

## **Perception of Employee towards Performing Performance Evaluation System: Case Study of National Horticultural Research Institute (NIHORT) Nigeria**

**Hasret Balcioglu**

Department of Business Administration  
Cyprus International University  
North Cyprus  
Mersin 10 Turkey

**Adewale John Nihinlola**

Master Graduate  
Department of Business Administration  
Cyprus International University  
North Cyprus  
Mersin 10 Turkey

### **Abstract**

*Appraising performance is the act of observing and evaluating an employee's work behavior and accomplishments, with the purpose of measuring real performance against expected performance. An effort was made to discover out what employees of the institute feel about the whole process and practice of performance appraisal. Samples of 164 questionnaires were distributed based on Cochran's formula calculation, only 110 respondents questionnaires were returned (78 senior stuffs and 32 junior stuffs), the criteria for distributing of the questionnaire was based on random sampling techniques. The overall perception of the respondent shows negative result that the employees perceived towards the practice, indicated that the system were affected by subjectivity and influenced by major errors and bias regarding to the result of the research. Effect of these appraisal errors, suggestion for improvement, limitations and direction for future research are discussed.*

**Keywords:** NIHORT, Performance Appraisal, Appraisal Subjectivity, Performance Evaluation

### **1.0 Introduction**

In world's today competition has taken over the market place and organization can only compete with their competitor by innovation, and organization can only be innovated through efficient human resources system. Human resources management activities comprises of hiring, training, appraising, compensating and developing employees are part of their everyday job. Regrettably, Organizations using effective performance evaluation system according to the standard are minimal (Skinner, et al. (2005: pp 4-5)).

In Nigeria, the total number of public institute using effective performance evaluation system is very minimal, because public institution is under control by the federal government, which were established primarily for socioeconomic and research purposes, making profit is a secondary aim of the institution, therefore, there's no viable competition and there are no much pressure on the employee to improve on their work being. According to these features of the public institutions, without any challenges from outside strength like competition, market structure and government policy, we can conclude that performance dimensions can induce minimal change at the understanding of public institutions being excellent for its own situation (Gurbuz, et al. (2007: pp 108-112)).

This present study focuses on public institution in general and specifically emphasize on NIHORT in the area of administrative employees performance appraisal and employee evaluation, whose performances of employees are measured by quantitative method. This study was conducted in only one institution due to financial limitation and the time available for the research work, therefore the findings may not be state as a reflection of the general state of affairs in the other public institution in Nigeria, the practice of this research help us to identified the problem and analyze the performance of employee of the institute, whether the effectiveness and efficiency is impaired or not. If effectiveness and efficiency are impaired the organization cannot meet its goals and objectives.

These are practically, linked to the practice and problem with its employee's performance appraisal needs to be investigated thoroughly by posing statement of the problems (Ochoti, et al. (2012: pp 37-41)).

Systematic methods of identifying and measuring performance can assist human resources planning, and improve an employee's future performance.

Many benefits result from an effective performance appraisal system. Marginal performance of an employee is referred to as, if expectations of an employee required improvement and the employee express clear potential for improvement, as opposite to an inadequate performances of an employee who indicates no willingness or ability to improve, can be control easily by organization through reduction of losses unproductive performance, and make more efficient use of employee. Individuals with an effective performance can realize rewards, and have a clear understanding of their career patting (Ochoti, et al. (2012: pp 37-41)).

This research work is significant to the stakeholders of the institute in terms of information about motivational level of employees'. If the level of motivation among employees of the institute is relatively high the service to be provided to the stakeholders will be high and if otherwise the service will be hinder and it will be relatively low. Performance evaluation helps employer of the institute to determine administrative and developmental purposes such as promotion, employee development, training needs, to determine who to be transfer, coaching and counsel's on their improvement, incentive etc (Seidu, et al. (2012: pp 73-78)).

Evaluation helps to enhance performance of employee job, encourages them to state their point of views, or to inquire about explaining on job duties, expanding their outlook, placement, ability, facilitates selection for reward and promotion of the best qualified worker by preventing grievance and increasing the analytical abilities of supervisors. These in turn help the employer of the institute to benefit from the improved performance of employees and if the motivation of employee is very low the level of provision of service will be low (Dessler, (2011: pp 304-334)).

This research work also assist researchers in provision of information as secondary data for future use in the academic field.

## **2.0 Literature Review**

The intention for performing performance appraisal or annual performance evaluation report is to provide a regular opportunity for employer and employee to discuss the improvement and performance of the employee, to think whether any weakness in past performances and/or any skills needs necessary by forthcoming changes can be provides by training or coaching, and to determine the priorities, training and career path for the future. For an organization to be effective in carrying out their responsibilities there should be a satisfactory performance evaluation from their employee and this can be done by good performance management system (Armstrong, (2006: pp 495-502)).

Performance management contains actions which ensure that objectives of an institution or organization are continually being met in an effective and efficient way, also focuses on the functionality of a company, a division, worker, or even the procedures to build item of assistance, as well as many other places (Leopold, et al. (2005: pp 178-185)).

Performance management in an organization involves many processes which are, managing, measuring and planning for the future improvement (Sales, (2013: pp13-15)), managing involves organizing, creating and implementing effective performance standards for the organization, measuring deals with assessment i.e. assessing the gap of performance between the organizational standards and an employee standards while planning for the future improvement deals with corrective action and effective feedback for the employee (Seldon, et al. (2011: pp 251-254). Effective performance management is the major factors that determine organizational success (Mone, et al. (2013: pp 85-88)).

According to (Dessler, (2011: pp 304-334)) Performance appraisal refers to a discrete, formal, organizationally sanctioned incidence; usually occur one time or twice a year depending on the institute guideline, which is based on noticeably stated performance dimensions and / or criteria that guide the appraisal procedure. Is also a process of assessing individual job performance in an organization, assessing in terms of comparing the actual performance of an employee against the expected standard of the organization.

The purpose of doing appraisal is to achieve organizational goals and objectives in an efficient and effective manner, it also helps employee of the organization in terms of incentives, benefits, recognition, feedback, career enhancement and personal development (Lawler, et al. (1984: pp 20-25)).

Most establishments throughout the globe regardless of whether they are big or small, public or private company, service or manufacturing, uses appraisal with different degrees of success, as an instrument to achieve a variety of human resource management aims and objectives (Saeed, et al. (2011: pp 58-59)).

Organizations uses different methods and have a number of aims for performance appraisals, some often employ a formal or informal assessment system that measures employee performance and contribution, which consistently result in some confusion as to the true objective of performance appraisal systems (Brown, et al. (2005: pp 659-663)):

More so, the process of appraisal performance allows company to evaluate and assess an individual workers actions and achievements over a specific period of time, if the process of appraisal is done according to the procedure (Lam, et al. (2002: 192-194)).

### 3.0 Methodology

Designing of research work is basically of the subject of the question and the tactics of collecting the sample, analyzing the sample and giving report of the findings (Singh, (2006: p 1)). The main purpose of this present research was to investigate the employees' perception and understanding about what makes an effective performance appraisal, and how performance appraisal might be improved in a research institute in Nigeria: the case study of the national horticultural research institute (NIHORT) focusing on permanent senior and junior staffs in the institute.

Research questionnaire used was adopted from (Seidu, et al. (2012: pp 73-88), and in order to collect the primary data from NIHORT employees, questionnaires comprising of all the necessary variables for the reliability and validity of the study, Out of the total population of staffs in the institute, 831 permanent staffs were eligible to participate in the research process, eligibility was based on procedure that employee should have spent reasonable years in the organization and who had took part in the organization's performance appraisal process for at least two consecutive years. This is simply because purposive sampling methods agree for the selection of employees who are more likely to give the right information for the research study (Seidu, et al. (2012: p 78). Purposive sampling techniques are types of non-probability sample selection which normally based on researcher judgment and subjective sampling decision. The judgment decisions of the researcher are usually based on the research problem and to determine the type of respondent to give the right information needed to tackle the problem (Tongco, (2007: pp 147-151)).

Samples of 164 questionnaires were distributed based on Cochran's formula calculation (Cochran, (1977: pp148-156)); only 110 respondents' questionnaires were returned (78 senior staffs and 32 junior staffs). Since it was not possible to get all the necessary information needed from a large population, sample size determination is selected, which is based on probability, taking a certain sample in a population to predict the characteristics of the whole population (Bartlett, et al. (2011: p 46)).

Cochran's formula is written as:

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

Where

$n$  =Number of Respondent

N= Total Population

e = Error of Tolerance

The researcher used a confidence or risk level of 93%

Error of tolerance used is 7%.

N = 831

$$\therefore n = \frac{831}{1 + 831e(7\%)^2}$$

$$\therefore n = \frac{831}{5.0719}$$

$n$  = 164 respondents with 7% tolerance error and confidence/risk level of 93%

Organized random sampling technique was used to distribute the questionnaires, which involves selection of sample in a predefined population, which allows individual in the population to have the chance of been selected equally and entirely by chance of random without any form of bias, this technique was used to select the questionnaires participants in the institute (Gurbuz, et al. (2007: p 120)). An employees' list was obtained from the human resources department, in the present study; a total number of 164 employees were selected randomly out of the total eligible population of 831 employees.

In addition, unstructured interview was conducted with the personnel in charge of HR department in order to acquire significant information regarding to the institute structure in performing annual performance evaluation report, which revealed that there was no formal training for the evaluators in performance their annual evaluation. Following the obtained of the necessary data, statistical product and service solution (SPSS) version 20 was used for the purpose of analysis and processing of the results.

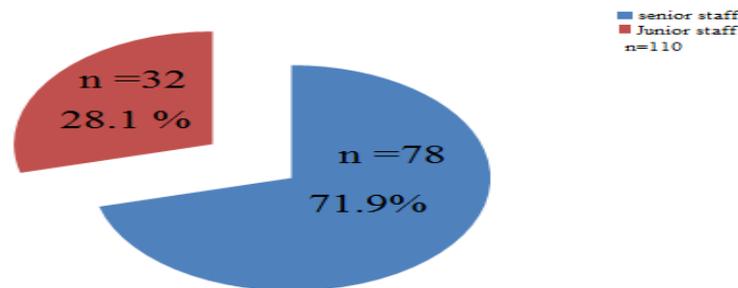
## 4.0 Findings and Discussions

### 4.1 Demographic Data

#### 4.1.1 Category of Respondents

The categories of employee in this institute are classified into two main groups: The senior staff and the junior staff. The classification is based on the level of education and length of service in the institute.

**Figure 1: Respondents Categories**

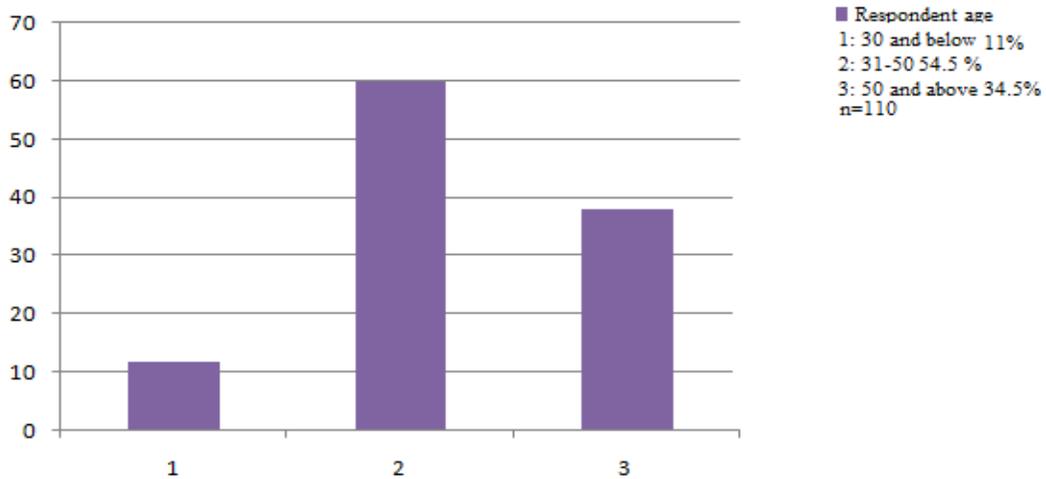


Data Source: March, 2013 by the Researcher

The above result of employees' categories revealed that, majority of employees in the institute were highly educated and or they have worked in the institute for a quite periods of time, approximately 72% of the respondents were senior staff which accounted for more than two third of the population.

4.1.2 Age Distribution of Respondents

Figure 2: Respondents Age



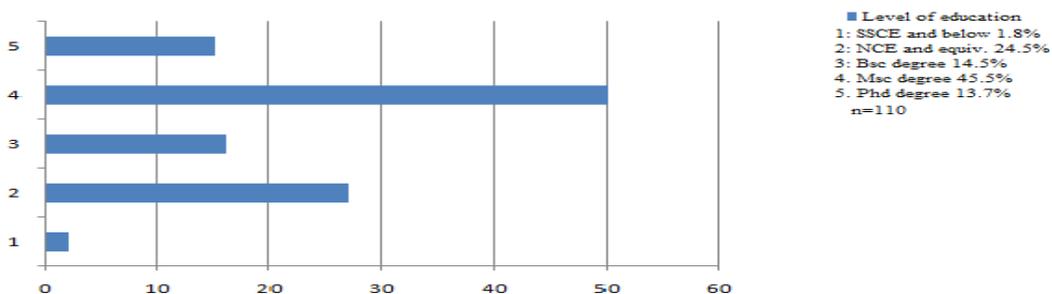
Data Source: March, 2013 by the Researcher

From the above figure 2 the majority (54.5%) of respondents were in between the ages of 31 – 50 years and the second majority (34.5%) of the respondents were in between 50 and above years, a few of them (11%) were in between 30 and below years. This distribution of age implies that greater part of the employees were relatively older ones, since job knowledge does not really decline with age, evaluator may be basing their assessments on their expectations of a mature workers abilities rather than their actual job performance.

A study suggested that young employees as well as older employees, views performance appraisal generally does not differ significantly according to their ages. This apparently suggested that younger and older employees alike were substantially similar in terms of their perception of performance appraisal biases or errors, as well as their commitment and willingness to submit to performance appraisal (Gurbuz, et al. (2007: pp 108-138)).

4.1.3 Level of Education of Respondents

Figure 3: Educational Level of Respondents



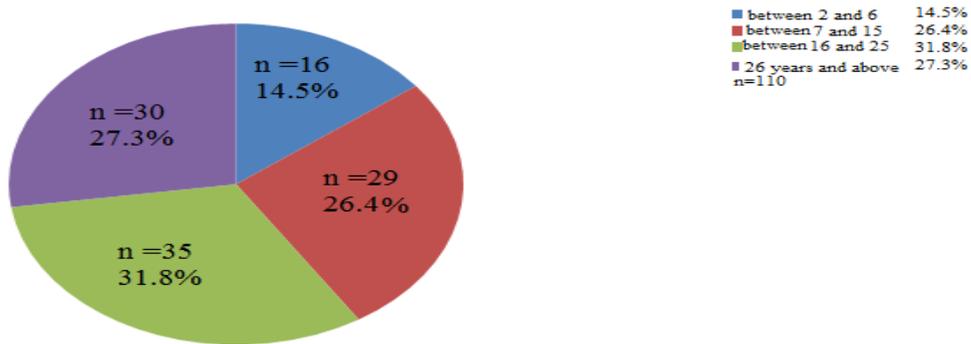
Data Source: March, 2013 by the Researcher

The result above shows that majority of the respondents (45.5%) possessed master’s degree and (24.5%) were holders of NCE, OND or equivalent. Nearly (14.5%) of them were Bachelor degree or equivalent while (13.7%) of the respondents were PhD degree holder, however only (1.8%) were SSCE and below. There is a general idea that highly educated and qualified people perform projects within their expert proficiency. They usually support established approaches and requirements of performance.

It is very easy to illustrate that those participants with higher professional qualifications and innovative academic qualifications might reveal greater commitment, co-operation and desire to submit to the performance appraisal system than their colleagues with relatively lower qualifications (Seidu, P. A. et al. (2012: pp 73-88))

**4.1.4 Years Worked by Respondents in the Institution**

**Figure 4: Years Worked by Respondents in the Institution**

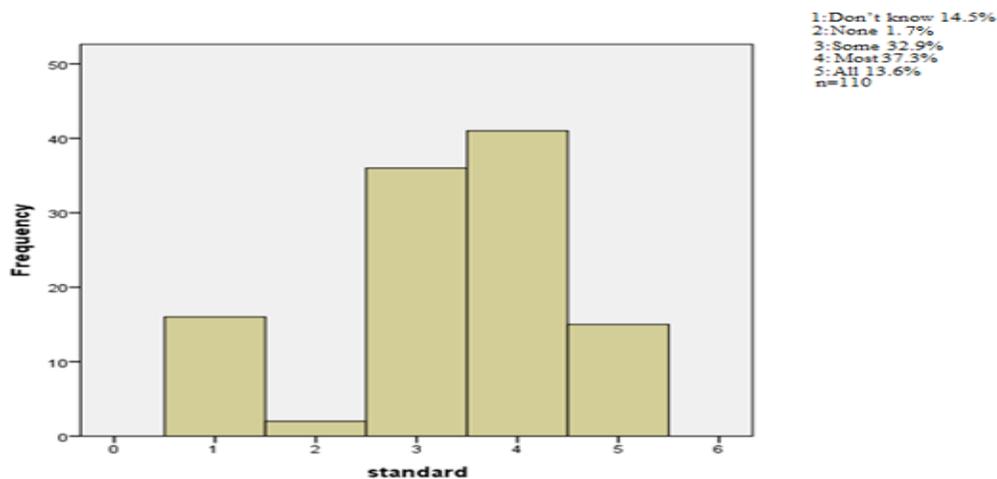


Data Source: March, 2013 by the Researcher It was evident from the result of figure 4 that Majority of the respondents (31.8%) had worked for the research institute between 16 and 25 years, and a further of (27.3%) had worked for 26 years and above while (26.4%) had worked between 7 and 15 years, in conclusion it was only (14.5%) of the respondents worked between 2 and 6 years, from the result of table 4 shows that (85.5%) of the respondents had worked for the research institute for at least 7 years consecutively, these set of employees most definitely might had gone through the performance appraisal process several times, and could be regarded to had gained greater insight into the system.

Therefore, they might be better placed to give related information to accomplish more proper assessment of the performance appraisal system (Tongco, (2007: pp 147-151)).

**4.2 Level of Expectation Set by the Management for Performance of Employee**

**Figure 5: Respondents Perception on Performance Expectation Set by the Management**



Data Source: March, 2013 by the Researcher

From the results of figure 5, it can be observed easily that majority of the respondents (37.3%) believed that there were performance expectations set by the research institute for the employees, while only 1.7% and 14.5% respectively of the respondents said there were none and don't know that management of the institute set expectations. About (83.8%) of the respondents believed that some or most or all manifested that there were performance standards set by the research institute to be appraise on.

For any organization to conduct appraisal, the organization should be well informed on the process and procedure of the practice so that the main reason for conducting will be achieved (Pettijohn, et al. (2001: pp 754-758)).

To develop the statistical hypothesis for this research work, chi-square descriptive method for research analysis was used:

Chi-square method is a statistical test method used to determine hypothesis from a research work, which involves distribution that measures the difference between observed frequency result (research generated frequency from respondents) and generated statistical expected frequency to examine whether there is any statistical significant difference between the two results (Valmohammadi, (2012: p 253)).

The formula and terms used for chi-square are presented below (Nwidobie, (2011: pp 52-53)):

To determine the calculated value of Chi-square

Observed frequency: Obtained frequency from respondents

Expected frequency: Calculated frequency with no significant different

H<sub>1</sub>: Alternative hypothesis

H<sub>0</sub>: Null hypothesis

$$\chi^2 = \frac{\sum (O - e)^2}{e} \quad (2)$$

Where

$\chi^2$ : Chi square

o: Observed frequency

e: Expected frequency

Expected frequency (e): Calculated frequency without any significant different between the variables.

$$e = \frac{\text{Total value}}{n} \quad (3)$$

n = number of row

Total value = 110

$$e = \frac{\text{Total value}}{n} =$$

$$\frac{110}{5} = 22 \text{ respondents for each variable}$$

To determine the table value of chi-square:

df: Degree of freedom

df = (row-1) \* (column-1)

$\alpha$ : Alpha level of significant (for this analysis 5% =0.05 confidence level 95%)

**Table 1: Chi-Squared Distribution for Critical Table Values**

Chi Square Distribution Table							
d.f.	$\chi^2_{.25}$	$\chi^2_{.10}$	$\chi^2_{.05}$	$\chi^2_{.025}$	$\chi^2_{.010}$	$\chi^2_{.005}$	$\chi^2_{.001}$
1	1.32	2.71	3.84	5.02	6.63	7.88	10.8
2	2.77	4.61	5.99	7.38	9.21	10.6	13.8
3	4.11	6.25	7.81	9.35	11.3	12.8	16.3
4	5.39	7.78	9.49	11.1	13.3	14.9	18.5
5	6.63	9.24	11.1	12.8	15.1	16.7	20.5
6	7.84	10.6	12.6	14.4	16.8	18.5	22.5
7	9.04	12	14.1	16	18.5	20.3	24.3
8	10.2	13.4	15.5	17.5	20.1	22	26.1
9	11.4	14.7	16.9	19	21.7	23.6	27.9
10	12.5	16	18.3	20.5	23.2	25.2	29.6
11	13.7	17.3	19.7	21.9	24.7	26.8	31.3
12	14.8	18.5	21	23.3	26.2	28.3	32.9
13	16	19.8	22.4	24.7	27.7	29.8	34.5
14	17.1	21.1	23.7	26.1	29.1	31.3	36.1
15	18.2	22.3	25	27.5	30.6	32.8	37.7
16	19.4	23.5	26.3	28.8	32	34.3	39.3
17	20.5	24.8	27.6	30.2	33.4	35.7	40.8
18	21.6	26	28.9	31.5	34.8	37.2	42.3
19	22.7	27.2	30.1	32.9	36.2	38.6	43.8
20	23.8	28.4	31.4	34.2	37.6	40	45.3

Retrieved website July, 09 2013 URL: <http://math.tutorvista.com/statistics/chi-square-test.html>

If the calculated value of  $\chi^2$  is less than the table value, the null hypothesis is accepted, but if the calculated value is equal or greater than the table value, the null hypothesis is rejected.

**4.3 Perception of Halo Error in the Institute Performance Appraisal Process**

**Table 2: Perception of Halo Error in the Institute Performance Appraisal Process**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Don't know	4	3.6	3.6	3.6
None	8	7.3	7.3	10.9
Some	41	37.3	37.3	48.2
Most	40	36.4	36.4	84.5
All	17	15.5	15.5	100.0
Total	110	100.0	100.0	

Data Source: March, 2013 by the Researcher

From the results in Table 2, it can easily be observed that 37.3% of the respondents perceived that some supervisor rate an individual performances higher than the actual performance in various categories, because the rater liked a particular behavior of the subordinate. Nearly 36.4% of them also thought most of the raters committed this error, while almost 15.5% claimed all of the raters committed it. From this result showing about 89.2% of the respondents believed that some or most or all raters manifested this bias during appraisal.

Those positive considerations are often affiliated with halo errors and better interpersonal relationship between the supervisors and subordinates (Cleveland, et al. (1989: pp 130-133)). A major result of these mistakes is that subordinates are denied the opportunity to meaningfully identify deficiencies in their work performance.

#### 4.4 Employees' View of Horn Error Committed By Raters

**Table 3: Perception of Horn Error by Employee in the Institute Appraisal Process**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Don't know	11	10.0	10.0	10.0
None	14	12.7	12.7	22.7
Some	37	33.6	33.6	56.4
Most	36	32.7	32.7	89.1
All	12	10.9	10.9	100.0
Total	110	100.0	100.0	

Data Source: March, 2013 by the Researcher

The results from Table 3 revealed that about 33.6% of the respondents felt that some of the raters had the tendency to rate an individual performance lower because of a particular impression rather than the actual performances in various categories. While most of the respondents 32.7% believed that the raters were committing this error during appraisal period. However 10.9% claimed that all raters were committing this error. Raters who observed him or herself as aggressive may appraise others by the impression of being aggressiveness. Individual subordinate who display this trait tends to be of advantage, one important risk with this situation is that high performer employee who finally get reduced scores might become de-motivated, and this could result in decreased efficiency of the organization (Gurbuz, et al. (2007: pp 108-118)).

#### 4.5 Employees' View of Recency Error Committed By Raters

**Table 4: Perception of Recency Error in the Institute Performance Appraisal Process**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Don't know	12	10.9	10.9	10.9
None	13	11.8	11.8	22.7
Some	41	37.3	37.3	60.0
Most	41	37.3	37.3	97.3
All	3	2.7	2.7	100.0
Total	110	100.0	100.0	

Data Source: March, 2013 by the Researcher

The results of evident showing in table 4, shows that most or some of the respondents 37.3% respectively believed that inaccuracy or flaw in performances of an individual caused by the superior reliance on the most recent occurrences of the employee without having a regularly document of the employee accomplishments and failures all through the whole appraisal period, whereas 2.7% of the respondents claimed that all the rater committed this error. From this result showing about 77.3% of the respondents believed that some or most or all raters manifested this bias during appraisal.

Furthermore, the scores might turned out to be even more deceiving as subordinate would endeavor to accomplish greater scores by enhancing on their performance only when the evaluation time is near, with this, the ultimate evaluation review would not be very useful for quality decision-making (Jawahar, (2007: pp 735-738)).

#### 4.6 Employees' View of Strictness Error Committed By Raters

**Table 5: Perception of Strictness Error by the Employee in the Institute**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't know	7	6.4	6.4	6.4
	None	12	10.9	10.9	17.3
	Some	42	38.2	38.2	55.5
	Most	42	38.2	38.2	93.6
	All	7	6.4	6.4	100.0
	Total	110	100.0	100.0	

Data Source: March, 2013 by the Researcher

From the result of table 5, it can be easily observed that approximately 38.2% of some or most respondents respectively perceived that raters too strict in evaluating the performance of employees lower and almost 6.4% of them claimed that all of the raters were the strict type who had the tendency to give low ratings even though the employee's performance might be relatively commendable. Meanwhile 82.8% shows that some or most or all of the raters displaced such tendency. This type of bias has negative implication in the organizations and employees which decreases motivation and performances.

#### 4.7 Employees' View of Leniency Error Committed By Raters

**Table 6: Perception of Leniency Error By Employee in the Institute**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't know	8	7.3	7.3	7.3
	None	11	10.0	10.0	17.3
	Some	49	44.5	44.5	61.8
	Most	34	30.9	30.9	92.7
	All	8	7.3	7.3	100.0
	Total	110	100.0	100.0	

Data Source: March, 2013 by the Researcher

As the results in table 6 shows, 44.5% of the respondents perceived that some of the appraisers had the tendency of being too lenient in evaluating the performances of employees too positive, Approximately 30.9% of them thought most of the raters committed the leniency error while only 7.3% of the respondents were optimistic that all of the raters committed this error. From the findings above 82.7% of the respondents perceived that some or most or all of the raters committed this error.

The major factors for the occurrence of this error, as the respondents of the institute claimed, was that supervisor generally like to keep perfect working relationship with subordinate to avoid any conflict that may result from poor performance appraisal process, which was supported by (Cleveland, et al. (1989: pp 130-135)).

Leniency error is generally the second most common appraisal error in an organization (Tziner, et al. (2002: pp 479-503)).

#### 4.8 Employees' View of Similarity Error Committed By Raters

**Table 7: Employees' View of Similarity Error Committed By Raters**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Don't know	11	10.0	10.0	10.0
None	14	12.7	12.7	22.7
Some	50	45.5	45.5	68.2
Most	29	26.4	26.4	94.5
All	6	5.5	5.5	100.0
Total	110	100.0	100.0	

n= 110 Data Source: March, 2013 by the Researcher

The results in Table 7 revealed that approximately 45.5% of the respondents believed some raters gave better rating to those subordinates similar to them (raters) in terms of behavior, personality or background. About 26.4% of the respondents thought that most of the raters committed the similar-to-me error during appraisal, while 5.5% claimed all raters committed this error. With the analysis of this result showing nearly 77.4% of them believed that some or most or all of the raters committed this error.

#### 4.9 Employees' Views of Performance Appraisal Importance to Their Career Goals

Performance appraisal is useful not only to align employees with the goals of organization; it is also used for the development of the capacity of the employees in order to make them more productive. Improving job performance is improving job quality and efficiency. And this can be achieved through training and human resource development in terms of contributing to the organization's goals.

**Table 8: View of Performance Appraisal Importance to their Career Goals**

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Unimportant	5	4.5	4.5	4.5
Unimportant	20	18.2	18.2	22.7
Somewhat important	37	33.6	33.6	56.4
Important	32	29.1	29.1	85.5
Highly important	16	14.5	14.5	100.0
Total	110	100.0	100.0	

Data Source: March, 2013 by the Researcher

The results above indicate that 33.6% of the respondent believed that performance appraisal was somewhat important to their individual career goals and development, approximately 29.1% view that performance appraisal is important to their career objectives; while 14.5% of the respondent believed PA was highly important to their career objectives and ambitions. In contrast, about 18.2% and 4.5% were of the opinion that PA was unimportant or highly unimportant respectively to their individual career goals.

In spite of all subjectivity and biased perceived by the respondents in this study, high level of them 77.2% still perceived that the performance evaluation conducting in the organization is highly important to their career goals.

#### 4.10 Employees' Views of Performance Appraisal Importance to Institute's Objective

**Table 9: View of Performance Appraisal Importance to Institute's Objective**

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Unimportant	10	9.1	9.1	9.1
Unimportant	15	13.6	13.6	22.7
Somewhat important	39	35.5	35.5	58.2
Important	37	33.6	33.6	91.8
Highly important	9	8.2	8.2	100.0
Total	110	100.0	100.0	

Data Source: March, 2013 by the Researcher

From the results in Table 9, about 35.5% of the respondents held the view that performance evaluation was somewhat important to achieving the goals of the institution. About 33.6% of them believed it was important to appraise the performance of employees as part of the process of attaining success in the institution. Furthermore, about 8.2% indicated that performing appraiser was highly important to the success of the research institution, while about 9.1% and 13.6% maintained that it was highly unimportant or simply unimportant respectively to achieving the goals of the institution.

Despite high rate of subjectivity and biased employees of the institute perceived about the process and practice of performing appraisal in the organization, their level of commitment and willingness to the practice were relatively high.

Regression analysis was used to determine if there is any correlation between the level of education of employees in the institute and their level of commitment to performance appraisal system.

Regression method for analysis is a statistical method used in most quantitative social sciences research to develop hypothesis which involves correlating the relationships among variables, to determine the hypothesis test, which focuses on relationship between one or more independent variable and a dependent variable (Randall, et al. (2012: pp 42-59)).

Level of education would be used to determine if there was any significant correlation, which would represent independent variable (x known variable) while the commitment level would represent depending variable (y unknown variable).

The formula for regression is given below (Alhamzawi, et al. (2012: pp 281-282)):

$$Y=b(x) + a \quad (4)$$

Where

Y: Value of variable being predicted

b: Slope of the line

x: Value of variable you already know

a: y intercept

y variable: Employee commitment to Performance Appraisal System

x variable: Education Level of Employee

$b > 0$  Positive relationship between the two variables, meaning we can use independent variable (x) to predict variable the dependent variable (y) for significant correlation.

$b < 0$  Negative relationship between the variables, null hypothesis would be accepted no significant relationship

$b = 0$  no prediction prevail, the value of variable (x) would be the same with variable (y).

The regression analysis was performed using SPSS package with confidence interval level of 95% to arrival at a meaningful conclusion and the results are explained below:

#### 4.11 Employees' Level of Commitment to the Performance Appraisal System

**Table 10: Descriptive Statistics Table for Regression to Determine Significant Correlation between Respondents Level of Education to Their Level of Commitment for Performance Appraisal System**

	Mean	Std. Deviation	N
Commitment to PAS	3.16	1.138	110
Level of education of respondent	3.76	1.306	110

Data Source: March, 2013 by the Researcher

Table 10 revealed the mean and standard deviation of the correlation, the standard deviation of the two variables were relatively high which signified that there were no correlations between the variables.

**Table 11: Model Summary Table for Regression to Determine Significant Correlation between Respondents Level of Education to their Level of Commitment for Performance Appraisal System**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.144 <sup>a</sup>	.021	.012	1.131

Data Source: March, 2013 by the Researcher

Table 11 results show a very low correlation coefficient  $R=0.144$ , thus the  $H_0$  null hypothesis is accepted, because the relationship of correlation coefficient is relatively low

**Table 12: Coefficients Table for Regression to Determine Significant Correlation between Respondents Level of Education to their Level of Commitment for Performance Appraisal System**

Model		95.0% Confidence Interval for B	
		Unstandardized Coefficients	Std. Error
1	(Constant)	2.038	.330
	Level of education of respondent	-.039	.083

Data Source: March, 2013 by the Researcher

The value of the y intercept (a) is constant which is equal to 2.038 while slope of the line (b) is equal to -0.39, meaning there is negative relationship significant between the two variables.

#### 4.12 Employees' Level of Willingness to Submit to the Performance Appraisal System

The hypothesis testing to determine probable level of education of the employee in the institute influences their willingness to submit to the process and practice of performance appraisal system.

**Table 13: Descriptive Statistics Table for Regression to Determine Significant Correlation between Respondents Level of Education and Their Willingness Level to Submit to Performance Appraisal System**

	Mean	Std. Deviation	N
willingness to submission to PAS	3.36	1.107	110
Level of education of respondent	3.76	1.306	110

Data Source: March, 2013 by the Researcher

According to the result of table 13 standard deviation of the two variables were quite high which portrait that there were no correlations between the variables.

**Table 14: Model Summary Table for Regression to Determine Significant Correlation between Respondents Level of Education and Their Willingness Level to Submit to Performance Appraisal System**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.099 <sup>a</sup>	.010	.001	1.106

Data Source: March, 2013 by the Researcher

Table 14 results revealed that correlation coefficient  $R=0.99$  is relatively low, thus the null hypothesis ( $H_0$ ) is accepted, because the relationship of correlation coefficient is very low.

**Table 15: Coefficients Table for Regression to Determine Significant Correlation between Respondents Level of Education and their Willingness Level to Submit to Performance Appraisal System**

Model		95.0% Confidence Interval for B	
		Unstandardized Coefficients	Std. Error
1	(Constant)	3.038	.323
	Level of education of respondent	-.244	.081

Data Source: March, 2013 by the Researcher

The value of the y intercept (a) is constant which is equal to 3.038 while slope of the line (b) is equal to -0.244,  $b < 0$  Negative relationship between the variables, and the value cannot be used to determine the significant correlation.

**5.0 Conclusion, Recommendations and Limitation**

**5.1 Conclusion**

This study aimed to understand the perception of errors and bias that employees of National Horticultural Research Institute of Nigeria had towards the procedure and practice of performance evaluation or performance appraisal system. The overall perception of the respondent shows negative result that the employees perceived towards the practice, indicated that the system was affected by subjectivity and influenced by major errors and bias regarding to the result of the research.

Despite the negative perspective of employee to all research questions regarding to the practice and procedure of performance appraisal in the institute, there are still high level of employee commitment and willingness to submit to performance appraisal in accordance to this research result.

**5.2 Recommendations**

There should be a raters training which must provide the knowledge, teach the skills and create the attitude necessary for effective program implementation, without such the institute appraisal rating would be based on subjectivity and various form of bias.

If this training section can be achieved by the institute for the rater, perceived discrimination or accusations of subjectivity may be avoided or diffused. Employee’s perception of fairness, accuracy and credibility of both the process of appraisal and the rater were positively affected by rater training and concurrent ratee cognition of said training. Training of raters is crucial to the success of the organization and suggests that inclusion of specifics characteristics of the performance appraisal process, including opportunity for appeal in the training system (Gurbuz, et al. (2007: pp 127-130)).

The institute should provide opportunities to their employees to participate in the formulation and design of form used in evaluating their performance. By doing this, employee of the institute would be more committed and willing to submit to the practice and process of performance appraisal system.

To avoid more subjectivity rating and biases, raters should maintain their diaries in the context of behaviorally based rating scales, which they should record any incidents that occur within job specification for the period of appraisal time and the recorded incidents should be in according to the distribution of performance that they have observed for each employee. By so doing correctly the existence of recency error, central tendency error and other major errors would be reduced to minimal.

Intensive training should be giving to both the raters and their subordinates, to know the optimum goals of performing performance appraisal, and there should be a room for appeal from individual employee who is not satisfied with the appraisal feedback.

Organization should conduct three different reviews, firstly for overall evaluation, which would be based on administrative decision, secondly developmental decision and thirdly for reward purposes. Theses evaluation process should be conducted independently at the separate intervals. Influencing increased job motivation, satisfaction and commitment (Saeed, et al. (2011: pp 58-59)).

After the appraisal process discussion, there should be a feedback meeting concerning the employee performance in the appraisal process, areas for employee improvement, discussion of next year goals development, incentive and motivational benefit for highly performance employee while training and coaching needs for deficiencies employee. Research findings reviewed that effective and timely feedback is of important to individual employee and organization, if this feedback is received and comprehended well by the both party involved, it enhances performance (Lam, S. K. et al. (2002: 192-194)).

### **5.3 Research Limitation**

The significant limitations of this research work are due to financial constraint and the time available for the research, it was conducted in only one institute NIHORT, Therefore, the findings may not be referred to as an expression of the general state of affairs in the other research institutions in Nigeria.

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