

IMPACT OF PERFORMANCE MANAGEMENT SYSTEMS (PMS) ON EMPLOYEE PERFORMANCE IN STARVILLE SCHOOL, ABUJA

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Abstract

This study investigates the impact of Performance Management Systems (PMS) on employee performance at Starville School, Abuja. The study focuses on task performance, contextual performance, and punctuality. The study recognizes the vital role of employees in achieving organizational goals and highlights the challenges of maintaining consistent and satisfactory performance levels in educational institutions. Adopting a mixed-method approach, data were collected from a stratified sample of 199 employees using questionnaires, complemented by secondary data. Performance indices: 360-degree feedback, competency-based evaluations, Management by Objectives (MBO), and graphic rating scales served as independent variables, while task performance and contextual performance were the dependent variables. Multiple regression analysis via E-Views software revealed a significant positive relationship between PMS components and employee performance metrics. For task performance, 66.31% of its variation was explained by PMS indices, with MBO contributing the highest impact. Contextual performance was similarly influenced, with a variance explanation of 37.54%, highlighting 360-degree feedback and MBO as key drivers. The findings affirm that PMS significantly enhances employee task and contextual performance at Starville School, Abuja. Recommendations include expanding the use of PMS tools, enhancing employee awareness of PMS objectives, and providing targeted training to sustain high performance. The study bridges a gap in the application of PMS in educational settings within developing economies and contributes valuable insights into performance enhancement strategies.

Keywords: Contextual performance, Punctuality, Performance Management Systems, Performance enhancement strategies, Task performance

INTRODUCTION

Performance Management Systems (PMS) are essential frameworks for optimizing organizational efficiency and fostering a culture of accountability and continuous improvement (Aguinis et al., 2022). Globally, effective PMS practices emphasize performance evaluation, employee development, and transparency, which are critical for sustainable growth (Locke & Latham, 2021).

In Nigeria, PMS adoption highlights the importance of structured performance monitoring to address the labor market's unique challenges (Ojo & Akintunde, 2021). Particularly in the education sector, PMS helps organizations like schools in metropolitan areas such as Abuja to retain top talent and ensure operational excellence

(Obisi, 2022). Within the education sector, PMS aligns employee performance with institutional objectives, promoting accountability and professional growth (Jones & Davis, 2021). Schools like Starville benefit from PMS frameworks, which enable continuous teacher assessment and development, fostering better student outcomes (Aina & Bello, 2023).

Integrating global PMS best practices tailored to specific sectors, like education, positions organizations for success. Effective systems that combine evaluation with professional development create transparency and drive superior performance (Hayes, 2023; Pulakos & O'Leary, 2021). According to Sunday et al, (2024), employee performance spans several dimensions, including the accuracy and thoroughness of tasks, productivity, time management, knowledge of the

job, and interpersonal skills. Workers in education encompass both academic and non-academic areas, covering task performance, contextual performance, punctuality, and commitment. Consistently achieving satisfactory performance levels, however, has proven to be challenging for organizational leaders. Over time, studies have explored various solutions, including motivation, effective leadership, and conducive working conditions, to enhance employee performance.

An increasing number of organizations are adopting Performance Management Systems (PMS) to achieve better results and improve employee behavior and performance (Chau, 2008; Lam, 2008). Researchers and practitioners have introduced various performance management systems, such as 360-degree feedback, competency-based assessments, Management by Objectives (MBO), and graphic rating scales, to evaluate employee performance in diverse sectors. These tools support organizations, such as Starville School, Abuja, in monitoring and evaluating key performance metrics among their employees.

A contemporary PMS is designed to support and develop employees, maximizing their contributions to organizational goals by assessing various performance indicators. It serves as a tool for communication, strategic alignment, and development, ensuring that employees stay motivated and aligned with organizational objectives. PMS are fundamental tools that streamline organizational operations, integrating structured approaches to monitor and evaluate employee contributions and overall productivity. Effective PMS involves dynamic and multifaceted processes, emphasizing not just assessment but also development, alignment, and transparency.

Despite the vital role of performance management systems (PMS) in enhancing employee productivity and organizational success, achieving consistent and satisfactory performance levels remains a significant challenge for many organizations, including educational institutions. At Starville School in Abuja, employee performance including task execution, contextual contributions, and punctuality directly influences the school's ability to achieve its educational objectives. However, there is limited understanding of how the implementation of PMS

impacts these performance metrics within the specific context of an educational institution.

While numerous studies have examined PMS in corporate settings, research is limited on its effectiveness in schools, particularly within developing economies like Nigeria, where employment is often viewed as a means to personal advancement rather than a collaborative effort towards institutional growth. Obisi (2022) the study focused solely on task performance, neglecting other performance dimensions such as contextual performance, which includes behaviors like cooperation, flexibility, and organizational citizenship. It did not explore the long-term effects of 360-degree feedback on employee development, Jones and Davis (2021) was focused primarily on skill development and did not account for other critical performance metrics such as punctuality, commitment, and contextual behavior. The research was sector-specific, limiting the applicability of its findings to the broader workforce. Ojo and Akintunde (2021) relied heavily on employee perceptions, which may not accurately reflect actual PMS outcomes. It had a limited scope focused on two sectors, reducing the generalizability of its findings. Aina and Bello (2023) concentrated narrowly on punctuality and did not assess the impact of goal-setting and feedback on other organizational outcomes, such as overall productivity or teaching quality. The study had a short follow-up period, which limited its ability to assess the long-term effectiveness of PMS practices. Consequently, this study seeks to bridge this knowledge gap by investigating the impact of PMS on employee performance at Starville School, Abuja, with a focus on task performance, contextual performance, and punctuality.

This study underscores the significance of contemporary performance management systems (PMS) in enhancing employee performance and organizational growth, particularly in developing economies like Nigeria. Focusing on systems such as 360-degree feedback, competency-based assessments, and MBO, it emphasizes their role in improving productivity, punctuality, and commitment. Using Starville School, Abuja, as a case study, the research highlights the potential for effective PMS to transform educational institutions and private sector organizations by aligning

employee goals with organizational objectives. The findings serve as a valuable resource for policymakers, human resource consultants, and academia, offering insights to guide reforms, enhance service delivery, and bridge knowledge gaps in PMS application. Beyond organizational benefits, the study advocates for a shared purpose approach, contributing to societal growth through improved services, increased tax revenues, and expanded employment opportunities.

LITERATURE REVIEW AND THERETICAL FOUNDATION

Concept of Performance Management System

Performance management is a structured approach to ensure that activities and results meet organizational objectives effectively. Backley (2023) describes performance management as an ongoing process of communication between supervisors and employees, aiming to align individual and organizational goals through setting objectives, clarifying expectations, and providing feedbacks. Tardi (2022) explains performance management as a corporate tool for managing and evaluating employees' performance, with the goal of enabling optimal work quality and efficiency. These definitions emphasize performance management as an integrated approach that combines goal-setting, feedback, and progress assessment to improve both individual and organizational outcomes.

Qureshi et al, (2010) also define a Performance Management System (PMS) as a strategic approach to achieving organizational success through developing people to enhance both group and individual performance. This system is intended to improve efficiency and effectiveness, maximize contributions to organizational goals, and promote employee development (DeNisi & Murphy, 2017).

Techfunnel (2023) highlights essential characteristics of an effective PMS, including a continuous process involving top management, regular meaningful performance reviews, and user-friendly software for tracking progress. Effective PMS objectives focus on achieving both individual and organizational goals, enhancing skill development, and fostering accountability. The

chosen PMS indices for this study—360-degree feedback, competency-based assessments, MBO, and graphic rating scales are discussed further as they each contribute to employee performance indicators like task performance, contextual performance, and punctuality. 360-Degree Feedback provides a holistic view of employee performance by incorporating feedback from multiple sources, fostering self-awareness and accountability, which directly impacts task and contextual performance (Anitha, 2021), competency-Based Assessments evaluate employees based on predefined skills and behaviors, ensuring alignment with organizational objectives and contributing to measurable improvements in punctuality and task execution (Lindsey et al., 2022). Management by Objectives (MBO) links individual goals with organizational targets, promoting focused task performance and enhancing employee motivation and punctuality through clear expectations (Davis & Wilkins, 2023) and Graphic Rating Scales provide a structured approach to evaluating performance, allowing managers to identify strengths and weaknesses, thereby fostering continuous improvement in both task and contextual performance (Brown et al., 2023).

Generally, a core feature of PMS is the systematic assessment and evaluation of employee performance, which involves tracking employees' adherence to job expectations, evaluating work quality, and supporting professional development. Modern PMS employs both quantitative measures (e.g., productivity scores, error rates) and qualitative insights (e.g., peer reviews, self-assessments) to provide a comprehensive understanding of employee capabilities. For instance, studies highlight the importance of competency frameworks in aligning performance metrics with organizational expectations (Pulakos & O'Leary, 2021). PMS ensures alignment between individual and organizational objectives, fostering employee motivation by clarifying how their roles contribute to broader goals. This alignment is critical for maintaining organizational focus and enhancing overall productivity. Recent research underscores the value of strategic goal-setting frameworks in creating cohesive organizational structures and improving performance outcomes (Locke & Latham, 2020).

Continuous feedback has emerged as a pivotal element of effective PMS, enabling regular performance conversations between managers and employees. Unlike traditional annual reviews, continuous feedback provides timely and actionable insights, encouraging a culture of accountability and improvement. Research supports the role of frequent feedback in enhancing employee engagement and reducing performance gaps (Aguinis et al., 2022). Beyond performance measurement, PMS emphasizes fostering employee growth through targeted training and skill development initiatives. This developmental focus aligns with contemporary workforce expectations, where employees seek opportunities for professional advancement. Studies demonstrate that organizations prioritizing employee development witness higher levels of job satisfaction and organizational commitment (Noe et al., 2021).

Perceived fairness and transparency are integral to the success of any PMS. Employees are more likely to trust and engage with systems that are unbiased and clearly communicate performance criteria, processes, and outcomes. Research highlights that transparent systems reduce employee anxiety, foster trust, and lead to more constructive feedback exchanges (Cropanzano et al., 2020).

Various types of PMS are acknowledged by scholars. 360-degree feedback, competency-based assessments, MBO, and graphic rating scales are major types of PMS ((Brown et al., 2023, Davis & Wilkins, 2023 and Anitha, 2021). The 360-degree feedback system, also known as multi-source feedback, involves obtaining performance appraisals from an employee's colleagues, supervisors, subordinates, and even external sources like customers. This system offers a holistic view by gathering input from various perspectives, thus providing balanced feedback on an employee's performance (Sunday et al., 2024).

Another form is competency-based (CB) performance management system which focuses on evaluating employees based on essential skills and knowledge. This approach helps organizations assess how talent is distributed within the workforce, informing hiring and promotional decisions (Bliss, 2023). By aligning core

competencies with organizational goals, this system supports targeted development and resource allocation. Management by Objectives (MBO) is a strategic model in which managers and employees jointly set specific performance goals, promoting alignment between individual objectives and organizational aims. According to Hayes (2023), MBO enhances motivation and engagement, as employees are involved in setting and achieving clear, measurable targets.

The graphic rating scale, commonly known as a Likert scale, assesses employee performance and productivity through predetermined traits and behaviors, rated on a numbered scale. This system provides quantitative data on various attributes, such as punctuality and job knowledge, aiding managers in evaluating employee engagement and productivity (Sunday et al., 2024).

Theories Underpinning the Study

Theoretical frameworks provide the foundation for understanding and implementing PMS within an organization. This study draws upon Goal-Setting Theory.

Goal-Setting Theory

Proposed by Locke and Latham (2021), Goal-Setting Theory emphasizes that specific and challenging goals lead to higher levels of performance. This theory underpins the Management by Objectives (MBO) approach within PMS, as it highlights the importance of clear, measurable goals that align with employees' intrinsic motivation to achieve. Goal-setting in PMS involves setting clear objectives, providing feedback, and evaluating results, all of which contribute to improved employee performance and organizational success.

The Goal-Setting Theory is the most suitable theory to underpin a Performance Management System (PMS), as it directly aligns with the central objectives of PMS: establishing clear, measurable goals to enhance performance.

Goal-Setting Theory emphasizes the importance of specific, challenging goals combined with feedback, which is the foundation of the MBO approach commonly used in PMS. MBO ensures that organizational objectives are cascaded into individual performance goals, creating clarity and

motivation for employees to excel. According to Locke and Latham (2020), clear and challenging goals enhance employee motivation by providing direction and purpose. Within a PMS, goal-setting helps employees prioritize tasks, focus efforts, and work towards well-defined performance targets.

Goal-Setting Theory highlights the role of feedback in improving performance. In PMS, regular performance appraisals and feedback sessions provide employees with an understanding of their progress and areas needing improvement, fostering continuous development. Setting measurable goals enables objective evaluation of employee performance. PMS leverages this aspect by linking goal attainment to rewards, recognition, and career progression, further reinforcing employee motivation and commitment. By aligning individual goals with broader organizational objectives, Goal-Setting Theory also ensures that the collective efforts of employees contribute to overall organizational performance and success.

In a PMS framework, goal-setting may involve setting quarterly performance targets for employees, ensuring these goals are challenging yet achievable. Regular feedback sessions can then monitor progress, provide guidance, and address challenges, enhancing overall performance and satisfaction. This cyclical process of goal setting, feedback, and evaluation mirrors the principles of Goal-Setting Theory, making it a foundational element of effective PMS.

Empirical Review

Aina and Bello (2023) investigated the influence of goal-setting and feedback within PMS on employee punctuality in financial institutions. The study aimed to address challenges of punctuality that affect productivity and efficiency. Employing a longitudinal design, the research tracked changes over six months post-implementation of goal-setting practices. The population included employees from financial institutions with known punctuality challenges, and a simple random sample of 120 employees was drawn from departments with low punctuality records. Paired t-tests and regression analysis revealed that goal-setting and regular feedback significantly improved punctuality, while reward systems further motivated employees to adhere to

timelines. The study concluded that goal-setting in PMS enhances punctuality and aligns employee behavior with organizational priorities. However, it was critiqued for its narrow focus on punctuality without examining broader organizational outcomes and for its short follow-up period, which limited insights into the long-term effectiveness of goal-setting practices. This study concentrated narrowly on punctuality and did not assess the impact of goal-setting and feedback on other organizational outcomes, such as overall productivity or teaching quality. The study had a short follow-up period, which limited its ability to assess the long-term effectiveness of PMS practices.

The current study goes beyond the focus on punctuality by examining the broader impact of PMS on overall teacher performance, including aspects like teaching quality, engagement with students, and academic outcomes. Furthermore, it includes a longitudinal component to assess the long-term effects of goal-setting and feedback on employee development, productivity, and institutional success. This allows for a more comprehensive understanding of how PMS influences sustainable performance improvement at Starville

Ibrahim et al. (2023) examined Competency-Based Performance Management Systems: Bridging Skills Gaps in Educational Institutions in Abuja, Nigeria. The study targeted 250 teachers and administrative staff from tertiary institutions, selected using stratified random sampling. A cross-sectional survey design was adopted, utilizing competency assessment tools and structured questionnaires. Correlation and regression analyses revealed that competency-based systems effectively align employee capabilities with job roles, bridging skills gaps and enhancing organizational efficiency. The study recommended broader adoption of these systems for workforce development in education.

Patel et al. (2023) examined Graphic Rating Scales: A Reliable Tool for Tracking Employee Performance in Structured Work Environments in India, focusing on 320 employees from IT and manufacturing sectors, selected through stratified sampling. Over six months, the study used graphic rating scales to evaluate performance. Descriptive

statistics confirmed the reliability and consistency of these scales in performance assessment. The authors recommended their use for unbiased and systematic evaluations in structured environments.

Chen and Lee (2022), in their study *Competency-Based Systems and Job-Specific Performance: A Study of Organizational Growth in Singapore*, focused on 300 employees from manufacturing and service sectors, selected via random sampling. Surveys measured performance metrics before and after implementing competency-based systems, with structural equation modeling (SEM) used for analysis. Findings demonstrated that these systems significantly improved job-specific performance, leading to measurable organizational growth. The study advocated for widespread adoption of competency-based frameworks to promote targeted development and operational efficiency.

Jones and Carter (2022) investigated *Management by Objectives: Enhancing Employee Engagement and Productivity in the United States*, involving 450 employees from mid-sized organizations across industries, selected through cluster sampling. This longitudinal study tracked the implementation of MBO frameworks over two years, utilizing performance appraisals, engagement surveys, and focus group discussions. Regression analysis indicated that MBO frameworks foster clear communication, accountability, and productivity. The study recommended their adoption for improved goal alignment and operational success.

Kwok et al. (2022) conducted a study titled *Enhancing Employee Performance through 360-Degree Feedback Systems: Evidence from Multiple Sectors in Hong Kong*, focusing on employees from 15 organizations across education, healthcare, and finance sectors. The sample size included 380 employees selected using stratified random sampling. A mixed-methods approach was employed, combining surveys for quantitative data on employee performance and organizational communication with in-depth interviews for qualitative insights. Over one year, a 360-degree feedback system was implemented, incorporating evaluations from supervisors, peers, subordinates, and self-assessments. Regression analysis revealed significant improvements in organizational communication and accountability, which

enhanced employee performance. The study concluded that 360-degree feedback fosters collaboration and transparency, making it a versatile tool for diverse sectors.

Research by Obisi (2022) explored the impact of 360-degree feedback on task performance within performance management systems (PMS). The study addressed the problem of limited feedback mechanisms in organizations, which often fail to provide employees with a comprehensive understanding of their strengths and areas for improvement. Focusing on corporate organizations, the research adopted a mixed-method design, combining surveys and interviews with a population of mid-level and senior-level employees. A sample of 250 employees across diverse industries was selected using stratified random sampling. Quantitative data were analyzed through regression analysis, while qualitative data were examined thematically. The findings highlighted that 360-degree feedback significantly improved task performance by offering employees a clearer understanding of their capabilities and areas for development. The study concluded that incorporating 360-degree feedback into PMS enhances task performance and supports employee growth. However, it was critiqued for its exclusive focus on task performance, neglecting other aspects like contextual performance, and for not examining the long-term impacts of 360-degree feedback on development. The study focused solely on task performance, neglecting other performance dimensions such as contextual performance, which includes behaviors like cooperation, flexibility, and organizational citizenship. It did not explore the long-term effects of 360-degree feedback on employee development.

The current study expands on Obisi's research by investigating the holistic impact of PMS on various aspects of employee performance at Starville School. This includes not only task performance but also contextual performance, which is critical in the education sector where teacher collaboration, adaptability, and engagement are key. Additionally, the study explores the long-term impact of PMS, particularly focusing on sustained improvements in teaching effectiveness and employee growth over time.

Jones and Davis (2021) investigated the effectiveness of competency-based PMS in addressing skill gaps among employees. The study targeted the manufacturing and service-oriented sectors, where bridging these gaps is critical to meeting job requirements. Using a descriptive survey design, data were collected through structured questionnaires and interviews from a population of junior and middle management employees. A sample of 200 employees was purposively selected from departments utilizing competency-based PMS. Data analysis involved descriptive statistics and correlation analysis, which revealed that such systems effectively addressed skill gaps, improving employee readiness to meet job demands. The study concluded that competency-based PMS significantly contributes to skill development by aligning employee competencies with organizational goals. However, the research was limited by its narrow focus on skill development, excluding broader performance metrics such as punctuality or contextual behaviors, and its findings were constrained to specific sectors, reducing their general applicability. This study was focused primarily on skill development and did not account for other critical performance metrics such as punctuality, commitment, and contextual behavior. The research was sector-specific, limiting the applicability of its findings to the broader workforce.

The current study addresses these limitations by exploring a broader range of performance metrics within the education sector at Starville School, including commitment, punctuality, and teamwork, all of which are crucial for educators. The study also examines how PMS can align competencies with broader organizational goals, enhancing teaching quality and educational outcomes, making the findings more applicable across diverse educational contexts.

Ojo and Akintunde (2021) examined the role of fairness and transparency in PMS on contextual performance. The study, conducted in the educational and public sectors, addressed the problem of fostering positive workplace behaviors amid perceived PMS biases. Using a cross-sectional survey design, data were gathered from a population of employees in collaborative work environments through structured questionnaires and focus group discussions. The sample

comprised 150 employees selected through stratified random sampling to capture diverse perceptions. Regression analysis and thematic analysis revealed that employees who perceived fairness and transparency in PMS were more likely to engage in behaviors such as assisting colleagues and contributing to a harmonious workplace. The study concluded that fair and transparent PMS positively impacts contextual performance and fosters a collaborative culture. However, it was critiqued for relying heavily on employee perceptions, which may not fully reflect actual PMS outcomes, and for its limited scope across two sectors, reducing generalizability. This study relied heavily on employee perceptions, which may not accurately reflect actual PMS outcomes. It had a limited scope focused on two sectors, reducing the generalizability of its findings.

The current study addresses the issue of perception vs. actual outcomes by incorporating objective performance data along with employee feedback to provide a comprehensive view of PMS effectiveness. Additionally, while Ojo and Akintunde focused on the public and educational sectors, this study specifically investigates the impact of PMS in a private school context (Starville School), providing deeper insights into how fairness and transparency affect not just contextual performance but also teacher retention, job satisfaction, and student outcomes in an educational setting.

Adebayo and Okechukwu (2021) explored the Role of Multi-Source Feedback in Employee Growth, Motivation, and Task Performance in Educational Institutions in Lagos State, Nigeria. The study involved 200 academic and non-academic staff from 10 public secondary schools, selected through purposive sampling. Using a survey design, structured questionnaires captured data on employee motivation, growth, and performance. Multiple regression analysis indicated that multi-source feedback, including input from colleagues, students, and administrators, positively influenced employee outcomes. The study concluded that integrating multi-source feedback in performance evaluations enhances staff development and organizational productivity.

Olayemi et al. (2021) conducted a study titled *Encouraging Accountability and Goal-Driven Performance: The Role of Management by Objectives in School Management in Osun State, Nigeria*. The research involved 150 school administrators and teachers in public secondary schools, selected using simple random sampling. Using a survey design and semi-structured interviews, the study employed thematic analysis for qualitative data and ANOVA for quantitative data. Results showed that MBO frameworks promote individual accountability and goal-driven performance. The study recommended training for school administrators to enhance clarity and effectiveness in goal-setting.

Adegbite and Nwankwo (2020) investigated *Using Graphic Rating Scales to Identify Performance Trends in Public Schools in Enugu State, Nigeria*. The study targeted 180 teachers from public primary and secondary schools, selected through purposive sampling. Graphic rating scales assessed teacher performance on punctuality, instructional quality, and student engagement. Time-series analysis revealed performance trends, and descriptive and inferential statistics confirmed the scales' consistency. The study recommended adopting this method to enhance accountability and track teacher performance effectively in public schools.

Research Gaps

The literature reveals several gaps in the study of PMS and employee performance. Firstly, many studies focus on a single type of PMS without examining the combined effects of different systems, such as 360-degree feedback, competency-based approaches, and MBO. Additionally, there is limited research on how specific PMS types impact various performance metrics, such as contextual performance (Ojo and Akintunde, 2021) and task performance, particularly within diverse organizational settings (Aina and Bello, 2023). Another gap is the lack of adequate empirical studies on PMS effectiveness in non-western settings, particularly in African countries to the best of the researchers knowledge such as (Jones and Davis, 2021 & Jones and Davis, 2021).

While previous studies have contributed valuable insights into PMS effectiveness in various sectors,

they are often limited in scope and focus on specific aspects of performance. The current study on the impact of PMS on employee performance at Starville School, Abuja aims to fill these gaps by broadening the scope of performance metrics examined, considering both short-term and long-term impacts, and offering insights into how PMS can drive not only teacher performance but also broader educational outcomes in a competitive urban educational environment.

METHODOLOGY

The study was conducted at Starville School in Abuja's Jahi District. The Federal Capital Territory (FCT) serves as Nigeria's administrative capital and is diverse in population and geography, covering six area councils with a total population of approximately 3.84 million. It covers key performance areas like task performance and contextual performance. The study spans the period from 2018 to 2022 and examines how PMS methods have shaped employee behavior and performance in an educational context within Nigeria's Federal Capital Territory (FCT). A mixed-method approach combining survey and descriptive research designs was adopted. Surveys were conducted using questionnaires to collect data from a sample of employees, while descriptive analysis was used to characterize the variables related to PMS and employee performance. The total employee population of Starville School was 398 (24 administrative, 297 academic, and 77 non-academic staff). Using Yamane's formula, a sample size of 199 was determined and stratified by employee type, with purposive and random sampling techniques ensuring diverse representation. Primary data was gathered through questionnaires, targeting employee performance proxies.

Simple percentage analysis and multiple regression (using SPSS) were used for data presentation and analysis. The analysis explored the effects of PMS indices like 360-degree feedback, competency-based measures, Management by Objectives (MBO), and Graphic Rating Scales on employee task performance, contextual performance, and punctuality. The analysis included F-statistics, P-values, and the Durbin-Watson statistic to assess autocorrelation and data quality. Instrument validity was

confirmed through faculty consultation, while reliability was assessed using two pilot tests. Reliability was achieved after adjustments, with Cronbach's Alpha scores reaching acceptable levels above 0.7. Multiple regression models estimated the impact of PMS components on employee performance with variables representing feedback mechanisms, competence, MBO, and rating scales over the study period.

The use of multiple regression analysis was deemed appropriate due to its capacity to provide important statistical figures, including the regression coefficients (β), coefficient of determination (R^2), t-statistics, p-values, F-statistics, standard errors, and the Durbin-Watson (DW) statistic, which are crucial for the interpretation of relationships between the study's variables. Beta (β) coefficients reflect the degree of impact of each PMS index on the corresponding employee performance variable. R^2 indicates the proportion of variance in the dependent variable explained by the PMS indices collectively. T-statistics assess the significance of the individual PMS indices in predicting each performance

variable. F-statistic tests the overall significance of the regression models.

This study model is presented below:

$$EP = \alpha + \beta_1 (T_{HR}) + \beta_2 (C_{PT}) + \beta_3 (M_{BO}) + \beta_4 (G_{RP}) + \varepsilon$$

Where EP is Employee Performance, α is the intercept/slope, β_1 , β_2 , β_3 , β_4 represent the regression coefficients, T_{HR} is 360-degree feedback, C_{PT} is competency-based evaluation, M_{BO} is, G_{RP} is graphic rating scales, and ε is error term.

A 10% significance level for hypothesis testing: P-values $> 10\%$ (0.1001 - 1.0000) indicate an insignificant relationship. P-values $\leq 10\%$ (0.000 - 0.1000) suggest significant positive relationships. The Durbin-Watson (DW) statistic ranges from 0 to 4 and assesses autocorrelation: A value close to 2 (1.5001–2.4999) indicates no autocorrelation. Values closer to 0 suggest positive autocorrelation, while values near 4 indicate negative autocorrelation.

RESULT AND DISCUSSIONS

Table 1: E-view table

Dependent Variable: Employee Performance (EP)
Method: Least Squares
Date: 04/22/23 Time:19:22
Sample: 1 166
Included observations: 166

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.4051	0.0623	1.7499	0.0102
THR	0.4456	0.0309	1.8678	0.0022
CPT	0.2007	0.1242	1.4191	0.0105
MBO	0.5712	0.0226	1.4799	0.0100
GRP	0.2716	0.0242	8.8078	0.0101
R-squared	0.6631	Mean dependent var	2.0563	
Adjusted R-squared	0.6704	S.D. dependent var	1.2276	
S.E. of regression	0.0166	Akaike info criterion	0.0581	
Sum squared resid	4.7038	Schwarz criterion	0.0189	
Log likelihood	6.7657	Hannan-Quinn criter.	0.0525	
F-statistic	1.0020	Durbin-Watson stat	0.0188	
Prob(F-statistic)	0.0222			

Source: Data output using E-view, 2023

10% level of significance

From the model equation

$$EP = \alpha + \beta_1 (T_{HR}) + \beta_2 (C_{PT}) + \beta_3 (M_{BO}) + \beta_4 (G_{RP}) + eI \dots \dots \dots 1$$

$$EP = \alpha + .4456T_{HR} + .2007C_{PT} + .5712M_{BO} + .2716G_{RP}$$

Interpretation of Computed Results

The multiple regression e-view tables 1 showed a lot of relevant computed values for the study with respect to the formulated hypotheses, which stated that performance management system (PMS) had not significantly impacted on employee's task performance at Starville School, Abuja during the period covered by the study (2018-2022).

The table displayed a mathematical equation that indicated the most appropriate combination of the adopted indices of the study's independent variable, Performance Management System (PMS) that brought about the most impacts and changes on employee's Task Performances (T_{AK}) as the adopted index of the dependent variable, Employee's Performance during the period covered by the study (2018-2022). Based on the collated views of the 166 respondents and the scrutiny using the e-view version of the multiple regression statistical technique, the mathematical equation for impacts of each of the adopted indices of the study's independent variable on Employee's Task Performances (T_{AK}) as an adopted index of the Employee's Performance in the case study between 2018 and 2022 was $T_{AK} = \alpha + .4456T_{HR} + .2007C_{PT} + .5712M_{BO} + .2716G_{RP}$.

The mathematical equation from the e-view multiple regression table 1 did not only disclose the most appropriate combinations of the adopted indices of PMS that brought about the most changes and impacts on the Employee Performances (EP) as the dependent variable (DV). It also revealed that the adoption and the application of Competency-based (C_{PT}) Performance Management System at the case study during the period covered by the study (2018-2022) had the most impacts on the Employee Performances (EP) while the adoption and the application of the Management by Objectives (M_{BO}) Performance Management System had the least impacts during the same periods covered by the study.

Suffice to also add that the Durbin-Watson (DW) statistic value of 0.0188 was within the range of (0.0000-1.5000) meaning there were positive

autocorrelations amongst the study's variables. The F-statistic value of 1.0020 was significant at the overall P-statistics value of 0.0222, which meant that there was evidence of the existence of linear relationships between Performance Management System (PMS) measured by the 4 adopted types including 360-degree feedback (T_{HR}); Competency-based (C_{PT}); Management by Objectives (M_{BO}); and the Graphic rating scales (G_{RP}); and Employee Performance (EP) during the period (2018-2022) covered by the study.

The table also revealed the coefficient of determinant (R^2) of 0.6631, which indicated that 66.31% of the changes and impacts on the Employee Performance (EP) during the period covered by the study can be explained and attributed to these four adopted indices of independent variable including the 360-degree feedback PMS; Competency-based PMS; Management by Objectives PMS; and the Graphic rating scales PMS while the outstanding 33.69% can be explained and attributed to other related variables not captured in the study.

Generally, and based on the study's decision rule, the overall P-statistics value of 0.0222 representing 2.22% fell within the acceptable range of 0-10% implying collective positive and significant impacts by the four adopted indices of the independent variable, PMS on the Employee Performance (EP) during the periods (2018-2022) covered by the study. This indicates that Performance Management System has significantly impacted on the employee performance in Starville School, Abuja during the period covered by the study.

Test of Hypotheses

H₀₁: 360-degree feedback PMS does not significantly impact employee performance in Starville School, Abuja.

The analysis simply disclosed that for every 1% impact or change on Employee Performances (EP) in the case study between 2018 and 2022 there were 44.56% changes or adjustments in the adoption and application of the 360-degree feedback Performance Management System. The table also revealed P-statistic values of 0.0022 the adopted index of PMS which is the 360-degree feedback. The values indicated that the adopted indices of the PMS had positive and significant impacts on Employee Performance during the

period covered by the study because the values fell within the acceptable range of 0-10% (the study's adopted level of significance). Consequently, we reject the first null hypothesis (H_{01}) and conclude that 360-degree feedback PMS significantly impact employee performance in Starville School, Abuja.

H_{02} : Competency-based evaluation PMS does not significantly impact employee performance in Starville School, Abuja.

The analysis simply disclosed that for every 1% impact or change on Employee Performances (EP) in the case study between 2018 and 2022 there were 20.07% changes or adjustments in the adoption and application of the Competency-based (C_{PT}) Performance Management System. The table also revealed P-statistic values of 0.0105 for the adopted index of PMS which is Competency-based (C_{PT}). The alues indicated the adopted indices of the PMS had positive and significant impacts on Employee Performance (EP) during the period covered by the study because the values fell within the acceptable range of 0-10% (the study's adopted level of significance). Consequently, we reject the second null hypothesis (H_{02}) and conclude that Competency-based evaluation PMS significantly impact employee performance in Starville School, Abuja.

H_{03} : Management by Objectives (MBO) PMS does not significantly impact employee performance in Starville School, Abuja.

The analysis simply disclosed that for every 1% impact or change on Employee Performances (EP) in the case study between 2018 and 2022 there were 0.0100 for the adopted index of PMS which is Management by Objectives (M_{BO}). The values indicated that the adopted indices of the PMS had positive and significant impacts on Employee Performance (EP) during the period covered by the study because the values fell within the acceptable range of 0-10% (the study's adopted level of significance). Consequently, we reject the second null hypothesis (H_{03}) and conclude that Management by Objectives (MBO) PMS significantly impact employee performance in Starville School, Abuja.

H_{04} : Graphic rating scales PMS does not significantly impact employee performance in Starville School, Abuja.

The analysis simply disclosed that for every 1% impact or change on Employee Performances (EP) in the case study between 2018 and 2022 there was 0.0101 for the adopted index of PMS for the Graphic rating scales (G_{RP}). These values indicated that the adopted indices of the PMS had positive and significant impacts on Employee Performance (EP) during the period covered by the study because the values fell within the acceptable range of 0-10% (the study's adopted level of significance). Consequently, we reject the second null hypothesis (H_{04}) and conclude that Graphic rating scales PMS does not significantly impact employee performance in Starville School, Abuja.

Discussion of the Findings

From H_{01} , The study revealed that the 360-degree feedback PMS significantly impacted employee performance, with a 44.56% change in employee performance attributed to the adoption and application of this system. The P-statistic value of 0.0022, falling within the acceptable significance range (0-10%), supports this conclusion. The findings highlight that feedback from multiple sources, supervisors, peers, subordinates, and self-evaluation, offers a holistic approach to employee performance assessment, leading to improved accountability and personal development. According to Kwok et al. (2022), the implementation of 360-degree feedback systems significantly improved organizational communication and accountability, leading to enhanced employee performance across various sectors. Similarly, Adebayo and Okechukwu (2021) found that the multi-source feedback approach positively influences employee growth, motivation, and task performance in educational institutions.

However, the analysis from the second finding demonstrated that competency-based evaluation accounted for 20.07% of the changes in employee performance, with a significant P-statistic value of 0.0105. This system emphasizes the alignment of job roles with required skills, behaviors, and competencies, thereby enhancing targeted employee development and overall organizational efficiency. Ibrahim et al. (2023) highlighted that competency-based performance management systems are instrumental in bridging skills gaps,

particularly in the education sector, where aligning employee capabilities with role expectations is crucial. Moreover, Chen and Lee (2022) emphasized that competency-based systems significantly enhance job-specific performance metrics, resulting in measurable organizational growth.

The study also indicated from the third hypothesis that MBO had a positive and significant impact on employee performance, as reflected by a P-statistic value of 0.0100. The approach, which emphasizes goal alignment between employees and organizational priorities, contributed to improved focus and productivity, fostering a results-oriented work culture. Jones and Carter (2022) reported that MBO frameworks are highly effective in enhancing employee engagement and productivity by fostering clear communication of objectives. Additionally, Olayemi et al. (2021) found that MBO encourages individual accountability and goal-driven performance, particularly in school management systems, where clarity of objectives is critical for success.

Lastly, the graphic rating scales PMS contributed to a significant positive change in employee performance, with a P-statistic value of 0.0101. This method provides a structured and straightforward framework for evaluating employee traits, behaviors, and performance outcomes, ensuring consistent feedback and accountability. According to Patel et al. (2023), graphic rating scales remain a reliable and effective tool for tracking employee performance, particularly in structured work environments. Similarly, Adegbite and Nwankwo (2020) noted that this approach facilitates consistent evaluations, enabling organizations to identify performance trends and areas for improvement.

CONCLUSION AND RECOMMENDATION

The study concludes that Performance Management Systems (PMS) significantly impact employee performance in Starville School, Abuja. The components of PMS, particularly 360-degree feedback, competency-based evaluation, Management by Objectives (MBO), and graphic rating scales, are crucial drivers of employee performance. Based on the findings, the following recommendations are made:

- i. The school should ensure that regular 360-degree feedback is integrated into the

performance management cycle. Feedback from peers, subordinates, and supervisors can provide a well-rounded view of performance and foster continuous improvement.

- ii. The management of Starville School, Abuja should focus on Training employees and managers on the effective use of PMS tools can enhance the systems' effectiveness.
- iii. There should be regular review of PMS frameworks based on organizational needs and employee feedback ensures sustained performance enhancement.
- iv. The school should leverage data from PMS to make informed decisions regarding staff development, promotions, and performance improvements. Incorporating statistical analyses, as done in this study, can help in monitoring trends and identifying areas that need intervention.

IMPLICATION

This study contributes to the body of knowledge on the impact of Performance Management Systems in educational institutions, particularly in developing countries like Nigeria. It highlights the significant role of PMS in enhancing employee performance in the education sector, specifically task and contextual performance, and provides empirical evidence for decision-makers in educational management.

LIMITATION AND SUGGESTIONS FOR FURTHER STUDIES

This study is limited to Performance Management Systems (PMS) and employee performance in Starville School, Abuja, and future research could explore the impact of other PMS components, such as training and development programs, on employee performance. Additionally, studies could assess the long-term effects of PMS on employee satisfaction, retention, and organizational growth in schools. Comparing PMS impacts across different educational levels or institutions would provide a broader perspective on the effectiveness of PMS in the education sector.

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