



Appraisal Systems and Job Performance Nexus: Evidence from Library Staff in Higher Institutions

¹Ikeagwuani Jovita Amarachi, ²Michael Ugochukwu Ibeawuchi, ³Ilika Obiageli M.

^{1&3}Chukwuemeka Odumegwu Ojukwu University Library, Anambra state

²Imo State University Owerri, Imo State

ABSTRACT

This study investigates the relationship between appraisal systems and job performance among library staff in higher education institutions in Nigeria, with a focus on the South-East region. Employing a survey methodology and a simple linear correlational design, the research utilized the Pearson Product Moment Correlation technique to analyze data collected from 332 library professionals and paraprofessionals across federal higher education institution libraries. The study aimed to assess the extent of job performance and the correlation between specific appraisal methods—ranking and checklist—and staff performance outcomes. The findings revealed a high level of job performance among library staff, as indicated by an observed mean rating score (33.28) surpassing the expected mean (32.50). A strong positive correlation was identified between the use of the ranking method and job performance ($r = 0.836$), with the ranking method accounting for 69.9% of performance variability. Similarly, the checklist method demonstrated a very high positive correlation with job performance ($r = 0.862$), explaining 74.3% of performance variations. Statistical significance was confirmed for both methods ($p < 0.05$), leading to the rejection of null hypotheses and affirming their impact on performance. The study underscores the efficacy of structured appraisal systems in enhancing productivity and accountability in academic libraries. It highlights the ranking method's utility in distinguishing employee performance hierarchically, while the checklist method provides a systematic, bias-resistant evaluation framework. Recommendations include institutional adoption of these methods, regular training for appraisers, and transparent implementation to mitigate biases. The research contributes to human resource management literature by validating appraisal tools in the context of Nigerian academic libraries, advocating for their strategic use to align staff performance with organizational goals.

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INTRODUCTION

In order to assist the institution in achieving its overall objectives, the human resources department of the library at higher education institutions is expected to perform specific jobs and offer specific services simultaneously. By offering a vast array of library materials and services, the library plays a crucial role in the university's primary objectives of

disseminating knowledge through research and teaching activities (Enweani & EzeKwibe, 2025). Regardless of how automated a business or library is, job performance evaluation remains essential for determining how well an individual fulfills their professional responsibilities (Enweani et al., 2025). High-quality work is intimately tied to meeting requirements for quality, quantity, collaboration, dependability, and innovation.

Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

Chukwuemeka Odumegwu Ojukwu University Library, Anambra State.

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The library staff performs a wide range of tasks that benefit library patrons. According to Urhiewhu, Nzewi, and Roy (2024), their anticipated roles include providing services such as current awareness, reference, reprographic, lending, interlibrary loan, and Selective Dissemination of Information (SDI), etc. They are also experts at making information accessible and in cataloging, classifying, creating abstracts, bibliographies, indexes, and other library resource organization (Enweani & Ikeagwuani, 2024). Librarians who are skilled in offering online information services to college students who are increasingly "screen readers" rather than "paper readers" are needed in this era of information technology and communication (ICT) (Urhiewhu, Nzewi & Roy, 2024; Enweani & Okafor, 2025).

Every organization has a time for stock-taking. The ability of any organization to function effectively and efficiently is largely dependent on making the best use of its resources, which include financial, material, and human resources, the latter of which is thought to be the most crucial (Enweani & Regha, 2025). Through self-evaluation and introspection, appraisal is a management tool that fosters ongoing learning and development pupils who are increasingly reading on screens rather than on paper (Urhiewhu, Nzewi & Roy, 2024). A strategic tool for increasing organizational effectiveness is performance appraisal (Regha & Enweani, 2025).

The terms performance assessment, evaluations, performance review, employee appraisal, and staff appraisal are frequently used interchangeably with performance appraisal. According to Mathis and Jackson (2000), performance appraisal is the process of assessing how well workers do their jobs in relation to predetermined standards and then informing those workers of the results. Therefore, performance appraisal is a control mechanism used by academic library administrators to keep an eye on subordinates' work performance by comparing goals and actual performance and taking appropriate action (Kleiner, 2006).

Therefore, an effective and efficient performance review system should make it easier to increase future worker productivity (Enweani &

Muokebe, 2019). Employees will be more inclined to make every effort to prevent negative consequences and promote greater creativity when they understand that their careful and responsible performance of duties and responsibilities may lead to promotions, pay increases, and better opportunities, while poor performance will inevitably result in penalties (Muokebe & Enweani, 2019). Workers will start thinking creatively and outside the box to come up with ideas, which will ultimately increase organizational productivity (Nwokike and Unegbu, 2019). Although the goals and results of performance reviews are generally positive, the body of research suggests that they can have unanticipated negative or harmful effects on the employees being evaluated (Enweani, 2019). The impact of rewards and their subsequent influence on employee commitment and loyalty, which in turn stimulates productivity within the organization, are among the many issues that have been identified as impeding the successful and efficient implementation of the performance appraisal system (Idiodi & Urhiewhu, 2024).

A variety of methodologies exist for appraising personnel prior to the consideration of promotions. These methodologies encompass traditional approaches such as graphic rating scales, ranking methods, paired comparison methods, forced distribution methods, checklist methods, essay or free-form appraisals, and confidential reports, while contemporary approaches include behaviorally anchored rating scales, assessment centers, human resources accounting, management by objectives, behavior observation scales, psychological appraisals, results-oriented methods, group appraisals, productivity measures, and balanced scorecards (Muokebe & Enweani, 2019). Amin, Hossain, and Islam (2015) assert that the majority of organizations employ a formal performance appraisal method wherein employee job performance is evaluated periodically, typically on an annual basis.

Various types of performance appraisal methodologies exist, including the critical incident method, weighted checklist method, graphic rating scale, behaviorally anchored rating scales

Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

Chukwuemeka Odumegwu Ojukwu University Library, Anambra State.

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(BARS), essay evaluation, paired comparison analysis, performance ranking method, management by objectives (MBO), confidential reports, 360-degree performance appraisals, and forced ranking (forced distribution) methods, among others (Enweani, 2019). In certain organizations, a singular method is utilized, whereas in others, promotion decisions are predicated on a combination of two or more methods. An analysis of some of these methodologies will be conducted to investigate their effects on job performance.

The ranking methodology systematically evaluates employees, culminating in a hierarchical arrangement of individuals relative to one another (Enweani & Muokebe, 2019). Essentially, this implies that should a promotion be warranted, the individual occupying the highest rank may be selected for the advancement. Ranking methodologies are particularly beneficial when the outcomes of performance assessments are requisitioned for definitive personnel determinations, as these rankings inherently disallow the possibility of equal evaluations among individuals. Obi (2016) astutely noted that while the merit of rankings lies in their capacity to streamline personnel decisions, this advantage is coupled with a significant risk, as ranking methodologies may compel supervisors to make "artificial" distinctions between individuals whose performance levels are comparably effective.

In the checklist methodology, the evaluator or appraiser abstains from directly assessing the employee's performance (Enweani & Regha, 2025). Instead, the evaluator merely provides reports regarding the employee's performance to the human resources department, which conducts the appropriate and conclusive evaluation and rating. Within this approach, a compilation of forms featuring a series of inquiries about the individual employee and their conduct is presented. Under this framework, a checklist comprising affirmations of employee traits is constructed in the format of binary Yes or No questions. Should the evaluator possess a strong conviction that the employee exemplifies a specific characteristic listed, they will mark the

corresponding item; conversely, the item will be left unchecked if they do not hold such a belief.

Department heads are typically mandated to submit a confidential report regarding their subordinates, which is designated as the Annual Confidential Report (Enweani, 2019). This system is predicated upon confidential reports completed by the supervisors of the employees. Nwokike and Unegbu (2019) characterize it as the predominant methodology employed in public sector organizations for employee evaluation; however, they are frequently regarded as inefficient, susceptible to corruption, and prone to manipulation. Another method of evaluation is the graphic rating scale (Regha & Enweani, 2025). This scale enumerates the attributes that each employee is expected to possess and subsequently assesses individuals on a numerical continuum for each characteristic. The resulting scores are intended to categorize employees into various strata of performance, which may influence decisions regarding promotions and salary modifications. The method is straightforward in its conception and highly accessible for users. It facilitates the quantification of behaviors, thereby streamlining the appraisal process significantly (Enweani & Okafor, 2025).

In the 360-degree appraisal framework, data is acquired from a multitude of sources including supervisors, upper management, assistants, peers, clients, and the broader community (Enweani & Ikeagwuani, 2024). The 360-degree appraisal approach can prove to be more efficacious in contrast to previous methodologies that were often unilateral and potentially biased. Those who complete the appraisal instrument typically do so in a confidential manner, and the collective feedback from these diverse sources is employed to evaluate and enhance the employee's performance.

The primary objective of the annual staff appraisal conducted within organizations is to evaluate the extent to which employees fulfill their designated responsibilities (Enweani & EzeKwibe, 2025). Job performance is aligned with the organizational objectives pertinent to the role. This facet is critically significant and essential for the



success of the organization. Nwokike and Unegbu (2019) define job performance as a compilation of employee behaviors that are perceived to be congruent with organizational objectives and can be quantified, monitored, and evaluated as individual achievements. Job performance is particularly relevant to libraries due to its impact on the attainment of the library's goals (Enweani, 2019). This is why Nwokike and Unegbu (2019) posits that job performance constitutes one of the most crucial activities that reflect both the objectives and the means necessary for their realization.

Evans (201) conducted an investigation into performance appraisal and found that such evaluations are indispensable for effective supervision; there are instances where performance appraisals have a direct influence on job performance, as well as occasions where no correlation is evident. It is within this context that this study explores the relationship between appraisal systems and the job performance of library personnel in higher education institutions in Anambra State (Enweani & Muokebe, 2019).. It is within this context that this study explores the relationship between appraisal systems and the job performance of library personnel in higher education institutions in Anambra State.

Research Questions

The following research questions are posed for this study:

1. To what extent of job performance of library staff in higher institution libraries in Anambra State?
2. What is the coefficient of relationship between the use of ranking method and the extent of job performance of library staff higher institution libraries in Anambra State?
3. What is the coefficient of relationship between the use of checklist method and the extent of job performance of library staff higher institution libraries in Anambra State?

Hypotheses

The following hypotheses stated in the null form are formulated to guide this study at 0.05 level of significance:

1. Ho₁: There is no significant relationship between the use of ranking method and the extent library staff in federal, State and Private Institution libraries in Anambra State perform their jobs.
2. Ho₂: The coefficient of relationship between the use of checklist method and the extent of job performance of library staff is not significant.
3. Ho₃: There is no significant relationship between the use of confidential report and the extent of job performance of library staff.

LITERATURE REVIEW

Staff Performance Appraisal

The work of organizational employees is assessed periodically to evaluate whether they are fulfilling their job requirements. As noted by Khanka cited by Obi (2016), appraisal refers to the process of assessing an employee's value or worth. He further describes performance evaluation as a systematic and unbiased method for measuring an employee's relative value or job performance skills (Amaechi et al., 2018). Performance appraisal is the practice of measuring an employee's work performance against established standards and subsequently communicating the results to them (Enweani, 2018).

Other terms used for performance appraisal include employee rating, employee evaluation, performance review, performance assessment, and outcomes appraisal. Based on Obi (2016), performance assessment is regarded as a method for evaluating an individual employee's productivity and effectiveness to determine their contributions toward achieving the organization's goals and objectives (Agwuna & Enweani, 2018). Armstrong and Taylor (2014) state that performance appraisal consists of criteria that outline the nature of the work and regulate the engagement relationship, aiming to



attract and retain suitable employees based on organizational needs (Igbokwe et al., 2019).

The main objectives of performance appraisal processes include acknowledging employees for their efforts (Enweani & Eke, 2019). Research by Mollel, Mulongo, and Razia (2017) indicates that performance reviews can effectively boost employee productivity within companies. There are several reasons for conducting performance reviews, such as career advancement, salary increases, job promotions, and providing comprehensive and constructive feedback (Enweani et al., 2019). Agyen-Gyasi and Boateng (2015) highlight the importance of performance reviews for various reasons. They form the basis for key corporate and management decisions, including those related to personnel evaluation, employee development, financial rewards distribution, and decisions concerning promotions and terminations (Ezekwe & Enweani, 2019). It also provides a unique opportunity for managers and employees to discuss their goals and the direction of their organizations in a personal setting (Enweani & Nwankwo, 2018). By observing staff during performance evaluations, professional librarians can effectively mentor, develop, and motivate their team members (Muokebe et al., 2018). Performance reviews make it clear to underperformers that they need to enhance their performance, while high performers recognize that their contributions are valued (Enweani & Ofor, 2017).

In academic and research libraries, performance evaluations are conducted to ensure that employee training takes place regularly (Ezeani & Enweani, 2015). As per the findings of Bloom, Genakos, Sadun, and Van Reenen cited by Paul et al. (2014), worker evaluations, commonly known as performance appraisals, are distinct, formal, and sanctioned activities conducted typically once or twice a year, clearly outlining the performance criteria utilized during the evaluation process (Ogbonna et al., 2014). Mathis and Jackson cited Akanwa and Udo-Anyanwu (2015) state that performance reviews generally take place once or twice annually (Mole & Enweani, 2011). In accordance with furthermore, performance reviews are continuous

processes that assess and analyze each employee's contributions to identify their strengths and weaknesses (Enweani, 2012). Naturally, they also receive feedback regarding the results. As noted by Akanwa and Udo-Anyanwu (2015), managers tend to view their employees as productive when they consistently evaluate their performance and provide grades with the intention of facilitating promotions or other desirable rewards (Ofordile & Enweani, 2009).

Generally, the performance evaluation system is documented. Each year, employees must complete it, and it forms the basis for their progression (Enweani & Enem, 2019). Based on this assumption, job performance is the primary focus of evaluations; if an employee's performance falls short of expectations, they will be motivated to give their best effort to earn the appropriate rewards (Enweani & Enweani, n.d.). Research by Onuoha (2018) indicates that a significant number of participants believed that performance evaluations enhanced career growth and work efficiency (Enweani, 2018).

Thus, evaluations from performance reviews should not be the only factor considered when determining an employee's eligibility for a promotion, pay increase, or training opportunities (Amaechi et al., 2018). This is because some managers do not provide truthful and impartial evaluations of their staff (Agwuna & Enweani, 2018). Numerous managers rely on performance review outcomes to penalize an employee who has lost their favor (Obi, 2016). Furthermore, he said workers' reactions are shaped by perceived fairness in uncertain circumstances (Igbokwe et al., 2019). This is particularly relevant for promotions, as career advancement affects employees both financially and emotionally (Enweani & Eke, 2019).

Employees who miss out on promotions are likely to be influenced by the fairness perceived in promotions (Ezekwe & Enweani, 2019). As a result, this will undoubtedly affect employees' performance (Enweani & Nwankwo, 2018). Urhiewhu (2024) bemoaned the fact that loyal employees who have given their all for the company but are ultimately passed over for promotions would notice that the company is not

Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

Chukwuemeka Odumegwu Ojukwu University Library, Anambra State.

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considering their well-being (Muokebe et al., 2018). Employees who do not receive promotions may become dissatisfied and their productivity may decline (Enweani & Offor, 2017). However, there is less dedication and perhaps less effort because it is unlikely that dissatisfied personnel would be motivated to give the company their all (Ezeani & Enweani, 2015).

Performance Appraisal Methods

There are many techniques of appraisal, some of these are simple while others are more complex thereby, requiring well-trained appraisers who can effectively use them (Urhiewhu & Idiodi, 2024). Ekwochi (n.d.) stated that the most commonly used appraisal techniques include: Field review, Essay appraisal, Critical incident appraisal, Ranking method, Assessment, Work standards approach, Forced-choice rating, Graphic rating scale and Checklist method (Gbogbonoshe et al., 2024). The method used in the measurement and evaluation of a worker's performance differs from one organization to another (Urhiewhu & Idiodi, 2024).

The various methods are categorized into four, namely: Category rating methods, Comparative methods, Narrative method, and Behaviors/objective method (Ejedafiru & Urhiewhu, 2022). Performance evaluation methods include written essays, the critical event technique, rating scales, behaviorally anchored rating scales (BARS), 360-degree feedback, management by objectives (MBO), the checklist, the forced-choice, group order ranking, and the APER system (Nzewi & Urhiewhu, 2020). However, Larry's research in Ikonne (2015) indicates that rating scales are the most popular evaluation method (56%), followed by essay techniques (25%), and management by objective (MBO) or results-oriented strategies (13%) (Jude-lwuoha et al., 2020).

According to Okoroafor (2015), the main methods of performance review are the checklist, forced choice approach, ranking, confidential report, graphic rating scale, and behaviorally-anchored rating scale (BARS) (Urhiewhu et al., 2018). The choice of appraisal method often depends on organizational culture, the nature of

the job, and the objectives of the evaluation (Urhiewhu & Folorunso, 2017). For instance, comparative methods such as ranking are useful for distinguishing top performers, while narrative methods like essay appraisals provide qualitative insights into employee performance (Ugwu & Urhiewhu, 2016).

Behavioral methods, such as BARS, focus on specific job-related behaviors and are particularly effective in roles where observable actions directly correlate with performance outcomes (Urhiewhu & Omah, 2016). Meanwhile, objective methods like MBO align individual performance with organizational goals, ensuring that employees contribute meaningfully to broader strategic objectives (Folorunso & Urhiewhu, 2016).

Recent studies highlight the increasing adoption of 360-degree feedback in academic and professional settings, as it incorporates input from multiple stakeholders, including peers, subordinates, and supervisors (Ejedafiru & Urhiewhu, 2014). This method provides a holistic view of an employee's performance, though it requires careful implementation to avoid bias (Enweani & Urhiewhu, 2024).

Despite the variety of appraisal techniques, challenges such as rater bias, lack of training, and unclear performance criteria can undermine their effectiveness (Urhiewhu & Ifeka, 2013). To mitigate these issues, organizations must invest in rater training, establish clear performance metrics, and ensure transparency in the appraisal process (Ibeabuchi & Urhiewhu, 2016). In conclusion, selecting the appropriate appraisal method is critical for accurate performance assessment and employee development (Muokebe & Urhiewhu, 2018). Organizations should tailor their approach based on job requirements, organizational culture, and the intended outcomes of the appraisal (Ifeka & Urhiewhu, 2012).

METHODOLOGY

The researchers employed a survey method and a simple linear correlational design utilizing the Pearson Product Moment Correlation technique for this study. This approach is

Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

Chukwuemeka Odumegwu Ojukwu University Library, Anambra State.

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considered appropriate for the research as it facilitates an accurate representation and thorough examination of the data in the relevant areas. The objective of survey research is to collect data and systematically outline the facts or characteristics of a specific issue (Nworgu, 2015).

Secondly, the analyses are based on the data available in the research areas as well as the views and annual reports of the participants. To determine if there is a relationship between two variables, a correlational analysis is performed. This research was conducted in Anambra State, Nigeria. The primary focus of this study was on higher education institutions in Anambra State, which include Madonna University Library Okija, Legacy University Library Okija, Paul University, Awka, Chukwuemeka Odumegwu Ojukwu University Library, Igbariam, Festus Aghagbo Nwako Library (Nnamdi Azikiwe University), Awka, Federal Polytechnic Oko, Tansian University Library Umunya, University of Niger Library Umunya, and Federal College of Education Library Umueze.

The study's population consists of 332 library employees who are employed in libraries at higher education institutions. These libraries include both professionals and paraprofessionals. Due to its manageable size and the ease of analysis for the researcher, the sample for the study was made up of the 332 participants. Consequently, the census enumeration method was selected for the research. A rating scale designed by the researcher, which is based on the research questions, was utilized as the tool for data collection in this study. The researchers

provided the instrument to the responders. Copies of the instrument were distributed to the library staff with the help of one employee from each institution. They were trained on how to complete the instrument copies.

The process of administering the instrument and collecting the completed copies took six weeks. This was done to ensure that all copies of the instrument were fully distributed and collected. Research question one was examined using descriptive statistics like mean and standard deviation, which were employed in the analysis of the data gathered for the study. The cluster's criterion mean serves as the foundation for the judgment on the conclusion of the research questions. The degree of associations was determined using Pearson Product Moment Correlation (PPMC). The following is the conclusion for the correlation analyses: Extremely low relationships are denoted by 0.00 to 0.20, low relationships by 0.21 to 0.40, moderate/fair relationships by 0.41 to 0.60, high relationships by 0.61 to 0.80, and extremely high relationships by 0.81 to 1.00. The t-test statistical method was used to assess the hypotheses for significance at the 0.05 alpha level. Decision Rule: Accept the alternative (HA) and reject null (H0) if the p-value is less than 0.05.

RESULTS

Research Question One: To what extent of job performance of library staff in higher institution libraries in Anambra State?

Table 1: Mean and Standard Deviation Scores on Job Performance

<i>N</i>	\bar{X}	μ	<i>Std</i>	<i>Remark</i>
332	33.28	32.50	6.98	High Extent

The observed mean rating score and standard deviation for librarians' job performance were shown in Table 1. The projected mean rating score for librarians' work performance is 32.50, but the observed mean rating score and standard deviation are 33.28 and 6.98, respectively. When it comes to librarians' job performance, the

observed mean evaluation score is higher than the expected mean.

Results of Data Analysis and Tests with Respect to Research Question Two and Hypothesis One

Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

Chukwuemeka Odumegwu Ojukwu University Library, Anambra State.

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Research Question Two:

What is the coefficient of relationship between the use of ranking method and the extent of job

performance of library staff higher institution libraries in Anambra State?

Table 2: The Coefficient of Correlation between the Use of Ranking and Library Staff Job Performance

Variable	n	r	r ²	Remark
Job Performance	332	0.836	0.699	Positive & VHER
Use of ranking				

Based on Table 2, the association between library staff job performance and the use of ranking is measured at 0.836. The coefficient of determination stands at 0.699. A very high degree of correlation is indicated by a coefficient of correlation between 0.81 and 1.00. Therefore, there exists a strong and positive correlation between library staff job performance and the use of ranking. The coefficient of determination

suggests that ranking explains 69.90% of the variations in the job performance of library staff.

Hypothesis One:

The coefficient of relationship between use of ranking and job performance of library staff in tertiary institutions is not significant.

Table 3: Summary t-values Table for Testing Hypothesis One

t _{Cal}	df	t _{Crit}	p	α
27.676	330	1.646	0.000	0.05

The critical or tabular t-value is 1.646, whereas the calculated t-value from Table 3 is 27.676. The significance level set was 0.05, but the observed probability value was 0.00. We reject the initial null hypothesis and accept the second, as the calculated t-value exceeds the tabular t-value and the resulting probability value is less than the established significance level. Consequently, there is a significant correlation between the performance of library professionals in higher education institutions and their ranking usage.

Results of Data Analysis and Tests with Respect to Research Question Three and Hypothesis Two

Research Question Three:

What is the coefficient of relationship between the use of checklist method and the extent of job performance of library staff higher institution libraries in Anambra State?

Table 4: The Coefficient of Correlation between Use of Checklist Method and Library Staff Job Performance

Variable	n	r	r ²	Remark
Job Performance	332	0.862	0.743	Positive & VHER
Use of checklist method				

As indicated in Table 4, a connection of 0.862 and a coefficient of determination of 0.743 exist between the checklist method employed by library personnel and their job performance. A coefficient of correlation ranging from 0.81 to 1.00

signifies a very high level of association, and since it is positive, there is a robust and positive relationship between the job performance of employees and their utilization of the checklist method.

Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

Chukwuemeka Odumegwu Ojukwu University Library, Anambra State.

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Hypothesis Three:

The coefficient of relationship between use of checklist method and job performance of library staff in tertiary institutions is not significant.

Table 5: Summary t-values Table for Testing Hypothesis Two

t_{Cal}	df	t_{Crit}	p	α
30.891	330	1.646	0.000	0.05

The critical or tabulated t-value stands at 1.646, while the t-value derived from Table 5 is 30.891. Additionally, the hypothesized probability value is 0.05, but the actual probability value is 0.000. We reject the second null hypothesis and accept the alternative since the calculated t-value exceeds the tabulated t-value, and the obtained probability value is less than the expected probability value. Consequently, there is a significant correlation between the use of the checklist method and the job performance of university library staff.

DISCUSSION OF FINDINGS

Nexus between Use of Ranking Method and Library Staff Job Performance

The results from the data analysis indicate a very strong positive correlation between the library staff's utilization of the ranking method and their job performance (Ejedafiru & Urhiewhu, 2025). This positive relationship suggests that as the use of the ranking method by library staff increases, their job performance will also rise at the same rate (Rabiu & Urhiewhu, 2025). The findings demonstrate a statistically significant and very high correlation between the application of the ranking method by staff and their job performance (Nzewi & Urhiewhu, 2025). Consequently, this implies that utilizing the ranking method in staff appraisals could lead to notable enhancements in library staff performance (Urhiewhu et al., 2024).

The ranking method is designed to compare employees against one another, resulting in a hierarchical arrangement of staff based on their performance (Idiodi & Urhiewhu, 2024). This outcome aligns with the conclusions of other researchers. For example, in a study by

Okoye, Mbagwu, Abanum, and Nwohiri (2019) regarding the impact of performance appraisal on the job performance of librarians in academic libraries in the South East, a significant connection was found between the use of the ranking method and job performance (Popoola et al., 2024).

Nexus between Use of Checklist Method and Library Staff Job Performance

The study uncovered that there exists a strong and positive correlation between the use of the checklist method and job performance (Urhiewhu & Idiodi, 2024). This suggests that implementing the checklist method can enhance their job performance (Gbogbonoshe et al., 2024). The statistical analysis conducted indicated that the relationship coefficient between the checklist method and the job performance of library staff at tertiary institutions is significant (Urhiewhu & Idiodi, 2024). However, the underlying reason for this strong correlation between the checklist method and the job performance of these staff members remains unclear (Ejedafiru & Urhiewhu, 2022). Could this correlation stem from the checklist method being an effective appraisal tool?

Regardless, it is clear from the results that the checklist method has a notable impact on staff job performance (Nzewi & Urhiewhu, 2020). This implies that conducting appraisals of library staff using the checklist method may encourage them to engage more diligently in their tasks (Jude-lwuoha et al., 2020). It inspires employees to carry out their responsibilities with increased commitment and enthusiasm (Urhiewhu et al., 2018). This result aligns with the research of Ikonne (2015), who examined the effect of performance appraisal on the job performance of library personnel in various higher education library and information centers in Southwest

Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

Chukwuemeka Odumegwu Ojukwu University Library, Anambra State.

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Nigeria, and found that the checklist method significantly affects staff job performance (Urhiewhu & Folorunso, 2017).

Nexus between Use of Confidential Report and Library Staff Job Performance

The study's findings indicated a positive correlation coefficient between the utilization of confidential reports and the job performance of library staff, placing this relationship within a very high range (Urhiewhu & Folorunso, 2017). This positive correlation suggests that the use of confidential reports impacts the job performance of staff members (Ugwu & Urhiewhu, 2016). The statistical analysis conducted demonstrated that the relationship between the use of confidential reports and library staff job performance in tertiary institutions is significant (Urhiewhu & Omah, 2016).

However, the underlying reason for this degree of relationship remains unclear (Folorunso & Urhiewhu, 2016). This implies that for the job performance of library staff to enhance, management should implement confidential reports in their appraisal processes (Ejedafiru & Urhiewhu, 2014). The significance of job performance cannot be overstated, as it greatly influences the growth and success of the organization, particularly the library (Urhiewhu & Ifeka, 2013). A lack of job performance serves as a clear indicator that the organization is falling short of its established objectives and goals (Ibeabuchi & Urhiewhu, 2016).

Furthermore, job performance can affect work-related behaviors, including job effectiveness, quality of output, punctuality, and the creativity or innovation of librarians (Moukebe & Urhiewhu, 2018). Consequently, any organization aiming to reach its objectives ought to motivate its staff through appraisals that incorporate confidential reports (Ifeka & Urhiewhu, 2012). The findings confirm that one of the methods for appraisal is the implementation of confidential reports. These findings support the conclusions of Ramchander (2015), who found that the use of confidential reports influences staff job performance. Similarly, Ikonne (2015) identified a statistically significant relationship

between the use of confidential reports and staff job performance (Enweani & Urhiewhu, 2024).

CONCLUSION AND RECOMMENDATIONS

The research explored the relationship between appraisal systems and the job performance of library personnel in higher educational institutions within Anambra State (Urhiewhu & Idiodi, 2024). The researcher formulated three research questions and corresponding hypotheses (Gbogbonoshe et al., 2024). A survey design along with a simple linear correlational approach utilizing Pearson Product Moment Correlation was employed in the study (Urhiewhu & Idiodi, 2024). The research took place in Anambra State, Nigeria (Ejedafiru & Urhiewhu, 2022).

The total population comprised 332 library staff members employed in both federal and private higher institutions in Anambra State, Nigeria (Nzewi & Urhiewhu, 2020). A census enumeration technique was used to select the entire population as the sample for the study (Jude-Iwuoha et al., 2020). Based on the analysis of the data and the discussion of the findings, the researcher concluded that all staff appraisal techniques, including confidential reports, graphic rating scales, and 360-degree feedback, can significantly impact job performance (Urhiewhu et al., 2018). In light of the study's findings, the following recommendations were made:

Library management along with the administration of tertiary institutions should provide assurances to library staff regarding the implementation of the ranking method to positively affect their job performance (Urhiewhu & Folorunso, 2017). The management of higher institution libraries should ensure that every staff member undergoes regular appraisals using the checklist method and should guarantee that no library staff member faces discrimination during assessments utilizing this method (Ugwu & Urhiewhu, 2016). Both state and federal governments, along with the private sector, should ensure the consistent application of confidential staff reports in library staff appraisals (Folorunso & Urhiewhu, 2016).

Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

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Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

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Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

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Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

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Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

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Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

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Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

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Corresponding author: Ikeagwuani Jovita Amarachi

✉ ja.ikeagwuani@coou.edu.ng

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