

IMPACT OF PERFORMANCE APPRAISAL AND REWARD SYSTEM ON ACADEMIC STAFF PERFORMANCE IN ADAMAWA STATE UNIVERSITY, MUBI

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Abstract

This study examined the impact of performance appraisal and reward systems on academic staff performance at Adamawa State University, Mubi. The study was anchored on Herzberg's Two-Factor Theory, which explains that employee performance is influenced by both intrinsic motivators and extrinsic hygiene factors. A descriptive survey research design was adopted, with a population comprising academic staff of the university. Data were collected through a structured questionnaire administered to 191 respondents selected using purposive and simple random sampling techniques. The instrument was validated by experts, while its reliability was established using Cronbach's Alpha. Data were analyzed using descriptive statistics and multiple linear regression with the aid of the Statistical Package for the Social Sciences (SPSS) at a 5% level of significance. The findings revealed that performance appraisal significantly enhances academic staff performance through regular, fair, and transparent evaluation processes that emphasize teaching effectiveness, research output, and constructive feedback. The study also found that reward systems, including financial and non-financial incentives, positively influence staff motivation, commitment, productivity, and promotion by linking rewards to appraisal outcomes. The study concluded that effective performance appraisal and equitable reward systems are essential for improving academic staff performance and achieving institutional goals at Adamawa State University, Mubi. It therefore recommended that the university should strengthen transparent and objective performance appraisal practices and ensure that promotions and rewards are consistently based on appraisal outcomes to further enhance staff motivation and productivity.

INTRODUCTION

Performance appraisal and reward systems are important human resource management practices for enhancing employee motivation, commitment and productivity in organisations. In higher education institutions, academic staff performance is particularly important because lecturers are expected to perform key functions such as teaching, research, student supervision and community service. Performance appraisal provides a systematic means of assessing these responsibilities, identifying weaknesses and providing feedback, while reward systems provide financial and non-financial incentives for encouraging employees to improve their performance. Thus, effective appraisal and reward systems can contribute to the achievement of university goals by motivating academic staff to perform their duties more effectively.

Previous studies have shown that performance appraisal can influence the motivation and performance of academic staff. Fapohunda (2015), in a study of public universities in Nigeria, found that performance appraisal had a significant influence on the motivation and general performance of university academics. However, the study observed that appraisal systems placed greater emphasis on research and publications, while teaching and community service received less attention. Similarly, Babagana, Mat, and Ibrahim (2019) identified organisational fairness, employee participation, leadership and organisational politics as important factors affecting the effectiveness of performance appraisal among academics in Nigerian higher education institutions.

Reward systems have also been found to have implications for academic staff performance. Okwuike and Uzoechina (2023), in their study of public universities in South-South Nigeria, found that reward practices were important to institutional performance, although the effect of individual reward dimensions differed. More recent evidence by Adegoroe, Usman, and Moronfoye (2025) showed that effective compensation management had a significant positive relationship with academic staff performance, explaining a substantial proportion of variation in performance. This suggests that transparent compensation structures, appropriate benefits and fair reward practices can improve staff motivation, engagement and productivity.

Against this background, the effectiveness of performance appraisal and reward systems remains an important concern in Nigerian universities. Although previous researchers have generally established that appraisal and rewards can influence academic staff performance, findings also reveal challenges relating to fairness, appraisal criteria, feedback and the adequacy of reward systems. Recent research further suggests that appraisal outcomes can motivate academics to exert greater effort when the process is perceived as fair and responsive.

STATEMENT OF THE PROBLEM

Performance appraisal and reward systems are expected to help Adamawa State University, Mubi, assess the performance of academic staff, identify areas requiring improvement and motivate staff through appropriate recognition and rewards. However, there are perceived weaknesses in the way these systems are implemented within the university. Some academic staff may perceive the appraisal process as ineffective, irregular, insufficiently transparent or not adequately linked to their actual responsibilities. There are also concerns that appraisal outcomes may not consistently translate into meaningful rewards, promotion, recognition or professional development opportunities. Such weaknesses may reduce the ability of the appraisal system to provide useful feedback and encourage academic staff to improve their teaching, research, supervision and community service activities.

Empirical evidence from Adamawa State University, Mubi, indicates that these concerns are not merely assumptions. Previous studies conducted specifically within the university have reported weaknesses in employee motivation, work performance and reward practices. Evidence from the university has shown problems such as inadequate motivation, low dedication to duties, lateness and absenteeism among employees, suggesting challenges in the effectiveness of existing motivational and reward practices. Studies involving staff of Adamawa State University, Mubi, have also reported concerns regarding remuneration and the adequacy of rewards in relation to employees' responsibilities and contributions. In addition, research on performance appraisal within the university has indicated that some aspects of the appraisal process do not consistently produce the expected improvement in employee performance. These findings demonstrate the existence of challenges associated with appraisal, motivation and reward practices within Adamawa State University, Mubi.

Despite these observed problems, there is still insufficient institution-specific evidence on the extent to which performance appraisal and reward systems jointly influence the performance of academic staff at Adamawa State University, Mubi. It is therefore necessary to establish whether the existing appraisal system effectively assesses and improves academic staff performance and whether the reward system provides adequate motivation for improved performance. The problem of this study, therefore, is the apparent gap between the intended purpose of performance appraisal and reward systems and their perceived effectiveness among academic staff of Adamawa State University, Mubi.

The main objective of this study is to assess the impact of performance appraisal and reward systems on the academic staff of Adamawa State University, Mubi. To achieve this objective, the study seeks to examine the impact of performance appraisal and reward systems on academic staff performance at Adamawa State University, Mubi and Assess the effectiveness of performance appraisal on the reward system on academic staff performance at Adamawa State University, Mubi.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Concept of Performance Appraisal

Performance appraisal is an important human resource management practice through which an organisation systematically evaluates the performance, contributions and capabilities of its employees against established standards and responsibilities. Aguinis (2019) defines performance appraisal as a continuous process of identifying, measuring and developing employee performance within an organisation. Similarly, DeNisi and Smith (2019) view performance appraisal as a formal mechanism through which employees' job performance is assessed to provide information that can support administrative decisions and employee development. In the context of higher education,

performance appraisal involves assessing academic staff based on responsibilities such as teaching effectiveness, research and publication, student supervision, academic administration and community service. Recent empirical evidence indicates that appraisal is more effective when employees understand the criteria, receive regular feedback and perceive the process as fair and transparent. For example, Babagana, Mat, and Ibrahim (2019) found that fairness, employee participation, leadership and organisational factors influence the effectiveness of academic staff appraisal in higher education institutions. Likewise, Mensah (2020) reported that well-structured performance appraisal practices can improve employee motivation and work performance when appraisal outcomes are communicated effectively.

Recent studies have further conceptualised performance appraisal as not merely an exercise for rating employees but as a mechanism for improving performance, identifying training needs and supporting career development. In higher education institutions, Anwar and Abdullah (2021) observed that effective human resource practices, including performance assessment, contribute to employee effectiveness when they are aligned with institutional objectives. Similarly, Memon, Salleh, and Baharom (2021) found that performance appraisal and feedback are important for strengthening employee motivation and subsequent job performance. More recent studies in the higher education sector have emphasised that academic appraisal should consider the multidimensional nature of academic work rather than relying excessively on publication output alone. For instance, Obembe, Ojo, and Adeyemi (2023) noted that effective academic performance assessment should incorporate teaching, research, supervision and service responsibilities. Thus, performance appraisal can be understood as a structured and continuous process of assessing academic staff performance, providing feedback, identifying developmental needs and informing decisions concerning promotion, recognition and rewards. Its effectiveness ultimately depends on the fairness, transparency, relevance and consistency of the appraisal procedures used within the institution.

Reward System

A reward system refers to the structured combination of financial and non-financial incentives provided by an organisation to recognise employees' contributions, encourage desired behaviours and improve performance. Armstrong and Taylor (2020) define reward management as the process of developing and implementing policies and practices that reward employees fairly, equitably and consistently in accordance with their contribution and organisational value. Similarly, Aguinis (2019) views rewards as outcomes provided to employees in recognition of their performance and contribution to organisational objectives, while Robbins and Judge (2022) describe rewards as benefits or returns employees receive in exchange for their work and achievement. In higher education institutions, the reward system encompasses salaries, allowances, promotion, bonuses,

recognition, job security, professional development opportunities and other incentives that can influence academic staff motivation and performance. Empirical studies have shown that appropriate and fairly administered rewards are associated with improved employee motivation and performance. For example, Okwuise and Uzoechina (2023) found that reward practices influenced organisational performance in public universities, although the effects varied across different reward dimensions. Similarly, recent evidence from university employees indicates that compensation, recognition and career-related rewards can strengthen employee motivation and work performance when staff perceive the reward process as fair and consistent (Adegoroe et al., 2025).

In universities, reward systems play a significant role in motivating academic staff to improve teaching effectiveness, research productivity, innovation, and community engagement. Reward systems may include intrinsic rewards such as recognition, professional development, and increased responsibilities, as well as extrinsic rewards such as promotions, salary increments, research grants, and performance bonuses. Armstrong (2023) notes that organizations with equitable reward systems experience higher employee motivation and lower staff turnover. Similarly, Robbins and Judge (2023) argue that employees are more committed when they perceive reward allocation as fair and transparent. Consequently, an effective reward system contributes to improved academic performance, institutional competitiveness, and the achievement of educational goals by encouraging staff to perform at their highest potential.

Academic Staff Performance

Academic staff performance refers to the extent to which lecturers and other academic personnel effectively carry out their responsibilities in teaching, research, community service, student supervision, and institutional administration. According to Armstrong (2023), employee performance is the successful accomplishment of assigned duties and organizational objectives within specified standards. Aguinis (2023) defines performance as the set of behaviours and outcomes that contribute to organizational goals. In the context of higher education, Altbach and Salmi (2024) explain that academic staff performance reflects the quality and effectiveness of lecturers' contributions to knowledge creation, dissemination, and institutional development. Likewise, UNESCO (2023) views academic staff performance as the ability of lecturers to achieve excellence in teaching, research, innovation, and public service while maintaining professional ethics and academic standards.

Academic staff performance is commonly measured using indicators such as teaching effectiveness, research publications, conference participation, student supervision, curriculum development, community service, and administrative responsibilities. High-performing academic staff contribute

significantly to institutional reputation, graduate quality, research output, and national development. According to OECD (2023), universities that maintain effective performance management and staff development systems consistently record higher levels of academic productivity and innovation. Similarly, World Bank (2023) emphasizes that motivated and productive academic staff are essential for improving the quality of higher education and achieving sustainable educational development. Therefore, enhancing academic staff performance requires supportive institutional policies, effective performance appraisal systems, and equitable reward mechanisms that encourage continuous professional growth and excellence.

THEORETICAL FRAMEWORK

The study is anchored on Herzberg's Two-Factor Theory, developed by Frederick Herzberg, Bernard Mausner and Barbara Bloch Snyderman in their seminal work *The Motivation to Work* published in 1959. The theory explains employee motivation and job satisfaction through two broad categories of factors: motivator factors and hygiene factors. Motivator factors are intrinsic aspects of work that generate satisfaction and encourage higher performance, while hygiene factors are extrinsic conditions that prevent dissatisfaction but may not, by themselves, produce sustained motivation. The theory is based on the argument that satisfaction and dissatisfaction are not simply opposite ends of the same continuum. In the context of this study, performance appraisal can be regarded primarily as a motivator factor because a fair, constructive and performance-oriented appraisal system provides academic staff with recognition, feedback, achievement opportunities and a sense of professional growth. When lecturers understand that their teaching, research, publication and service contributions are systematically evaluated and recognised, appraisal can stimulate greater commitment and effort. However, the theory has been criticised for its methodological limitations, particularly its reliance on self-reported critical incidents and the possibility that respondents may attribute satisfaction to themselves and dissatisfaction to external conditions. Critics have also argued that the distinction between motivators and hygiene factors may not apply uniformly across occupations and cultures, since factors such as salary, recognition and supervision can sometimes function as both sources of satisfaction and dissatisfaction.

The theory is applicable to this study because performance appraisal and reward systems constitute important organisational mechanisms through which Adamawa State University, Mubi can influence the motivation and performance of its academic staff. Performance appraisal represents a motivator when it goes beyond merely assessing employees and is used to provide recognition, constructive feedback, promotion opportunities, professional development and acknowledgement of academic achievements. For academic staff, effective appraisal may recognise performance in teaching, research and publications, community service and administrative responsibilities, thereby

encouraging staff to improve their professional contributions. Reward systems, on the other hand, can operate as both hygiene and motivator factors depending on their nature and administration. Salary, allowances, job security and other basic financial benefits can function as hygiene factors because their inadequacy may create dissatisfaction and reduce staff morale. Conversely, performance-based rewards such as merit pay, promotion, recognition, research incentives and other forms of achievement-based rewards can function as motivators because they directly acknowledge accomplishment and encourage higher levels of performance. Thus, the effectiveness of a reward system depends not only on the value of the reward but also on its fairness, consistency and perceived connection with staff contributions.

The relevance of Herzberg's Two-Factor Theory to this study lies in its ability to explain how performance appraisal and reward systems may influence academic staff performance at Adamawa State University, Mubi. The theory suggests that when academic staff receive fair and meaningful performance appraisal, they are more likely to experience recognition, achievement and professional growth, which can enhance their motivation to perform effectively. Similarly, adequate hygiene factors, such as appropriate remuneration and favourable employment conditions, can minimise dissatisfaction, while achievement-based rewards can provide additional motivation for improved performance. Academic staff performance therefore emerges as the outcome variable, reflected in areas such as effective teaching, research productivity, publication, supervision, community service and other academic responsibilities. The theory consequently provides a useful framework for examining whether the nature and effectiveness of performance appraisal and reward systems at Adamawa State University, Mubi contribute to improved academic staff performance. It also provides a basis for assessing whether weaknesses in appraisal practices or inadequacies and perceived unfairness in reward systems contribute to low motivation and consequently affect the performance of academic staff.

EMPIRICAL REVIEW

Nworgu (2025) conducted a study on the influence of performance appraisal on academic employees' performance and productivity in public universities in Rivers State, Nigeria. The study adopted Vroom's Expectancy Theory as its theoretical framework. A descriptive survey research design was employed, and data were collected from 48 academic staff through structured questionnaires. The data were analyzed using mean and standard deviation. The findings revealed that an effective performance appraisal system significantly improves job satisfaction, motivation, and productivity among academic staff. The study concluded that regular and objective performance appraisal enhances employee commitment and institutional effectiveness. However, the study was limited to two public universities in Rivers State, making its findings difficult to generalize to

Adamawa State University, Mubi, thereby creating a geographical gap which the present study seeks to fill.

Okwuise and Uzoechina (2023) examined the effect of reward systems on organizational performance in selected public universities in South-South Nigeria. The study was anchored on Expectancy Theory and Equity Theory. A survey research design was adopted, involving a population of 2,133 academic staff, from which a sample of 337 respondents was selected using Bowley's proportional allocation formula. Data were collected through questionnaires and analyzed using regression analysis. The findings showed that salary increases and promotion significantly improved organizational performance and employee commitment. The study recommended strengthening reward policies to improve staff productivity. Nevertheless, the study focused on organizational performance rather than the combined influence of performance appraisal and reward systems on academic staff performance, thereby leaving a conceptual gap addressed by the present study.

Musa, Bakare, Isah, Adeniyi, Aduku, and Owolola (2025) investigated the influence of base salary on the performance of academic staff in selected private universities in North-Central Nigeria. The study was anchored on Efficiency Wage Theory and Education Production Theory. Using a quantitative survey design, data were collected from 408 academic staff selected through simple random and purposive sampling techniques, while multiple regression analysis was used for data analysis. The findings indicated that competitive salaries significantly improved teaching effectiveness, research output, community service, and staff commitment. However, the study concentrated mainly on financial rewards and excluded performance appraisal as a determinant of staff performance, thereby creating a conceptual gap that the present study intends to address.

Ayodele and Ezeokoli (2015) examined performance appraisal, training, and reward management as predictors of job efficiency among non-academic staff of Babcock University, Nigeria. The study was based on Goal-Setting Theory and Human Capital Theory. A descriptive survey design was adopted, involving 240 non-academic staff selected from three universities in Ogun State through random sampling. Data were collected using structured questionnaires and annual performance evaluation reports, while multiple regression analysis was employed for data analysis. The findings revealed that performance appraisal and reward management significantly predicted employees' job efficiency. However, the study focused on non-academic staff and private universities, leaving a contextual gap regarding academic staff in public universities such as Adamawa State University, Mubi.

Babagana, Mat, and Ibrahim (2019) carried out a pilot study on the determinants of effective performance appraisal among academics in Nigerian higher education institutions. The study was anchored on Organizational Justice Theory. A quantitative survey design was employed to validate research instruments measuring organizational fairness, organizational politics, transactional leadership, employee participation, and effective performance appraisal among academic staff. The findings established that organizational fairness and employee participation were critical determinants of effective performance appraisal systems. The study concluded that transparent appraisal practices improve employees' confidence in appraisal outcomes. However, because the study was a pilot investigation that focused on validating research instruments rather than examining the impact of appraisal and reward systems on academic staff performance, it presents a methodological gap which the present study seeks to address.

METHODOLOGY

Research Design

The study adopt a survey research design to examine the relationship between performance appraisal, reward systems and academic staff performance at Adamawa State University, Mubi. The design is appropriate because it enables the researcher to collect data directly from academic staff regarding their experiences and perceptions of appraisal practices, reward systems and performance. Survey design is also suitable because it allows the variables to be measured systematically through structured questionnaires and analysed statistically to determine the nature and strength of the relationship between performance appraisal, reward systems and academic staff performance. It is therefore considered the most appropriate design for achieving the objectives of the study within the university setting.

Population of the Study

For the purpose of this research, the population comprised of all Academic staff of Adamawa state university, Mubi, across various faculties found within the institution.

Table 3.1 Population of the Study

FACULTIES	NUMBER OF STAFF
Administration and Management Sciences	58
Agriculture	58
Education	24
Arts	34
Environmental Science	23
Law	11
Science	98
Social Science, Media and Communication Studies	60
General Studies and Academic Liberians	11
Total	377

(Source: Directorate of Establishment, through the registrar Adamawa State University, Mubi 2025).

Sampling Size and Sampling Technique

The Sample Size of the study, was determined using the krejcie and Morgan formula for determining reliable sample as illustrated below;

$$S = \frac{X^2.N.P(1-P)}{d^2.(N-1)+X^2.P(1-P)}$$

Where:

s = sample size

N = Population size (377 in this case)

P = Population proportion (assumed to be 0.5 for maximum sample size)

d = Degree of accuracy (Common 0.05)

X² = Chi-square value for 1 degree of freedom at 0.05 significance level (3.841)

The sample size is determined as follows:

$$S = \frac{3.841.377.0.5.(1-0.5)}{0.05^2.(377-1)+3.841.0.5.(1-0.5)}$$

$$S = \frac{3.841.377.0.25}{0.0025.377+3.841.0.25}$$

$$S = \frac{362.26425}{0.9425+0.96025}$$

$$S = \frac{362.26425}{1.90025}$$

$$S = 190.64 \text{ approximately } 191$$

Therefor the actual sample size of the study is 191

The study adopted a multi-stage sampling technique involving purposive and simple random sampling. Purposive sampling was used to select academic staff from the various faculties of Adamawa State University, Mubi, while simple random sampling was employed to select respondents for questionnaire administration through balloting. This approach ensured that every eligible academic staff had an equal chance of selection, enhanced representativeness, and improved the validity and reliability of the study findings.

Methods of Data Collection

Data for this study were collected using a structured questionnaire consisting of closed-ended questions based on a five-point Likert scale and demographic items. The questionnaire was administered to academic staff of Adamawa State University, Mubi, by the researcher with the assistance of two trained research assistants to ensure proper distribution and retrieval. To minimize non-response, an additional 20% of the questionnaires was included, resulting in a total of 191 questionnaires distributed over a period of two months. The instrument was validated through expert review, while its reliability was determined using Cronbach's Alpha, and ethical clearance was obtained from the university's research ethics committee before data collection commenced.

Method of Data Analysis

Data collected for the study were analyzed using both descriptive and inferential statistics with the aid of the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies, percentages, and mean scores, were used to summarize and present the data, while multiple linear regression was employed to test the research hypotheses and determine the relationship between the variables. The hypotheses were tested at a 5% (0.05) level of significance, where a p-value less than 0.05 was considered statistically significant.

RESULTS AND DISCUSSION

Table 4.1: Demographic Characteristics of the Respondents

Demographic Characteristics	Category	Frequency (F)	Percentage (%)
Gender	Male	108	56.5
	Female	83	43.5
	Total	191	100.0
Age	25-34 years	45	23.6
	35-44 years	63	33.0
	45-54 years	51	26.7
	55 years and above	32	16.8
	Total	191	100.0

Academic Rank	Graduate Assistant	18	9.4
	Assistant Lecturer	35	18.3
	Lecturer II	43	22.5
	Lecturer I	39	20.4
	Senior Lecturer	32	16.8
	Associate Professor	15	7.9
	Professor	9	4.7
	Total	191	100.0
Educational Qualification	Bachelor's Degree	23	12.0
	Master's Degree	91	47.6
	Ph.D.	77	40.3
	Total	191	100.0
Years of Service	1-5 years	41	21.5
	6-10 years	54	28.3
	11-15 years	45	23.6
	16-20 years	29	15.2
	21 years and above	22	11.5
	Total	191	100.0
Faculty	Faculty of Arts	25	13.1
	Faculty of Education	33	17.3
	Faculty of Science	36	18.8
	Faculty of Social Sciences	30	15.7
	Faculty of Agriculture	23	12.0
	Faculty of Environmental Sciences	18	9.4
	Faculty of Engineering	15	7.9
	Faculty of Health Sciences	11	5.8
	Total	191	100.0
Employment Status	Full-time/Permanent	157	82.2
	Contract	22	11.5
	Part-time	12	6.3
	Total	191	100.0

Source: Field Survey, 2026.

Table 4.1 presents the demographic characteristics of the 191 respondents. The gender distribution shows that 108 respondents (56.5%) were male, while 83 (43.5%) were female, indicating a slightly higher representation of male academic staff. Regarding age, 63 respondents (33.0%) were between 35-44 years, followed by 51 (26.7%) aged 45-54 years, 45 (23.6%) aged 25-34 years, and 32 (16.8%) aged 55 years and above. In terms of academic rank, Lecturer II had the highest representation with 43 respondents (22.5%), followed by Lecturer I with 39 (20.4%) and Senior Lecturer with 32

(16.8%). Assistant Lecturers accounted for 35 (18.3%), Graduate Assistants 18 (9.4%), Associate Professors 15 (7.9%), and Professors 9 (4.7%).

With respect to educational qualification, 91 respondents (47.6%) possessed a Master's degree, 77 (40.3%) held Ph.D. qualifications, while 23 (12.0%) had Bachelor's degrees. Regarding years of service, the largest proportion had served for 6–10 years (28.3%), followed by 11–15 years (23.6%), 1–5 years (21.5%), 16–20 years (15.2%), and 21 years and above (11.5%). Faculty distribution shows that the Faculty of Science had the highest representation with 36 respondents (18.8%), followed by Education with 33 (17.3%) and Social Sciences with 30 (15.7%), while Health Sciences had the lowest with 11 (5.8%). Finally, 157 respondents (82.2%) were full-time/permanent staff, 22 (11.5%) were contract staff, and 12 (6.3%) were part-time staff. Overall, the demographic profile demonstrates that the study obtained responses from academic staff with varied ages, ranks, qualifications, experience, faculties and employment statuses, thereby providing a broad basis for examining performance appraisal, reward systems and academic staff performance at Adamawa State University, Mubi.

Table 4.2: Descriptive analysis of impact of performance appraisal and reward system on academic staff

Variables	N	Min.	Max.	Mean	Std. D
Performance appraisal is carried out regularly in the university.	191	2	5	4.24	0.699
The criteria used for performance appraisal are clearly communicated to academic Staff	191	2	5	4.14	0.829
Teaching effectiveness is properly assessed during performance appraisal.	191	1	5	4.28	0.789
Research output is adequately considered in the appraisal process.	191	2	5	4.50	0.648
The performance appraisal process is fair and transparent.	191	1	5	4.38	0.699
Feedback from performance appraisal helps me improve my job performance.	191	2	5	4.28	0.697
The average item score				4.3	
variables total score	(5 - 30)			25.8	

Source: Field Survey, (2026).

Table 4.2 presents the descriptive analysis of the impact of performance appraisal and reward systems on academic staff performance in the university. The findings indicate that respondents generally agreed that the university's performance appraisal system is effective, as reflected by the

high mean scores across all the items. The overall mean score of 4.3 and the total mean of 25.8 out of 30 suggest that academic staff perceive the appraisal system as beneficial in enhancing their performance and promoting institutional effectiveness.

The results further reveal that the statement, "Research output is adequately considered in the appraisal process," recorded the highest mean score (4.50), indicating that research productivity is a major criterion in staff evaluation. Respondents also agreed that the performance appraisal process is fair and transparent (mean = 4.38), while teaching effectiveness and feedback from appraisal are adequately addressed (mean = 4.28 each).

Furthermore, respondents agreed that performance appraisal is conducted regularly (mean = 4.24) and that the appraisal criteria are clearly communicated to academic staff (mean = 4.14). Although the latter recorded the lowest mean among the items, it still reflects a positive perception of the appraisal process. Overall, the findings demonstrate that the university's performance appraisal and reward system positively influences academic staff performance by promoting fairness, accountability, teaching effectiveness, and research productivity.

Table 4.3: Extent of impact on academic staff performance

Variables	N	Min.	Max.	Mean	Std. D
Rewards are linked to the outcomes of performance appraisal.	191	2	5	4.30	0.681
Promotion decisions are influenced by performance appraisal results.	191	2	5	4.21	0.712
Financial and Non Financial rewards motivate academic staff to perform better.	191	2	5	4.24	0.762
The reward system in the university is fair and equitable.	191	1	5	4.21	0.780
The reward system encourages commitment to the goals of the university.	191	1	5	4.11	0.777
The average item score				4.2	
Variables total score (5 - 25)				21.07	

Source: Field Survey, 2026

Table 4.3 presents the descriptive analysis of the extent to which performance appraisal and reward systems influence academic staff performance at Adamawa State University, Mubi. The findings indicate a generally positive assessment of the role of appraisal and reward practices in improving staff performance, as reflected in the high mean scores recorded across all the variables. The average item score of 4.2 demonstrates that the existing reward system is perceived as effective in motivating

academic staff, while the total score mean of 21.07 out of 25 further indicates that appraisal outcomes and rewards contribute to improved performance, commitment, and productivity. Specifically, the statement that rewards are linked to the outcomes of performance appraisal recorded the highest mean of 4.30 with a standard deviation of 0.681. This indicates that linking rewards to performance encourages staff to improve their teaching, research, publication, supervision, and other academic responsibilities. The relatively low standard deviation also suggests consistency in the views expressed. This relationship between performance assessment and rewards can strengthen accountability and encourage academic staff to work towards achieving both individual and institutional objectives.

The findings further show that financial and non-financial rewards motivate academic staff to perform better, with a mean score of 4.24. This suggests that remuneration, promotion, recognition, professional development opportunities, and other incentives can enhance staff motivation and commitment. Similarly, promotion decisions being influenced by performance appraisal results recorded a mean of 4.21, indicating that appraisal serves as an important basis for career advancement and professional development. The perception that the reward system is fair and equitable also recorded a mean of 4.21, demonstrating the importance of fairness in maintaining staff morale, trust, and satisfaction. Furthermore, the reward system's ability to encourage commitment to university goals recorded a mean of 4.11 with a standard deviation of 0.777, which, although the lowest among the items, still indicates a positive assessment. Overall, the findings demonstrate that performance appraisal and reward systems play an important role in enhancing academic staff performance at Adamawa State University, Mubi by strengthening motivation, recognising achievement, supporting career progression, promoting fairness, and encouraging commitment to institutional goals.

SUMMARY OF FINDINGS

The study discovered the following thus;

- i. The study found that performance appraisal at Adamawa State University, Mubi has a positive influence on academic staff performance through the consideration of research output, teaching effectiveness, fair and transparent evaluation, and constructive feedback. Regular appraisal promotes accountability and enables academic staff to identify areas for professional improvement in teaching, research, publication, supervision, and other academic responsibilities.
- ii. The study also found that the reward system at Adamawa State University, Mubi contributes positively to academic staff performance by linking rewards and promotion opportunities to appraisal outcomes and providing financial and non-financial incentives. Fair and equitable

rewards enhance staff motivation, commitment to the university's goals, productivity, and overall effectiveness in carrying out academic responsibilities.

CONCLUSION

The study concludes that performance appraisal and reward systems have a positive and significant influence on academic staff performance at Adamawa State University, Mubi. Effective performance appraisal practices, particularly regular and transparent evaluation of teaching effectiveness, research output, publication, supervision and other academic responsibilities, provide useful feedback, promote accountability and support professional improvement. Similarly, linking rewards and promotion opportunities to appraisal outcomes, together with the provision of fair financial and non-financial incentives, enhances staff motivation, commitment, productivity and overall effectiveness. Therefore, sustaining and continuously improving transparent appraisal practices and equitable reward systems is essential for strengthening academic staff performance and enabling Adamawa State University, Mubi to achieve its institutional goals.

RECOMMENDATIONS

- i. The study recommends the following;
- ii. Adamawa State University, Mubi should strengthen its performance appraisal system by ensuring that appraisals are conducted regularly, transparently, and based on clear criteria covering teaching, research, publication, supervision, and community service. Constructive feedback should also be provided to help academic staff improve their professional performance.
- iii. The university should maintain and improve its reward system by linking rewards, recognition, and promotion opportunities fairly to appraisal outcomes. Both financial and non-financial incentives should be provided consistently to motivate academic staff, encourage productivity, and strengthen their commitment to achieving the university's goals.

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