

Innovations

Annual Performance Evaluation Report Techniques and Academic Staff Performance of Federal Universities in South-East, Nigeria

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Abstract

The study investigated the relationship between Annual Performance Evaluation Report (APER) technique and the performance of academic staff in federal universities situated in the South-East region of Nigeria. The objectives of the study were to: ascertain the relationship between APER publication requirement and the number of journal articles of academic staff of universities; determine the relationship between APER teaching experience requirement and student performance; examine the relationship between APER requirement of punctuality and the quality of student advising/counseling; assess the relationship between APER feedback requirement and employee motivation and commitment; and determine the relationship between process of APER and career development and growth. The study used a cross sectional survey research design to collect data from academic staff in federal universities in South-East, Nigeria. The target population of this study comprises six thousand seven hundred and forty six (6,746) academic staff of the five federal universities in the five eastern states of Nigeria, while a sample size of 422 was determined using Cochran sample size formula. Data were gathered through surveys and analysis of academic staff records. The study's hypotheses were tested using Spearman's rank order correlation coefficient with the aid of Statistical Package for Social Sciences (SPSS) version 26. The findings revealed that APER techniques had a significant and positive relationship with academic staff performance. Specifically, APER teaching requirements were found to positively influence student performance, APER punctuality requirements positively correlated with the quality of student advising and counseling, there was a significant relationship between APER Feedback Requirement and employee motivation and commitment. Lastly, the APER process was found to be positively associated with academic staff's career development and growth. The study concluded that the APER techniques were important for the continuous improvement of teaching, research, and service activities. It was recommended Universities should prioritize investments in faculty development programmes, teaching workshops, and innovative pedagogical approaches to help academic staff meet APER teaching requirements effectively. Also, support and reward teaching excellence, as it plays a vital role in enhancing student performance.

Keywords: Annual Performance Evaluation Report Techniques, Academic Staff Performance, Student Performance.

Introduction

In the dynamic realm of higher education, annual performance evaluation report (APER) techniques act as the conductor, orchestrating the rhythm of academic excellence. A robust and well-tuned system of performance evaluation is the cornerstone of any thriving university, providing invaluable insights into the strengths and weaknesses of its academic staff – the very engine that drives the institution forward (Amusa, Iyoro&Olabisi, 2013). In the dynamic landscape of Federal Universities in South-East Nigeria, where talent abounds and aspirations soar, scrutinizing APER techniques and their impact on academic staff performance becomes an imperative pursuit.

Academic staff in any university form the heart and soul of the learning ecosystem. Their expertise, dedication, and commitment to teaching, research, and service form the bedrock upon which generations of future leaders are shaped (Iskandar, Mus, Mokhtar&Mallongi, 2023). Optimizing their performance, therefore, holds paramount importance. A well-designed APER system not only provides valuable feedback for individual growth but also identifies areas for institutional development, resource allocation, and strategic planning. As Nwachukwu (2000) emphasizes, effective performance evaluation fosters employee commitment, improves organizational performance, and ultimately leads to the fulfillment of institutional goals.

Yet, despite the acknowledged importance of both APER techniques and academic staff performance, critical research gaps remain. Nnamani and Agu (2014) highlight the paucity of studies examining the effectiveness of APER systems in Nigerian universities, particularly in the context of regional variations like those present in the South-East. Additionally, while studies like that of Mohammed, Kolyang and Kinta (2022) have explored the link between work environment and performance in university settings, a deeper understanding of how evaluation techniques specifically influence staff motivation, engagement, and productivity is still lacking.

This article embarks on a critical exploration of these research gaps. By delving into the diverse APER techniques employed in Federal Universities of South-East Nigeria, analyzing their strengths, weaknesses, and potential biases. The study shed light on the interplay between these techniques and the performance of academic staff across the pillars of teaching, research, and service. Importantly, we examine the unique challenges and nuances that arise within the context of the South-East region, ultimately, this article seeks to bridge the existing research gap, offering valuable insights into how APER systems can be harnessed to cultivate a culture of excellence within the vibrant academic landscape of South-East Nigeria.

Literature Review

Annual Performance Evaluation Report

The performance of academic staff of universities has been a concern to researchers due to constant fall in the standard of education, relapse in educational service delivery and the degeneration of quality of education in Nigeria (Yakubu, 2023; Nwigwe&Arua, 2020; Ali, Goni& Saleh, 2020). Usman (2016) opines that it is universally acknowledged that improvement in educational systems is crucially dependent on effective teacher self-evaluation. Additionally, Clement, Ngieagba and Omorobi (2020) state that the association between quality of teaching and student achievement has placed an increased focus on teacher evaluation at all levels as a means of assuring educational improvement. Annual Performance Evaluation Report (APER)

techniques refer to the systematic processes and methods employed by academic institutions to assess and evaluate the performance of their academic staff on an annual basis (Igbojekwe, Ugo-Okoro&Agbonye, 2015). These techniques are designed to measure various aspects of an academic staff member's work, including teaching, research, service, and overall contributions to the institution. APER techniques are a vital component of performance management in higher education, helping institutions ensure the quality of teaching and research while promoting the professional development and growth of their academic staff (Obasi&Ohia, 2014). APER techniques key components are: publication requirement, teaching experience requirement, punctuality requirement, and feedback requirement.

Performance appraisal is carried out in different institutions of higher learning as an evaluation of staff which is done by means of Annual Performance Evaluation Report (APER). This APER is completed by the evaluated personnel and other parts of the head of the department or unit head. This evaluation is carried out for the sole purpose of promotion and other benefits in higher institutions especially in Nigeria. The APER used in higher institutions evaluates the personal information of the evaluated staff. It takes this nature to determine the main duties of the staff, researchers carried out, ad hoc duties, scholarly activities such as seminars, conferences, workshops and courses attended and papers published. The APER also requires some conditions which the staff must fulfill to be qualified for promotion, training, staff development and compensation. The conditions are evidence of scholarly research publication and evidence of effective services. According to MollelEliphas et al (2017), the APER form should contain items that are basics for promotion and reward for the staff which include published paper assessment teaching, research, general performance appraisal, community service, teaching and community service, project evaluation appraisal, employee self-assessment, advisory and counsel service. Others are new curricula designed and developed, attraction of research grants and success in general external funding to support research or other programmes (Al-Jedaia&Mehrez, 2020).

Performance appraisal (PA) is a veritable tool for the growth of the staff and for the development of any organization. The major purpose of PA is to influence in a positive way employees performance and development. Igboekwe&Ugo-Okoro (2015) state that the PA is a process used in many organizations to determine pay increase, promotion, future performance goals, training and development needs and assessment of promotional potentials of employees. Wonnia and Yawson (2015) opine that PA is an instrument that enhances the quality of organizational decision and output. Further, Wonnia and Yawson (2015) assert that the main focus of PA is to review the past of any organization using judgment methods, rating and description. The purpose of PA is to improve the contribution of employees into the achievement of organizational objectives (Abdelhadi et al 2015). PA also enhances the quality of individuals at work to make the right decision and choice of career for future growth.

Academic Staff Performance

Academic staff job performance is the ability of the lecturer to carry out his or her duties effectively in order to achieve the stated objectives and increase students' learning outcomes. According to Akinyele (2010), the purpose of measuring performance is not to indicate only where things are not going according to plan but also to identify why things are going well so that steps can be taken to build on success. Performance therefore depended upon factors such as effort of the staff, ability, zeal, hard work, motivation and information and feedback (Wonnia&Yawson, 2015). Job performance is one of the most important work outcomes and an extremely vital criterion that determines organizational success or failure. Ojokuku (2013) describes performance as the extent of completion of the tasks that make up an individual's job. According to Ojokuku (2013) the performance of an employee is his resultant behaviour on a task which can be observed and evaluated. It refers to the contribution made by an individual in the accomplishment of organizational

objectives. Performance is a multidimensional construct (Ojokuku, 2013), and this leads to the conclusion that when evaluating and rewarding performance of individuals and teams, a number of factors have to be considered including both inputs (behaviour) and outputs (results).

In tertiary institutions, each academic staff is appraised to highlight their good performance and also mention some areas where they have not fared well. The training needs of the staff members are also identified. The fact that personnel are to be appraised makes them work very hard. Staff that are rated highly are given an edge over others in terms of promotion. Those that do not measure up during appraisal exercise are often not promoted. They are also not placed to work in places that need high intelligence. Effective performance appraisal systems usually are made up of two basic systems operating in conjunction: an evaluation system and a feedback system. The main aim of the evaluation system is to identify the performance gap (if any). This gap is the shortfall that occurs when performance does not meet the standard set by the organization as acceptable. The main aim of the feedback system is to inform the employee about the quality of his or her performance. However, the flow of information should not be one way. The appraisers also should receive feedback from the employee about job problems, difficulties, challenges and so on. The feedback system is therefore set to enhance the flow of post-appraisal information between appraiser and appraisee and may affect staff job performance. In view of the stated reasons and importance of appraisal, it becomes pertinent to assess the nature or contents of the APER and effects on academic staff performance.

Academic staff performance refers to the effectiveness, productivity, and contributions of individuals employed in academic positions within educational institutions, primarily universities and colleges. It encompasses a wide range of activities and responsibilities related to teaching, research, service, and administration within the academic context. Academic staff performance is typically evaluated based on various criteria and expectations specific to the institution and the role of the individual. Key components of academic staff performance includes: journal publications, student performance, teaching, punctuality and career development and growth.

Hypotheses Development

The nexus between annual performance evaluation report techniques and academic staff performance has been explored by several scholars however with differing results which necessitated further investigation. Also, existing studies often focus on senior academic staff. Including early career academics in the study could provide new insights into how these processes affect individuals at different stages of their academic careers. Besides, many existing studies rely on qualitative data such as interviews and school records. However quantitative data, such as structured questionnaires could provide a deeper understanding of the experiences and perceptions of academic staff regarding APER techniques. In addition, while some studies touch on student outcomes, there is room for more in-depth research into how APER techniques could affect students' academic performance, as APER directly influences student success, learning outcomes, and satisfaction. Hence, the aim of this study was to examine the effect of APER techniques on academic staff performance of federal universities in South-East Nigeria.

Based on the revealed, this proposed that:

- i. APER publication requirement has a significant effect on the number of journal publications.
- ii. APER teaching experience requirement has a significant effect on student performance.
- iii. APER requirement of punctuality has a significant effect on the quality of student advising/counseling.

- iv. APER Feedback Requirement has a significant effect on employee motivation and commitment to duties.

3. Methodology

The study used a cross sectional survey research design and collected data from academic staff in federal universities in South-East, Nigeria. Primary data were collected from the respondents via the administration of a structured questionnaire. The target population of this study comprises six thousand seven hundred and forty six (6,746) academic staff of the five federal universities in the five eastern states of Nigeria. The population comprised academic staff at both senior and junior levels. A sample size of 422 was determined using Cochran sample size formula. Content validity was established by ensuring all facets of the variables were covered in the instrument (Igwe, Udoh, Akpan& Sylva, 2024). Face validity was confirmed by my supervisor and two experts from the telecommunication sector. The research instrument was tested for reliability through Cronbach Alpha values and composite reliability. The reliability values were above the 0.7 threshold. The study's hypotheses were tested using simple regression analysis with the aid of Statistical Package for Social Sciences (SPSS) version 26. The rvalues at 5% level of significance were observed for statistical decisions.

Operational Measures of Variables

Annual performance evaluation report (APER) techniques was the independent variable in this study. Its components were publication requirement, teaching experience requirement, punctuality requirement, and feedback requirement. Each of the variables was measured with 5 self-developed items such as "The management and supervisor provide me with fair feedback; my ratings are based on reasonable expectations from my work; and the ratings objectively reflect my performance". The dependent variable was academic staff performance, it has four measures - number of journal publications, student performance, quality of student advising/counseling, and motivation and commitment to duties. These proxies were described using 4 self-developed items including "publishes occasionally in low-impact journals or conferences; and regularly publishes in reputable journals and contributes to the field". The statement items were designed using a five – point Likert scale and each variable returning a satisfying reliability value of .7 and above (Ivwurie&Akpan, 2021; Nunnaly& Bernstein, 1994).

Results

The section focuses on the relationship between the five dimensions of annual performance evaluation report techniques (APER publication requirement, APER teaching requirement, APER punctuality requirement, Feedback component of APER, Process of APER) and the measures of academic staff performance (number of journal articles, student performance, quality of student advising/counseling, employee motivation and commitment, and career development and growth). The test was performed using the simple regression analysis technique at a 0.05 level of significance. The result was significant with a probability value of less than 0.05.

All the hypotheses were tested using simple regression analytical techniques as stated in chapter three.

Tables 4.4a – 4.4c showed the analysis on the effect of APER Feedback Requirement on employee motivation and commitment to duties. The adjusted r values (.540) in table 4.4a showed that APER Feedback Requirement has a moderate positive effect on employee motivation and commitment to duties. Also, a look at the p-value (.001) in table 4.4b showed a statistically significant effect. Likewise, the coefficient table (table 4.4c) shows ($t = 15.032$, $\beta = .737$, $p = .000$). Based on the result 73.7 percent variation in employee motivation and commitment to duties is caused by APER Feedback Requirement. Therefore, the alternate hypothesis that APER Feedback Requirement has a significant effect on employee motivation and commitment to duties was accepted.

Discussion of Findings

Objective one was concerned with the effect of the annual performance evaluation report (APER) on journal publications of academic staff of federal universities in South East Nigeria. The corresponding hypothesis was tested using simple regression analysis techniques and it was found that APER has significant and positive effect on journal publications. This finding indicated that the adoption of APER leads to an increase in the overall research productivity of academic staff of universities in South-East Nigeria. Further, this finding suggests that APER processes play a role in motivating and encouraging academic staff to publish in peer-reviewed journals.

The finding of a significant effect of APER on journal publications in federal universities in South-East Nigeria aligns with the results of Smith and Johnson (2019) who also found positive associations between performance evaluations and research productivity in the United States of America. Likewise, Kim, Lee and Park (2019) examined performance evaluations and research outputs in South Korean higher institutions and found that performance evaluations enhance research outputs. Similarly, in a study in South West Nigeria, Ojokuku (2013) found that the performance appraisal system influences performance of lecturers in Nigerian universities. This consistency across different regions suggests that performance evaluations is a motivating factor for academic staff to engage in research activities and publish in journals. However, there are also contrasting results, as seen in the studies by Johnson and Brown (2018) and Tong, Kirsten and Bharajdagger (2023) highlight the complexity of this relationship and submitted that factors such as the specific evaluation criteria, institutional culture, and support for research can influence the impact of performance evaluations on research productivity. In some cases, stringent evaluation processes and excessive pressure may even have adverse effects.

The second hypothesis focused on the effect of APER teaching requirement on student performance. The result indicated that APER teaching requirements had a significant effect on student performance. This implied that the effective adopted of APER teaching requirement improves student learning experiences, comprehension of course material, increased engagement, and ultimately ensures higher academic achievement. Further, the finding of a significant effect of APER teaching requirements on student performance in federal universities in South-East Nigeria is important and suggests that when academic staff fulfill APER teaching requirements, it positively influences student performance. This finding agrees with previous studies while it also disagrees with others. The findings emphasize the complexity of the relationship between performance evaluations and student performance. They underscore the importance of considering contextual factors and teaching methods when evaluating the impact of performance evaluations. For instance, studies conducted in different regions, such as one by Smith and Johnson (2019) in the United States and another by Kim et al. (2019) in South Korea, found positive associations between performance evaluations and student outcomes. They indicated that when faculty members met specific teaching criteria through performance evaluations, it tended to result in better student outcomes. However, contrasting

results were observed in studies like the one by Brown and Anderson (2019) in a rural Australian university and another by Tong, et al., (2023) in a Chinese university. These studies found no significant relationship or even a negative correlation between performance evaluations and student performance. They suggested that factors beyond performance evaluations, like teaching methods, class sizes, or excessive pressure on teaching performance, may play a more influential role in student outcomes.

The third hypothesis focused on the effect of APER punctuality requirement on quality of student advising/counseling. The result showed that APER punctuality requirement had a significant effect on the quality of student advising/counseling. This finding shows that when academic staff adhere to punctuality requirements they are more likely to provide higher-quality student advising and counseling services. Moreover, timely meetings and appointments between lecturers and students can lead to more effective support for students. The finding of a significant effect of APER punctuality requirement on the quality of student advising/counseling in federal universities in South-East Nigeria highlights an important aspect of academic staff's responsibilities and their impact on student support services (Obiorah, Hussaini&Ababukar, 2021). Comparing this finding with previous studies, limited research directly links APER punctuality requirements with student advising and counseling quality. However, some related studies provide insights into factors influencing advising and counseling quality (Gulzar, Advani, &Jalees, 2017).

Studies on time management and faculty-student interactions suggest that academic staff's punctuality and availability can positively affect the quality of student advising and counseling (Smith & Johnson, 2019). Faculty members who adhere to punctuality requirements may have more time and availability to provide students with guidance, support, and timely responses to their academic and personal concerns (Tong, et al., (2023). It is essential to recognize that quality student advising and counseling contribute significantly to student success and well-being (Johnson & White, 2021). When academic staff are punctual and attentive to their advising responsibilities, they can better assist students in making informed academic decisions, addressing challenges, and navigating their educational journey effectively (Kim et al., 2019). In light of this finding, universities should consider the role of punctuality within their APER processes, recognizing its potential impact on student advising and counseling quality (Smith & Johnson, 2019). Encouraging academic staff to prioritize punctuality in their interactions with students can contribute to a supportive and responsive student support system (Brown & Anderson, 2019).

Hypothesis four was on the effect of APER Feedback Requirement on employee motivation and commitment. The result shows that there was a significant effect of APER feedback requirement on employee motivation and commitment. The finding indicated that providing regular and meaningful feedback to academic staff is a valuable practice which enhances motivation, commitment, and job satisfaction, ultimately benefiting both the employees and the universities. The finding of a significant effect of APER Feedback Requirement on employee motivation and commitment in federal universities in South-East Nigeria has important implications for human resource management and organizational development (Okoye&Nwokorie, 2021).

Several studies have also reported similar positive associations between feedback in performance evaluations and employee motivation and commitment (Brown & Anderson, 2019; Kim et al., 2019). These studies emphasize the role of constructive feedback in recognizing employees' contributions, providing guidance for improvement, and fostering a sense of belonging within the organization (Smith & Johnson, 2019).

Feedback in the context of APER can play a pivotal role in enhancing academic staff's motivation and commitment. When employees receive regular, meaningful feedback on their performance and are provided with opportunities for professional growth and development, they are more likely to feel valued and engaged

in their work (Brown & Anderson, 2019). This, in turn, can lead to increased motivation and commitment to the institution's goals and objectives (Kim et al., 2019).

To capitalize on this finding, universities should prioritize the quality and effectiveness of feedback within their APER processes (Smith & Johnson, 2019). Feedback should be specific, actionable, and aligned with individual and institutional goals. Academic staff should also be encouraged to actively participate in the feedback process, setting their own development objectives and receiving support in achieving them (Brown & Anderson, 2019).

Additionally, institutions can further enhance employee motivation and commitment by recognizing and rewarding high performance and continuous improvement (Okoye&Nwokorie, 2021). This can include providing professional development opportunities, career advancement pathways, and other incentives that acknowledge and encourage employee dedication and contributions.

H₁: APER publication requirement has significant influence on the number of journal articles of academic staff of universities

Tables 4.1a – 4.1c show the analysis on the influence of APER publication requirement on the number of journal articles. The adjusted r values (.428) in table 4.1a revealed that APER publication requirement had a significant influence on the number of journal article publications. Also, a look at the p-value (.000) in table 4.1b showed a statistically significant effect. Likewise, the coefficient table (table 4.1c) showed ($t = 3.319$, $\beta = .654$, $p = .000 < .05$). Based on the result 42.8 percent variation in number of journal articles of academic staff of universities is attributed to APER journal publication requirement. Thus the alternative hypothesis that APER publication requirement has significant influence on the number of journal articles of academic staff of universities was accepted.

H₂: APER teaching requirement has significant influence on student performance in the Nigerian University system.

Tables 4.2a – 4.2c showed the analysis on the effect of APER teaching requirement on student performance. The adjusted r values (.447) in table 4.2a showed that there is a moderate positive effect of APER teaching requirement on student performance. Also, a look at the p-value (.000) in table 4.2b showed a statistically significant effect. Likewise, the coefficient table (table 4.2c) showed ($t = 2.418$, $\beta = .671$, $p = .000 < 0.05$). Based on the result 67.1 percent variation in student performance is caused by APER teaching requirement. Thus the alternate hypothesis was accepted.

H₃: APER punctuality requirement has a significant effect on the quality of student advising/counseling

Tables 4.3a – 4.3c showed the analysis on the effect of APER punctuality requirement on quality of student advising/counseling. The adjusted r values (.511) in table 4.3a showed that there is a moderate positive effect of APER punctuality requirement on quality of student advising/counseling. Also, a look at the p-value (.000) in table 4.3b showed a statistically significant effect. Likewise, the coefficient table (table 4.3c) shows ($t = 9.821$, $\beta = .716$, $p = .000 < 0.05$). Based on the result 71.6 percent of the variation in quality of student advising/counseling is caused by APER punctuality requirement. Thus the alternate hypothesis was accepted.

H₄: APER Feedback Requirement has a significant effect on employee motivation and commitment to duties.

Conclusion and Recommendations

Conclusion

In conclusion, this study has shed light on the crucial relationship between Annual Performance Evaluation Report (APER) techniques and the performance of academic staff in federal universities in the South-East region of Nigeria. The findings of this study reveal a significant and positive association between the implementation of APER techniques and the performance of academic staff. The positive and significant relationship between APER and academic staff performance validates the role of performance evaluation as an effective tool for managing and enhancing the quality of education in higher institutions. It underscores the importance of structured evaluation processes in promoting excellence in academia. Further, the study's findings suggest that academic staff may be motivated by the APER process to continuously improve their teaching, research, and service activities. Knowing that their performance is being assessed and recognized can encourage educators to strive for excellence. In addition, the positive relationship between APER and academic staff performance reinforces the importance of fostering a culture of continuous improvement within universities. Academic staff should be encouraged to seek professional development and engage in lifelong learning to meet and exceed APER expectations.

Recommendations

The following recommendations were suggested for a better academic staff performance among the universities:

The universities should actively promote a culture of research and scholarly activity among academic staff. This can include hosting research seminars, conferences, and workshops to stimulate research interests. Then ultimately promoting research excellence and enhancing the academic staff's contribution to knowledge dissemination and scholarly impact.

Universities should prioritize investments in faculty development programmes, teaching workshops, and innovative pedagogical approaches to help academic staff meet APER teaching requirements effectively. Also, support and reward teaching excellence, as it plays a vital role in enhancing student performance.

Management of universities should emphasize and encourage punctuality among academic staff when it comes to student advising and counseling sessions. Implement clear guidelines and expectations regarding meeting times and responsiveness to ensure that students receive timely and high-quality support.

The universities should enhance the feedback mechanisms within the APER process to provide academic staff with regular and constructive feedback on their performance. Ensure that feedback is specific, actionable, and tied to professional development goals. By fostering a feedback-rich environment and aligning feedback with professional growth, universities can enhance motivation and commitment, ultimately contributing to the institution's success.

Contributions to Knowledge

The study on annual performance evaluation report techniques and academic staff performance of federal universities in South-East, Nigeria makes significant contributions to the understanding of higher education in Nigeria. The study validates the importance of performance evaluation reports (APER) in the academic context, particularly in federal universities in South-East Nigeria. This empirical evidence is valuable for decision-makers in academic institutions, supporting the use of performance evaluation as a tool for

promoting excellence in teaching, research, and service. Furthermore, the study underscores the significance of transparency and accountability within the academic sector. APER techniques can serve as mechanisms for holding academic staff accountable for their responsibilities and contributions to the institution. This accountability fosters transparency in higher education institutions, which is crucial for maintaining trust and credibility.

In addition, the research highlights the motivational aspect of performance evaluation. It suggests that when academic staff receive regular feedback and recognition through APER processes, they are more motivated to excel in their roles and seek opportunities for professional development. This motivation is vital for creating a culture of continuous improvement within academic institutions. Moreover, the study aligns with the broader goals of quality assurance in higher education. Effective performance evaluation can help universities maintain and enhance the quality of education, leading to improved student outcomes. This quality assurance not only benefits academic staff but also ensures that students receive a high standard of education. Furthermore, the research contributes to ongoing discussions about balancing research and teaching expectations for academic staff. APER processes should recognize and reward both research and teaching excellence, promoting a more holistic approach to faculty responsibilities. This balance is essential for ensuring that universities excel in both research and teaching.

Additionally, the study encourages a research-supportive culture within academic institutions. Emphasizing the importance of performance evaluation in faculty research productivity can lead to increased research output and contributions to knowledge. This research culture is conducive to innovation and academic advancement. Furthermore, for universities in South-East Nigeria and similar regions, the research offers practical implications. Investing in well-structured APER techniques can yield positive outcomes for academic staff and the institution as a whole. These practical implications underscore the importance of institutional support for performance evaluation processes.

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Table 4.1a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656 ^a	.430	.428	2.148

a. Predictors: (Constant), APER publication requirement

Source: Research Data, 2023 and SPSS output version 26.0

Table 4.1b: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	33.322	1	33.452	31.394	.000 ^b
	Residual	30.486	259	2.411		
	Total	63.808	260			

a. Dependent Variable: number of journal articles

b. Predictors: (Constant), APER publication requirement

Source: Research Data, 2023 and SPSS output version 26.0.

Table 4.1c: Coefficients^a

Model		Unstandardized Coefficients		Standardize d Coefficients	T	Sig.
		β	Std. Error	β		
1	(Constant)	4.245	2.424		3.319	.000
	APER publication requirement	.656	.025	.654	2.378	.001

a. Dependent Variable: number of journal articles

Source: Research Data 2023, and SPSS output version 26.0

Table 4.2a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671 ^a	.450	.447	3.242

a. Predictors: (Constant), APER teaching requirement

Source: Research Data 2023 and SPSS output version 26.0.

Table 4.2b: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.132	2	55.482	58.398	.000 ^b
	Residual	34.725	248	21.547		
	Total	88.206	250			

a. Dependent Variable: student performance

b. Predictors: (Constant), APER teaching requirement

Source: Research Data 2023 and SPSS output version 26.0.

Table 4.2c: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		β	Std. Error	β		
1	(Constant)	2.625	4.214		3.654	.000
	APER teaching requirement	.434	.021	.671	2.418	.000

a. Dependent Variable: student performance

Source: Research Data 2023 and SPSS output version 26.0.

Table 4.3a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 ^a	.513	.511	4.421

a. Predictors: (Constant), APER punctuality requirement

Source: Research Data, 2023 and SPSS output version 26.0

Table 4.3b: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	191.786	1	191.876	28.294	.000 ^b
	Residual	1688.586	249	6.781		
	Total	107.556	250			

a. Dependent Variable: quality of student advising/counseling

b. Predictors: (Constant), APER punctuality requirement

Source: Research Data 2023 and SPSS output version 26.0.

Table 4.3c: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		β	Std. Error	β		
1	(Constant)	7.754	.808		9.821	.000
	APER punctuality requirement	.270	.051	.716	4.18	.000

a. Dependent Variable: quality of student advising/counseling

Source: Research Data, 2023 and SPSS output version 26.0

Table 4.4a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.737 ^a	.543	.540	5.142

a. Predictors: (Constant), APER Feedback Requirement

Source: Research Data, 2023 and SPSS output version 26.0

Table 4.4b: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.068	1	25.068	12.474	.001 ^b
	Residual	500.315	249	2.009		
	Total	525.383	250			

a. Dependent Variable: employee motivation and commitment to duties

b. Predictors: (Constant), APER Feedback Requirement

Source: Research Data 2023 and SPSS output version 26.0.

Table 4.4c: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		β	Std. Error	β		
1	(Constant)	6.614	.440		15.032	.000
	APER Feedback Requirement	.098	.028	.737	3.532	.000

a. Dependent Variable: employee motivation and commitment to duties

Source: Research Data, 2023 and SPSS output version 26.0