

The Impact of Performance Evaluation Method on Motivation of Administrators at Jordanian Public Universities

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Abstract

This study presents conceptualization of the importance of performance evaluation for public universities that are the major producer of knowledge and scientific research. The study stressed that the most risky decision HEI's administrators would make is that related to human resources, which heavily depend on the outcome of performance evaluation generated by the Division of Performance Assessment at Human Resources in the institution for decision makers that help them make decisions related to employee promotion, transfer, remuneration, rewarding and incentives. This study is focused on most effective performance evaluation methods that achieve employee satisfaction, motivation, increase productivity, and enhance employee retention. The questionnaire was designed after Likert five-point Scale and administered to 100 administrators recruited from registration and service departments at the Aal Al Bayt University, and branch campuses of Al Balqa'a Applied University within the north part of Jordan; namely, Al Husn University College, and Irbid Girls College. Results concluded by this study included the following:

1. Mean estimates of participants on the performance evaluation were moderately average. This result would indicate very considerable semi agreement among participants that performance evaluation is considered as a major assessment method most often used by universities.
2. Mean estimates of participants on the motivation scale items were high, indicating acceptably semi agreement among participants of awareness to the importance of performance evaluation in propelling motivation to work.
3. Results from the statistical descriptive analysis demonstrated that the high means estimates of participants on the productivity scale indicate very great semi agreement among participants regarding importance of performance evaluation in the increased productivity of employees.

Keywords: Performance Evaluation, Motivation, Altruism, Job Ethics, Burn out, Competency, Fairness, Cooperation.

Introduction

The today's intense competition on the international markets puts heavy demand on the organizations, both public and private to leverage the productivity level of their personnel towards achieving their organizational goals. Human resource management departments are essential organizational units that serve as mechanisms for harnessing the human resources through professional development and training for better competitiveness of the organization and perform performance assessment on regular bases to ensure best practices by the employees. The other functions of the human resource departments include job analysis, job descriptions, recruiting highly qualified personnel, and providing training for the human resources currently available in the organization.

Higher Education Institutions (HEI's), particularly universities, interested in attracting highly qualified and quality human resources both academically and professionally, so that to provide competitive teaching and researching services. To that end, universities in general regularly measure the contribution by each employee to the production process. This requires best utilization of personnel capabilities and skills by stimulating their motivation to work and increase their productivity. As a result, employee assessment is a major function for the human resources departments that mirrors effectiveness of the organization and communication in that ineffective performance by employees reflect negatively on the overall outcomes of the higher education institutions (HEI's) and the employees themselves. On the other hand, the assessment process is needed for the employees themselves in order to rate their performance level compared with expectation of their supervisors so that creative employees could be identified and rewarded. Further, the assessment helps identification of strengths and weaknesses; and employ the assessment method for various managerial purposes including identification of the training needs, management leaders, and being able to develop human resource strategies.

1. Significance of the Study

The importance of this study stems from its emphasis on performance evaluation which is central to the assessment function that targets measure employee's performance in job duties and responsibilities assigned by revealing strengths and weaknesses that if identified will help make use of opportunities and avoid threats related to employees and the overall organization, considering the interrelationship between the organizational performance and that of its employees.

1.1. Goals of the Study

The present study seeks to identify the extent to which performance evaluation method can spur on motivation of university administrators, and how effectively measures administrator's ability to accomplish job duties impartially and objectively.

1.2. Statement of the Problem

The problem dealt with the present study in the observation that the performance assessment methods commonly used with employees to make decisions related to personnel planning, promotion, and transfer in most cases do not produce accurate and proper information that can be employed decision makers to create satisfaction in employees. On the other hand, an assessor would not be as partial as hoped, thus he/she could be under situation's pressure, with little or no attention to employee efficacy and productivity, which in turn would compromise the organization's overall productivity and stability of its staff.

This study attempts to answer the following questions:

- Does the evaluation method measure the performance of employee fairly and neutrally?
- Does the evaluation method measure how cooperative is an employee with workmates?
- Does the evaluation method measure altruism of employee?
- Does the evaluation method measure efficacy of employee?
- Does the evaluation method satisfy the need of managers for accurate information necessary to make decisions of planning and promotion?
- Does the evaluation method measure employee-boss and employee-employee cooperation?

1.3. Hypotheses

Main Hypothesis: There are statistically significant differences between performance evaluation method used and employee motivation at the public universities.

Sub-hypotheses:

- The performance evaluation method used does not provide for fairness and impartiality.
- The performance evaluation method used does not generate accurate information about the employees that guide decision-makers when planning for human resources.
- The performance evaluation method used unable to identify how committed is an employee with increased productivity.
- The performance evaluation method used is not as accurate as required to measure employee efficacy.
- The performance evaluation method used does not measure employee-boss and employee-employee cooperation.

1.4. Variables

Two variables are measured in this study;

Independent Variable: refers to performance evaluation method as practiced in the universities under study.

Dependent Variable: The dependent variable is represented by employee's performance that is measured by such elements as motivation, altruism, ethics, and burn out as exerted by employees to improve their performance continually, and efficacy of employee and capability to use resources efficiently, just treatment of employees by adopting equalitarian approach to achieve their satisfaction, cooperation and promote teamwork spirit among them.

2. Procedural Definitions

Performance Evaluation: Refers to the method used to measure employee performance at the universities that help identify strengths and weaknesses, the later can be handled through training and professional development.

Motivation: Refers to intrinsic want in the inner psych induce the individual to make a behavior towards achieving specific goal. The motivation is created and maintained by the incentives and rewarding system both material and immaterial provided by the Higher Education Institutions (HEI's) and the way they are provided, ad how just are they.

Altruism: Indicate spontaneous behavior done by an individual to help others achieve specific tasks, and demonstrating the sacrifice by an employee to help others to accomplish tasks in the interest of the Higher Education Institution (HIE's).

Job Ethics: Guided behavior to avoid a problem arising in work and attempting to solve it once emerge, which frustrate further conflicts in work and call employees to comply with university's values.

Burn out: Ideal behavior criteria against to which the employee compares his performance with the role demands along the seek for idealism.

Competency: Describe well-qualified employee who is able to utilize available resources towards achieving intended gals and maintain university's resources depending on the experience owned by the employee.

Fairness: Implies equal treatment of all employees by law enforcement indiscriminately, and provide incentives to diligent, creative and talented employees.

Cooperation: Indicate to the nature of boss-employee, and employee-employee relations that minimize conflicts which lead to missing the goals, conflict of interests, and reap gains even on the expense of other groups.

3. Literature Review

There have been too many studies that investigated performance assessment that in light of various variables.

Al Hnaiti (2003) entitled "Attitudes of Officers at Jordanian Government Agencies Towards Application of Performance Assessment Interview Battery" sought to identify attitudes held by public officers at government agencies regarding application of the Performance Assessment Interview Battery; exploring influence extent of job and personal characteristics on such attitudes, and identify reasons why they would support r decline such application. Major results were that:

1. Public officers agreed on the application of the Performance Assessment Interview Battery on the condition of inclusive application of all staff members.
2. There were no statistically significant differences among the attitudes held by employees regarding application of the Performance Assessment Interview Battery attributed to their job and personal characteristics of gender, age, academic qualification, employment class, and tenure.

The study recommended the government agencies apply the Performance Assessment Interview Battery inclusively on all employees; and to rely on the Performance Assessment Interview Battery to improve performance of officers of the government agencies.

Al Aqeel & Abdelhaleem (2007) conducted a study entitled "Attitudes of Ministry of Interior's Employees at the Northern Governorates Towards Employee Performance Assessment under the Jordanian Civil Service Regulations" for purpose of identifying the performance assessment practices in Jordan as perceived by public officers within the northern governorates in Jordan, specifically the employees of Ministry of Interior. The study showed that the regulations disregarded some essential components such as the training programs, familiarization with procedures, job desirability, and skillfulness of decision making. However, there were no effect of personal characteristics on the opinions of respondents as to the need for meaningful objective criteria to be in place; and there was a feeling of injustice in the assessment under the regulations. The study concluded that there is a strong relationship between fairness and impartiality felt be the employees and the degree of their satisfaction on the regulations.

A study by Al Sarairi & Al Qudah (2009) entitled "Bureaucratic Values of Administrators at Mutah University and Relationship with their Job Performance from Viewpoint of Academic Leaders". The purpose of the study was to identify the association between bureaucratic values and job performance of Mutah university's administrators from the viewpoint of academic leaders. The sample consisted of all academic leaders (N=125) attending the university during the university year 2007/2008. The study demonstrated high participant estimates on the bureaucratic values scale; high estimates of their job performance; and differences in the bureaucratic values were statistically significant attributed to "Director Assistant" with tenure more than (16) years, and in the job performance attributed to "Director" with tenure less than (10) years; and the relationship between bureaucratic values and job performance was statistically significant (0.75).

Al Beqaei (2010) conducted a study on the "Evaluation of Faculties Supervising the Practical Education Program at the UNRWA Educational Sciences College as Perceived by Student Teachers"; the study consisted of (102) student teachers attending the Practical Education Program during the first semester of the university year 2007/2008. To achieve the study goal, a 66-item questionnaire was developed covering three the performance domains of the faculties supervising the Practical Education Program; i.e. technical, managerial, and emotional.

Results showed high estimate of performance of faculties supervising the practical Education Program on the three domains, of the technical (77%), managerial (79%) emotional (79) and the overall scale (80%). Further, there were no statistically significant differences in performance assessment of the faculties attributed to gender of student teachers.

4. Theoretical Framework

As a managerial process, employee assessment is paramount for retention of the employees and stability of the organization as a whole (Mejia,etal, 2005). An assessment process that is objective accomplishes the organizational goals of retaining professional and well-trained employees, and create in them job loyalty and belongingness to the organization (Elliot, 2004).The more objective and impartial the assessment, the more effective and beneficial it will be for both the organization and the employees. However, there is no one best way for performance assessment; rather there are many approaches each of which has its advantages and disadvantages. Arguably, a good method for performance assessment is one that identifies individual's skills and effort on job;reward creative and perseverant employees; find out and diagnose problems in order to come out with suitable solutions for purpose of developing performance level of an employee.

The process of performance assessment is deemed a critical managerial policy for an organization because it makes managers keep following up the performance of their subordinates on continual basis, and similarly stimulates employees seek for best and most effective practices.The nature of performance evaluation process is as diversified as the jobs performed, for instance, performance evaluation method differs between manual and mental jobs.

A concept of performance evaluation is differently defined by different authors. So Performance evaluation was defined as evaluation of an employee based on the jobs carried out within a period of time and assesses his behaviors with workmates (Hasan, 1993, P.286). Nouri (2011,P. 30) described performance evaluation as a process by which efforts of employees are fairly rated so that they can be rewarded against their achievements based on performance criteria to which their performances will be compared to identify their proficiency level at work. On the other hand, Hasona (2008, P.147) referred to performance assessment as the process of periodic measuring of employee performance and behaviors within specific period of time to identify how proficient were the employees in doing their jobs considering their job descriptions. The performance evaluation also defined as periodic reporting about individual's performance level and behavior against tasks and duties of the job assumed, so that manager can identify strengths and weaknesses (USCD Human resources Department, 2005). The implication is that performance evaluation is concerned with a period elapsed one year at maximum. The performance assessment of employees can be conducted for two earlier and later periods and defined as the process by which employee performance is evaluated within certain past period not exceeding a year depending on evaluation criteria agreed upon with the employees the next six-month period at best.

The purpose of the assessment process twofold; one administrative when the assessment outcomes are used to make decisions related to promotion and remuneration. The second goal to develop performance of employees based on the weaknesses identified by training or incentives (Breir, 1987, P.125).

Kamel (1994, P.125) argued that the goals intended by performance assessment include fairness and accuracy of rewards provided, identify which individuals should be promoted and providing a two-

way communication system. Typically, the direct supervisor takes responsibility on the assessment process who has close knowledge with his subordinates and directly observe their behaviors, productivity loyalty, and has established relationship with them.

A related concept with assessment is that of productivity that implies effectiveness and efficiency; the first indicate to the accomplished goals whereas the later indicate the ratio of consumed inputs to gained outputs (Abbas, 2007, P.137). In order to be effective, the assessment process should be objective, the assessor impartial, and the instrument used should be valid that by focusing on the factors that stimulate employee motivation such as employee's on job behavior like altruism that by measuring assistance and helping behaviors by the employees to others in the organization; measuring courtesy and tactfulness of the employee with his workmates; and the ability to avoid problems related to decisions prejudice others; and channeling information to potential users. Employee burn out is also measured to identify employee's commitment with the ideals personally defined as behavior benchmarks, so that he would achieves job tasks higher than expected.

A good assessment method is that instigates the desire and enthusiasm in employees; enhances mutual trust between the subordinates and superordinates as represented by the availability, reliability, fairness, straightforwardness, sense of humor, tolerance, patience with annoyance in the organization without complaining or feeling oppressed, and the civil advantage as represented by the responsible involvement in the social processes of the organization (Rayan, 2009, P.49).

It is worth to note that although stimulating motivation in employees is a major goal of performance assessment, it will not be expected unless employees were satisfied about the performance assessment method that need to involve suitable factors and keep updating them to meet goals of both the organization and the employees.

The performance assessment departments at organizations typically questioning about what to assess in the employees, what aspects of performance need to be emphasized, and identification of such aspects all these questions are known as performance assessment criteria that are essential for success of the assessment. Some of the performance assessment criteria are (job recognition, leadership, initiation, creativity, quality of performance, workload, cooperation, ability to make decision, problem solving, attitudes to job, and delegate authority (Al Kalaldehy, 2007, P.19).

Al Kahrki (2001, P. 50) highlighted five steps of performance evaluation:

1. Identify the nature of job assigned to the employee whose performance will be measured, implying job analysis, description, and evaluation.
2. Setting assessment bases or criteria, and having assessors and assessed employees aware to them. Such criteria include personal qualities such as motivation, initiation, enthusiasm, behaviors on job like the number of demands met, service delivered or audited. In addition to the outcomes accomplished by an employee as proportion of profits, cost, customer satisfaction, etc.
3. Measuring performance using suitable methods whether by observation, written or oral statistical reporting.
4. Subordinates need to be aware to the performance assessment reports to identify the strengths that need further enhancement and weakness that need remedy.
5. Taking corrective action and appropriate measures to correct faults and avoid deviations from the specified criteria.

The authors argue for specified aspects of the assessment process that need further emphasize that should be taken into account because they benefit both the employee and the organization. Management by objective (MBO) approach has proven as an effective assessment tool, in which individual goals are set by an agreement between the superordinate and the subordinate, and compare the goals accomplished. With this approach, the performance is measured for an earlier and later period. Preferably, employees need to be familiarized with the assessment result of their performance so that to be aware to and support strengths, and to weaknesses that need correction. The assessor need

to discuss the performance report with the employee to identify the weaknesses that to be treated cooperatively, since performance assessment is designed to eliminate negative rather than punishment.

Assessors are most often criticized as being impartial, more concerned with interrelationships, and favoritism of relatives; in turn a more diligent and talented employee would feel frustrated, and negative feelings would prevail the employee-boss relationship, and between employees at low levels and top level managers, which finally would compromise the organization's ability to cope with change and achieve its goals.

There are many faults that would take place in the performance assessment process in an organization. For example, laissez faire state would prevail the organization because of lack of effective regulations or because of effectiveness of the top management who apply such regulations consistently. The result will be more chaos and lack of ethical and objective bases under which the performance assessment can be carried out fairly and effectively, in addition to lack of sufficiently strong supervisors and managers who have the information and experience to practice the supervision and management roles effectively and lead the organization to success and achieving goals.

The difficulty of performance assessment process stems from nature of job that is uneasy to measure quantitatively, basically managerial and clerical jobs. Another difficulty is related to transfer of employees from one position to another which makes it impractical for assessor to keep monitoring employee performance on continual basis so that to be able create a complete picture or impression about the performance. These difficulties need to be taken into account when implementing the assessment.

Al Kahrki (2001, P. 61) mentioned several faults typically happen in the assessment process such as: tendency to moderate ratings, Too loose or too stringent, Halo effect meaning spotlighting one aspect of employee performance on the expense of another, stressing on most recent performance and ignoring the past performance, Personal bias and favoritism of interrelationships.

Conditions for success of performance assessment process include validity i.e. consistency of the assessment results for an employee once the assessment repeated; in addition to proper of the performance assessment i.e. the performance assessment process should be based on certain performance benchmarks to which eventual employee performance should be compared (Al Kalalkeh, 2007, P.90).

5. Empirical Study

5.1. Method

The authors used the descriptive statistical analytical approach by a questionnaire developed and administered to intentionally selected sample. Data collected via the questionnaire and the other related books and resources were statistically analyzed.

Population & Sample

The population consisted of administrative employees working at Aal Al Bayt University at Mafraq Governorate, and Al Husn University College and Irbid Girls College supervised by Al Balqa'a Applied University. The administrative staff employed by both universities included (1000) employees, and a representative sample (10%) of different managerial, academic qualifications and experience levels was drawn out.

5.2. Data Collection Method

To achieve the study goal, two kinds of data resources were referred to:

Secondary Resources:

Describe the literature focused on performance assessment method and effects on motivation, in addition to the data contained in the worksheets, prior studies, and articles published in the academic journals.

5.3. Primary Resources

To achieve the study objectives, the researchers collected primary data by a specifically designed questionnaire and administered to a random sample consisted of (100) administrative employees at the Aal Al Bayt University and Al Balqa'a Applied University to elicit their views. The questionnaire included three parts:

Part One: This part elicits demographic data (gender, academic qualification and years of experience) about respondents.

Part Two: Includes items measuring the independent variable: Employee Performance Evaluation Method.

Part Three: Includes items measuring the dependent variable: as represented by motivation to work measured by such dimensions as altruism, employee ethics, burn out, competency, fairness, cooperation, and employee productivity.

The authors sent the questionnaire to specialized colleagues for judging validity. The questionnaire was then administered to participants, and (100) usable questionnaires were received back, though a limited number of respondents omitted some questions, and the missing values were given negative values in the statistical analysis.

In order to verify validity and objectivity, the questionnaire was designed with each hypothesis being dealt with an analytical unit in compliance with Likert five-point scale, as follows:

Table 1: Five-point Likert Scale

| No. | Agreement Degree | Relative Importance |
|-----|-------------------|---------------------|
| 1 | Strongly Disagree | 1 |
| 2 | Agree | 2 |
| 3 | Neutral | 3 |
| 4 | Somewhat Agree | 4 |

The total degrees of Likert scale were (15) and mean score (3) representing 60 per cent of the Likert scale. The authors adopt this scale to test for hypotheses, so that the effect will be considered as acceptable if was at (3) or above.

5.4. Participant Characteristics

5.5. Statistical Methods

The authors administered (100) questionnaires on administrators at Aal Al Bayt University within Mafrqa Governorate and Al Husn and Irbid Girls colleges supervised by Al Balqa'a Applied University within Irbid Governorate, and questionnaire was thoroughly completed and returned back with response rate (100%) of population. Statistical analysis of data collected by the questionnaire was performed using the Statistical Package for Social Sciences (SPSS) in order to assert or decline study hypotheses. Appropriate statistical methods meeting the study goals were used including reliability Chronbach alpha test, means, standard deviation, correlation coefficient, and simple linear regression technique.

6. Study Hypotheses

The present study attempts testing for the following hypotheses:

First Hypothesis: There are statistically significant differences between performance evaluation method used and employee motivation at Jordanian public universities

6.1. Hypothesis Testing

This part of the study is about the methodology adopted in this study , scope of study, limitations, data collection methods, statistical techniques for data analysis, and results from hypotheses testing.

6.2. First: Instrument Validity & Reliability

Chronbach alpha reliability test was used to measure reliability of responses to questionnaire items as shown in the following table:

Table 2: Validity & Reliability Tests

| Item | Chronbach Alpha |
|---------------------------------|-----------------|
| Employee Performance Evaluation | 0.67 |
| Motivation to Work | 0.72 |

Chronbach alpha coefficient test demonstrates reliability of questionnaire items were statistically acceptable on all study themes.

Participant Demographics

Second: frequencies and percentages of participant demographics were computed as follows:

First-Gender

Table 3: Distribution of Participants by Gender%

| | Gender | Frequency | Percentage | True Percentage | Aggregate True Percentage |
|-------|--------------|------------|--------------|-----------------|---------------------------|
| Valid | Male | 76 | 76.0 | 76.0 | 76.0 |
| | Female | 24 | 24.0 | 24.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Table (3) shows that males had the highest frequency (76) representing (76%), followed by females (F=24, M=24), indicating that males dominate major part of managerial jobs at the Jordanian universities.

Academic Qualification.

Table 4: Distribution of Participants by Academic Qualification

| | Academic Qualification | Frequency | Proportion | TrueProportion | Aggregate Proportion |
|-------|------------------------|------------|--------------|----------------|----------------------|
| Valid | Secondary or less | 1 | 1.0 | 1.0 | 1.0 |
| | Diploma | 8 | 8.0 | 8.0 | 9.0 |
| | BA | 73 | 73.0 | 73.0 | 82.0 |
| | MA | 8 | 8.0 | 8.0 | 90.0 |
| | Ph.D. | 10 | 10.0 | 10.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Table (4) shows that the highest frequency was obtained by participants holding the Bachelor's (F=73, 73%), followed in the next place those holding the Ph.D. (F=10, 10%), and in the third place were those holding the Master and Diploma (F=8, 8%). The least frequency was for Secondary Certificate or less holders (F=1, 1%). The meaning is that participants were mostly holding high educational qualifications; meaning that they are able to respond with high degree of proficiency which add to the accuracy of results reached.

3. Years of Experience

Table 5: Distribution of Participants by Years of Experience

| Years of Experience | Frequency | Proportion | True Proportion | Aggregate Proportion |
|---------------------|------------|--------------|-----------------|----------------------|
| Less than 6 | 59 | 59.0 | 59.0 | 59.0 |
| 6 to less than 10 | 24 | 24.0 | 24.0 | 83.0 |
| 10-15 | 8 | 8.0 | 8.0 | 91.0 |
| More than 10 | 9 | 9.0 | 9.0 | 100.0 |
| Total | 100 | 100.0 | 100.0 | |

Table (5) shows that the highest frequency was for those with experience years less than six years (F=59, 59%), followed by those having experience years within (6-10) years (F=24, 24%), and finally those with experience years more than (15) years (F=8, 8%), indicating that the experience level of participants was moderate.

6.3. Third: Testing Hypotheses

Table 6: Means and Standard Deviations of participant estimates

| Items related to Performance Evaluation | Overall mean on all domains | Standard deviation |
|---|-----------------------------|--------------------|
| Fairness | 2.1 | .86 |
| Impartiality | 2.2 | .78 |
| Objectivity | 2.2 | .78 |
| Interpersonal | 2.3 | .91 |
| Items related to Motivation to Work | | |
| Altruism | 4.1 | .77 |
| Employee Ethics | 4.1 | .92 |
| Burn out | 4.1 | .81 |
| Competency | 4.1 | .84 |

Table (6) shows that overall mean score on the performance evaluation scale was moderate for items measuring fairness of performance evaluation, which obtained the lowest mean score (M=2.1) and relatively large standard deviation (SD=.86); whereas on impartiality and objectivity scale (M=2.2, SD=.78), and on the interrelationships scale (M=2.3, SD=.91).

The above results indicate that respondents disagreed that the employee performance assessment method predominated by impartiality and favoritism.

However, estimates by respondents on the motivation scale were high depending on Likert five-point scale as the items measuring altruism, job ethics, and burn out received high mean scores with large disperse in the responses with the overall mean score for the altruism area items was (M=4.1, SD=.81). Subject estimates on Likert Scale regarding job ethics were high reflecting satisfaction of respondents with relatively large dispersion of responses with overall mean score (M=4.1, SD=.92).

Respondent's satisfaction as to competency items was high (M=4.1, SD=.84) reflecting dispersion of responses on this area. However, the satisfaction level of respondents on the cooperation scale was moderate (M=3.2, SD=.75). The previous results indicate that the items that relate to employee's job gained highest mean scores reflecting bias by respondents; whereas the means gradually decline so long as they relate to others.

The satisfaction level of respondents on the productivity scale was high; with high mean score on the competency items (M=3.9, SD=1.032), reflecting dispersion of responses on this area. As to effectiveness items, the satisfaction level of respondents was moderate as reflected by the overall mean score (M=3.6, SD=.93).

6.4. Testing Hypotheses

First Hypothesis: There are statistically significant differences between performance evaluation method used and employee motivation and productivity at Jordanian public universities.

Table 7 Results from the regression variance test to validate model for main hypothesis testing

| Source | r-squared Coefficient | Total Squared | Freedom Degrees | F-Value | Significance α | Decision |
|--------------|-----------------------|---------------|-----------------|---------|-----------------------|-------------------|
| Regression | 0.491 | 0.561 | 1 | 0.704 | 0.04 | Accept Hypothesis |
| Error | | 78.189 | 98 | | | |
| Total | | 78.750 | 99 | | | |

Results from table (7) indicate that the model is valid to test for the first main hypothesis, and there statistically significant differences between employee performance evaluation method and employee motivation at the Jordanian universities as revealed by the computed F=value (704) that was statistically significant, thereby accepting the hypothesis.

Table 8: Results from the multiple regression test of effect of performance evaluation method on motivation and productivity

| Effect of Performance Evaluation Method on Motivation | β | Standard Error | Beta | T | Significance α |
|---|---------|----------------|------|-------|-----------------------|
| Motivation to Work | .085 | .652 | .342 | .850 | .039 |
| Employee Productivity | .102 | .528 | .297 | .956 | .034 |
| Performance Evaluation | .144 | .517 | .102 | 3.511 | .001 |

Dependent Variable: Performance Evaluation

As shown by table (8), statistical analysis results demonstrate Beta coefficients and T-test that the independent variable "performance evaluation" was statistically significant on the dependent variable.

First sub-hypothesis Test:

"There is no statistically significant relationship at ($\alpha=0.05$) level between performance evaluation method and the dependent variable "motivation to work".

Major results from the simple linear regression analysis between the independent "performance evaluation method" and dependent "motivation to work" variables using the SPSS program are included in the following table.

Table 9: Results of the simple linear regression test between the independent variable "Performance Evaluation Method" and the dependent variable "Motivation to Work"

| Variables | Performance Evaluation | | | | | | |
|-----------------------|------------------------|------------------------|-------------------------|---|------------|------------|-----------------------|
| | Regression Constant | Regression Coefficient | Correlation Coefficient | Coefficient of Determination R ² | Computed T | Computed F | Significance α |
| Motivation to Work | 1.842 | 0.516 | 0.473 | 0.224 | 4.463 | 19.915 | 0.000 |
| Employee Productivity | 2.863 | 0.389 | 0.568 | 0.323 | 5.739 | 32.936 | 0.000 |

The previous chapter shows a statistically significant relationship between the independent variable "Performance Evaluation" and the dependent variable "Motivation to Work" with regression coefficient being at (0.516). The meaning is that the motivation to work accounted for (52%) with the other factors being constant, and was statistically significant at ($\alpha \geq 0.05$). The other factors in composite accounted for (1.842) or the performance evaluation estimations.

The predictability of the model as revealed by the coefficient of determination ($R^2=0.224$), implying that 22.4 per cent of changes occurred to the dependent variable "Motivation to Work" were

caused by the personnel performance evaluation. This result was further supported by the correlation (47.3%) between the variables which proved a weak steady relationship.

Considering these results, it is safe to decline the first main hypothesis "There is no statistically significant relationship at ($\alpha=0.05$) level between performance evaluation method and motivation to work), and replaced by the alternate hypothesis "There is statistically significant relationship at ($\alpha=0.05$) level between performance evaluation method and motivation to work" at the Jordanian universities under study.

7. Results

The present study concludes with the following results:

- The mean estimates of respondents on the performance evaluation scale was acceptably moderate. This result can be accounted for by a very high semi consensus among participants that performance evaluation is an essential assessment method at universities.
- The mean estimates of respondents on the motivation to work scale was high. This result can be accounted for by a very high semi consensus among participants of their awareness to the importance of performance evaluation to increase motivation to work.
- Mean estimates of respondents on the productivity scale was high, indicating very high semi general agreement of the awareness by participants of the importance of performance evaluation in the increase of employee productivity.
- There is statistically significant difference at ($0.05 \geq \alpha$) between performance evaluation method and motivation to work, since the correlation coefficient (86.9%) indicate a very strong steady relationship.

7.1. Second: Recommendations

Based on the results concluded, the current study recommends the following:

- Higher Education Institutions (HEI's), and universities in particular are invited to bring about change, and have in place rewarding policies to support the assessment outcomes, and encourage assessors present positive suggestions for change.
- Academic leaders at the sample universities are encouraged to adopt policies and action plans to develop the evaluation method at the HEI's. To this, higher education institutions (HEI's) need to take action towards more active employee-employee communications, knowledge-sharing, and mitigate hindrances by adopting positive appointment, rewarding and incentive policies.
- Future studies addressing other assessment variables are encouraged, and results from the current study need to be explored in other service sectors.
- Human resource departments at the HEI's are invited to evaluate personnel considering their behaviors and productivity, rather than their personalities and social relations.
- Assessment professional need to be impartial and stand at equal distance from all employees in the organization.

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