0.750
PERFO_APPRI_3	x_2	0.722
PERFO_APPRI_5	x_3	0.550
PERFO_APPRI_6	x_4	0.498
PERFO_APPRI_8	x_5	0.603

Source: Constructed by the researcher using sample data, 2021

Distribution of the performance appraisal

Distribution of performance appraisal of academic staff in public universities in Sri Lanka illustrate in the Figure 7 and the summary statistics of promotion and motivation reflect in Table 11.

Figure 7: Histogram of PC Scores of Performance Appraisal



Source: Results of the Data Analysis, 2021

According to Table 12, the minimum level of performance appraisal from the total respondents is recorded as 4.62 while the maximum level is recorded as 14.17. The average level of performance appraisal of academic staff is 10.18 with the standard deviation of 1.57. Since the coefficient of Skewness is recorded as -0.297 it can be decided that the distribution of performance appraisal has an approximately normal distribution.

Table 12: Summary measures of the performance appraisal

Summary Statistic	Value
Mean	10.1886
Median	10.1945
Mode	9.37
Std. Deviation	1.57667
Variance	2.486
Skewness	-0.297
Kurtosis	1.008
Minimum	4.62
Maximum	14.17

Source: Results of the Data Analysis, 2021

5. Conclusion and Recommendations

The outcome of this research study indicated attitudes on academic staff performance with regards to the promotion of the service, social orientation and appraisal method. Although there are 15 dimensions under the current promotion system of the academic service in public universities, only five dimensions were significantly influenced by the appraisal method. Most of the academic members in the universities tried to achieve their promotions based on the completion of higher education funded by the university or University Grant Commission (UGC). However, the low percentage of support funds awarded was reported by the respondents. Most respondents do not agree with the following dimensions such as low monetary rewards, gender-based promotions and low earnings than the private sector. The respondent's responses can be reduced or prevented according to the above issues regarding promotions of the service if there was a proper appraisal method to evaluate the duties of academic members. Even though there is an annual increment system in each public university in Sri Lanka, it is not a proper method to appreciate the service of the academics. Because each level of academic member has contributed to do research, teaching, community services, advisory and counsel service, introducing degree programs and new curricula designed and developed for existing courses and new courses, the attraction of research grants and success in general external funding to support research or other programs and administration is important. As pointed out by some existing studies (Asrar-ul-Haq et al., 2017; Blix et al., 1994) personal determinants, workplace friendship, supportive administration of the institute and proper appraisal methods to measure the quantity and quality service of the employees influence to increase the employee performances. The finding of the current study revealed that all the things that they have done during the year or service

period had not been accounted for in the evaluation process due to not maintaining a proper appraisal method.

This study was conducted to understand some issues and attitudes on academics' employee performance appraisal in public universities and to provide some helpful suggestions to assist scholars and policy makers and higher education administrators related to the university system in the development programs considering the current requirements. Furthermore, future research may conduct in-depth interviews and focus group discussions to offer more information related to the academic and/or higher education field in public universities in Sri Lanka.

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Annexure – 1

Fifteen (15) dimensions of promotion and motivations

- Whether the promotions are based on merit
- Whether the promotions depend on know who in the University
- Whether the Several staff members have left University due to Better pay at other private organizations
- I am frustrated because I have never been promoted on time
- Probably promotions are based on gender
- Salary review motivates employees to add more effort
- Employees value monetary rewards than non-monetary reward
- Employees value non-monetary rewards than monetary rewards
- Given a chance, I will move to another organization
- The necessary work equipment is available
- There is spacious and adequate space at my place of work
- Rewards are given to the best performing staff members
- I am more involved in the decision-making activities than teaching
- My decisions and opinions are highly valued in the department
- I finish my duties within the given time frame

Thirteen (13) dimensions of socialization and orientation

- I relate well with my Head of Department/ Dean/VC
- I relate well with my Juniors/ Seniors
- Interacts with Non-academic staff and students effectively
- Meetings are conducted effectively in my department
- I understand the University organizational structure well
- Job retreats are available in the department/Faculty
- Newcomers are well introduced to their fellow colleagues when they join the organization
- I understand the University history norms and belief well
- Teamwork is more encouraged than working independently
- Networking to colleagues from other departments is large
- Every academic member is given an opportunity to give out their opinions in the departmental meetings
- I get departmental support when I encounter personal difficulties and issues
- I am aware of the various Faculties and departments that exist in the University

Thirteen (13) dimensions of performances and appraisal

- The administration clearly communicates the performance appraisal objectives
- There is lack of feedback about my job performance
- The administration evaluates subordinate's performance in a timely manner
- Too many students/staff members make demands of me when I am at work
- Staff members get adequate education on how to fill the appraisal forms
- I answer the appraisal forms without difficulties

- The seniors discuss with their juniors about their weaknesses and how to improve them
- The VC and the administration reward the areas of academic members strengths
- Rewards are given to the best performing department/faculty in the University
- I am accountable for my job responsibilities and roles in the department
- I face various challenges which have never been addressed to in the department
- The targets related to my job are unrealistic
- My level of training is not adequate for me to perform my work duties efficiently