

Assessing the Impact of Performance Appraisal on the Efficiency of Part-Time Faculty in Tertiary Institutions in Calabar, Cross River State, Nigeria

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Abstract

This study is an assessment of how part-time faculty's productivity is affected by performance appraisals at Calabar, Cross River State, Nigeria's higher education institutions. The purpose of the study is to comprehend how part-time employees' performance and job satisfaction are affected by appraisal procedures in the academic setting. We polled part-time instructors at various Calabar-based postsecondary schools. The findings showed differing opinions about the application of performance reviews. 38% of respondents agreed that appraisal methods are successful and acknowledged their contribution to improving professional growth and job performance. According to these respondents, receiving constructive criticism, having their contributions acknowledged, and receiving regular appraisals inspired them to enhance their instructional strategies. Nonetheless, a sizable majority of respondents 62% voiced worries about the appraisal process, expressing anxieties about the demanding tasks involved in these assessments. This group expressed concerns about the fairness, openness, and possible pressure that assessments may bring, which could cause stress and impair their ability to do their jobs well. The study comes to the conclusion that although performance reviews might increase the effectiveness of part-time instructors, institutions must address the worries of individuals who are afraid of the procedure. To ensure that assessments favorably impact employee performance and overall institutional goals, we advocate a balanced approach that includes clear communication, supportive measures, and transparent evaluation standards.

Keywords: Impact, Performance Appraisal, Efficiency, Part-Time Faculty, Tertiary Institutions

1.0 Introduction

Part-time teaching staff employment at Nigeria's postsecondary institutions has increased significantly in recent years. Budget constraints, a demand for specialized skills, and staffing flexibility are driving this trend. However, the implications of part-time teaching for staff efficiency and institutional performance are still being debated. This paper seeks to consolidate available studies on the performance evaluation of part-time teaching staff appraisals and their impact on the efficiency of tertiary institutions in Calabar, Cross River State. Part-time teaching can have a varied impact on personnel efficiency in higher institutions, affecting both the individuals directly involved and the institution as a whole. Bromme, Rainer (2001). Part-time teachers frequently offer specific expertise and real-world experience to the classroom, raising educational standards and giving pupils with a variety of views. Jin Zhang (2016). They can assist schools in providing a greater selection of courses without the long-term commitment and cost load of hiring full-time staff. Part-time positions can help employees who mix teaching with other

professional or personal duties achieve a better work-life balance, perhaps leading to higher job satisfaction and performance. Ochoti et al., (2012). Hiring part-time teachers can be less expensive for universities, allowing them to devote resources to other areas such as research, buildings, and student services. Siboni and Sangiorgi, (2017).

Part-time instructors may have a reduced level of commitment to the institution, which might impact their involvement with students and participation in institutional activities outside of teaching. Adeniyi and Osibanjo, (2012). Lack of continuity can have an influence on course delivery and student learning experiences, particularly if part-time teachers shift regularly.

1.2 Statement of the Problem

Part-time teaching staff performance and efficiency in tertiary institutions in Calabar, Cross River State, Nigeria, are crucial to overall educational quality. However, there is a major disagreement among these employees about the effectiveness and fairness of performance appraisal methods. While some part-time employees understand the potential benefits of appraisals in improving job performance, a larger proportion are concerned by the rigorous obstacles, stress, and perceived lack of transparency involved with these evaluations. This gap calls into question the effectiveness of present appraisal processes and their effects on employee morale, productivity, and institutional performance. As a result, identifying and addressing the issues impacting part-time employees' attitudes toward appraisals is critical, as is establishing how to optimize appraisal processes to improve efficiency and job satisfaction.

In Nigeria, there is a high rate of unemployment and poverty. The worldwide economic downturn has produced a perilous work environment in which many desperate job seekers are eager to take or accept any job in order to survive, regardless of dignity or job happiness. Labor exploitation is widespread in many Nigerian organizations, presenting itself in various ways such as low wages, the salary arrears system, training, advancement, motivation, a sense of belonging, job satisfaction, and worker dehumanization. The movement of some of Nigeria's greatest capabilities to industrialized countries has exacerbated the continent's skills gap, limiting its ability to industrialize and create more jobs. As a result, attracting, maintaining, and developing talented and highly motivated workers will not only expand the range and diversity of higher education, but will also contribute significantly to increased creativity, technology transfer, and worldwide competitiveness. The fast expansion of university education in Nigeria has posed a number of issues. Some of the challenges that universities in the region face include poor funding from the exchequer, limited access compared to the population level, rising enrollment without equivalent improvement in existing facilities, gender inequity, and a lack of research capability. These issues have raised concerns about the quality of education at most of these universities. Public universities have virtually completely relied on the government to pay their personnel. As a result of this predicament, employees earn less than their peers in more developed civilizations. Many academics have therefore gone for other nations in search of higher salary, impacting the teaching needs of Nigerian universities.

The desire for higher salary has frequently led to disagreements between the administration and the University Academic Staff Union (ASUU). Working with unskilled or inadequately trained staff, laborious tasks such as documentation, repetition of duties, tensions within role expectations, role ambiguity, role conflict, feeling overburdened, relationships with coworkers, personal factors, and organizational factors are all associated with low employee efficiency. These are a few of the issues that have been recognized as potentially affecting staff efficiency. Observations show that part-time workers have less knowledge and struggle to keep current, resulting in a lower ability for innovation. The fast expansion of university education has caused universities to suffer in all areas, including buildings, teaching and research quality, library

facilities, overcrowding in resident halls, student rioting, staff dissatisfaction, and activism. This has caused professors to relocate to other nations in quest of greener pastures, while students have departed to pursue higher education elsewhere. When there is even the tiniest discontent, the government responds to student rioting by temporarily closing campuses. This can result in the expulsion or suspension of some students, which has a negative impact on the university.

Otosi, Faithpraise & Adie (2024)^a balancing part-time teaching with other employment or obligations might result in increased strain and stress, which can affect teaching quality and overall efficiency. Wang, Shan and Vong, (2010). Part-time instructors may lack access to institutional resources and support, such as professional development opportunities or office space, reducing their efficacy. Kyule, Kangu, Wambua, Mutinda, & Kamau, (2014). The presence of a large number of part-time employees might have an impact on institutional cohesiveness and culture, as part-time employees may feel less integrated or committed to the institution's mission and goals. As a result, our aims are to review the indexes that will support efficient performance of part-time teaching and staff efficiency in tertiary institutions in Calabar, Cross River State, Nigeria, in order to maximize productivity among contact students.

Objectives of the study

The study has the following objectives:

- i. To evaluate the effectiveness of performance appraisal systems for part-time teaching personnel in tertiary institutions in Calabar, Cross River State.
- ii. To determine the elements that contribute to good perceptions of performance appraisals among part-time teaching staff.
- iii. To look into the concerns and issues that part-time instructors have with performance reviews.
- iv. To assess the association between performance ratings and job satisfaction among part-time teaching personnel at these institutions.
- v. To make recommendations for enhancing the design and execution of performance rating systems to better support part-time teachers while maintaining fairness, transparency, and effectiveness.

1.3 Research Questions and Hypotheses

- Can part-time assessments improve employee performance?
 Hypothesis 1:
 H0: Part-time assessments do not significantly improve employee performance when compared to no appraisal or less frequent appraisals.
 H1: Part-time appraisals considerably improve employee performance when compared to no appraisal or less frequent appraisals.
- Will you encourage the university's administration to review part-time employees?
 Hypothesis 2:
 H0: staff are less likely to encourage university administration to evaluate part-time staff when they believe appraisal improves performance and job satisfaction.
 H1: staff are more inclined to encourage university administration to appraise part-time staff when they believe it would improve performance and job satisfaction.
- Are you willing to be appraised?
 Hypothesis 3:
 H0: Most part-time employees are not ready to endure assessments because they see them as a helpful instrument for professional development and recognition.
 H1: Most part-time employees are ready to endure assessments because they see them as a helpful instrument for professional development and recognition.

2.0 Literature Review

2.1. Theoretical Framework

The theoretical underpinning for this study is based on the Human Capital Theory, which states that investing in education and training boosts employee productivity and organizational success. Becker's human capital theory, developed in 1993, builds on Adam Smith's explanation of pay differentials by introducing the concept of net disadvantages between different employments. The costs of learning the job are a significant component of net advantage, leading economists such as Mincer (1993), and Becker (1994) to conclude that, all other things being equal, personal income varies according to the amount of investment in human capital, i.e., the education and training received by individuals or groups of workers. Another expectation is that extensive human capital investment will increase the labor force's skill base, which is required for economic growth. People attribute the speedy reconstruction of the defeated powers of World War II to the survival of the human capital pool. Any activity that increases individual worker productivity creates human capital. In practice, we frequently use full-time education as the primary example.

According to Lewis (2003), workers face both direct expenses and foregone earnings when investing in human capital. Workers making investment decisions weigh the benefits of various future income and consumption streams, some of which provide higher future income in exchange for higher current training expenses and deferred consumption. In principle, we may assess the returns on society investments in human capital in a similar way. Even in economics, critics of human capital theory point to the difficulty of measuring essential notions such as future income and the fundamental concept of human capital itself. Not all investments in education result in an improvement in productivity, as measured by employers or markets. In particular, there is a problem in quantifying both worker productivity and future income associated with career opportunities, except in a tautological manner by referring to real wage differences, which the theory attempts to explain. Real-world studies have demonstrated that, while some wage variations can be attributed to learnt abilities, a considerable amount of the variances cannot be explained. This is most likely due to the labor market's imperfect structure and function, rather than the productivity of those who are available to work. The sociology of education and training has been quite critical of human capital theory. The Marxist resurgence of the 1960s, particularly in the United States, criticized the theory for legitimizing so-called bourgeois individualism. The Teixeira, Pedro (2014), was accused of assigning system problems to individuals, changing workers into pseudo-capitalists, and obscuring the genuine conflict of interest between the two. Despite these primarily political concerns, sociologists who favor individualist explanations of economic events might nevertheless regard human capital theory as a sort of rational exchange theory, subject to a typical critique. According to human capital theory, higher-skilled people get paid more because they are more productive. Employee participation may need the performance of more difficult activities by individuals with broader abilities, resulting in more stringent selection and hiring criteria, as well as a rise in the demand for and compensation of more educated people. New methods may also need more firm-specific abilities, resulting in higher employer-provided training and salaries. According to the human capital hypothesis, individual employee performance is the primary determinant of corporate performance. Part-time workers work fewer hours than full-time workers, resulting in less job experience and less human capital accumulation Hirsch, (2005). As a result, part-time workers have reduced individual productivity due to a lack of regular job completion. As a result, the three types of part-time labor have different impacts on financial firm performance. Few weekly working hours are connected with limited human capital accumulation.

According to Thornhill's (2006) research, part-time work has a bigger negative impact on financial firm performance than full-time job when weekly working hours are reduced. Hitt,

Hoskisson, and Kim, (1997). Part-time workers have less experience than full-time ones. Furthermore, employers' training plans disadvantage part-time employees because they have less time to realize the rewards of their investment, Nelen & De Grip, (2009). Furthermore, the Resource-Based View (RBV) theory contends that an organization's distinct resources and capabilities, particularly human resources, are significant determinants of its competitive advantage. Part-time instructors can benefit from institutional support and resources, such as professional development opportunities, access to teaching materials, and participation in faculty meetings and decision-making processes. According to the efficiency wage theory, Nicole Maestas (2023) higher salaries can boost employee productivity through three major avenues Jaime Ortega, (2015). They also stated that a higher income could potentially raise worker effort, as the greater cost of job loss may incentivize workers to reduce the danger of dismissal for insufficient effort. A higher wage may also increase effort by increasing employees' loyalty to the firm, which may be especially important in systems that require more discretionary effort from employees and in group activities such as problem solving, where effort and output are expensive to track Akerlof, (1982). In fact, the primary premise underlying mutual gains enterprises or high commitment systems (Walton, 1985) is consistent with Akerlof's (1982) view of labor contracts as a type of gift exchange and the role that ideas of fairness play in determining expectations, effort, and remuneration. Setting clear goals and having open communication channels can assist part-time teachers feel more involved and supported, resulting in increased efficiency and effectiveness. Usoro et al., (2022) A balanced workload and acceptable schedule can help part-time teachers manage their obligations more efficiently, lowering stress and boosting performance.

2.2. Teaching on a part-time basis in higher education institutions

Employers hire part-time teaching personnel to augment their full-time teachers, frequently seeking someone with specialized expertise and actual industry experience. Nevertheless, incorporating them into the academic setting presents other obstacles, such as their limited participation in institutional decision-making, restricted availability of possibilities for professional growth, and potential discrepancies in workload and remuneration. At the individual level, having a low degree of job satisfaction and a high level of job stress can have negative effects on both physical and mental health, as well as on the quality of life, goal attainment, personal growth, and overall productivity of an employee. These circumstances can result in higher rates of employee absence, interpersonal disputes, employee turnover, and decreased productivity and output. In order to enhance the performance of innovative firms, it is imperative for employees to allocate sufficient time inside their workplaces to develop a comprehensive understanding of the products and processes. The health and welfare of employees, as well as their affective, social, cognitive, and behavioral traits, are factors that can either hinder or improve efficiency. Due to the financial crisis, numerous large and small organizations were compelled to implement cost-cutting measures, such as reducing staff pay and bonuses. In addition, some organizations are employing part-time personnel as a means to save costs.

2.3 Evaluation Metrics for Performance

The assessment of part-time teaching staff's performance usually encompasses many criteria, such as student evaluations, peer reviews, self-assessment, and administrative feedback. Each of these indicators offers valuable insights into distinct facets of teaching efficacy, including topic expertise, pedagogical aptitude, student involvement, and contribution to academic initiatives. When assessing performance indicators Otosi *et al.*, (2024)^b, they examined teaching efficacy by considering students' viewpoints through course evaluations and surveys, insights into teaching quality, and supervisory observations of teaching approaches and participation. According to Ada *et al.*, (2023), performance on assignments and tests serves as a reliable indicator of instructional

efficacy. Youset (2000) asserts that the initial stage in fostering commitment is to enhance the caliber of management. Enhancing the education and training of our personnel is a crucial consideration, as it directly enhances employee efficiency. For a new behavior to continue, it is crucial to consistently reinforce it Berry & Kehoe, (2005). Tracking these rates aids in evaluating the enduring educational influence. According to the findings of Efiang *et al.*, (2022), university professors encounter different degrees of job stress as a result of factors including insufficient resources in the workplace, which can have a substantial influence on their job performance. Hence, it is imperative to make effective business decisions that have a favorable influence on an organization's performance.

Regarding professional development for enhancing performance, Faithpraise *et al.*, (2023) and Ada, Arikpo, Otosi, Enamhe, & Ubi, (2023) propose the practicality of integrating AI skills education and critical training programs to tackle the urgent problem of enhancing job performance and reducing youth unrest and unemployment. The research conducted by Otosi *et al.*, (2024)^C, Abosede & Otosi (2022) demonstrates that participating in professional development activities can greatly enhance productivity and performance, particularly in the context of gender balancing. The study advised firms, regardless of whether they are involved in manufacturing or servicing, to prioritize gender diversity in their teams and enable entrepreneurial mindset. This would result in the inclusion of distinct viewpoints and experiences, ultimately leading to enhanced problem-solving abilities and the generation of innovative ideas to enhance productivity. The study by Otosi *et al.*, (2024)^d suggests novel initiatives to meet increasing demands and enhance job performance. In his 2017 study, Davis predicted that employee assessments would serve as a very effective instrument for harnessing the collective energy of all employees in order to accomplish an organization's objectives. Thus, we posit that evaluating part-time employees could foster optimal productivity and performance for both staff and students. The significance of assessment lies in its role as a means for fostering personal and professional growth Joseph, O. B. (2014), Karuhanga, & Werner, A. (2013).

2.4. Empirical Review

System for evaluating and assessing employee performance Ochoti *et al.*, (2012) , Xxx, Kdv & Vaidya, Rajesh & Srinivas, K & Vemula, Anil. (2017) discovered a direct correlation between the performance appraisal system and the execution of procedures, interpersonal connections, accuracy of evaluators, informational elements, and employee attitudes. Islam and Sarker (2022) state that several aspects, such as rater accuracy, performance gaps, training and motivation, the evaluation process, employee attitude, communication, and interpersonal factors, impact the success of a performance appraisal system. According to Kim and Hoizer (2014), performance appraisal is seen as a method to empower employees.

3.0. Experimental Procedures

3.1 Research Methodology

This study consolidates findings from several empirical investigations undertaken in tertiary institutions worldwide. The technique comprises a thorough examination of existing literature, an evaluation of institutional performance reports, and interviews conducted with both part-time teaching staff and administrative workers. The study utilized a descriptive research approach and particularly distributed a questionnaire to chosen individuals from the University of Calabar and Cross River University.

3.2. The sizes of the samples

We employed questionnaires to randomly pick a sample of 1210 respondents from the two universities. Table I displays the distribution of samples across the institution.

Table 1 sample size distribution

S/N	States	Respondents	proportion	%
1	Management	200	0.165	16.5
2	Computer Science	200	0.165	16.5
3	Education	210	0.174	17.4
4	Engineering	200	0.165	16.5
5	Social works	200	0.165	16.5
6	Political science	200	0.165	16.5
	Total:	1210	1	100

The distribution of sample sizes among the six departments under investigation is illustrated in Table 1. Education comprises 17.4% of the sample size, while all other departments, with the exception of education, have a representation of 16.5%.

3.3. Research instruments

The researcher developed a questionnaire that was structured around the obstacles that are hindering the performance metrics of part-time employees, utilizing a mixed and straightforward random sampling technique. A total of fifteen thousand five hundred and fifty (15,550) questionnaires were distributed to the six departments. Of these, one received one thousand two hundred and ten (1210) correctly completed questionnaires, which constitute the sample size for the study.

3.4. Data Analysis Methodology

In order to analyze the data, we implemented descriptive and inferential statistics. Frequency distribution tables, pie charts, proportions, and percentages are employed in descriptive analysis to analyze the data. Chi-square (as in equation 1) and contingency tables are employed in inferential statistics to evaluate certain hypotheses that are posited in this paper.

$$\chi^2_{cal} = \sum_{i=1}^n \sum_{j=1}^m \frac{(O_{ij} - E_{ij})^2}{E_{ij}} \sim \chi^2_{(c-1)(r-1)} \alpha \quad 1.$$

Such that:

O_{ij} = observed values

E_{ij} = expected values

c and r = number of columns and rows respectively

α = the level of significance

cal = calculated

χ^2 the Chi-square test statistic.

E_{ij} is computed as follows

$$E_{ij} = \frac{R_i \times C_j}{n} \quad 2.$$

Such that: E_{ij} is the expected value

R_i is the row total

C_j is the column total

n is the grand total.

4.0 Results and Analysis

The first set of tables provides a descriptive analysis of the data from the sample, while the second set of tables shows an alphabetical representation of a response scale, with "A" for strongly agree, "B" for agree, "C" for strongly disagree, "D" for disagree, and "E" for undecided. A "contingency table" is a kind of table where each cell records an observation. The percentage of responses in each department may be seen in Table I, which is located above. The percentage of part-time employees varies among departments, with 17.40% in education and 16.50% in the other departments. A full analysis can be found in Table I.

Table II. Perception on willingness to be Appraised

I wish to be appraised	Academia Part-time	Skilled Part-time	Menial Part-time	Total	Proportion	%
Yes	165	139	155	460	0.380	38.0
No	461	163	136	750	0.620	62.0

According to Table II, only 38% of the participants in the study were eager to undergo appraisal, while 62% showed no interest. This lack of interest is likely due to their lack of awareness and the demanding standards that full-time personnel had to meet in order to be appraised. Therefore, the feeling of discouragement arises.

The conclusions from the descriptive statistical analysis cannot be used to generate any generalizations about the system due to the constrained nature of the sample data being considered. We utilized inferential statistics, as exemplified by Faithpraise *et al.*, (2023), to examine the suggested hypothesis and formulate a comprehensive conclusion that spans the entire population.

Statistical inference

By utilizing equations (1) and (2) mentioned before, we have derived the following calculations based on Tables III to V:

TABLE III. A majority of part-time employees are interested in being appraised, as they believe it contributes to their professional development and recognition

Respondents	A	B	C	D	E	TOTAL
Academic part-time	253(247)	165(169)	46(48)	22(22)	10(11)	496
Skilled part-time	167(180)	107(123)	48(35)	28(16)	12(8)	362
Menial part-time	183(175)	139(120)	22(34)	4(16)	4(8)	352
Total	603	411	116	54	26	1210

$$\chi^2 = \frac{(253-247)^2}{247} + \frac{(165-169)^2}{169} + \frac{(46-48)^2}{48} + \dots + \frac{(4-8)^2}{8}$$

$$\chi^2_{cal} = 37.88$$

$$\chi^2_{(c-1)(r-1)}\alpha = \chi^2_8(0.05) = 15.51$$

Decision

Reject Ho: if $\chi^2_{cal} > \chi^2_{\alpha}$ and accept if otherwise

Answer to Research Question (1)

Since the value of $\chi^2_{cal} = 37.88 > \chi^2_{\alpha} = 15.51$,

We accept H1: *A majority of part-time employees are interested in being appraised, as they believe it contributes to their professional development and recognition.*

TABLE IV. *Part-time appraisals significantly enhance employee performance compared to no appraisal or less frequent appraisal*

Respondents	A	B	C	D	E	TOTAL
Academic -Part-time	290(269)	141(157)	33(39)	20(23)	12(8)	496
Skilled Part-time	167(197)	111(114)	44(28)	32(17)	8(6)	362
Menial part-time	200(191)	130(111)	17(27)	5(17)	0(6)	352
Total	657	382	94	57	20	1210

$$\chi^2 = \frac{(290-269)^2}{269} + \frac{(141-157)^2}{157} + \frac{(33-39)^2}{39} + \dots + \frac{(0-6)^2}{6}$$

$$\chi^2_{cal} = 71.56$$

$$\chi^2_{(c-1)(r-1)}\alpha = \chi^2_8(0.05) = 15.51$$

Decision

Reject Ho: if $\chi^2_{cal} > \chi^2_{\alpha}$ and accept if otherwise

Answer to Research Question (2)

Since the value of $\chi^2_{cal} = 71.56 > \chi^2_{\alpha} = 15.51$,

H0: rejected and H1: accepted. *Part-time appraisals significantly enhance employee performance compared to no appraisal or less frequent appraisal as proven.*

TABLE V. *Employees are more likely to encourage university management to appraise part-time employees when they perceive appraisal as beneficial to performance and job satisfaction.*

Respondents	A	B	C	D	E	TOTAL
Academic -Part-time	183(189)	161(165)	32(49)	19(26)	101(63)	496
Skilled Part-time	127(141)	111(120)	48(36)	32(19)	44(46)	362
Menial part-time	161(137)	130(117)	39(35)	13(19)	9(45)	352
Total	471	402	119	64	154	1210

$$\chi^2 = \frac{(183-193)^2}{193} + \frac{(161-165)^2}{165} + \frac{(32-49)^2}{49} + \dots + \frac{(9-45)^2}{45}$$

$$\chi^2_{cal} = 83.17$$

$$\chi^2_{(c-1)(r-1)}\alpha = \chi^2_8(0.05) = 15.51$$

Decision

Reject H_0 : if $\chi^2_{cal} > \chi^2_{2\alpha}$ and accept if otherwise

Answer to Research Question (3)

Since the value of $\chi^2_{cal} = 83.17 > \chi^2_{2\alpha} = 15.51$,

H_0 : rejected and H_1 : accepted. *Employees are more likely to encourage university management to appraise part-time employees when they perceive appraisal as beneficial to performance and job satisfaction issues sustained.*

5.0. RESULTS AND DISCUSSION

This study employed both descriptive and inferential analysis. Table I demonstrates that education has the highest proportion of representation at 17.40%, with the remaining five departments following closely at 16.50%. According to Table II, 62% of the participants showed a hesitance towards using part-time appraisal methods. They mentioned that this was due to their poor opinion of the university's strict appraisal system and its lack of relevance to their job performance. 38% of individuals indicated their intention to introduce part-time evaluations as a means of distinguishing themselves from their full-time counterparts and maintaining their ethical principles, hence improving productivity and effectiveness. The inferential analysis was used to examine the three hypotheses and provide answers to the three research questions addressed in this study. The analysis strongly suggested that respondents' feedback on the adoption of part-time employees' appraisal indicated that this practice can effectively mitigate redundancy, disengagement, and distrust in the system. Consequently, it is expected to enhance performance and productivity among students. Our data indicate that implementing appraisals can significantly enhance motivation and productivity among part-time employees in higher institutions in Nigeria. The researchers did a chi-square study to evaluate the influence of part-time assessments on employee performance and interest. Based on the data, 38% of employees who work part-time expressed agreement with the utilization of appraisals. We employed chi-square analysis to ascertain if there is a significant difference between the observed frequency of part-time staff who assist appraisal and the expected frequency. The results demonstrate a statistically significant inclination towards appraisals among part-time employees.

Main Discoveries

The research confirms the idea that part-time appraisals improve employee performance, as a considerable majority of part-time staff acknowledge their use and recognize their advantages. This discovery is consistent with Harvard University's (2023) claim that good goal-setting and metrics are essential for managing performance in educational environments. Part-time staff consistently advocate for the implementation of regular appraisals by university management. These evaluations are perceived by employees as valuable, serving both their personal professional growth and the enhancement of general performance. This discovery aligns with the research conducted by Davis (2017). Interest in Appraisals: A significant number of part-time employees expressed a willingness to undertake an appraisal, hence enhancing the positive perception of these procedures

6.0 Conclusion

The chi-square analysis verifies that most staff members get part-time appraisals in a positive manner, suggesting that these appraisals have the potential to improve performance and professional satisfaction. The university administration should contemplate the implementation or augmentation of performance evaluations for part-time personnel to correspond with these discoveries and fulfill staff anticipations. The following suggestions can help the universities and colleges in Calabar, Cross River State, Nigeria, develop a more fair and efficient system of

performance reviews for their adjunct faculty. This will increase productivity, alleviate stress, and boost morale in the classroom.

6.1 Recommendations

It is important for institutions to have evaluation processes that are well-communicated, open, and transparent. Part of this is making sure that temporary workers know exactly what to expect from performance reviews in terms of criteria, procedures, and expectations. The appraisal process might be made more understandable and less intimidating by attending regular orientations or workshops.

- Schools should create evaluation standards that are role-specific to help part-time teachers overcome the unique obstacles they encounter. Ensuring fair and meaningful evaluations for part-time staff requires taking into account their limited hours, different workloads, and distinct contributions.
- Not only should performance be measured in appraisals, but opportunities for professional development and constructive criticism should also be a priority. In order to turn performance reviews into chances for professional development, institutions should provide part-time employees with mentorship, training, and other resources to assist them implement the suggestions made during assessments.
- Institutions should encourage a cooperative atmosphere to allay concerns about the demanding nature of evaluations. Peer reviews, informal check-ins at regular intervals, and an emphasis on continual progress rather than punishment could all fall under this category. The best way to make part-time workers feel safe and appreciated is to foster an environment that encourages open communication.
- The creation and improvement of evaluation systems should include institutions' part-time teaching staff. Organizations can improve the alignment of evaluation procedures with part-time positions, as well as their perception of equity and perks, by requesting their thoughts and opinions.
- Organizations should check in on their evaluation processes on a frequent basis to see how well they are working. Part of this process is talking to part-timers about their assessment experiences and making changes based on their input in case any problems arise. Appraisals can be kept current, fair, and effective in improving employee performance with continuous monitoring.
- To clear up any confusion or misinformation regarding the evaluation process, it is important to encourage open communication between management and part-time employees. Institutions would do well to listen to part-time workers' feedback and ideas for how to enhance the evaluation process so that they can better serve their needs and expectations.

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