

PERFORMANCE APPRAISAL SYSTEM IN STATE UNIVERSITIES AND COLLEGES IN CARAGA REGION

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The performance appraisal system is a vital tool for evaluating and enhancing the effectiveness of faculty and staff in academic institutions. In the context of State Universities and Colleges (SUCs) in the Caraga Region, such systems are crucial for maintaining educational quality, fostering accountability, and supporting professional growth. This study investigates the effectiveness of current appraisal system in state universities and colleges in Caraga Region, focusing on the clarity of appraisal criteria, consistency of implementation, timeliness of feedback and fairness and objectivity of evaluations. A total of 269 respondents were surveyed to assess effectiveness of the existing performance appraisal system. Drawing from Social Exchange Theory, Goal Setting Theory, and Expectancy Theory, the study concludes the performance appraisal system is generally effective, especially in terms of clarity and fairness. However, the delayed feedback limits its full developmental potential. Thus, this study recommends state universities and colleges may use a designed performance appraisal system in order to help in their employees' development. On the other hand, human resource practitioners may evaluate employees fairly and establish a structured feedback timeline to ensure that employees receive timely, actionable insights that support immediate improvement. These findings offer critical implications for designing inclusive, responsive, and sustainable performance appraisal system for state universities and colleges.

Keywords: Performance Appraisal System, Development, State Universities and Colleges, Timeliness, Feedback

1. INTRODUCTION

Performance appraisal system has long been regarded as essential tools for driving employee performance, fostering development, and contributing to the overall success of organizations. In the context of higher education institutions, such as State Universities and Colleges (SUCs), performance appraisals are particularly significant as they offer a structured mechanism for assessing faculty, aligning individual goals with institutional objectives, and promoting an environment of continuous improvement. Historically, performance appraisals have been viewed primarily as a tool for organizational benefit, focusing on enhancing employee performance, increasing motivation, and supporting career development (Bhawna Chahar, 2020). However, research has increasingly emphasized the importance of shifting from routine, transactional evaluations to more dynamic, employee-centered processes that incorporate structured feedback, constructive criticism, and collaborative goal-setting.

Despite the recognized importance of these evaluations, many employees, including those in academic institutions, often face challenges in understanding their goals, their potential, and how their contributions align with broader organizational objectives (Cabaya, 2023). While studies, such as those by Salami Luqman Adeniyi (2024), have demonstrated a clear link between goal-setting, learning and development, and effective communication with improved work performance, significant gaps remain in the implementation and effectiveness of performance appraisal systems. Among these gaps are unclear communication of the appraisal

system, a lack of meaningful feedback following evaluations, and limited employee involvement in the formulation of evaluation tools (Segbenya & Bonsu, 2019).

This study seeks to bridge these gaps by assessing the efficiency of the performance appraisal system in State Universities and Colleges in the Caraga Region. Specifically, it aims to explore the effectiveness of current performance appraisal practices in fostering employee growth, satisfaction, and motivation within the academic sector. By identifying best practices and potential areas for improvement, this research will contribute to the development of a more employee-centric and development-focused performance appraisal framework. Through a comprehensive assessment, this study hopes to offer valuable insights that can enhance the design and implementation of fair, effective, and growth-oriented performance evaluation systems, ultimately benefiting both the individual employees and the broader institutional objectives of State Universities and Colleges in the Caraga Region.

RESEARCH OBJECTIVES

1. Evaluate the current performance appraisal system
2. Explore the effectiveness of communication and feedback mechanisms
3. Recommend strategies for improving the performance appraisal system

2. METHODOLOGY

The study employed a descriptive research design to quantify and analyze patterns in the effectiveness of performance appraisal in state universities and colleges in Caraga Region. A total of 269 permanent faculty participated as respondents, providing data through a structured questionnaire designed to capture information on their perspectives about the effectiveness of performance appraisal system. Data collection was conducted within the state universities and colleges in CARAGA namely North Eastern Mindanao State University, Surigao del Norte State University, Caraga State University and Agusan del Sur State College of Agriculture and Technology with prior informed consent obtained from participants and strict adherence to data confidentiality protocols. Ethical standards were upheld throughout the research process, ensuring voluntary participation, anonymity, and responsible handling of information. The collected data were analyzed using descriptive statistics, particularly weighted mean, to identify trends and draw meaningful conclusions.

3.RESULTS AND DISCUSSION

The performance appraisal system is a vital component of any organization as it serves to evaluate employee performance, provide feedback, and guide professional growth and development. To ensure its effectiveness, it is important to assess how employees perceive the appraisal process. The table below presents data based on five key indicators: clarity of appraisal, consistency of implementation, timeliness of feedback, fairness and objectivity of evaluation, and an overall effectiveness score. Each indicator was rated using a Likert scale, and the results were interpreted using mean scores and adjectival ratings.

The first indicator, Clarity of Appraisal, measures how well employees understand the appraisal process, including the criteria, procedures, and expectations involved. It received the highest mean score of 4.101, with an adjectival rating of "Agree." This suggests that the appraisal system is clearly communicated and well-structured, allowing employees to fully comprehend how they are being evaluated. Research by Adeniyi (2024), highlights that effective communication and clear goal-setting within appraisal systems positively influence employee performance and motivation, fostering transparency and trust in the process.

The second indicator, Consistency of Implementation, refers to the uniform application of the appraisal system across all individuals and departments. It scored a mean of 3.816, also rated as "Agree." While this indicates that the system is generally applied consistently, the slightly lower score compared to clarity implies that there may be instances where uniformity is lacking, possibly due to differences in management style or departmental procedures. According to Aguinis (2013), consistency is a critical component of an effective performance management system. When appraisal standards are applied unevenly across departments or by different supervisors, employees may perceive the system as unfair, which can undermine its credibility and negatively affect morale and trust. Aguinis

emphasizes that standardized procedures and proper training for evaluators are essential to ensure fairness and effectiveness throughout the organization.

The third indicator, Timeliness of Feedback, evaluates whether employees receive feedback promptly following their appraisal. With a mean score of 3.565, it received the lowest rating among the five indicators, though still within the “Agree” range. This score suggests that while feedback is being provided, it may not always be timely, potentially limiting its effectiveness in helping employees improve and stay motivated. Yusoff (2025) emphasizes that delayed feedback can undermine the effectiveness of performance appraisals, negatively impacting employee development and morale. Organizations should therefore focus on improving the promptness of feedback delivery to maximize appraisal benefits and enhance overall performance.

The fourth indicator, Fairness and Objectivity of Evaluation assesses whether appraisals are conducted impartially and based on objective criteria. It achieved a mean score of 3.981, indicating that employees generally believe the evaluation process is fair and free from bias. This perception contributes positively to employee morale and trust in the appraisal system. According to Dessler (2020), fairness in performance appraisals is essential to maintaining employee motivation and organizational harmony. He emphasizes that appraisals should be based on job-related criteria and clearly defined standards to avoid personal bias and favoritism. When fairness is upheld, employees are more likely to view the system as credible, increasing their acceptance of feedback and willingness to improve.

The Overall Mean of 3.866, with an adjectival rating of “Agree,” reflects a generally favorable perception of the current appraisal system. Employees recognize the strengths of the system in terms of clarity and fairness, but also point to areas for improvement, particularly in delivering timely feedback and ensuring consistent application.

Effectiveness of the current appraisal system

Indicators	Mean	Adjectival Rating
Clarity of Appraisal	4.101	Agree
Consistency of implementation	3.816	Agree
Timeliness of Feedback	3.565	Agree
Fairness and Objectivity of Evaluation	3.981	Agree
Over-all Mean	3.866	Agree

4. CONCLUSIONS

The findings of this study reveal that the performance appraisal system implemented in State Universities and Colleges (SUCs) in the Caraga Region is moderately effective, particularly in the areas of clarity and fairness. A majority of respondents indicated that they clearly understood the criteria and processes used in the appraisal system, which suggests that communication regarding performance expectations is well-established within these institutions. Furthermore, employees perceived the system as equitable, with consistent standards applied across different departments and job classifications. These results reflect a high level of procedural transparency and organizational justice, both of which are essential in fostering trust in the appraisal process and in enhancing employee satisfaction and motivation.

However, despite these strengths, the study also uncovered a significant weakness that limits the system's overall developmental impact: the delayed delivery of performance feedback. Timely feedback is a critical component of effective performance management, as it enables employees to connect feedback directly to specific actions or behaviors. When feedback is delayed, its relevance diminishes, reducing its usefulness in guiding employee growth and real-time performance improvement.

This shortcoming aligns with findings from earlier studies (Adeniyi, 2024), which emphasized the importance of continuous learning, effective communication, and a strong feedback loop in enhancing employee performance. Delayed feedback not only reduces the developmental value of performance appraisals but may also lead to reduced engagement, a lack of clarity about performance expectations, and missed opportunities for improvement.

Furthermore, the issue of delayed feedback underscores a broader organizational challenge: the gap between evaluation and development. While performance appraisal systems in SUCs are well-positioned to identify strengths and weaknesses, their developmental function is weakened when employees are not given timely, actionable responses. This can limit career growth and skill enhancement, as identified in earlier research by Cabaya (2023), which highlighted that many employees remain unclear about their roles, goals, and contributions to organizational outcomes.

5. RECOMMENDATIONS

SUCs should consider reforming their feedback mechanisms. This could include integrating more frequent and informal check-ins, conducting mid-year reviews, or using digital platforms to facilitate real-time feedback. By having an effective feedback model, institutions can support a culture of ongoing development and performance improvement.

Therefore, while the performance appraisal system in SUCs in the Caraga Region demonstrates structural integrity in terms of fairness and clarity, its effectiveness is compromised by the lack of timely feedback. Strengthening this component will not only enhance the system's developmental potential but also ensure that employees are supported in their professional growth, thereby aligning individual performance with institutional goals. Future appraisal strategies must therefore prioritize feedback timeliness, employee involvement, and continuous development practices to fully realize the intended benefits of performance evaluations in academic institutions.

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