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## Job Satisfaction and Academic Staff Performance Assessment in Higher Education

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### Article History

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### Abstract

Employees receive feedback on their work via a formal procedure called a performance assessment or evaluation, which also serves as a basis for subsequent compensation and advancement. Employee satisfaction and performance are vital to an organization. Increased productivity and better performance would follow from happier employees. A university is a place where students can learn and develop their expertise in a range of areas. It is essential to understand that academic happiness creates exceptional performance for the university. Research on job satisfaction and performance thus becomes more well-known. This study discusses both intrinsic and extrinsic factors that influence job satisfaction, such as advancement, connections with coworkers, the working environment, job security, and pay. Both written and contextual performance will be considered in the assessment of work performance. The three areas into which the evaluation standards for academic employees at universities and colleges can be separated are teaching, research, and service. Teaching is the academic staff member's primary responsibility. Both the content and the method of instruction are part of teaching. Because academic staff at universities are not evaluated based on students' evaluations of teachers' effectiveness (SETE), the attitudes and actions of the staff members toward students in the classroom, which ought to be the focus of performance appraisals and evaluations, are not assessed. University lecturers work in an emotionally demanding field that demands a high degree of emotional literacy and intelligence to foster an environment favorable to learning and teaching. As a result, it is important to evaluate these individuals' emotional competence. Furthermore, the study investigates the impact of information technology (IT) via a performance management system (PMS) on the operational and financial performance of higher education institutions. Only if it is done through a PMS will the use of IT capabilities be noticeable. PMS has the power to intervene and change how an organization performs. The quantitative research design will be used for this study. The researcher chooses to use this design because the researcher will collect primary data by means of a scale or a structured questionnaire from the Academic staff at the African Methodist Episcopal Zion University in Liberia which is the study area of this research. This study's contribution to the advancement of science relates to the empirical evaluation of IT capabilities. Theoretically, to accomplish the aims and objectives of higher education institutions (HEI), some components of IT and PMS must be enhanced. This is consistent with the principle of goal-setting. The practical benefit of this research for HEI management is to raise productivity through the creation and application of an ideal PMS backed by IT.

**Keywords:** Job satisfaction, performance assessment, academic staff, higher education, information technology

### 1. Introduction

According to a meta-analysis, there could be both advantages and disadvantages to the association between employee satisfaction and performance, according to W. Chandrasekara (2019). Nhung, T. T. K., & Do, N. T. (2020) demonstrated the positive association frequently linked to the human relations movement between job satisfaction and performance assessment. Job satisfaction and work performance are positively connected, and several variables, including autonomy, moral responsibility, norms, self-concept, and cognitive accessibility, may have an impact on this relationship. Bargsted et al. (2019). Academic personnel and the institution itself are necessary to create a positive campus environment that promotes student cooperation and benefits the overall

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educational process (Reduan, I. et al., 2023). A pleasant campus environment will boost productivity, enhance the university's learning environment, and make faculty members happier in their jobs. Academic productivity and career success will improve in conjunction with a rise in job happiness. Academic professionals' job satisfaction and performance assessment have a good and substantial relationship H. I. H. Abdirahman et al. (2020). Historically, higher education policymakers and administrators have given performance management, especially the element of academic performance appraisal inadequate consideration. It appears, therefore, that its contribution to raising institutional performance and quality has been overlooked. Universities adopted a loose approach to performance evaluation, failing to adequately evaluate the effectiveness of academic staff members in the classroom. O. F. Al-Kurdi, O. F. et al. (2020). The key success labels for academic staff that prioritize research publications and paper presentations at conferences over in-class performance are insignificant, according to the study's authors. The observation that enforcing these criteria has led academics to overlook their primary duty, which is providing top-notch instruction, supports this position. Hearing from students about all facets of their experiences in postsecondary education is crucial since they are the ones who directly use the services that universities provide Rashidi et al., (2023). In the United States, student feedback on a faculty member's instruction plays a factor in the evaluation of that member's performance. This also holds for countries across Europe, according to Yidana et al. (2023). For countries across Africa, the use of student evaluations of teachers has not yet occurred when evaluating academic staff in higher education institution White, E. P. G., et al. (2023). Many institutions take into account a variety of variables when evaluating academic staff for tenure and promotion, including qualifications, teaching, current research, publications, and service to the school and community. However, most academic development and incentives programs in underdeveloped nations focus on high-quality research Chatio, S.T., et al. (2023). These ethical standards, along with other relevant contents and situations, should be taken into consideration for job satisfaction and performance evaluation of university instructors. They must possess an extensive understanding of both the content they are instructing and successful tutoring techniques because teaching is their primary concentration, along with the institutions. The study also highlighted the importance of information technology (IT), which is crucial for managing knowledge management, financial performance, and worker productivity in the face of modern performance evaluation in organizations. Despite the widespread use of IT, many organizations still do not make use of all that it can offer to improve internal operations. Prior research has demonstrated that utilizing IT to support organizational resources such as a performance measurement system (PMS) can offer guidance on low-cost solutions, enhance product efficiency, and fortify organizational abilities. Higher education management may benefit from using performance data and PMS to their advantage to take the right actions toward achieving organizational success, according to Hsiao, P. C. K., et al. (2023). This study investigates how Higher Education Institutions (HEIs) might improve their IT proficiency through the use of the Performance Management System (PMS). To increase academic staff efficacy and institutional growth metrics like graduate rates, research production, and teaching quality, it highlights the necessity of effective job satisfaction and performance assessment models.

## 2. Method

The quantitative research design is used for this study. The researcher chooses to use this design because the researcher collected primary data by means of a scale or a structured questionnaire from Academic staff at the African Methodist Episcopal Zion University which is the study area of this research. The research used two scales to collect the responses from the study participants. These scales were developed and validated which make them ideal for the study. For Academic staff performance, the scale that was used was developed by and titled "Mawoli, M. A., & Babandako, A. Y. (2011). An evaluation of staff motivation, dissatisfaction and job performance in an academic setting. *Australian Journal of Business and Management Research*, 1(9), 1. The second scale is on Job Satisfaction. It was developed by and titled "Al-Rubaish, A. M., Rahim, S. I. A., Abumadini, M. S., & Wosornu, L. (2011). Academic job satisfaction questionnaire: Construction and validation in Saudi Arabia. *Journal of Family and Community Medicine*, 18(1), 1. According to the records of the Human Resource Department of the African Methodist Episcopal Zion University, there are 115 Academic staff at the University. According to Krejcie and Morgan, 1970 at a 95% confidence interval and 5% margin of error, a total of 92 persons were selected from the population of 115. The researcher used the simple random sampling technique, which is a probability sampling technique. This technique is unique to the researcher because every academic staff had an equal opportunity of being included in the sample which will be ideal for inferences and avoiding biases. The researcher used the Google form to collect responses from the participants. The form was sent through their institutional email addresses.

## 3. Findings

Ninety-two academic staff members answered the survey after data collection. The responders were from AME Zion University academic departments that were chosen at random.

According to the findings, 76.8% of the 92 respondents who make up 100%, are academic staff members who are generally satisfied with their jobs. 23.2% of academic staff members are dissatisfied with their jobs, largely

due to low salaries among other reasons. It's also noteworthy that academic employees valued job safety more, with a sum of 73.1%.

The following six key responses were given by the respondents: low wage = 74.6%, job timeliness = 84.5%, fair university policy = 66.3%, reward for performance = 73.1%, employee relationship at work = 79.3%, and opportunities for promotion = 66.3%.

The findings reveal some intriguing commonalities among the participants about their degree of job satisfaction and appraisal.

#### **4. Discussion and Conclusion**

In an academic setting, the study looks into staff satisfaction and performance. Despite their modest pay, employees were found to be highly motivated by a variety of possibilities. The outcome implies that AME Zion University staff members place a high value on staff motivation, which benefits both sides equally. Employee job satisfaction increases organizational productivity. According to the study's findings, employee performance and work satisfaction are directly impacted by employee motivation. Academic staff performance and work satisfaction can be directly or indirectly impacted by job motivation. Consequently, it can be claimed that raising motivation at work is one strategy to enhance job satisfaction and performance based on these findings. The study discovered that academic staff members' job happiness and performance are positively correlated with their level of job motivation. The study also revealed that the primary factors influencing job satisfaction and performance are pay, safety, advancement and rewards for performance, clear policies, employee relationships, and job timeliness.

The study aims to examine the effect of job satisfaction and performance assessment in higher education. This research was conducted at a private university in Monrovia Liberia. The result of this research indicates that academic staff members 'motivation level is positively connected with their job satisfaction and performance. Workplace productivity is increased when employees are happy with their jobs.

The literature suggests that performance appraisals and evaluations in universities and colleges in developing countries are yet to modernized, as they prioritize conference paper presentations and publications over classroom performance. The use of SET (Self-Evaluation Theory) in performance appraisals is inadequate, as it does not assess the behavioral skills that are crucial for effective interactions between professors and students. This lack of consideration for emotional intelligence and literacy in performance appraisals may lead to a lack of emotional maturity for academic work.

The study also examines the impact of Information Technology (IT) through a Performance Management System (PMS) on financial and operational performance in Higher Education institutions. The study indicate that IT capabilities do not support organizational performance financially and operationally. Instead, IT capabilities can only be impacted through a PMS intervention. The research contributes to the development of science related to empirical testing of IT capabilities and aligns with the goal-setting theory that IT and PMS aspects must be optimized to achieve the goals and objectives of Higher Education Institutions (HEIs). The practical contribution of this research is to improve performance through the development and implementation of optimal PMS supported by information technology in HEIs.

#### **5. Recommendation**

Based on the research's findings, several recommendations for enhancing the source university's current PMS are provided in this section. First and foremost, a distinct link or links should be established between the PMS and incentives, rewards, pay increases, etc. It is important to acknowledge and reward those who perform well, both financially and non-financially. Equitable weight should be given by the PMS to the research and publication as well as the teaching performance. Rather than selecting appraisers only based on the school administration's approval, it is preferable to select them based on the consensus of the majority. In addition, appraisers ought to be replaced regularly. To minimize the amount of paperwork, it is advised to adopt a well-organized electronic procedure of evaluation. The PMS-PA form should be updated depending on the suggestions made by academic staff members. It is preferable to carry out the Performance Assessment Process once a year in a clear, well-managed, and structured setting. By focusing on the growth of appraises, the PAP should offer objective, reasonable comments.

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