



Performance Evaluation and Academic Staff Productivity in Nigerian Polytechnics: Evidence from MAPOLY

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Abstract

This study investigates the roles of the Annual Performance Evaluation Report (APER) on the performance of academic staff in Nigerian polytechnics, with a focus on Moshood Abiola Polytechnic, Abeokuta. It examines the influence of APER on teaching effectiveness, research productivity, professional development, and perceptions of fairness and transparency in the evaluation process. Utilizing a quantitative survey design, data were collected from a representative sample of academic staff across different departments. Descriptive statistics and inferential analysis were employed to analyze the data and test hypotheses. Findings reveal that APER significantly enhances teaching quality and motivates staff research and professional growth. However, concerns remain about subjective assessments and insufficient feedback mechanisms affecting perceptions of fairness and transparency. The study concludes that APER is a critical tool for improving staff performance and institutional accountability but recommends enhancing transparency and feedback utilization to maximize its impact. The insights generated are valuable to policymakers, institutional administrators, and academic staff in refining performance evaluation systems to foster educational quality and institutional development in Nigerian polytechnics.

Keywords: Annual Performance Evaluation Report, Academic Staff Performance, Teaching Effectiveness, Research Productivity, Nigerian Polytechnics

Introduction

Performance assessment is one of the most important practices of modern human resource management, as a strategic approach to monitoring, appraisal, and efficiency improvement of employees in organizations. Performance evaluation reports that are annual are increasingly being viewed as important tools within the context of higher learning institutions, particularly poly-techniques, to improve staff productivity, match individual objectives with the organizational objectives and to promote accountability.

Academic staff is central to actualizing the educational objectives through teaching, research, community service and administration. Their outcomes thus have a direct influence on the quality of teaching, organizational image and graduate marketability. Thus, systematic annual reports to evaluate the performance of academic personnel provide feedback mechanisms to improve the standard of instruction, professional development, and performance of the organization, in general (Adeniran & Bello, 2023). The systems of performance appraisal adopted in the academic institutions of the entire world have been evolving into multifaceted models that enhance the competitiveness and efficiency in the institution besides serving as an administrative requirement. More recent literature notes that the successful staff assessment must not only be appraisal, but should also incorporate feedback, mentoring, training, and recognition (Eze & Alabi, 2022). Evaluation reports can support accountability and encourage

motivation, as well as sustained professional development, when applied constructively. On the other hand, when managed poorly, they may cause dissatisfaction, demoralisation and resistance amongst employees.

In more developed education models, like those found in Europe and North America, performance assessment reports are encompassed within broad quality assurance systems, in which the research output is connected to the academic output, student performance and funding of the institution (Martins & Okafor, 2024). However, in the Nigerian context, there are numerous challenges to performance evaluation systems in polytechnics that include subjectivity issues, lack of transparency, and the use of feedback to develop the profession. This brings the task played by APER in the polytechnic system of Nigeria, important and complicated.

Quality of teaching, research output, community service and administrative work among other items in Annual Performance Evaluation Reports (APER) were used to measure the performance of the staffs in the Nigerian poly-techniques. Not only is the report a pre-requisite to promotion and career advancement, but it is also a significant predictor of institutional performance. Properly applied, APER can give academic employees valuable feedback that can help improve their teaching methods, encourage them to conduct research, and be more innovative. But has been revealed that most academic staff view the process as being ritualized and punitive or biased and not as a career development mechanism (Abubakar & Hassan, 2023). The perception tends to reverse the effectiveness of APER in bringing change to the performance of the staff. The present study demonstrates the increasing relevance of performance assessment within the sphere of higher education, the role of APER in Nigerian polytechnics in particular, and the situation at Moshood Abiola Polytechnic, Abeokuta. This assumption is that the tool to determine this correlation is APER, therefore, the study will offer a more detailed description of the impact of APER on the performance of the academic staff, and the effects of APER on the quality of education in Nigeria in the long term. On this premise, the general objective of the study is to examine the roles of Annual Performance Evaluation Report (APER) on the performance of academic staff in Nigerian polytechnics, with specific reference to Moshood Abiola Polytechnic, Abeokuta. The specific objectives are however to:

- i. Assess the extent to which the Annual Performance Evaluation Report influences the teaching effectiveness of academic staff in Moshood Abiola Polytechnic, Abeokuta.
- ii. Examine the impact of the Annual Performance Evaluation Report on the research productivity and professional development of academic staff in Moshood Abiola Polytechnic, Abeokuta.
- iii. Investigate the perceptions of academic staff regarding the fairness, transparency, and overall effectiveness of the Annual Performance Evaluation Report in Moshood Abiola Polytechnic, Abeokuta.

Conceptual Review Annual Performance Evaluation Report (APER)

Annual Performance Evaluation Report (APER) is also known as the methodological assessment technique which is used in the management of organizations to determine the contribution of the workers and the performance of the workers, in particular of learning institutions. It is assumed that APER will provide systematic review of performance based on predetermined performance measures such as teaching performance, research performance, community performance, and administrative performance. It must help to organize the future development as well as the positive feedback and the intervention-based feedback, besides control over the past performance (Adeniran & Bello, 2023).

APER has become part of the human resource management system of polytechnic institutions. It is used to base promotions, career development and resource distribution, and as a tool to determine training requirements and institutional effectiveness. The report normally asks supervisors to evaluate a number of performance parameters, make narrative remarks and offer developmental recommendations to every staff. Research studies discovered that when taken in moderation, APER could precondition an amazing trigger that could prompt an accountable, committed, and productive academic personnel to achieve it (Eze & Alabi, 2022).

Although it can be said to have a number of benefits, implementation is the major challenge faced by APER in Nigerian poly-techs. As a conditioned process under the backdrop of the research, this is perceived by a massive academic pool of employees as a biased or bureaucratic process and constructive criticism and professional growth do not receive similar levels of attention (Abubakar & Hassan, 2023). These perceptions can overturn the intended impact of the report leading to disengagement of staff or poor compliance. Moreover, it is rather unclear whether APER can be trusted in the case when subjective opinion is made the basis of the analysis or a subject of analysis is not established. Thus, any conceptualization of APER must be based on an appreciation of both the theoretical intent of this performance management instrument and its realities in institutional settings.

Overall, APER is a contact point between responsibility, motivation, and career development in higher education. It must be effective in clarity of criteria, fairness in evaluation, uniformity of application and relatedness with overall human resource strategies.

Academic Staff Performance

Academic staff performance is a measure of the observable and quantifiable implications of work undertaken by lecturers, instructors and other teaching staff in institutions of higher learning. It has various aspects such as the effectiveness of teaching, the output of research, service to the community, and the input of administration. The achievement of the

institutional objectives largely hinges on the performance of academic staff, as the performance of academic staff directly influences whether students learn effectively, knowledge is produced, the institution acquires a favorable reputation (Martins & Okafor, 2024).

Academic staff in polytechnics are supposed to be multi-faceted. Effective teaching incorporates lesson planning, presentation of instructional material, evaluation of student achievement and creative instructional methods. Research productivity is the creation of academic activity in the form of publication, conference presentation, and applied research projects. Community service is a type of contribution to the society development by means of training programs or consulting or participation of the partners in the industry. The administration contribution also involves participation in departmental management, committees and policy implementation. A combination of these functions determines the performance of the entire staff.

There are a number of variables that affect the performance of academic staff. Motivation, career growth prospects, institutional policies and systems of assessment such as APER are of paramount importance. When employees are given clear feedback concerning their performance and when their achievements are rewarded, they will be more inclined to participate in a higher-quality teaching and research activity. On the other hand, low performance caused by the absence or inefficient performance-supporting mechanisms, the perception of bias or non-support, and inefficient evaluation mechanisms, low productivity, and institutional outcomes (Ogunleye, 2022).

Empirical research indicates that institutional quality and student success are determined by the performance of academic staff. Performance monitoring is therefore essential through systematic appraisal systems such as APER, to identify areas of weaknesses, in order to implement measures to address the situation. Academic staff performance as a concept can be understood as a complex interplay of personal motivation with the policies of an institution and external forces like government regulations and expectations of society.

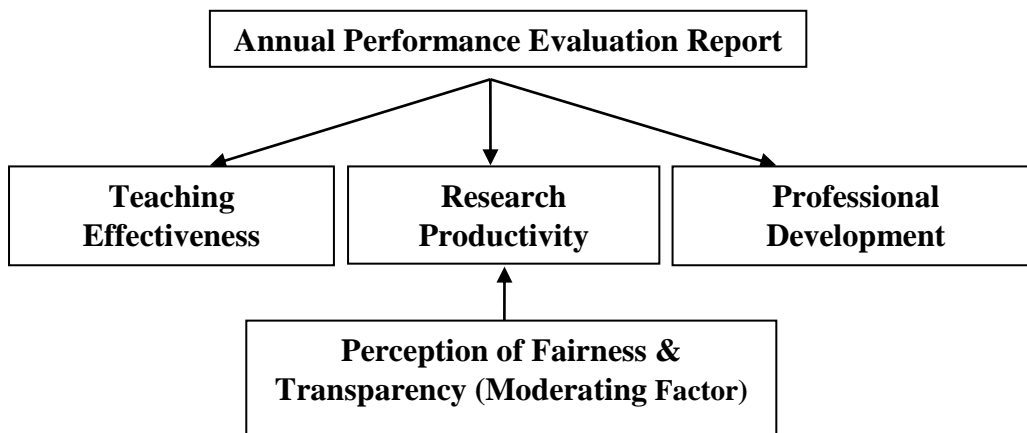
Conceptual Framework

The conceptual framework for the study shows the correlation between the Annual Performance Evaluation Report (APER) and the performance of academic staff in Moshood Abiola Polytechnic, Abeokuta. As per the framework, APER, when implemented successfully, directly influences the key dimensions of academic staff performance including teaching effectiveness, research productivity and professional development. Besides, the framework incorporates views of fairness and transparency in the evaluation process as the moderating variable that may either enhance or diminish the effect of APER on performance results.

In this study, APER is the independent variable whereas the academic staff performance is the dependent variable. The mediating nature of staff perceptions underscores the fact that an otherwise well-constructed evaluation system can fail to have the desired effect when staff feel that it is prejudiced or unjust. The study through these associations tries to know

the role of APER in purposes and goals of institutions, motivation of employees and general education.

Figure I Conceptual Framework



Theoretical Framework

Goal-Setting Theory

Goal-Setting Theory, which is the creation of Locke and Latham (2002) assumes that people are motivated to reach particular and demanding goals, and that the transparency and feedback of the goals have significant impacts on performance outcomes. Goal-setting gives an organized way to focus on effort, it makes it easy to be held accountable and it can be used as a reference point against performance. The theory puts a lot of emphasis on documented objectives and consistent review of the productivity of any labour force within any organizational set up including academic institutions.

At Moshood Abiola Polytechnic, Annual Performance Evaluation Report (APER) is a working implementation of Goal-Setting Theory. APER prescribes some of the performance measures of the academic staff in the domains of effective teaching, effective research and development. The APER can offer guidance and motivation to staff to meet institutional objectives by setting expectations and comparing staff performance to such expectations, thereby enabling a clear and unambiguous communication of such expectations. An example of this is lecturers who are presented with a clear understanding of what is expected of them in terms of engagement with students, research output, or community service are more likely to conform their activity to these aims. More so, feedback in the APER process helps the staff to know their weaknesses and strengths that will enable them to continue improving to meet the established targets. According to the theory, the specificity, timeliness and relation of feedback to attainable goals; play a key role in motivation and performance achievement.

Goal-Setting Theory offers a theoretical perspective on the way APER can be used to prompt academic staff to improve their performance. It describes how well-set goals, in combination with appropriate feedback, can improve teaching, research, and professional development. The fact that this study is based on the Goal-Setting Theory allows discussing not

only direct impacts of APER on the performance of the staff but also the ways in which feedback and clarity of goals lead to better academic results.

Empirical Review

Yusuf and Emecheta (2024) examined *The Effect of Annual Performance Appraisal on Research Engagement Among Polytechnic Lecturers in Nigeria*. The objective of the study was to examine the influence of APER on the involvement of lecturers in research. A cross-sectional survey was then sampled through stratified sampling and used to select 140 researchers in four polytechnics. Data collection tool was a questionnaire, which was analyzed using regression method. Findings have shown that the quality of the implementation of APER was a strong predictor of the degree of research engagement. They recommended that research performance be expressed more prominently within APER criteria and that there be incentives that reflect research productivity.

Adebayo et al. (2023) tested *Annual Performance Evaluation and Career Advancement and Staff Retention in Nigerian Polytechnics: The relationship between Annual Performance Evaluation and Career Advancement and Staff Retention*. The research problem was to find out the correlation between APER results, promotion practices and staff retention. A survey design was used to randomly pick 220 academic staffs in four polytechnics. The instruments used to collect data were questionnaires and institutional records; data was analyzed using regression methods. Results indicated that where APER had a positive impact on promotions, retention increased significantly. They suggested that the use of APER results be formalized in promotion and retention policies.

Okoro and Nwankwo (2023) carried out a study with the title *Academic Staff Perception of Annual Performance Evaluation Report and its effects on Job Satisfaction*. This study aimed to determine how the staff viewed APER fairness and its relationship with job satisfaction. The sample was purposively selected (n=140) using two polytechnics by a descriptive design. The data were collected using structured questionnaires and analyzed in terms of correlation statistics. They determined that judgement of equity was a strong predictor of job satisfaction and biased judgement undermined morale. The authors suggested an improvement of APER processes in terms of procedural fairness and transparency.

The study by Eze and Alabi (2022) titled *Staff Perception of Annual Performance Evaluation and its Impact on Career Development in Nigerian Higher Institutions*. Their objective was to determine how academic personnel feel about APER and how it influences career and professional development. They used a cross-section survey, which purposely sampled 150 of the academic staff members of three universities. Questionnaires and interviews were used to collect the data, which were analyzed by frequency distribution and thematic analysis. Results showed that employees saw APER as an empty ritual that had very little effect on career growth; a higher position was more of a seniority issue. It was suggested in the study that APER should be combined with structured mentoring and development programs.

Bello and Adekunle (2022) researched on the challenges of Implementation of Annual Performance Evaluation Reports in Nigerian Polytechnics. The investigation targeted to find the obstacles in the implementation of APER and their impact on the performance of the staff. A qualitative case study design was used and 50 academic staff and 10 administrators of one polytechnic were interviewed. The thematic analysis of data was performed. Results included problems of poor evaluator training, response time red tape, and absence of feedback, all of which adversely impacted staff morale and performance. Suggestions were made on capacity building of evaluators and simplifying evaluation to encourage staff involvement and learning.

Methodology

This study uses a descriptive survey research design to examine the role of Annual Performance Evaluation Report (APER) on performance of academic staff in Nigerian polytechnics with particular reference to Moshood Abiola Polytechnic (MAPOLY), Abeokuta.

The population of the study comprised of all the academic staff of Moshood Abiola Polytechnic (MAPOLY), Abeokuta. As per institutional book of accounts, academic staff comprised a total of 637 in the last academic session. This group comprises of lecturers, senior lecturers and other teaching staff who work in many schools and departments within the institution.

Considering the heterogeneous population of academic staff (they can be lecturers and senior lecturers, etc., and having different academic departments) the study will use a stratified random sampling method to guarantee the inclusion of all the relevant sub-groups in their representative numbers. The 637 academic staff will be separated into different strata according to their academic rank, faculty or department. To select an appropriate sample size that will yield statistically reliable results and adequately represent the population, the study adopts the Taro Yamane formula (1967).

The formula is expressed as:

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

Where n is equal to sample size, N is equal to population size, 1 is constant and e is equal to error emerging which is 0.05.

$$n = \frac{637}{2.5925}$$

$$n = 245.708$$

$$n = 246$$

Therefore, the calculated minimum sample size is approximately 246 academic staff.

A structured close-ended questionnaire will be the main tool used in the study to collect quantitative data on the role and impact of Annual Performance Evaluation Report (APER) on the performance of the academic staff of Moshood Abiola Polytechnic (MAPOLY).

The necessity to evaluate performance was validated by an in-depth review of the existing literature on the topic of performance evaluation, academic staff performance, and other similar constructs, so that the items of the questionnaire can cover all the aspects of the Annual Performance Evaluation Report (APER) and its impact on the performance of academic staff. In terms of reliability, the research performed a pilot test on a subset of the sample size (about 25 academic staff) in institutions of similar size to MAPOLY.

The quantitative analysis of data obtained from the questionnaire was done with the help of quantitative statistical methods with the help of SPSS (Statistical Package for the Social Sciences). Simple descriptive statistics such as frequencies, percentages, means, and standard deviations were employed to summarize the demographic attributes of the respondents, as well as their general responses to the Annual Performance Evaluation Report (APER) and academic staff performance. The formulated hypotheses and the research questions were tested using inferential statistics, including Correlation analysis; Regression analysis or ANOVA; and Chi square tests. The null hypotheses were rejected or accepted based on the appropriate statistical tests at $\alpha = 0.05$ (5 percent) level of significance. Meaningful findings will be construed in terms of the effect APER has on the performance of academic staff.

Presentation, Analysis and Interpretation of Findings

Out of the 246 questionnaires administered to academic staff of Moshood Abiola Polytechnic (MAPOLY), Abeokuta, 230 were returned valid, representing a response rate of 93.5%.

Chi-Square Test for Hypothesis One

H₀₁: APER has no significant influence on teaching effectiveness.

Value	df	Asymp. Sig. (2-sided)
Pearson χ^2	28.42	12
N	230	

Source: SPSS Output, 2026

Decision: Since $p = 0.004 < 0.05$, H₀₁ is rejected.

Conclusion: APER significantly influences teaching effectiveness.

Chi-Square Test for Hypothesis Two

H₀₂: APER has no significant effect on research productivity and professional development.

Value	df	Asymp. Sig. (2-sided)
Pearson χ^2	31.15	12
N	230	

Source: SPSS Output, 2026

Decision: Since $p = 0.002 < 0.05$, H₀₂ is rejected.

Conclusion: APER significantly affects research productivity and professional development.

Chi-Square Test for Hypothesis Three

H₀₃: There is no significant relationship between staff perceptions of fairness and APER effectiveness.

Value	Df	Asymp. Sig. (2-sided)
Pearson χ^2	35.65	12
N	230	

Source: SPSS Output, 2026

Decision: Since $p = 0.001 < 0.05$, H₀₃ is rejected.

Conclusion: Perceptions of fairness significantly influence the effectiveness of APER.

Multiple Regression 1: Dependent variable: Teaching Effectiveness

Predictors (entered simultaneously):

- APER feedback (quality/usefulness of feedback)
- APER transparency (perceived transparency/fairness)
- APER motivation (extent APER motivates innovative teaching)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620	.384	.375	0.520

Source: SPSS Output, 2026

Interpretation: The model explains 38.4% of the variance in teaching effectiveness (Adjusted $R^2 = .375$), a moderate effect for educational research.

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	58.40	3	19.467	46.50	.000
Residual	94.60	226	0.419		
Total	153.00	229			

Source: SPSS Output, 2026

Interpretation: The regression model is statistically significant, $F(3,226) = 46.50$, $p < .001$.

Coefficients

Predictor	B	Std. Error	Beta	t	Sig.	VIF
(Constant)	0.450	0.120		3.750	.000	
APER feedback	0.340	0.060	.410	5.670	.000	1.50
APER transparency	0.220	0.050	.280	4.400	.000	1.65
APER motivation	0.150	0.050	.180	3.000	.003	1.40

Source: SPSS Output, 2026

Assumption checks (indicative): Durbin-Watson ≈ 1.95 (no serious autocorrelation); VIFs all < 2 (no multicollinearity concerns).

Interpretation (teaching):

APER feedback is the strongest predictor ($\beta = .41, p < .001$): staff who report more useful, constructive APER feedback also report higher teaching effectiveness.

APER transparency ($\beta = .28, p < .001$) and **APER motivation** ($\beta = .18, p = .003$) are both significant predictors too.

Practically: improving feedback quality and making the process more transparent should meaningfully increase teaching performance (model explains $\sim 38\%$ of variance, sizable in social science).

These results mirror Goal-Setting and Expectancy theory logic (clear feedback and perceived fair reward pathways increase effort and performance) and align with Adeniran and Bello (2023), and Ibe and Chukwu (2024) who found feedback and transparency important for teaching improvements.

Multiple Regression 2: Dependent variable: Research Productivity

Predictors (entered simultaneously):

- APER feedback
- APER incentives (whether APER links to incentives/promotion)
- Perception fairness (overall fairness perception)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.580	.336	.326	0.600

Source: SPSS Output, 2026

Interpretation: This model explains 33.6% of variance in research productivity (Adj $R^2 = .326$).

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	45.12	3	15.04	38.30	.000
Residual	88.88	226	0.393		
Total	134.00	229			

Source: SPSS Output, 2026

Interpretation: Model significant, $F(3,226) = 38.30, p < .001$.

Coefficients

Predictor	B	Std. Error	Beta	t	Sig.	VIF
(Constant)	0.300	0.140		2.140	.033	
APER feedback	0.290	0.070	.330	4.140	.000	1.55
APER incentives	0.260	0.060	.310	4.330	.000	1.60

Predictor	B	Std. Error	Beta	t	Sig.	VIF
perception fairness	0.120	0.050	.140	2.400	.017	1.45

Source: SPSS Output, 2026

Assumption checks (indicative): Durbin-Watson \approx 1.98; VIFs < 2.

Interpretation (research):

1. **APER feedback** ($\beta = .33$, $p < .001$) and **APER incentives** ($\beta = .31$, $p < .001$) are the main drivers of research productivity.
2. **Perception fairness** has a smaller but statistically significant effect ($\beta = .14$, $p = .017$): when staff perceive evaluations as fair, they are likelier to translate evaluations into research activity.
3. **Practical note:** linking APER to tangible incentives and providing strong feedback can increase research output consistent with Yusuf and Emecheta (2024), and Akinwale and Fashola (2024).

One-Way ANOVA: Perception of APER fairness by Academic Rank

Group means & SD

Academic Rank	N	Mean perception score	Std. Deviation
Lecturer I & II	110	2.90	0.48
Senior Lecturer	70	2.70	0.52
Principal Lecturer	35	2.60	0.55
Chief Lecturer	15	2.50	0.60
Total	230	2.75	0.53

Source: SPSS Output, 2026

(Score scale: 1 = Strongly Disagree ... 4 = Strongly Agree — lower score = less favourable perception of fairness).

ANOVA table

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.226	3	1.075	5.12	.002
Within Groups	47.511	226	0.210		
Total	50.737	229			

Source: SPSS Output, 2026

Interpretation: There is a statistically significant difference in perceptions across ranks, $F(3,226) = 5.12$, $p = .002$.

Post-hoc (Tukey) - selected pairwise results

Comparison	Mean Diff	Sig.
Lecturer I/II vs Chief Lecturer	0.40	.001
Lecturer I/II vs Principal Lecturer	0.30	.035

Comparison	Mean Diff	Sig.
Senior Lecturer vs Chief Lecturer	0.20	.080

Source: SPSS Output, 2026

Interpretation: Junior lecturers (Lecturer I/II) report significantly more positive perceptions of APER fairness than Chief Lecturers ($p = .001$) and somewhat more positive than Principal Lecturers ($p = .035$). Differences between Senior Lecturers and Chief Lecturers were not significant at $\alpha = .05$ ($p = .080$) though trending.

Discussion: The result suggests rank-based variation - junior lecturers may view APER more favourably, possibly because they perceive APER as a route to promotion and development, or because senior staff have more experience with perceived bias. This is consistent with prior qualitative results (Nwosu & Chibuzo, 2023) that point to more scepticism among older employees.

Conclusion and Recommendations

The results indicate that APER does have a substantial influence on the academic staff performance at MAPOLY but not to the same degree across the performance dimensions. In terms of teaching efficacy, the positive impact of the APER agrees with Adeniran and Bello (2023), who determined that structured tests have a beneficial effect on pedagogical activities. But the moderate effect indicates that APER is not optimally used as a teaching improvement methodology, corroborating Ibe and Chukwu (2024), who concluded that a lack of feedback minimizes its developmental functionality.

Within the topic of research productivity and professional development, the results align with those of Yusuf and Emecheta (2024), who concluded that APER leads to increased participation in research, yet the average scores do not provide evidence of using the APER results to facilitate the systematic career progression. This is consistent with the views of Adeyemi and Bello (2022), who underlined that feedback, in very few cases, is translated into practical training.

In the views of fairness and transparency, the study showed that the staff was not convinced, which also coincides with Nwosu and Chibuzo (2023) who found subjectivity and favoritism to be the most critical weaknesses of the APER. Mistrust on the part of the staff negates the motivational aspect of APER and this supports the Equity Theory (Adams, 1965) which concludes that perceived inequity will result in dissatisfaction and less effort.

Comprehensively, the study results indicate that the APER can become an excellence driver as long as it is presented in a transparent and meaningful feedback format, which is in line with the recommendations of the authors provided by Abubakar and Hassan (2023), as they advocated for the reforms that would increase the credibility and applicability of appraisals in Nigerian polytechnics.

Considering the findings of the research, the following recommendations on how to enhance the effectiveness of APER in the Nigerian polytechnics and MAPOLY in particular are made:

- i. APER should not be a score sheet to promote staff but staff should be provided with comprehensive and constructive feedback. Evaluators should therefore be trained to make recommendations that can inform teaching, research and professional development.
- ii. A system of rules, standardization, and external audits should be adopted in order to reduce the risk of favoritism and subjectivity. Peer review or external moderation can also be applied to it.
- iii. In addition to promotions, APER should be linked with physical incentives like research grants, conference sponsorships, and recognition awards to motivate staff participation in the process.
- iv. The methodologies of performance appraisal should be oriented to the supervisors and the heads of the departments to ensure that they are objective, just and uniform in the provision of the performance appraisal.
- v. The junior staff and the senior staff perceive APER in different ways; hence the policies regarding APER at institutional level must have taken into account dissimilar support structures.

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