
The Effect of performance appraisal on Job Performance in Thi-Qar and Sumer Universities

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Abstract:

The study aims to explore the effect of performance appraisal in Thi-Qar and Sumer Universities academic staff. The data were collected through structured questionnaires from 144 teaching staff. The findings revealed that there are positive and significant relationships between independent and dependent variables. That is establishing performance standards, communicating established standards, measuring actual performance and compare with standards, discussing the appraisal and giving feedback and indicating corrective action with teaching staff performance. Thus, for effective performance appraisal system the management of the university has to make some improvement in the appraisal system practice.

Keywords: Performance appraisal, Thi-Qar and Sumer Universities, job performance

1.Introduction

All over the world, universities play a vital role for active participation in the knowledge societies which ultimately leads towards faster economic growth. Universities in any country develop human capital (students) for not only better contribution in different professions but in society as whole (Sobel, 1978). They are responsible for successful development of an open and democratic civil society, universities where they give their students deep insight of specific subject knowledge; they also provide the social norms of communication and interaction. A quality education providing institute always proves to be a model for modern civil society (Benson, Harkavy, & Puckett, 2007).

(Choudhary, Naqshbandi, Philip, & Kumar, 2017) is the process of assessing worker's performance against their job requirements. It is a definite instrument in setting job standards, appraising worker's genuine performance comparative to those standards, and providing feedback to the workers with the drive of inspiring the workers to eradicate the insufficiencies in the performance (Latchigadu, 2016). It also helps workers to completely comprehend the wants or criterions of a certain job which are being demanded from its workers (Crane, 2010). Performance evaluation is always used in public and private universities but with some differences. Educational transformation efforts are useless without qualified teachers and their evaluation, which is necessary for correct guidance to raise the level of job performance in the university (Hunthausen, 2000). The Ministry of Higher Education and Scientific Research in Iraq has strict monitoring and evaluation procedures in place for both private and public universities, but these are relatively new and universities take time to adopt MHESR, 2019). The governance structure differs in both sectors. The University Council is the body responsible for appointing faculty members, the Academic Council, and the Council for Advanced Studies and Research (Harb, 2008). It is claimed that the quality assurance and performance evaluation system is well established in public universities, The public sector universities in Iraq claim to offer good public service and better socio-economic contribution by offering programs in science, humanities, religious studies and languages (Al-Husseini & Elbeltagi, 2016). In recent years, higher education and scientific research have witnessed a clear deterioration at all levels, which led to the Iraqi universities leaving the world ranking institutions, or the occupation of some of these universities in low positions and at the bottom of the list among the international universities in these classifications, so that most Arab universities have surpassed Our universities in these classifications despite the newness of these universities, in addition to the low scientific level of graduates and the teaching staff alike (Mahmud, 2013). The reason for this is due to the hasty and poorly studied policies in the successive departments of the Ministry of Higher Education and Scientific Research, the ministry's subordination, like all ministries, to political pressure from the influential in the state and the practices of the parties participating in power, those practices that are, to say the least, irresponsible practices and unfair against Iraq and higher education (Harb, 2008). The deterioration in higher education began since the beginning of the Iran-Iraq war, where the missions were stopped, as well as the migration of qualified graduates of Western European universities to outside Iraq, as well as the expansion of postgraduate studies inside Iraq. This deterioration increased after 1990 due to the blockade imposed on Iraq After that, America's occupation of the race in 2003, at that time, there was a wave of assassinations of university professors, which led to a great emigration of Iraqi talent that was playing a major role in preserving the prestige of higher education and the reputation of Iraqi universities (Craddock, 2017). Emigration of Iraqi university professors out of Iraq due to murder and threat More than 500 teachers were killed between 2003 and 2015 (Lischer, 2008). Iraqi universities indeed suffer from low ranking in the international classification of the quality of universities. Therefore, the Iraqi Ministry of Higher Education has begun to pay particular attention to this issue (Bakheet, 2011). has begun a series of corrective measures to put Iraqi universities on track and that would definitely raise the quality of outputs of higher education thereby giving Iraqi universities access to a global classification. Recently, the Iraqi Ministry of Higher Education published the national classification report for ranking of universities depending on the performance

criterion. The report showed that the Thi-Qar University ranked at a low level in the last three years (MHESR, 2019). The other aspect is the lack of knowledge of academic staff in Iraqi universities in general and the University of Thi Qar and Sumer University in particular the performance appraisal criteria as well as the ambiguity of the concepts of evaluation criteria and inadequate for all classes, hence the urgent need to adopt criteria for the assessment of concept and objectivity help to improve the level of job satisfaction of members Teaching staff, which is reflected in improving the level of improving their performance ((Harb, 2008).

2. Literature Review

2.1 Universities of Thi Qar and Sumer

A- Thi Qar University was established in 2002 In Thi-Qar city- iraq after it was a branch of Basra University to exercise its active and influential role in society through various activities. Thi Qar University today includes twenty scientific and human colleges: The total number of students in the elementary school is more than (20,000) students in the morning and evening studies, divided into (74) scientific departments and branches that have embraced more than (1,000) teachers with different scientific titles and specializations.

B- Sumer University is a modern Iraqi government university established in 2014 near Al-Rifai district in the city of Dhi Qar and the university contains 6 colleges

2.2 Performance appraisal

Performance appraisal is the rudimentary process of improving performance in an organization (Oh & Lewis, 2009) Other terminology for performance evaluation includes performance appraisal and performance management (Viswesvaran & Ones, 2000). The term performance evaluation will be used in this research. Motivation and capability of employees using performance evaluation are achievable through developmental feedback (focusing on performance improvement) and administrative decision making (rewards such as promotion and increase in pay or punishment that leads to discharge (Ameen1&2 & Baharom, 2019) according to Dipboye & Dipboye, (2018), affirmed the importance of performance evaluation is the linkage of goals and strategies in a business, which supports critical business initiatives. Performance evaluation is a tool to improve the value of work output, employee inspiration, and advance in performance among employees in an organization (Brefo-Manuh, Anlesinya, Odoi, & Owusu, 2016). The purpose of performance evaluation is to capture and describe the direction for employees within a company through achievements, goals, and implementation of the organizations' mission, vision, values, and objectives ((Ismail, Rozanariah, & Mohamad, 2014)). Evaluation of employees should more likely occur during a fiscal year and establish building blocks for employees to improve upon . According to Latchigadu, (2016), findings stated the performance appraisal can be performed on a quarterly basis, include a self-appraisal, performance assessment, offer a friendly working environment, and determine the employee direction in connection to organizational development. Performance evaluation is describable in two forms such as modern view and traditional view (Nadarajah, Kadiresan, Kumar, Kamil, & Yusoff, 2012a). In a traditional view, the prior performance of the employee determines judgment (Al-Jedaia & Mehrez, 2020). The basis of the modern view is that future development in totality is formatted through satisfaction, improvement, and effectiveness determined to achieve company objectives, evaluations should focus on development programs,

judgment, and improvement (Ivy, 2018). Adverse uses of performance evaluations include punishment of employees' performance but are not recommended (Brown & Heywood, 2005).

2.3 Job performance:

The concept of job performance is defined as the employee's performance of his work and responsibilities assigned to him by the institution or the entity to which his job is related the term also refers to the results achieved by the employee in the institution or the process through which he recognizes the individual's performance of his functions and successful (Guyo, 2015). Job performance includes several criteria that contributed to the consolidation of the concept of efficiency and effectiveness and avoid absence and delay from work, the good employee is characterized by its productivity and high performance, which contribute to reducing the problems associated with work and development of production. That the real performance is seen as the result of several overlapping factors must be reconciled all of them, for example, knowledge of the requirements of the job such as technical skills and related areas, the amount of work done by the employee in normal circumstances and the speed of this achievement, in addition to seriousness and dedication to work, The ability to assume responsibility for work, its completion on time, the extent to which the staff member needs guidance and direction, and the evaluation of the results of his work (Users, 2002). There are several factors that can affect the job performance of any employee and therefore 42 this will negatively affect the productivity and objectives of the institution to which the employee belongs, including Administrative negligence resulting from weak administrative organization as a result of the leadership style or supervision, or organizational culture prevailing in the institution, leading to waste Working hours is non-productive. In addition to the ignorance of many of the workers in the distinction between performance and effort, the effort refers to the energy exerted, but performance is measured on the basis of the results achieved by the individual (Turek & Wojtczuk-Turek, 2015). Another factor that can affect functionality is the lack of effective and positive communication between managers and employees. This factor can be avoided by establishing confidence in the employees, directing them and engaging them in the objectives and strategy of the institution and guiding them towards the strategic objectives (Chiang & Hsieh, 2012). In addition, the organization's lack of detailed plans for its work and its objectives can contribute to the failure to measure the achievement or accountability of its employees at the level of their performance because there is no predefined standard. Therefore, the employee performs well with the low-performing employee (KARAPINAR, 2015). Job dissatisfaction can also be considered as a key factor influencing staff performance Lack of job satisfaction or decline leads to poor performance and lower productivity, as well as lack of participation of staff at various administrative levels in planning and decision making in the Organization (Viswesvaran & Ones, 2000). Job performance is defined as the observable actions and behaviors of the employees as related to the goals of the organization (Nadarajah, Kadiresan, Kumar, Kamil, & Yusoff, 2012b). Guyo (2015) further define job performance as "evaluative and episodic behaviors that an individual adopts towards her/his work and job, as a result of the dynamics between cognitive abilities, personality and learning experiences, that aggregate value to the organization". In short, job performance includes behavioral aspects (what one chooses to do) as well as ability aspects (what they are able to do given their aptitude). Job performance can be broken down into numerous

facets. For the purpose of the current study, the focus will be on task-related and contextual types of performance (Mackey, Roth, Van Iddekinge, & McFarland, 2019).

2.4 The Relationship between performance appraisal and job performance

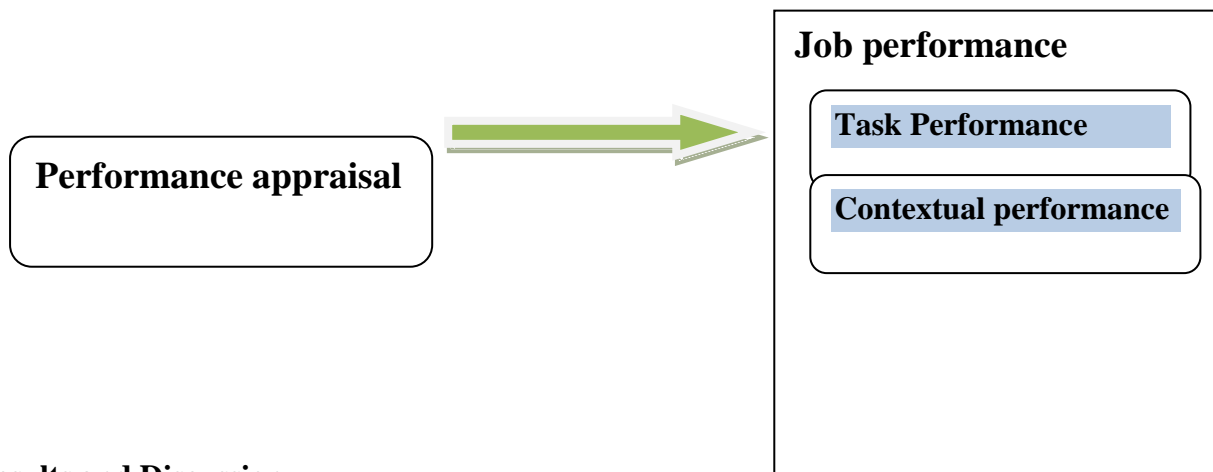
Studies have been carried out so far on the association of employee job performance and other variables i.e. (Trevor, Gerhart, & Boudreau, 1997) have done research on training and development and employee job performance. Likewise, (Al-Jedaia & Mehrez, 2020) studied the relationship of job satisfaction and job performance. Moreover, the past literature on this subject has revealed that efforts have been made to determine its observational facets and very little attention has been given to the effectiveness of performance appraisal and its impact on employee performance (Rahman & Shah, 2012). Performance appraisal has been researched extensively in different organizations and also its effect on employee performance (Rahman & Shah, 2012). Performance appraisal practices are linked with employee performance but this relationship needs to be studied in university teachers of Iraq (Harb, 2008). A researcher (Somers & Birnbaum, 1991) advocated that various organizations utilized performance appraisal system for developing their employee job performance. According to (Wei, 2012) the performance appraisal system explores the gap of performance and found possible solution for that gap or issue concerned. It is evident that fair and accurate performance appraisal is one which focuses on performance behavior of employees and not on his personal traits (Tichy, Fombrun, & Devanna, 1982). Performance appraisal faces different challenges regarding subjectivity and commonly problems created with subjective evaluation of employees rather than objective measurements (Armstrong, 2014). Various researchers (Saraih, ALI, & KHALID, 2014) have identified that there is positive relationship between performance appraisal and employee job performance. A positive association has been identified by (Nguyen & Teo, 2018) between performance appraisal and employee job performance. Several researchers urge that there is positive relationship between performance appraisal and organizational performance (Okoye & Ezejiolor, 2013).

3. Methodology

In this paper, an attempt is made to study the relationship between performance appraisal and job performance in the universities of Thi Qar and Sumer in Thi Qar city - Iraq. A quantitative methodology was followed in which the data collected were separated into two parts by the survey. The first section focuses on demographic information of the subjects, including age group, educational level, and occupation. In the second section, measuring the components of performance appraisal and job performance was our concern. The performance appraisal variable questions were based on (Akam, Okeke, Kekeocha, & Onuorah, 2018). The elements of job performance were adopted from a study conducted by (Carmeli, Gilat, & Waldman, 2007). The study was applied to a sample consisting of (150) out of a total of 1,321, Thi Qar University has 1,161 academic staff while Sumer University has 160 academic staff. Participants were invited to provide their opinions on Likert scale (1-5) which ranged from "severe disagreement" to "high agreement" for analysis of data obtained using SPSS Link 21 PC and regression analysis.

3.1 Conceptual Framework

The conceptual framework of (Bani, Nordin, & Hanafi, 2018) has an essential part in research to explain the methodology used for the study. Thus, to direct this research into its aim, a conceptual framework is necessary. As can be seen in “Fig. 1”, the author has developed a clear conceptual framework for this paper.



4. Results and Discussion

4.1 Demographic profile

Table 1 shows the general characteristics of respondents, including gender, age, educational level, years of service, and University Name:

Table 1: Demographic profile

Variable	Category	Frequency	Percentage%
Gender	Male	74	51.4
	Female	70	48.6
	Total	144	100
Age	30-20	17	11.8
	40-31	22	15.3
	65	45.1	65
	50 And Over	40	27.8
	Total	144	100
Educational	Master	68	47.2
	Ph.D.	76	52.8
	Total	144	100
University Name	Thi-Qar University	98	68
	Sumer University	46	32
	Total	144	100

Years of service	More Than 5-10	23	16.0
	More Than 10 - 15	42	29.2
	More Than 15- 20	35	24.3
	20 And Over	44	30.6
	Total	144	100

4.2 Scale Reliabilities

Reliability is the consistency and constancy of the measurement to ensure the reliability of all measures used in the questionnaire, as the study may depend on the same findings when the replicas are under the same circumstances, and for that reason the Cronbach Alpha Test was used. (Bernard & Bernard, 2013). Cronbach Alpha is calculated in terms of the average interrelations between the elements that measure the concept. The closer Cronbach Alpha gets to the number 1, the more reliable the internal consistency of the research tool (Saunders, Lewis, & Thornhill, 2007). According to (Sekaran & Bougie, 2016) regarding Cronbach Alpha 60 degrees or higher to be acceptable, which is illustrated in Table 2. The study rates of Cronbach Alpha in this research were higher than 0.6: therefore, the formulations were considered to be of sufficient reliability.

Table 2: Reliability Analysis

Factors	Number of items	Cronbach's Alpha	Cut Off	Information
Performance appraisal	5	.825	> 0,60	Reliable
Task performance	5	.776	> 0,60	Reliable
Contextual performance	5	.769	> 0,60	Reliable
All Factors	15	.958	> 0,60	Reliable

4.3. Descriptive analysis

In this section, descriptive statistics and performance appraisal for Job Performance are provided. The aim of the research is to analyze the variables of performance appraisal regarding Job Performance. Table 3 below presents an overview of the different features of these variables

: Table 3: Descriptive Characteristics of the Variables

Variables	Mean	Std. Deviation
performance appraisal	3.7960	.67118
Task performance	3.7797	.61749
Contextual performance	3.7490	.58705

The statistics utilized in the study are presented in this table. This gives information on the mean and standard deviations of the research variables. The Task performance mean value is (3.7797), whereas the standard deviation is (.61749). and Contextual performance mean value is (3.7797), whereas the standard deviation is (.61749). While the mean values of performance appraisal is (3.7960), whereas the standard deviation is.(67118).

4.4 . Correlation Test

In order to evaluate the strength and path of relationships between the two variables computed at the interval level at least, the Pearson correlation coefficient was used. This demonstrates the strength and direction of linear correlation between variables. Research has shown that relationships between variables must be made prior to a regression test (Karim & Jalal-karim, 2015). The results of this study, as shown in Table 4, were found to have a strong association between the independent variable to enhance job performance. Table 4 shows the Pearson coefficient of correlation, the significance value, and the sample size upon which the measurement is based. No violation of naturalness, linearity, was found in the results. There was a strong correlation that was shown to be performance evaluated ($R = .766$, $N = 144$, $P < .000$), clearly associated with improved job performance.

Table 4: Results of correlation analysis

	performan ce appraisal	Task performanc e	Contextual performanc e
performance appraisal Pearson's Corr. Sig. (2-T) N	1 144	.807** .000 144	.868** .000 144
Task performance Pearson's Corr. Sig. (2-T) N	.807** .000 144	1 144	.852** .000 144
Contextual performance Pearson's Corr. Sig. (2-T) N	.868** .000 144	.852** .000 144	1 144

Notes: **correlation is significant at the 0.01 levels(2-tailed).

4.5. Regression analysis

In order to further examine the impact of independent variables on the dependent variable to maximize the job performance in Thi-Qar and Sumer universities , a linear regression was

conducted. The results of the linear regression analysis are described in Table 4. The researcher finds the general form of the equation to predict the improvement of the job performance by performance appraisal : expecting to improve the job performance = 1.206. We obtained it from the transaction table 5

Model		Coefficients Unstandardized		Standardized coefficients	t	Significance
		B	SE	b		
		1	(Constant)	1.206		
	performance appraisal	.670	.047	.766	14.140	.000

Note: Dependent variable: Task performance

Model		Coefficients Unstandardized		Standardized coefficients	t	Significance
		B	SE	b		
		1	(Constant)	1.209		
	People Risk	.716	.053	.753	13.589	.000

Note: Dependent variable: Contextual performance

The important information given in Table 5 from the coefficients is the statistical significance of each dependent variable. The t-value and p-value tell us if the coefficients of the variables are equal to zero in the population. If p is less than 0.005, then we may conclude that the variables are statistically significant. In our case, we may see from the table that the independent variable has a positive effect and the p-values of the independent variable are less than 0.001. Hence, a reasonable result can indicate a significant and positive impact of performance appraisal on job performance, and we reject our empty assumptions and thus support the assumptions:

H1: There is a positive relationship between performance appraisal and job performance

5. Conclusion

This paper dealt with variables of performance appraisal and Job Performance in Thi-Qar and Sumer Universities. The study used correlation and regression analysis to analyze the resulting data. From the results of analyzing and discussing the results of this study, the study discovered that the variables of performance appraisal had a positive impact on the Job Performance, This is a real indication of the ability of these universities to succeed excellently. The results also revealed that these universities have increased their interest in the management of performance evaluation and its role in achieving good job performance to improve job performance in these universities. Consequently, this research provides more evidence on the importance of performance evaluation in Iraqi universities in general and the universities of Thi Qar and Sumer in particular. It supports the view that performance appraisal is directly related to the job performance drivers in these universities.

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