PERFORMANCE APPRAISAL MANAGEMENT AND TUTORS' EFFECTIVENESS IN GOVERNMENT AIDED PRIMARY   TEACHERS' COLLEGES IN BUSOGA SUB-REGION IN UGANDA.

BY

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DECLARATION

I **TASAMBA - BOHYI SAMSON** do hereby declare that this is my original work and has never

been submitted to any University or Institution of Higher Learning for any award.

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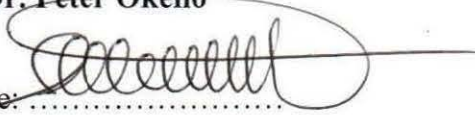Date: ......22/11/2018......

APPROVAL

This is to certify that the research report of **TASAMBA – BOHYI SAMSON 11/U/63/GMED/PE** titled *"Performance Appraisal Management and Tutors effectiveness in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda"* is submitted to the board of examiners with our approval.

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DEDICATION

This dissertation is dedicated to my beloved family members, friends and relatives. You have been of high esteemed commitment, sacrifice in terms of finances and moral support to bring me this far. Just accept my simple gift of thank you. May the almighty God bless you all.

ACRONYMS/ABBREVIATIONS

MOPS: Ministry of Public Service

PTC: Primary Teachers Colleges

BARS: Behaviorally Anchored Rating Scales

EPRC: Education Policy Review Commission

MOES: Ministry of Education and Sports

HODs: Heads of Departments

CVI: Content Validity Index

SPSS: Statistical Package for Social Scientists

UPE: Universal Primary Education

USE: Universal Secondary Education

ACKNOWLEDGEMENT

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This study of Performance Appraisal Management and Tutors effectiveness in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda was as a result of poor performance in Primary Teachers Colleges. The study was guided by specific objectives that included; establishing the relationship between performance planning and effectiveness of the tutors in PTCs, establishing the relationship between performance monitoring and the effectiveness of tutors in PTCs and establishing the relationship between performance budgeting and the effectiveness of tutors in PTCs in Busoga Sub-region

Descriptive survey research design which was both qualitative and quantitative in nature was adopted. A sample size of 45 respondents was selected for the study consisting of 45tutors and 6 administrators, Simple random and purposive sampling was used for the study. The methods of data collection included; questionnaire survey, interviews and observation checklist. The data collected through questionnaires was analyzed using Statistical Package for Social Sciences (SPSS) because this is the most recommendable package for analyzing social sciences research data. Regression and correlation analysis were employed. Qualitative analysis involved categorizing data and then attaching it to the appropriate categories.

Results show that there is a significant relationship between performance planning and effectiveness of the tutors in PTCs in Busoga Sub-Region (r =.600[**]: p= .000). 36% variance in effectiveness of the tutors in PTCs in Busoga Sub-Region is attributed to performance planning (Adjusted R Square = .35.6). There is a significant relationship between performance monitoring and effectiveness of tutors in PTCs in Busoga Sub-Region (r =.758[**]: p= .000). 57.4% variance in effectiveness of tutors in PTCs in Busoga Sub-Region is attributed to performance monitoring (Adjusted R Square = .572). There is a significant relationship between performance budgeting and effectiveness of tutors in PTCs in Busoga Sub-Region (r =.808[**]: p= .000). 65.3%% variance in effectiveness of tutors in PTCs in Busoga Sub-Region is attributed to performance budgeting (Adjusted R Square = .651).

In conclusion, it was established that there is a relationship between Performance Appraisal Management and Tutors effectiveness in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda. The better the performance appraisal management the higher the effectiveness of tutors. This implies that performance appraisal management plays a key role and this can be achieved through ensuring that tutors fulfill their responsibilities in the appraisal system. The study recommended that the management of primary teacher colleges should ensure that speedy, efficient and quality processes are employed in carrying out appraisals. The management of primary teacher colleges should ensure that workers are informed about the roles of appraisal systems such that they can enhance the practice

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The study was to establish whether there is a relationship between performance appraisal management and tutors effectiveness in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda. This chapter highlights the background to the study, including the historical, theoretical, conceptual and contextual background, statement of the problem, purpose and specific objectives of the study, research questions, scope, significance and limitation of the study.

1.1 Background to the Study

1.1.1 Historical background

The history of performance appraisal has its roots in the early 20th century can be traced to Taylor's pioneering Time and Motion studies. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the Second World War. Yet in a broader sense, the practice of appraisal is a very ancient art. In the scale of things historical, it might well lay claim to being the world's second oldest profession (Cundill and Fabricius, 2009).

Performance Appraisal became a widely used management tool in businesses around the 1980's. Its modern uses had previously been restricted to Army Officers and Senior Management' (Taylor, 2005, p291). However appraisal has been present throughout history and has advanced significantly over time.

Some of the earliest evidence of Performance Appraisal was seen in the 3rd century when a Chinese philosopher Sin Yu criticized a biased rater of the Wei Dynasty on the grounds

that the Imperial Rater of Nine Grades rarely rates men by their merits but always rates them according to his likes and dislikes (Champalx, 2017). Appraisal was seen further on, in 1648 when it was stated that the Dublin Evening Post evaluated legislators using a rating scale based on personal qualities (Kim et al., 2005). Appraisal then became a more formal process, firstly in the 1800's when a General in the US Army submitted an assessment of his soldiers to the War Department. The Army General used a global rating, which defined his men as for example 'a good-natured man' or 'a knave despised by all' (Hughes, 2017)

The first recorded appraisal system in industry was by Robert Owen in New Lanark Mills, Scotland around 1800. He used character books and blocks to rate staff. The character book recorded each worker's daily report. The blocks were colored differently on every side to represent an assessment of the worker rating them from strong to weak. These blocks were then displayed in the employee's workplace. Owen was happy with the how the blocks improved the workers behavior (Kren, 2016)

Following the success of the appraisal system used in the Armed Forces, senior management of large US corporations wanted to test this technique within their organizations and so hired many of these people who were associated with the practice used in the Army. The tools for rating evolved over time from Global Rating towards Man-to-Man Rating and then to Trait based Rating. These appraisal tools tended to exclude top management and also used the same forms for all workers regardless of skills and duties. They tended to focus on past actions instead of future goals and were always conducted by the supervisor with little input from the employee (Leigh & Media, 2013). Because of this a change was brought about in the tools used and consequently the

critical incident and forced choice methods were introduced. These methods were more advanced and substantive than previous approaches, but their intricacy meant that they are not readily used in today's world (Giffin, 2017)

The popularity of performance appraisal in an industry setting was growing and by the early 1950s, 61% of organizations carried out performance appraisals frequently, compared to only 15 per cent immediately after the Second World War (Cole, 2002).

Smith and Kendall (1963) created the Behaviorally Anchored Rating Scales (BARS) hypothesized to be superior to alternative evaluation methods in several. This replaced numerical or adjective ratings used in the graphic or trait rating scales, with behavioural examples of actual work behaviors. BARS meant supervisors could rate employees on observable behavioural elements, rather than on a scale. The major advantage of such measures is that the evaluator has to make fewer inferences about the employee. The evaluator is cast more in the role of observer and less in the role of judge (Schwab, Heneman, & DeCotiis, 1975). 'Numerous spin-offs to BARS have been developed since. The contribution of these developments has been an emphasis on the behavioral bases of performance ratings' (Cundill & Fabricius, 2009).

During 1980s and the 1990s, a number of reforms for the public sector were designed and carried out alongside market oriented mechanism (Mop, 1990). These reforms have revolutionalised performance management and promoted the use of result oriented performance appraisal. The Uganda public service reforms aimed at transforming the public service to make it affordable, effective and accountable in the use of public resources and service delivery (Mop, 1997). Ministry of public service is

responsible for implementing the performance appraisal reforms in all government ministries.

In Uganda, the teachers performance appraisal system was recommended by the Education Policy Review Commission Report (EPRC) of 1989 to be used to take decisions about teachers promotions for professional growth and development, away from the former traditional centralized appraisal system called the "Annual Confidential Report" which had negative attitudes from the teachers and was at the discretion of the managers (Head Teachers)

In Today's staff performance, appraisal system involves understanding and managing performance within agreed framework of planned goals, standards and competence requirements. It is ongoing, interactive process whereby manager (Head Teachers) and employees (Teachers) work together to achieve optimal organizational team and individual performance

1.1.2 Theoretical background

The study was guided by the goals systems theory of effectiveness (Penning & Goodman, 1977). The theory asserts that the functioning of any organization highly depends on organizational set goals and activities so as to enhance performance. Relating the theory to performance appraisal (Nanseera, 2011) affirms that performance appraisal management ensures that the work that each employee performs is in line with the objectives of the organization, the way staff performs their duties is consistent with the values and goals of the organization and there is feedback on the performance expectations (Nanseera, 2011). Appraisal of work performance is crucial to the successful

4

operation of any business or organization. In the absence of meaningful feedback, employees have no idea how to improve and in absence of useful assessment, administrators have no idea how to manage personnel (Robert, 1992). In relation to this study, it was establish whether the management of performance appraisal affects the effectiveness of tutors.

1.1.3 Conceptual background

Performance is a multidimensional construct and an extremely vital criterion that determines organizational successes or failures (Sabine & Frese, 2001). Prasetya and Kato (2011) define performance as the attained outcomes of actions with skills of employees who perform in some situation. Blumentritt , (2006) argues that performance is something that a person leaves behind and that exist apart from the purpose meanwhile Bernardin et al (1995) believe that performance should be defined as the strategic goals of the organization, customer satisfaction and economic contributions.

Gary (2003) defines performance appraisal as a means of evaluating an employee's current or past performance relative to the person's performance standard. Appraisals involve: setting work standards, assessing the employee's actual performance relative to these standards and providing feedback to the employee with the aim of motivating that person to eliminate deficiencies or to continue to perform above expectations. Performance appraisal is the assessment of performance of an individual in relation to the objectives, activities, outputs and targets of a job over a specific period of time (MOPS 2007). It is concerned with:, establishing performance objectives and standards,

measuring performance against those standards, providing feedback to employees concerning that measurement and evaluation (Hill, Black and Porters, 2005).

Performance appraisals play an important role in organizations and serve a variety of purposes. For instance, they provide the basis for making selection and promotion decisions, determining salary increases and are a vehicle for feedback between supervisors and employees (Ahmed, Sultana, Paul & Azeem, 2013). Performance appraisal is a method of evaluating employee behavior at the work place. It includes both quantitative and qualitative analysis. Management of Performance appraisal is the assessment of performance of an individual in relation to the objectives, activities, outputs and targets of a job over a specific period of time (MOPS 2007). According to Cundill and Fabricius, (2009) effectiveness is the measure of the extent to which tutors attains their objectives. A tutor is a person charged with the instruction and guidance of learners in an institution of learning.

1.1.4 Contextual background

Primary Teachers' Colleges (PTCs) as government institutions under Ministry of Education and Sports (MoES) have adopted and adapted the Performance Reform Programme of Public Service as a way of measuring and evaluating tutors' effectiveness during the teaching-learning processes.

The evaluation of work performance serves many organizational and institutional purposes. This includes promotions, transfers, layoffs and setting of salaries, all of which hang in balance of performance appraisal. The long list includes twenty common uses as identified by Cleveland Murphy and Williams, (1998) and are salary administration,

6

promotion, retention or termination, recognition of individual performance, layoffs, identify poor performance, identify individual training needs, performance feedback, determine transfers and assignments, identify individuals' strengths and weaknesses, personnel planning, determine organizational training needs, evaluate goal achievement, assist in goal identification, evaluate personnel systems, reinforce authority structure, identify organizational development needs, criteria for validation research, document personnel decisions, and meet legal requirements.

All these applications of performance evaluation cluster around four major uses i.e. comparing individuals in terms of their overall performance levels, identifying and using information about individual strengths and weaknesses, implementing and using human resource systems in the organization and documenting or justifying personnel decision (Abu-Doleh, 2017)

1.2 Statement of the problem

For many years the effectiveness of tutors in PTC has not been of the required standards and this has led to the introduction of a teachers performance appraisal system through the recommendation by the Education Policy Review Commission Report (EPRC) of 1989 to be used to take decisions about teachers promotions for professional growth and development, away from the former traditional centralized appraisal system called the Annual Confidential Report which had negative attitudes from the teachers and was at the discretion of the manager(Principals) (Lwamafa, 2017)

Despite the introduction of the performance appraisal, the effectiveness of tutors has been low and this can be indicated by low job satisfaction, low commitment to work and

limited compliance with legal requirement. This has resulted to poor performance in the Primary Teachers Colleges and therefore creating the need to establish whether there is a relationship between performance appraisal management and tutors effectiveness in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda.

1.3 Purpose of the study

The purpose of this study was to establish whether there is a relationship between performance appraisal management and tutors effectiveness in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda.

1.4 Objectives of the study

The objectives of the study include the following;

1)   To establish the relationship between performance planning and effectiveness of the tutors in PTCs in Busoga Sub-region.

2)   To establish the relationship between performance monitoring and the effectiveness of tutors in PTCs in Busoga Sub-region.

3)   To establish the relationship between performance budgeting and the effectiveness of tutors in PTCs in Busoga Sub-region

1.5. Research Questions

1). Was there a significant relationship between performance planning and effectiveness of Tutors in PTCs in Busoga Sub-region?

2). Was there a significant relationship between performance monitoring and the effectiveness of Tutors in PTCs in Busoga Sub-region?

3). Was there a significant relationship between performance budgeting and the effectiveness of Tutors in PTCs in Busoga Sub-region?

1.6 Scope of the study

1.6.1 Content Scope

The study focused on performance planning, performance monitoring and performance budgeting as the independent variables because they are used by management in identifying performance gaps. The dependent variables included; syllabus coverage, learners performance and skills attained as these are major indicators of effectiveness

1.6.2 Geographical Scope

The study was conducted in PTCs in Busoga Sub-region. This region was selected because it has a CORE PTC and non CORE PTCs serving the area and they are faced with the challenge of low tutor effectiveness.

1.6.3 Time Scope

The period of study to be investigated was between 2012 -2016. The period has been selected because it witnessed reduced performance of tutors leading to reduced performance of Grade III Examination Results.

1.7. Justification for the study

In most Teachers Colleges, the effectiveness of tutors has been low and this can be indicated by low job satisfaction, low commitment to work and limited compliance with legal requirement. This has resulted to poor performance in the institutions and therefore creating gaps for further studies in PTCs in Busoga Sub-region.

1.8. Significance of the study

The study will help the policy makers at Ministry of Education and Sports, Kyambogo University, Ministry of Public Service, Education service Commission in planning and making decisions in managing development in programs for tutors in PTCs.

The study will be useful to college administrators like Principals, Deputy Principals and Heads of Departments (HODs) in designing and setting up realistic targets and their indicators for implementing programs, strategies and procedures in PTCs for tutor effectiveness through performance appraisal.

The study will help tutors to appreciate that the subject of performance appraisal exist for their benefit in bettering their performance in PTCs.

The study will inspire other scholars, academicians' and professionals to carry out further research in related fields like tutors motivation, morale, job satisfaction and attitude in relation to effectiveness.

1.9 The Conceptual Framework

Figure 1.1: Conceptual Framework Showing the Effect of Performance Appraisal Management on Tutors Effectiveness in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda.

Independent Variable   **Dependent Variable**

Performance Appraisal management	**Effectiveness of Tutors**
• Performance Planning	• Syllabus coverage
• Performance Monitoring	• Learners performance
• Performance Budgeting	• Skills attained.

Intervening   Variable

• Resources allocated
• Political Commitment
• Institutional Infrastructure
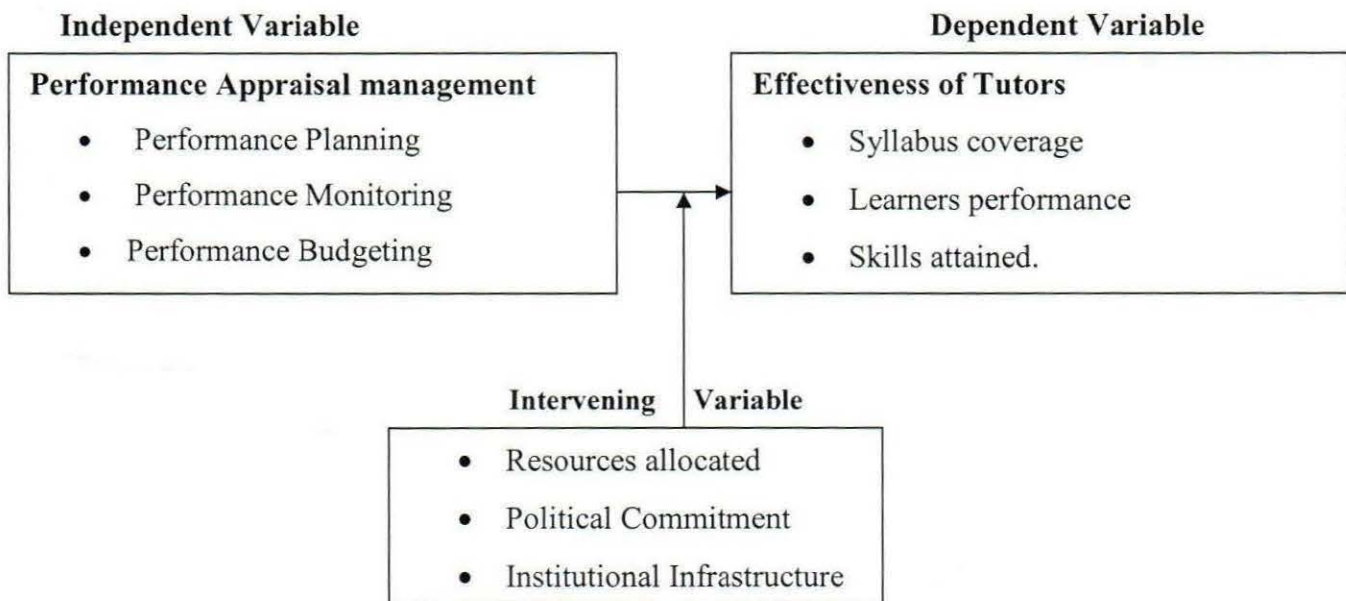
Source: **Abu-Doleh, (2017)**

A conceptual framework is a hypothetical description of a complex entity or process. The framework captures the relationship between independent and dependent variable. The dependent variable in this study was tutors effectiveness.   In this study, tutors effectiveness means syllabus coverage, learners performance, skills attained.

The independent variable was performance appraisal management. The components of performance appraisal management in this study or dimensions were performance planning, performance monitoring and performance budgeting. The conceptual framework above showed the relationship between the independent variable (Performance Appraisal management), dependent variable (tutors effectiveness) and the

11

intervening variables (Resources Allocated, Political Commitment and Institutional Infrastructure).

1.9 Operational Definitions of Key Terms

Planning is the process of thinking about and organizing the activities required to achieve a desired goal.

Monitoring is the regular observation and recording of activities taking place in a project or programme.

Budgeting is the process of planning future business activities by establishing performance goals and putting them into a formal plan.

Performance means the accomplishment of a given task measured against present known standards of accuracy, completeness, cost, and speed.

Effectiveness is the capability of producing a desired result or the ability to produce desired output.

Management is the administration of an organization, whether it is a business, a not-for-profit organization, or government body.

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Introduction

This chapter presents the review of the literature related to the study from the previous studies carried out by various scholars. This review was made in reference to the study objectives of performance appraisal planning, performance appraisal monitoring and performance appraisal budgeting.

2.2. Performance Appraisal

According to Cole (2011) performance appraisal is a systematic approach that entails a planned process to assess individual performance and commences with completing a form, conducting an interview, discussion of progress, results and agreeing on action. Performance appraisal can take the form of a rational theory of management and emotional intelligence which sets the appraisal system in motion (Cole, 2011).

Performance Appraisal as a management tool is for establishing the extent to which set targets within overall goals of an organization are achieved. Through staff appraisal, performance gaps and development needs of individual employee are identified (MOES, 2007). Performance appraisal systems are like seat belts, we know we should use them but often we do not want to do so (McNeil and Malena, 2010)

Thurston and McNall (2010) assert that performance appraisal could be guided by the traditional-rational and political perspectives which emphasize testing and measuring performance against set standards on the assumptions that appraisal is more about personalities, self-interest, power and negotiations. Performance appraisal is based under

13

Theory X which was advocated by McGregor (1960) (in Cole, 2011) and this is a management style which assumes that people are unreliable, unable to take responsibility and need close supervision and control. Cole further asserts that the performance appraisal model is based on a cyclical process entailing setting of performance standards which are assessed against set standards or criteria. Cole questions the accuracy and fairness of such a performance appraisal system which is based on control.

Kuvaas, (2017) assert that the evaluation of employee performance can be based on two perspectives entailing the rational perspective which assumes that the value of each employee can be estimated and that the goal of appraisal is accuracy where supervisors and workers are passive in the process and workers' performance is clearly defined. On the other hand, the political perspective assumes that the goals of appraisal is utility and depends on the agenda or goals of the supervisor and what is being assessed is ambiguous. According to Rowland & Hall (2013) performance appraisals have evolved from subjective appraisals to more objective, integrative approaches that incorporate employee wellbeing and have become a more strategic part of the human resource management function.

Thurston & McNall, (2010) assert that performance appraisal can be founded on the conceptual framework associated with the organizational justice theory where justice perceptions related to attitudes and behavior that affect reaction to appraisal ratings. In this case those appraised would react to an appraisal depending on their perceptions regarding fairness in the appraisal procedure. The due process model is premised on procedural fairness perceptions regarding treatment during the appraisal, allocation of

rewards and decisions made. This model could be applied to result in a shared view in the acceptance of performance standards which will be compared with actual performance during the appraisal process (Thurston & McNall, 2010). The two authors further said that the exchange theory could be used to incorporate aspects of the justice theory which entail procedural justice, interactional justice, interpersonal justice and information justice.

2.3 Performance Planning and Tutors effectiveness

Lin & Chang, (2016) observes that planning determines the quality or success of any task, he further states that planning in the teaching involves the preparation of lesson notes, provision of teaching aids and working out strategies to be adapted in the delivery of the lesson. This means that when carrying out teaching, there are certain indicators which shows that planning was involved. These are to be involved on the management of performance appraisal and the effectiveness of the tutors as strategies that need to be agreed upon.

Kren and Liao, (2017) notes that in order to develop a good performance appraisal system, involve staff in determining what to appraise and the level of performance to expect .This is true because when one knows what is expected him/her, then one works towards achieving that and this increases his/her effectiveness in performance .The same applies to tutors in PTCs

Kren, (2016) goes further to state that involving staff in determining the task to be appraised builds staff confidence and trust in the manager and will develop commitment to the assessment system agreed upon. This means that if performance appraisal has to be

a useful tool in enhancing effectiveness of tutors then the managers have to involve the tutors in the planning process so as to build confidence and commitment.

The failure of performance appraisal can be blamed on bureaucracy, corruption, lack of capacity, under development, inappropriate and incomplete transfer. The managers seek to fulfill obligations, practices and expectations of their institution. Given this view, one must not simply blame or criticize staff but seek their views and experiences on whether performance appraisal enhances their effectiveness or not (Kagambirwe Gerald Karyeija, 2009).

The appraiser has to plan for the performance appraisal meeting before it is conducted and communicate to the appraisee in time. This gives the appraisee time to prepare well for the appraisal process (Longernecker, 2016). According Tromley, (2017) planning is done at departmental levels between appraisee and appraiser to improve performance. According to Lwamafa, (2017) plans are needed to give the organization its objectives and set up the best procedure for reaching them. They permit the organization to obtain and commit the resources required to reach its objectives, members of the organization to carry on activities consistent with the chosen objectives to be monitored and measured so that corrective action can be taken if the rate of progress in un satisfactory which is determined by the appraisal system.

2.4 Performance Monitoring and Tutors effectiveness

Nanseera (2011) notes that performance monitoring includes supporting, coaching, providing feedback, monitoring and making amendments to the performance plan. It ensures that the performance plan is on track. She goes further to advise managers /

16

supervisors that they must be committed to managing performance of staff and that they should dedicate enough time to deal with performance issues. In relation to this research this means that managers have to be supportive to the targets set during the performance appraisal plan and also ensure that the plan is on track but be ready to dedicate enough time to deal with performance issues as this makes the tutors more active and effective.

MOES (2012) states that when good leaders carry out support supervision, they recognize and praise teachers' strength and give realistic and practical advice on how teachers can improve their work both individually and collectively. Further more good leaders know the strengths and areas for improvement of individual teachers. They support them so that their practice and performance improves. They help staff to introduce new changes in their practices. This means that managers in PTCs need to be good leaders who carry out support supervision because it enables them to know the strengths and areas where individual tutors can improve then they give realistic and practical advice.

MOES (1995) notes that teachers need constant supervision and inspection. This ensures effective reporting on which performance appraisal ... can be based. Here the ministry realized that teachers (tutors) need support supervision constantly as this brings about effectiveness on to which performance appraisal can be based. Nanseera, (2011) says that as a chief manager of the school, you should continuously assess your staff. Give regular feed back as well as guidance when they need it. Do not wait until the time table indicates that an annual appraisal should be done.

Taylor, (2005) notes that where guidance is absent, or ethos antagonistic to change, the individual teacher who wishes to innovate can become dispirited and demotivated due to

lack of support. From this, it's very important for managers to effectively monitor the performance of tutors so as to discover their strength and areas that need improvement then offer necessary guidance.

Performance evaluation methods are the systems and processes through which appraisal is carried out in an organization. The methods include determining the types of data collected and evaluated in the appraisal, the forms and frequencies of communication that take place between supervisors and their employees, and the various types of evaluation tools used to measure performance. It is important to understand the evaluation methods used because they can influence the usefulness of the appraisal system in an organization and the perceived or actual benefits gained from its use. Performance evaluation methods have been described by multiple authors in various ways. Hughes, (2017) define a method in which the performance appraisal data is organized into two groups: judgmental or subjective measures and nonjudgmental or objective measures. Although judgmental measures are more broadly used, objective performance measurements (e.g. production rates, time to complete a task, and scrap rates) have been helpful measures of performance for routine, manual jobs since the 1940s (Giffin, 2017). Other non-judgmental indices that do not assess performance directly but provide information on the general health of the organization, including absenteeism, turnover, and accidents, have also been researched (Fletcher, 2016).

2.5 Performance Budgeting and Tutors effectiveness

Budgeting is another way for institutions systems to make decisions and allocate resources. The process calls for individuals who implement budgetary decisions to help

make those decisions. The idea is to put the power for making decisions at the organizational level closest to the decision. In appraisal budgeting, the principal, in collaboration with staff and constituents, has been delegated the responsibility to budget resources at the individual building level. Given the discretionary authority to determine how resources are used in a given an institution, it's believed that people will feel a sense of ownership and commitment for improvement in the activities and programs within their institution. However, school-based budgeting, as with school-based management, in and of itself, is no guarantee of quality improvement. Several conditions have to be in place and some characteristics have to be prevented or eliminated. Regrettably, expected results of success have been inconsistent across the country (Robredo, 2006).

McGee, and Gaventa, (2011) noted that appraisal have emerged over the past decade as key ways to address service delivery issues. In the development context, the argument is that through greater appraisals, the leaky pipes of corruption and inefficiency will be repaired and public spending will be channeled more effectively and development initiatives will produce greater and more visible results.

According to McNeil and Malena, (2010) following the twentieth century wave of democratization it is time for democracy to 'deliver the goods', especially in terms of material outcomes, and transparent systems can help it do so. For most public organizations, demanding and securing transparent systems is a path to people's empowerment, or at least to enhanced effectiveness in responding to the needs and voices of those they claim to serve.

Kolstad and Wiig, (2009) noted that the links between appraisal budgeting and efficiency are often largely assumed. His study reviewed several appraisal variables to assess their impact on efficiency. It found evidence suggesting that a range of appraisal initiatives were effective in their immediate goals and had a strong impact on public services in a few cases, but that overall evidence of impact on the quality and accessibility of services is more mixed.

McGee, and Gaventa, (2011) noted that transparent governance signifies 'an openness of the governance system through clear processes and procedures and easy access to public information for citizens stimulating ethical awareness in public service through information sharing, which ultimately ensures accountability for the performance of the individuals and organizations handling resources or holding public office'.

Robredo, (2006) noted that some organizations keep information close to the vest, which can cultivate speculation and rumors, both from staffers and customers. Being open and honest about all aspects of the organization operation has numerous advantages for the company. It also positions the organization in such a way that it can quickly and efficiently respond to problems and controversy if it arises.

Also Puddephatt & Zausmer, (2011) noted that operating a transparent organization demonstrates respect for employees and customers alike. When outsiders have the opportunity to see and understand how the organization operates behind the scenes and the processes that are involved in all the organization operations, they're more likely to have respect for the organization. This is especially helpful for nonprofit organizations, which are entrusted with donated funds.

Champalx, (2017) also argues that budget participation influences employee performance. This is because when subordinates participate in the budgeting process, they are induced into accepting and committing to budget goals and in the process improving their performance.

Allison, (2017) argues that there is a significant relationship between budgeting participation and employee performance in the hotel industry. This is because in the hotel industry, performance is measured through provision of a high quality service to meet customer needs and this depends largely on superior-subordinate relationships and their active participation in budgeting.

Abu-Doleh, (2017) argue that allowing subordinates to participate in the budget setting process may result in them disclosing of "private information" which would result in more realistic plans and more accurate budgets. Subordinates have better information about the level of budgetary support required to perform the subordinate's task than do the superiors. Participatory budget allows subordinates to incorporate this information into the budget.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter describes the methods that were used to obtain and analyze the data in the study. The chapter describes and gives justification for the research design, area and population of study, study sample and sampling techniques, research instruments, data quality control, data collection and analysis procedure and research ethical considerations.

3.1 Research Design

Descriptive survey research design was adopted to study performance appraisal management and effectiveness of tutors in PTC in Busoga Sub-region, as it was deemed appropriate for this study. This was both qualitative and quantitative in nature

Both qualitative and quantitative methods were used in order to reduce bias. Qualitative approach was helpful in interpreting people's opinions and perceptions about the topic using interviews. The qualitative data also gave narrative and descriptive information that explained and gave deeper understanding and insight into a problem as suggested by Amin, (2005).

On the other hand quantitative approach was used because of its flexibility form of multiple scale and indices focused on the same construct which allowed many responses from different respondents (Ahunja, 2005).

3.2 Area of Study

The study was conducted in Eastern Uganda, Busoga Sub-Region. As a case study, the researcher concentrated on PTCs in Busoga Sub-region, in Easter Uganda. The researcher tended to get views on the management of performance appraisal and the effectiveness of tutors. The study focused on effectiveness of tutors and performance appraisal management involving performance planning, monitoring, assessment and improvement in each of the colleges in Busoga Sub-region. The area of study was chosen because the top administration and a good number of tutors have not been transferred during the study period.

3.3 Description of the population

The study was carried out from Kaliro PTC, Jinja PTC and Bishop Willis PTC which forms the total number of Colleges in Busoga Sub-region. The study was targeting the Principal, Deputy Principal and all pre-service tutors employed by government and serving at each of the colleges in Busoga Sub-region. This is because they are appraised as a requirement. The three colleges to consider consisted of 45tutors and 6 administrators giving a total of 51 respondents that participated in the study (Respective College Principles, 2018).

3.4 Sample size

Sampling is the process of choosing the research units of the target population, which are to be included in the study (Creswell, 2008). A sample size of 45 respondents was

selected for the study. The sample size was determined using Morgan and Krejcie table as given by Amin, (2005)(Appendix I) .

Table 3.1: Showing category, population, sample size and sampling technique.

SN	Category	Population	Sample size	Sampling technique
1	Tutors	45	40	Simple random sampling
2	Administrators	6	4	Purposive sampling
	Total	**51**	**45**	

3.5 Sampling techniques and procedures

Simple random and purposive sampling was used for the study. Simple random sampling was used in selecting tutors. A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group. A list of names of the different tutors in the targeted institutions was obtained and 40 tutors selected randomly from the list. Simple random sampling was relevant for the study because it is considered a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected (Amin, 2005).

Purposive sampling was used for selecting administrators. This was preferred by the researcher because ;it helped in considering respondents that have been working in their current positions for , it is less time consuming, reduces the costs for carrying out the sampling project, the results of purposeful sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Yin, 2003).

24

3.6 Data collection methods

3.6.1 Questionnaire survey

In this study, a questionnaire was used as a major instrument for data collection. It helped in collecting data from tutors. It was advantageous in that it collected data from a relatively large number of respondents from their natural setting, cheap and saves time. The questionnaire method involved use of a set of questions printed in a logical order (Ary et al., 2013). The method also allowed the respondents to record what they feel, think and believe is true or false. The questions were close ended to facilitate administration and analysis (Ary et al., 2013).

3.6.2 Interviews

In circumstances where the questionnaires could not generate sufficient information, the interview method that comprised of personal (face to face) interviews with key individuals considered to have the necessary information relevant to objectives of the study were applied using interview guides. This was mostly used in collecting data from administrators. Structured interviews with a set of pre - determined questions and standardized recording as constructed in the interview guide was used. This method have an advantage of providing in depth data which cannot be got using the questionnaire (Crano, Brewer & Lac, 2015).

3.7 Data collection instruments

3.7.1 Questionnaire

This consisted of the questions which the respondents answered. According to Denzin & Lincoln, (2011), a standard questionnaire contains a list of possible alternatives from

which respondents select the answer that best suits the situation. Structured and unstructured questions will give the respondents a degree of freedom to bring out some information in detail due to the open ended nature of some questions. It accommodated a wide range of close-ended questions giving room to cover more areas of interest as far as desired data is concerned. Self-administered questionnaire were filled by respondents that were selected to participate in the study and were hand delivered by the researcher to avoid inconveniences and delays. The questionnaire helped in measuring performance monitoring, performance planning, performance budgeting and effectiveness of tutors.

3.7.2 Interview guide

To supplement the data from self-administered questionnaires, an interview guide was used to key respondents that were the administrators. This was used in face-to-face interviews intending to have in-depth of planning, monitoring, budgeting and effectiveness of tutors. This was used because it is flexible in terms of adapting, adopting and changing the questions as the research proceeds.

3.8. Data Validity and Reliability

3.8.1 Data Validity

Validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world. Validity is the extent to which the instrument gives the correct answer (Flick, 2014). The questionnaire was tested for validity of all the possible dimensions of the research topic.

To measure content validity, the researcher contacted two research experts in order to understand whether the questionnaire is valid in a way of collecting information that

would be used to understand the research problem. Hence the researcher constructed the validity of the instruments by using expert judgment method. The instrument were refined based on experts' advice.

The following formula was used to test validity index.

CVI = No. of items regarded relevant by judges

    Total No. of items in the instrument

The questionnaire was considered valid, as the generated coefficient was above 0.7 as recommended by Amin (2005).

3.8.2 Data Reliability

Reliability was used to measure the degree to which the instrument would be the same when put under the same conditions. Data collection instrument is presumed reliable when it produces the same results whenever it is repeatedly used to measure concepts from the same respondents even by other researchers. To ensure reliability, the research instruments were pre-tested to selected 5 respondents from Central Uganda to ensure consistency and comprehensiveness. Furthermore, some consultations with other researchers, supervisors reviewed the research instrument. The degree of reliability was established using Cronbach's coefficient Alpha that would show the level of the relationship between the variables

A high Cronbach's coefficient Alpha above 0.72 is considered to indicate high reliability hence acceptable for social research (Flick, 2014). The Cronbanch's Alpha reliability Coefficient (a) was calculated by running a statistical test using Statistical Package for Social Scientists (SPSS).

3.9. Procedure of Data Collection

The researcher got an introductory letter from Kyambogo University to seek necessary permission from different authorities. The letter was presented to the officials of the different colleges that were visited. A covering letter accompanying the questionnaire explaining the purpose of the study were distributed directly to the respondents in their respective areas to be filled. The cover letter was also used to provide access to the interview process which was done on an appointment with the respondents.

3.10 Data analysis and presentation

3.10.1 Quantitative data

The data collected through questionnaires was analyzed using Statistical Package for Social Sciences (SPSS) because this is the most recommendable package for analyzing social sciences researcher data (Harry & Lipsky, 2014). The statistics focused on the measures of central tendencies (percentages and frequencies) and relational statistics to measure the Direction, form and degree of the relationship (regression and correlation) between the study variables, which was provided by SPSS. Descriptive analysis that involved use of tables, percentages and frequencies was also employed.

3.10.2 Qualitative data analysis

Qualitative analysis involved categorizing data and then attaching it to the appropriate categories. The analysis of the interview responses was edited according to the themes developed in the objectives of the study. The data from open ended questionnaires and interview responses was analyzed by listing all the respondents' views under each

question category. Where necessary, quotes from respondents were used to strengthen the interpretation.

3.11 Measurement of variables

Measurement of variables gave the researcher information regarding the extent to which the individual difference on a given variable (Mills, Abdulla & Cribbie , 2010). The five Likert scale involved; strongly agree, agree, not sure, disagree, strongly disagree on the questionnaire as below;

5	4	3	2	1
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

A likert scale consisted of a number of statements which expressed either favorable or unfavorable attitude towards a given subject to which the respondents were required to respond. Each response was given a numerical score indicating whether favorable or unfavorable and the scores were totaled to measure the respondent's attitudes. The scale helped the researcher to know the extents which objectives were achieved.

3.12. Ethical Considerations

The researcher obtained an introductory letter from the Head of Department Educational Planning and Management Kyambogo University for assuring respondents that information is for academic purposes only. The researcher also sought for permission from the officials of the districts to visit to enable him to carry out the research from the selected colleges. The researcher ensured to appreciate the respondents for their time used while answering the questionnaires. The researcher also ensured to obtain consent from all the respondents individually. Given the nature of the research anonymity was

observed as some people did not want their names and age to be recorded. The researcher observed extreme confidentiality while handling the responses. Information was availed to the respondents that the researcher would not cause any danger directly or indirectly and that participation was voluntary.

3.13 Limitations of the Study

The researcher faced problems of unresponsive respondents in conducting the research. The fact that the study was undertaken within business hours, the researcher faced the timing of respondents as a challenge because there would be no time convenient to everyone. Respondents were involved in their day-to-day activities thus, sparing time for an interview or filling the questionnaire was somehow regarded as an inconvenience and interruption of one's working schedule. However the researcher solved this by being polite and humble and seeking for respondent's attention and audience in this regard. By so doing the researcher created rapport process, explaining to them why one's responses to the study was vital and therefore sparing some little time to adjust and participate in the study could be important and desirable. In cases of un adjustable schedules, appointments were secured for the next time. Lunch time hours were also mostly used.

Geographical Scope. It is worth to note that, the study was carried out within only one region, Busoga Sub-region, covering a few population scopes hence the findings won't be comprehensive in nature thus, results won't be fit for the big picture. However, the researcher endeavored to seek information from experts with in-depth knowledge about the study subject.

The researcher faced the challenge of some category of participants not being genuine as far as answering adequately and responsibly to the administered tools as it is required from them hence leading to the risk of uncoordinated data that could affect the quality of the study. The researcher endeavored to first assure the various participants of confidentiality about the information delivered to the researcher.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1. Introduction.

This chapter presents the findings on establish whether there is a relationship between Performance Appraisal Management and Tutors Effectiveness in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda. The chapter contains the presentation, analysis and interpretation of the findings. Statistics were generated with the aim of generating responses for the research. The chapter begins with the demographic characteristics of the respondents. Descriptive statistics, (mostly frequency tables), derived from the statistical package for social science (SPSS) were used to generate the results for this chapter. The presentation was guided by the following research objectives; to establish the relationship between performance planning and effectiveness of the tutors in PTCs, to establish the relationship between performance monitoring on the effectiveness of tutors in PTCs and to establish the relationship between performance budgeting and the effectiveness of tutors in PTCs in Busoga Sub-region

4.2. Response Rate

Out of the 41 questionnaires distributed, only 40 were returned as valid. This implies that 97.6% of the questionnaires were returned valid. This can be shown in Table 4.1 below.

Table 4.1: Distribution of questionnaires according to positions of respondents

Category of Respondents	Targeted Questionnaires	Valid Questionnaires	Percentage	Methods Employed
Tutors	41	40	90.9	Questionnaire
Administrators	4	4	9.1	Interview guide
Total	**45**	**44**	**100**	

Source: Primary Data 2018

Results from the table above reveals that, among the respondents that participated in the research, 40(90.9%) were tutors and 4(9.1%) were administrators.

4.3. Characteristics of the respondents

The first aspect of the study deals with the personal information of the respondents, thus the study presents the information in the following sub section; gender, age bracket, and level of education of the respondents.

Table 4.2: The characteristics of the respondents

Factor	Characteristics	Frequency	Percentage
Gender	Male	27	67.5
	Female	13	32.5
Length of time working as a government employee	Less than 3 year	7	17.5
	4 – 10 yrs	22	55
	Above 10 yrs	11	27.5
Level of education	Certificate	2	5
	Diploma	8	20
	Degree	20	50
	Masters	4	10
	Professional	6	15
Age of Respondent	25-30yrs	7	17.5
	31 – 45yrs	24	60
	46 – 50yrs	6	15
	Above 51	3	7.5

Source: Primary Data 2018

Findings further revealed that 27(67.5%) of the respondents were males whereas 13 were females. The majority were males and this was attributed to the nature of Uganda's working force where most of the formal jobs are occupied by males.

The findings revealed that majority 22(55%) of the respondents had worked in the institutions for a period of between 4 to 10years and this was intended by the researcher to have unbiased data as most of the respondents were well informed about the

institutions. This was followed by 11(27.5%) that had worked in the institutions for period above 10years and then 7(17.5%) that had worked in the company for less than 3yrs

The results revealed that 2(5%) of the respondents were certificate holders, 8(20%) were diploma holders, 20(50%) were degree holders, 4(10%) were masters holders whereas the remaining 6(15%) were professionals. The majority of the respondents were degree holders and this was attributed to the improving levels of education in Uganda as a result of UPE, USE and the increased participation of the private sector in the education sector by putting in place private schools, universities and institutions of higher learning.

The study revealed that 7(17.5%) of the respondents were between 25-30years, 24(60%) were between 31-45years and 6(15%) were between 46-50years. The majority of the respondents were between 31-45years.

4.4. The Relationship Between Performance Planning and Effectiveness of the Tutors in PTCs in Busoga Sub-Region.

4.4.1 Performance Planning in PTCs in Busoga Sub-Region.

Table 4.3: Performance Planning in PTCs in Busoga Sub-Region

Variable	SD(%)	D(%)	NS(%)	A(%)	SA(%)
The environment during the planning phase is conducive and friendly	3(7.5)	5(12.5)	8(20)	8(20)	16(40)
Tutors are involved in setting performance targets	3(7.5)	9(22.5)	1(2.5)	22(55)	5(12.5)
Appraisers provide timely and necessary resources for meeting the targets	3(7.5)	7(17.5)	6(15)	9(22.5)	15(37.5)
We always participate in performance planning	28(70)	2(5)	1(2.5)	4(10)	5(12.5)
Work plans for appraisals are done	7(17.5)	3(7.5)	4(10)	17(42.5)	9(22.5)
Resource deployment for appraisals is planned on time	6(15)	3(7.5)	1(2.5)	9(22.5)	21(52.5)
There is efficient planning for available resources	5(12.5)	2(5)	2(5)	7(17.5)	24(60)
The colleges sets achievable targets during appraisals	3(7.5)	9(22.5)	3(7.5)	13(32.5)	12(30)
There is Participation of all stakeholders in planning for appraisals	24(60)	3(7.5)	2(5)	8(20)	3(7.5)
There is supervising of the budgeting process by education officers	5(12.5)	3(7.5)	8(20)	14(35)	10(25)
Clear financial and operational plans for appraisals are prepared	7(17.5)	7(17.5)	4(10)	15(37.5)	9(22.5)

Source: Primary Data 2018

The findings revealed that 3(7.5%) strongly disagreed that the environment during the planning phase is conducive and friendly, 5(12.5%) disagreed, 8(20%) were not sure, 8(20%) agreed and lastly 16(40%) strongly agreed. Most of the stakeholders are allowed to participate in the planning process and they are free to speak their mind. This therefore makes their planning process free, fair and participative.

The findings revealed that 3(7.5%) strongly disagreed that tutors are involved in setting performance targets, 9(22.5%) disagreed, 1(2.5%) were not sure, 22(55%) agreed and lastly 5(12.5%) strongly agreed. The majority supported the idea because tutors are among the key stakeholders in the institutions. They also play a key role in achieving the targets and therefore making it important to involve them.

The findings revealed that 3(7.5%) strongly disagreed that appraisers provide timely and necessary resources for meeting the targets, 7(17.5%) disagreed, 6(15%) were not sure, 9(22.5%) agreed and lastly 15(37.5%) strongly agreed. The majority supported the idea and all the resources required for meeting the targets are provided by the government and also thought the use of tuition provided by the students. This helps the institutions to meet their targets.

The findings revealed that 28(70%) strongly disagreed that we always participate in performance planning, 2(5%) disagreed, 1(2.5%) were not sure, 4(10%) agreed and lastly 5(12.5%) strongly agreed. The majority agreed with the idea. They are allowed to give out their views on how to achieve the required performance. This is because they are key in achieving and contributing to performance goals.

The findings revealed that 7(17.5%) strongly disagreed that work plans for appraisals are done, 3(7.5%) disagreed, 4(10%) were not sure, 17(42.5%) agreed and lastly 9(22.5%) strongly agreed. The majority supported the idea and the institution have yearly work plans that helps in achieving the targets. This has contributed in improving the effectiveness of both tutors and other management staff.

The findings revealed that 6(15%) strongly disagreed that resource deployment for appraisals is planned on time, 3(7.5%) disagreed, 1(2.5%) were not sure, 9(22.5%) agreed and lastly 21(52.5%) strongly agreed. The majority of respondents supported the idea because resources are provided at the right time and given to the right people. This has helped in ensuring that resources required are provided.

The findings revealed that 5(12.5%) strongly disagreed that there is efficient planning for available resources, 2(5%) disagreed, 2(5%) were not sure, 7(17.5%) agreed and lastly 24(60%) strongly agreed. The majority of the respondents agreed. All resources that are available for the organization are planned for well and this has enabled efficient results within the institutions. Planning is done by stakeholders at all levels of management in the institutions.

The findings revealed that 3(7.5%) strongly disagreed that the colleges sets achievable targets during appraisals, 9(22.5%) disagreed, 3(7.5%) were not sure, 13(32.5%) agreed and lastly 12(30%) strongly agreed. The majority of respondents supported the idea because much of the targets set are achieved in the set time. This has promoted efficiency and effectiveness in setting up both short term and long term goals of institutions.

The findings revealed that 24(60%) strongly disagreed that there is participation of all stakeholders in planning for appraisals, 3(7.5%) disagreed, 2(5%) were not sure, 8(20%) agreed and lastly 3(7.5%) strongly agreed. The ,majority of the respondents agreed and such stakeholders include tutors, administrators, students, board members and government representatives. This has enabled effectiveness among tutors in the institutions.

The findings revealed that 5(12.5%) strongly disagreed that there is supervising of the budgeting process by education officers, 3(7.5%) disagreed, 8(20%) were not sure, 14(35%) agreed and lastly 10(25%) strongly agreed. The majority of the respondents agreed with the idea and this has helped in improving the performance of the institution and its effectiveness in particular.

The findings revealed that 7(17.5%) strongly disagreed that clear financial and operational plans for appraisals are prepared, 7(17.5%) disagreed, 4(10%) were not sure, 15(37.5%) agreed and lastly 9(22.5%) strongly agreed. The majority of the respondents agreed with the idea and planning has helped the institutions to ensure that everything is done on right time and therefore achieving the set targets.

4.4.2 Correlations Analysis

The Pearson's correlation coefficient was conducted to determine the relationship between performance planning and effectiveness of the tutors in PTCs in Busoga Sub-Region.

Table 4.4: Shows Pearson correlations Analysis

Correlations			
		Performance Planning	Effectiveness of the tutors
Performance Planning	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	40	40
Effectiveness of the tutors	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data 2018

Results show that there is a significant relationship between performance planning and effectiveness of the tutors in PTCs in Busoga Sub-Region (r =.600**: p= .000). This implies that the positive changes in planning leads to positive changes on effectiveness of tutors. The institution needs to put a lot of emphasis in performance planning so as to improve the effectiveness of tutors in the institution.

4.4.3 Regression analysis

The regression analysis was used to find the influence of independent variables on the dependent variable, that is, the extent to which performance planning influences effectiveness of the tutors in PTCs in Busoga Sub-Region as indicated in the table below;

Table 4.5: Shows findings on regression analysis showing the relationship between performance planning and effectiveness of the tutors in PTCs in Busoga Sub-Region

R Square = .360 Adjusted R Square = .356					F =105.585 Sig = .000
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1.618	.578		-2.800	.006
Performance Planning	1.261	.123	.600	10.275	.000
a. Dependent Variable: Effectiveness of the tutors in PTCs					

Source: Primary Data 2018

Results in table 4.5 shows that 36% variance in effectiveness of the tutors in PTCs in Busoga Sub-Region is attributed to performance planning (Adjusted R Square = .35.6), thus this reveals that performance planning is more statistically significant predictors of effectiveness of the tutors in PTCs in Busoga Sub-Region (Beta = .600, Sig. = .000). In general, the regression model fit was significant at sig. = .000. Performance planning plays a key role in improving the effectiveness of tutors among PTCs in Busoga region.

This creates the need for the management of technical institutions to give planning a higher priority so as to improve their performance both interms of academic, infrastructure and enrollment. Tutors performance is also affected by planning interms of ;syllabus coverage, learners performance and skills attained by the learners.

4.4.4. Qualitative Data

The researcher also interviewed some of the respondents and the results obtained were listed here under;

Respondent (1) commented that: *"performance planning is carried out periodically in this institution and this has helped in promoting the performance of the institution"*

Respondent (2) commented that: *"A number of challenges are faced like limited resources, limited skills while conducting performance planning. This has also affected tutors effectiveness in the institution as planning is not done effectively"*

Respondent (3) commented that: *"Performance planning affects tutors effectiveness through the supervision provided by the top management of the institution"*

Respondent (4) commented that: *"The institution management requires to conduct regular trainings so as to equip the them in planning and therefore improve the effectiveness of tutors."*

4.5. The Relationship between Performance Monitoring and the Effectiveness of Tutors in PTCs in Busoga Sub-Region

4.5.1 Performance Monitoring in PTCs in Busoga Sub-Region.

Table 4.6: Performance Monitoring in PTCs in Busoga Sub-Region

Variable	SD(%)	D(%)	NS(%)	A(%)	SA(%)
Performance is monitored regularly	3(7.5)	5(12.5)	2(5)	11(27.5)	19(47.5)
We get feedback from appraisals done	4(10)	5(12.5)	5(12.5)	17(42.5)	9(22.5)
There is timely auditing in the institution	6(15)	8(20)	3(7.5)	6(15)	17(42.5)
There is evaluation of college programmes during appraisals	3(7.5)	6(15)	2(5)	4(10)	25(62.5)
We usually have performance reviews with the appraisers	25(62.5)	7(17.5)	4(10)	2(5)	2(5)
There is use of budget monitoring tools during appraisals	6(15)	3(7.5)	1(2.5)	9(22.5)	21(52.5)
There is regular meeting of committees for appraisals	10(25)	3(7.5)	0(0)	7(17.5)	20(50)
Internal performance monitoring reports are done after appraisals	23(57.5)	4(10)	3(7.5)	1(2.5)	9(22.5)
There is timely evaluation of college projects	4(10)	3(7.5)	2(5)	4(10)	27(67.5)

Source: Primary Data 2018

The findings revealed that 3(7.5%) strongly disagreed that performance is monitored regularly, 5(12.5%) disagreed, 2(5%) were not sure, 11(27.5%) agreed and lastly 19(47.5%) strongly agreed. The majority of respondents supported the idea and all tutors and administrators are regularly monitored by the responsible stakeholders to ensure that what they are doing is in line with the planned activities.

The findings revealed that 4(10%) strongly disagreed that we get feedback from appraisals done, 5(12.5%) disagreed, 5(12.5%) were not sure, 17(42.5%) agreed and lastly 9(22.5%) strongly agreed. The majority of the respondents agreed because they are informed about their performance scores and this has helped them to know their standing and strive for further improvement.

The findings revealed that 6(15%) strongly disagreed that there is timely auditing in the institution, 8(20%) disagreed, 3(7.5%) were not sure, 6(15%) agreed and lastly 17(42.5%) strongly agreed. The majority of the respondents agreed and auditing is done on a periodic basis to ensure that what is being done is inline with the plans of the institutions. This has helped in achieving effectiveness in the activities done.

The findings revealed that 3(7.5%) strongly disagreed that there is evaluation of college programmes during appraisals, 6(15%) disagreed, 2(5%) were not sure, 4(10%) agreed and lastly 25(62.5%) strongly agreed. The majority of the respondents agreed and evaluations are done to ensure that performance is inline with the targets at the lowest costs possible. This has enabled the institutions to keep moving.

The findings revealed that 25(62.5%) strongly disagreed that we usually have performance reviews with the appraisers, 7(17.5%) disagreed, 4(10%) were not sure, 2(5%) agreed and lastly 2(5%) strongly agreed. The majority of the respondents disagreed because performance reviews are rarely done with the appraisers. The appraising activities are done by different stakeholders.

The findings revealed that 6(15%) strongly disagreed that there is use of budget monitoring tools during appraisals, 3(7.5%) disagreed, 1(2.5%) were not sure, 9(22.5%)

agreed and lastly 21(52.5%) strongly agreed. Budget monitoring tools are use by the institutions as they are key in monitoring of the institutions activities. This has helped in ensuring that monitoring is done effectively in the organization.

The findings revealed that 10(25%) strongly disagreed that there is regular meeting of committees for appraisals, 3(7.5%) disagreed, 0(0%) were not sure, 7(17.5%) agreed and lastly 20(50%) strongly agreed. Committees of appraisals are met in order to discuss the key issues affecting the institutions. This has helped in ensuring that the appraising activities are done efficiently and have helped in improving the performance of the organization

The findings revealed that 23(57.5%) strongly disagreed that internal performance monitoring reports are done after appraisals, 4(10%) disagreed, 3(7.5%) were not sure, 1(2.5%) agreed and lastly 9(22.5%) strongly agreed. The majority of the respondents disagreed with the idea.

The findings revealed that 4(10%) strongly disagreed that there is timely evaluation of college projects, 3(7.5%) disagreed, 2(5%) were not sure, 4(10%) agreed and lastly 27(67.5%) strongly agreed. The majority of the respondents agreed. College projects are evaluated on time and this has enabled the evaluation process to be more efficient and effective.

4.5.2 Correlations Analysis

The Pearson's correlation coefficient was conducted to determine the relationship between performance monitoring and effectiveness of tutors in PTCs in Busoga Sub-Region .

Table 4.7: Shows Pearson correlations Analysis

Correlations			
		Performance Monitoring	Effectiveness of tutors in PTCs
Performance Monitoring	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	40	40
Effectiveness of tutors in PTCs	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.000	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data 2018

Results show that there is a significant relationship between performance monitoring and effectiveness of tutors in PTCs in Busoga Sub-Region (r =.758**: p= .000). This implies that the positive changes in performance monitoring leads to positive changes on effectiveness of tutors in PTCs in Busoga Sub-Region. Effective performance monitoring supports timely completion of daily activities and this influences tutor effectiveness and therefore key for Primary Teacher Colleges in Busoga Region

4.5.3 Regression analysis

The regression analysis was used to find the influence of independent variables on the dependent variable, that is, the extent to which performance monitoring influences effectiveness of tutors in PTCs in Busoga Sub-Region as indicated in the table below;

Table 4.8: Shows findings on regression analysis showing the relationship between performance monitoring and effectiveness of tutors in PTCs in Busoga Sub-Region.

R Square = .574 Adjusted R Square = .572				F = 253.692 Sig =.000	
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.072	.267		.269	.788
Performance Monitoring	.997	.063	.758	15.928	.000
a. Dependent Variable: Effectiveness of tutors in PTCs in Busoga Sub-Region					

Source: Primary Data 2018

Results in table 4.6 shows that 57.4% variance in effectiveness of tutors in PTCs in Busoga Sub-Region is attributed to performance monitoring (Adjusted R Square = .572), thus this reveals that performance monitoring is more statistically significant predictors of effectiveness of Tutors in PTCs in Busoga Sub-Region (Beta = .758, Sig. = .000). In general, the regression model fit was significant at sig. = .000. Monitoring improves the effectiveness of tutors in PTCs because it helps in ensuring that syllabus is covered on timely basis while employing the available resources. This helps in improving the performance of learners and also acquiring of all the expected skills for better performance in the field of work. This therefore makes performance monitoring key the management of PTCs.

4.5.4. Qualitative Data

The researcher also interviewed some of the respondents and the results obtained were listed here under;

Respondent (1) commented that: *"Monitoring is done on a daily basis to ensure that tutors do their works timely and effectively. This is done by principals and deputy*

45

principals in the institution. Monitoring is also done periodically by ministry officials and other responsible authorities"

Respondent (2) commented that: *"Monitoring plays a key role in ensuring that tutors are doing their daily activities for example attending lectures timely and as required. This also helps in promoting their performance"*

Respondent (3) commented that: *"The key challenge faced in monitoring is limited resources for enabling district or ministry officials to monitor the institutions as required. This also affects the effectiveness of tutors and the principals in general"*

Respondent (4) commented that: *"The government should provide enough funds for all personnel responsible for monitoring the technical institutions "*

4.6. The Relationship Between Performance Budgeting and the Effectiveness of Tutors in PTCs in Busoga Sub-Region

4.6.1 Performance Budgeting in PTCs in Busoga Sub-Region

Table 4.9: Performance Budgeting in PTCs in Busoga Sub-Region

Variable	SD(%)	D(%)	NS(%)	A(%)	SA(%)
Budgets are approved by college committees	26(65)	3(7.5)	7(17.5)	10(25)	4(10)
Timely submitting accountability files are done	5(12.5)	2(5)	2(5)	18(45)	13(32.5)
There is an operating plan that specifies functions, activities and objectives	3(7.5)	9(22.5)	3(7.5)	13(32.5)	12(30)
Itemizing expenses are budgeted for	20(50)	3(7.5)	4(10)	6(15)	7(17.5)
Regular school expenditure are considered in reviewing budgets	12(30)	1(2.5)	1(2.5)	9(22.5)	17(42.5)
There are quarterly and annual budgets	5(12.5)	5(12.5)	3(7.5)	8(20)	19(47.5)

Source: Primary Data 2018

The findings revealed that 26(65%) strongly disagreed that budgets are approved by college committees, 3(7.5%) disagreed, 7(17.5%) were not sure, 10(25%) agreed and lastly 4(10%) strongly agreed. The majority of the respondents disagreed with the idea because departments make their own budgets and send them to the administration after which they are approved and funds are given for performing the daily activities. This has helped in promoting the performance of colleges in the different parts of Busoga

The findings revealed that 5(12.5%) strongly disagreed that timely submitting accountability files are done, 2(5%) disagreed, 2(5%) were not sure, 18(45%) agreed and lastly 13(32.5%) strongly agreed. The majority of the respondents agreed because accountability files are key in ensuring that funds are spent in the right activities and this helps in reducing the cases of funds misappropriation in the different colleges in the area of Busoga.

The findings revealed that 3(7.5%) strongly disagreed that there is an operating plan that specifies functions, activities and objectives, 9(22.5%) disagreed, 3(7.5%) were not sure, 13(32.5%) agreed and lastly 12(30%) strongly agreed. The majority of the respondents agreed with the idea. The colleges are run with good operating plans that ensure that resources are spent on the right activities at the right time. This has helped the organization to achieve its yearly objectives.

The findings revealed that 20(50%) strongly disagreed that itemizing expenses are budgeted for, 3(7.5%) disagreed, 4(10%) were not sure, 6(15%) agreed and lastly 7(17.5%) strongly agreed. The majority of the respondents agreed with the idea. This

helps in understanding the expenses clearly and ensuring that money is spent well which promotes efficiency.

The findings revealed that 12(30%) strongly disagreed that regular school expenditure are considered in reviewing budgets, 1(2.5%) disagreed, 1(2.5%) were not sure, 9(22.5%) agreed and lastly 17(42.5%) strongly agreed. The majority of the respondents agreed with the idea. Budgets are done according to the past expenditures and planned activities of the institutions. This helps in improving the performance of the colleges among both tutors and students.

The findings revealed that 5(12.5%) strongly disagreed that there are quarterly and annual budgets, 5(12.5%) disagreed, 3(7.5%) were not sure, 8(20%) agreed and lastly 19(47.5%) strongly agreed. The majority of the respondents agreed with the idea. The institutions makes quarterly budgets such that funds are provided while considering the effective use of funds in the past quarters.

4.6.2 Correlation Analysis

The Pearson's correlation coefficient was conducted to determine the relationships between performance budgeting and effectiveness of tutors in PTCs in Busoga Sub-Region.

Table 4.10: Shows Pearson correlations Analysis

Correlations		Performance Budgeting	Effectiveness of tutors in PTCs
Performance Budgeting	Pearson Correlation	1	.808**
	Sig. (2-tailed)		.000
	N	40	40
Effectiveness of tutors in PTCs	Pearson Correlation	.808**	1
	Sig. (2-tailed)	.000	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data 2018

Results show that there is a significant relationship between performance budgeting and effectiveness of tutors in PTCs in Busoga Sub-Region ($r = .808^{**}$: $p = .000$). This implies that the appropriate performance budgeting is done the greater impact or influence it will have on Effectiveness of tutors in PTCs. Better performance budgeting improves the effective use and availability of resources that supports tutor effectiveness and therefore key for Primary Teacher Colleges in Busoga Region

4.6.3 Regression analysis

The regression analysis was used to find the influence of independent variables on the dependent variable, that is, the extent to which performance budgeting influences the effectiveness of tutors in PTCs in Busoga Sub-Region.

Table 4.11: Shows findings on regression analysis showing the relationship between performance budgeting and effectiveness of tutors in PTCs in Busoga Sub-Region.

R Square = .653 Adjusted R Square = .651				F = 353.533 Sig = .000	
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.407	.198		2.059	.041
Performance Budgeting	.887	.047	.808	18.802	.000
a. Dependent Variable: Effectiveness of tutors in PTCs in Busoga Sub-Region					

Source: Primary Data 2018

Results in table above show that 65.3% variance in effectiveness of tutors in PTCs in Busoga Sub-Region is attributed to performance budgeting (Adjusted R Square = .651), thus this reveals that performance budgeting is more statistically significant predictor of effectiveness of tutors in PTCs in Busoga Sub-Region (Beta = .808, Sig. = .000). In general, the regression model fit was significant at sig. = .000. This creates the need for the management of technical institutions to give budgeting a higher priority so as to improve institutions' performance both interms of academic, infrastructure and enrollment. Tutors performance is also affected by performance budgeting because it leads to limited resources that supports syllabus coverage, learners performance and skills attained by the learners.

4.6.4. Qualitative Data

The researcher also interviewed some of the respondents and the results obtained were listed here under;

Respondent (1) commented that: *"Performance budgeting is done by the institution on the yearly basis and this helps in improving the performance of both individual tutors and the institution in general"*

Respondent (2) commented that: *"Performance budgeting is faced with the challenge of getting finances late in relation to the planned time. This affects the conducting of certain institutional activities up to when the funds are accessed"*

Respondent (3) commented that: *"There is challenges of limited budgeting skills by both the tutors and management staff. This affects the quality of work done in performance budgeting and therefore the performance of the institution."*

4.7 Effectiveness of the Tutors in PTCs in Busoga Sub-Region
Table 4.12: The Effectiveness of the Tutors in PTCs in Busoga Sub-Region

Variable	SD (%)	D (%)	NS (%)	A (%)	SA (%)
We are assisted in managing performance gaps	6(15)	3(7.5)	1(2.5)	9(22.5)	21(52.5)
The college work plan does not interfere with our action plans to manage performance	5(12.5)	2(5)	2(5)	7(17.5)	24(60)
The appraisers offer support supervision in managing action plans	3(7.5)	9(22.5)	3(7.5)	13(32.5)	12(30)
The college conducts regular trainings	5(12.5)	2(5)	2(5)	18(45)	13(32.5)
Information is shared openly	3(7.5)	9(22.5)	3(7.5)	13(32.5)	12(30)
Appraisal systems are built by informed, empowered, proactive and thinking individuals	20(50)	3(7.5)	4(10)	6(15)	7(17.5)
Speedy, efficient and quality processes are employed.	10(25)	3(7.5)	0(0)	7(17.5)	20(50)
Valid data is used during appraisals	4(10)	3(7.5)	2(5)	4(10)	27(67.5)
There is equity in the appraisal processes	3(7.5)	5(12.5)	8(20)	8(20)	16(40)
Appraisal findings are used in informing performance gaps in the institution.	3(7.5)	9(22.5)	1(2.5)	22(55)	5(12.5)
Tutors are evaluated adequately and fairly during appraisals	3(7.5)	7(17.5)	6(15)	9(22.5)	15(37.5)

Source: Primary Data 2018

The findings revealed that 6(15%) strongly disagreed that we are assisted in managing performance gaps, 3(7.5%) disagreed, 1(2.5%) were not sure, 9(22.5%) agreed and lastly 21(52.5%) strongly agreed. The majority of the respondents agreed with the idea. The key administrators in the organization are responsible for assisting in managing performance gaps and this helps in improving the efficiency of tutors in the colleges.

The findings revealed that 5(12.5%) strongly disagreed that the college work plan does not interfere with our action plans to manage performance, 2(5%) disagreed, 2(5%) were not sure, 7(17.5%) agreed and lastly 24(60%) strongly agreed. The majority of the respondents agreed with the idea. Work plans don't interfere with each other and this ensures that activities are implemented effectively and efficiently.

The findings revealed that 3(7.5%) strongly disagreed that the appraisers offer support supervision in managing action plans, 9(22.5%) disagreed, 3(7.5%) were not sure, 13(32.5%) agreed and lastly 12(30%) strongly agreed. The majority of the respondents agreed with the idea. Managers help in supervising all the plans that are done within the institutions and this helps in ensuring that effective plans are employed in planning for the university.

The findings revealed that 5(12.5%) strongly disagreed that the college conducts regular trainings, 2(5%) disagreed, 2(5%) were not sure, 18(45%) agreed and lastly 13(32.5%) strongly agreed. The majority of the respondents agreed with the idea. The majority of the respondents agreed. Trainings are carried out in regards to results monitoring, planning and budgeting to ensure that appraising is done well. This helps in improving the effectiveness of tutors.

The findings revealed that 3(7.5%) strongly disagreed that information is shared openly, 9(22.5%) disagreed, 3(7.5%) were not sure, 13(32.5%) agreed and lastly 12(30%) strongly agreed. The majority of the respondents agreed with the idea. Information regarding planning, monitoring, budgeting and appraising is shared with all the stakeholders in the colleges in Busoga. This helps in ensuring that accountability is ensured and resources are used well.

The findings revealed that 20(50%) strongly disagreed that appraisal systems are built by informed, empowered, proactive and thinking individuals, 3(7.5%) disagreed, 4(10%) were not sure, 6(15%) agreed and lastly 7(17.5%) strongly agreed. The majority of the respondents agreed with the idea.

The findings revealed that 10(25%) strongly disagreed that speedy, efficient and quality processes are employed, 3(7.5%) disagreed, 0(0%) were not sure, 7(17.5%) agreed and lastly 20(50%) strongly agreed. The majority of the respondents agreed with the idea. Experienced and well trained individuals are employed in appraising and this has led to employment of speedy, efficient and quality processes.

The findings revealed that 4(10%) strongly disagreed that valid data is used during appraisals, 3(7.5%) disagreed, 2(5%) were not sure, 4(10%) agreed and lastly 27(67.5%) strongly agreed. The majority of the respondents agreed with the idea. The appraisers are provided with updated data to use during the appraisal process.

The findings revealed that 3(7.5%) strongly disagreed that there is equity in the appraisal processes, 5(12.5%) disagreed, 8(20%) were not sure, 8(20) agreed and lastly 16(40%) strongly agreed. The majority of the respondents agreed with the idea. All tutors and

administrators are appraised while following similar procedures as provided by the standards. Nepotism is not practiced while appraising the different groups of workers in the colleges.

The findings revealed that 3(7.5%) strongly disagreed that appraisal findings are used in informing performance gaps in the institution, 9(22.5%) disagreed, 1(2.5%) were not sure, 22(55%) agreed and lastly 5(12.5%) strongly agreed. The majority of the respondents agreed with the idea. The findings of appraisal helps in promoting well performing employees and demoting poorly performing employees. This has helped in improving performance in the organization.

The findings revealed that 3(7.5%) strongly disagreed that tutors are evaluated adequately and fairly during appraisals, 7(17.5%) disagreed, 6(15%) were not sure, 9(22.5%) agreed and lastly 15(37.5%) strongly agreed. The majority of the respondents agreed with the idea. Enough time and resources are provided to the evaluators to do their work while following the objectives institutions and also the ethical principles of evaluation.

4.8. Summary of Results/findings

It was established that 36% variance in effectiveness of the tutors in PTCs in Busoga Sub-Region is attributed to performance planning (Adjusted R Square = .35.6). Performance planning is more statistically significant predictors of effectiveness of the tutors in PTCs in Busoga Sub-Region (Beta = .600, Sig. = .000).

It was established that 57.4% variance in effectiveness of tutors in PTCs in Busoga Sub-Region is attributed to performance monitoring (Adjusted R Square = .572).

Performance monitoring is more statistically significant predictors of effectiveness of Tutors in PTCs in Busoga Sub-Region (Beta = .758, Sig. = .000).

It was established that 65.3% variance in effectiveness of tutors in PTCs in Busoga Sub-Region is attributed to performance budgeting (Adjusted R Square = .651). Performance budgeting is more statistically significant predictor of effectiveness of tutors in PTCs in Busoga Sub-Region (Beta = .808, Sig. = .000).

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1. Introduction

5.2. Discussion of Findings

5.2.1 The relationship between Performance Planning and effectiveness of the tutors in PTCs in Busoga Sub-Region

Results revealed that 60% of the respondents agreed that that the environment during the planning phase is conducive and friendly. Most of the stakeholders are allowed to participate in the planning process and they are free to speak their mind. This therefore makes their planning process free, fair and participative.

This is inline with Aggarwal (1999) who observed that planning determines the quality or success of any task, he further states that planning in the teaching involves the preparation of lesson notes, provision of teaching aids and working out strategies to be adapted in the delivery of the lesson. This means that when carrying out teaching, there are certain indicators which shows that planning was involved. These are to be involved on the management of performance appraisal and the effectiveness of the tutors as strategies that need to be agreed upon.

67.5% of the respondents agreed that tutors are involved in setting performance targets. The majority supported the idea because tutors are among the key stakeholders in the institutions. They also play a key role in achieving the targets and therefore making it important to involve them.

This is inline with Borman & Motowildo, (1993) who asserted that accurate and reliable planning during performance appraisals help organizations to support and reward their most capable employees. When used in conjunction with performance improvement systems, a structured performance appraisal system conveys meaningful feedback in a useful way which helps refocus employees who are performing below expectation and facilitates career development plans for all employees.

75% of the respondents disagreed that they always participate in performance planning. However, the minority supported the idea because they are allowed to give out their views on how to achieve the required performance. This is because they are key in achieving and contributing to performance goals.

This is inline with Sulsky et al (1998) who noted that planning in the performance appraisal systems increase the fairness and transparency of the evaluation process and guide individuals and supervisors towards targeted improvement strategies. They also protect both the employee and the institution from potential bias and ensure that employees receive fair and accurate feedback. However these should be tailored to suit the necessary employee aspirations as noted by the department or organization at large; something hardly existed in the above reviewed literature thus more investigations were needed in this arena.

65% of the respondents agreed that work plans for appraisals are done. This is because the institutions have termly and yearly work plans that helps in achieving the targets. This has contributed in improving the effectiveness of both tutors and other management staff.

This is inline with (Kreitner, 2003) who noted that the appraiser has to plan for the performance appraisal meeting before it is conducted and communicate to the appraisee in time. This gives the appraisee time to prepare well for the appraisal process.

75% of the respondents agreed that resource deployment for appraisals is planned on time. This is because the resources are provided at the right time and given to the right people. This has helped in ensuring that resources required are provided.

This is also inline with Stoner (1982) plans are needed to give the organization its objectives and set up the best procedure for reaching them. They permit the organization to obtain and commit the resources required to reach its objectives, members of the organization to carry on activities consistent with the chosen objectives to be monitored and measured so that corrective action can be taken if the rate of progress in un satisfactory which is determined by the appraisal system.

77.5% of the respondents agreed that there is efficient planning for available resources. This is because all the resources that are available for the organization are planned for well and this has enabled efficient results within the institutions. Planning is done by stakeholders at all levels of management in the institutions.

This is inline with Cole (2011) who noted that performance appraisal is a systematic approach that entails a planned process to assess individual performance and commences with completing a form, conducting an interview, discussion of progress, results and agreeing on action. Performance appraisal can take the form of a rational theory of management and emotional intelligence which sets the appraisal system in motion

62.5% of the resources agreed that colleges sets achievable targets during appraisal meetings. This is because much of the targets set are achieved in the set time. This has promoted efficiency and effectiveness in setting up both short term and long term goals of institutions.

This is inline with Taylor (2003) who noted that the performance appraisal process offers employees the opportunity to receive structured, constructively framed feed back about their work and growth potential.   Appraisal and improvement are critical to developing and maintaining a strong capable workforce. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee.   Performance appraisal systems utilize standard assessment criteria, dimensional ratings, structured rating scales and explicit individual–peer appraisal. These components help to minimize subjective impressions and conscious or intentional biases. Sophisticated technologies for performance evaluations (for example on line ratings and development plans, 360 degree feedback) are well developed and increasingly common in both large and small institutions.

67.5% of the respondents disagreed that there is participation of all stakeholders in planning for appraisals. However the minority agreed and such stakeholders include tutors, administrators, students, board members and government representatives. This has enabled effectiveness among tutors in the institutions.

This is in disagreement with Thurston and McNall, (2010) who asserted that performance appraisal could be guided by the traditional-rational and political perspectives which emphasize testing and measuring performance against set standards on the assumptions that appraisal is more about personalities, self-interest, power and negotiations.

60% of the respondents agreed that that there is supervising of the budgeting process by education officers. This is because it has helped in improving the performance of the institution and its effectiveness in particular.

This was also given by Stoner, (1982) who noted that managers must ensure that the actions of the organizational members do move the organization towards the stated goals .This is the controlling function of management and it involves three elements; establishing standards of performance, measuring current performance and comparing it against the established standards, taking action to correct any performance that does not meet the organizational standards.

60% of the respondents agreed that clear financial and operational plans for appraisals are prepared and this is because planning has helped the institutions to ensure that everything is done on right time and therefore achieving the set targets.

This is inline with Armstrong, (2006) who noted that performance appraisal is a planned and continuous process which involves multiple stakeholders including performance rating by the immediate supervisor, team member, peers or co-workers, external customers, 360-degree feedback as well self-appraisals

It was further established that there is a significant relationship between planning and effectiveness of the tutors in PTCs in Busoga Sub-Region (r =.600** : p= .000).

This is inline with Aggarwal (1999) who observed that planning determines the quality or success of any task, he further states that planning in the teaching involves the preparation of lesson notes, provision of teaching aids and working out strategies to be adapted in the delivery of the lesson. This means that when carrying out teaching, there

are certain indicators which shows that planning was involved. These are to be involved on the management of performance appraisal and the effectiveness of the tutors as strategies that need to be agreed upon.

Ekatan (1995) further noted that in order to develop a good performance appraisal system, involve staff in determining what to appraise and the level of performance to expect .This is true because when one knows what is expected him/her, then one works towards achieving that and this increases his/her effectiveness in performance .The same applies to tutors in PTCs

Kagambirwe Gerald Karyeija, (2009) noted that the failure of performance appraisal can be blamed on bureaucracy, corruption, lack of capacity, under development, inappropriate and incomplete transfer. The managers seek to fulfill obligations, practices and expectations of their institution. Given this view, one must not simply blame or criticize staff but seek their views and experiences on whether performance appraisal enhances their effectiveness or not

All in all, it was established that there is a relationship between performance planning and effectiveness of the tutors in PTCs. Work plans helps in improving the effectiveness of tutors because they perform their activities as planned leading to improved quality of the work done. Performance planning also influences efficient use of resources because tutors are given resources that are enough for fulfilling their activities which helps in improving academic and infrastructure performance in the institutions. .

5.2.2 The relationship between Performance Monitoring and the effectiveness of tutors in PTCs in Busoga Sub-Region

75% of the respondents agreed that performance is monitored regularly because all tutors and administrators are regularly monitored by the responsible stakeholders to ensure that what they are doing is in line with the planned activities.

This is inline with Sulsky (1998) who noted that a highly successful staff demonstrates the ability to anticipate what might otherwise be overlooked in the planning process, set up innovative monitoring and control systems to ensure comprehensive approach, is well versed in the details of assignment execution while maintaining an accurate overview of "the big picture," and ensures that all facets of the assignment are completed as planned often ahead of schedule

65% of the respondents agreed that they get feedback from appraisals done because they are informed about their performance scores and this has helped them to know their standing and strive for further improvement.

This is inline with Armstrong (2009) who noted that performance monitoring and evaluation tools have been viewed as one of the key measures designed and adopted to enhance performance of individuals, teams and the organization in general. Governments around the world have over the years adopted and applied multiple public sector reform initiatives in order to enhance service delivery to citizens and improve implementation of public policy and programmes. The Botswana government has not been left behind in attempts to reform and re-invent the public service

72.5% of the respondents agreed that there is evaluation of college programmes during appraisals because evaluations are done to ensure that performance is inline with the targets at the lowest costs possible. This has enabled the institutions to keep moving.

This is inline with Ahmed, Sultana, Paul & Azeem (2013) who noted that performance evaluation is part of the human resource function concerned with helping organizations improve performance and at the same time help improve individual performance. Furthermore, performance evaluations are used to track individual performance against organizational goals, as well as to identify individual strengths and opportunities for future improvements

80% of the respondents disagreed that they usually have performance reviews with the appraisers because performance reviews are rarely done with the appraisers. The appraising activities are done by different stakeholders.

This is inline with Armstrong (2006) who identified the second stage to entail managing performance throughout the year, where there is continuous monitoring, feedback and corrective action taken on performance. The fourth stage is the actual performance review or appraisal where a formal evaluation is carried out once or twice a year. This is the stage where performance is evaluated against set standards and targets and a rating is awarded using different performance rating techniques

75% of the respondents agreed that there is use of budget monitoring tools during appraisals. Budget monitoring tools are use by the institutions as they are key in monitoring of the institutions activities. This has helped in ensuring that monitoring is done effectively in the organization.

This is inline with Cole (2002) who noted that conducting regular performance appraisal is an important work force development strategy for organizations such as schools. Given the challenges of working in the education sector, (teaching profession), performance appraisals offer a valuable opportunity to recognize and reward staff's efforts and performance, detect key barriers and facilitation to work practice and identify professional development needs and opportunities.

77.5% of the respondents agreed that there is timely evaluation of college projects. College projects are evaluated on time and this has enabled the evaluation process to be more efficient and effective.

This is inline with Mathis & Jackson (2000) who posted that 'performance appraisal is the process of evaluating how well employees are doing their jobs as compared to a set standard and then communicating that information'. They assert that such appraisals also have been called employee rating, employee evaluation, performance review, and performance evaluation and results appraisals

All in all, it was established that there is a significant relationship between monitoring and effectiveness of tutors in PTCs in Busoga Sub-Region ($r = .758^{**}$: p= .000).

This is inline with Nanseera (2011) who noted that performance monitoring includes supporting, coaching, providing feedback, monitoring and making amendments to the performance plan. It ensures that the performance plan is on track. She goes further to advise managers / supervisors that they must be committed to managing performance of staff and that they should dedicate enough time to deal with performance issues. In relation to this research this means that managers have to be supportive to the targets set

during the performance appraisal plan and also ensure that the plan is on track but be ready to dedicate enough time to deal with performance issues as this makes the tutors more active and effective.

This was further given by MOES (2012) which stated that when good leaders carry out support supervision, they recognize and praise teachers' strength and give realistic and practical advice on how teachers can improve their work both individually and collectively. Further more good leaders know the strengths and areas for improvement of individual teachers. They support them so that their practice and performance improves. They help staff to introduce new changes in their practices. This means that managers in PTCs need to be good leaders who carry out support supervision because it enables them to know the strengths and areas where individual tutors can improve then they give realistic and practical advice.

Bennet (1994) noted that where guidance is absent, or ethos antagonistic to change, the individual teacher who wishes to innovate can become dispirited and demotivated due to lack of support. From this, it's very important for managers to effectively monitor the performance of tutors so as to discover their strength and areas that need improvement then offer necessary guidance.

All in all, it was established that there is a relationship between performance monitoring and the effectiveness of tutors in PTCs. Regular performance monitoring helps tutors to observe their mistakes and gaps in their daily activities in time which enables timely correction. This helps in solving issues that could have a rised and therefore improving the effectiveness of tutors and the entire institution in general.

5.2.3 The relationship between Performance Budgeting and the effectiveness of tutors in PTCs in Busoga Sub-Region

72.5% of the respondents disagreed that budgets are approved by college committees because departments make their own budgets and send them to the administration after which they are approved and funds are given for performing the daily activities. This has helped in promoting the performance of colleges in the different parts of Busoga

This is inline with Charpentier (1998) who argued that appraisal budget participation influences employee performance. This is because when subordinates participate in the budgeting process, they are induced into accepting and committing to budget goals and in the process improving their performance. There is a significant relationship between appraisal budgeting participation and employee performance in the hotel industry. This is because in the hotel industry, performance is measured through provision of a high quality service to meet customer needs and this depends largely on superior-subordinate relationships and their active participation in budgeting

77.5% of the respondents agreed that timely submitting accountability files is done because accountability files are key in ensuring that funds are spent in the right activities and this helps in reducing the cases of funds misappropriation in the different colleges in the area of Busoga.

This is also inline with Kavulya (2006) who noted that budgeting involves the process of identifying, costing and allocating revenue to the resources and activities that allow the objectives of the organization to be achieved. Essential preliminaries established before effective budgeting include: preparation of an organizational chart which shows the

66

functional responsibilities of each member of the management team; establishment of budget centers; establishment of adequate accounting record to facilitate the recording and analysis of transactions in the organization; establishment of budget committees; budget timetable to enable timely flow of information; and the budget manual which shows budgetary procedures including budget centers and timetables

62.5% of the respondents agreed that there is an operating plan that specifies functions, activities and objectives. The colleges are run with good operating plans that ensure that resources are spent on the right activities at the right time. This has helped the organization to achieve its yearly objectives.

This is inline with Borman & Motowildo, (1993) who asserted that accurate and reliable planning during performance appraisals help organizations to support and reward their most capable employees. When used in conjunction with performance improvement systems, a structured performance appraisal system conveys meaningful feedback in a useful helps refocus employees who are performing below expectation and facilitates career development plans for all employees.

57.5% of the respondents disagreed that itemizing expenses are budgeted for because this helps in understanding the expenses clearly and ensuring that money is spent well which promotes efficiency.

This is inline with Blumentritt (2006) who noted that budgeting is the process of efficiently allocating an organization's available financial resources to its units, activities and investments. The budgeting process includes a review of the prior period's financial results, projections for sales, operating expenses whether fixed, variable or semi-variable,

as well as financing expenses, examination of proposals for capital expenditures, and means of rolling up and rationalizing figures from different functional departments to ensure they meet company-wide profit expectations.

65% of the respondents agreed that regular school expenditures are considered in reviewing budgets. Budgets are done according to the past expenditures and planned activities of the institutions. This helps in improving the performance of the colleges among both tutors and students.

This is also inline with Linn (2007) who noted that a budget is not only a means of planning for various revenue streams, a control mechanism for an administration to keep from spending too much a procedure for controlling its units, a process to coordinate the many activities that an institution undertakes, and a way to communicate to all stakeholders a summarization of the activities that the various units will undertake, but it is also a technique for setting the organization's priorities by allocating scarce resources to those activities that officials deem to be the most important and rationing it to those areas deemed less vital.

67.5% of the respondents agreed that there are quarterly and annual budgets. The institutions makes quarterly budgets such that funds are provided while considering the effective use of funds in the past quarters.

This is inline with Locke *et al*, (1981) who noted that budget goal commitment is the determination to try for a budget goal and the persistence in pursuing it over time. Highly committed subordinates in terms of their budget goals are motivated to interact with their superiors and peers who can provide insight into their work environments, performance

68

goals, task strategies and other issues that have an important impact on their performance. If an individual becomes committed to a given goal, it will influence the individual's subsequent actions, and consequently the individual's performance level.

All in all, it was established that there is a significant relationship between performance budgeting and effectiveness of tutors in PTCs in Busoga Sub-Region (r =.808**: p= .000).

This is in line with Mohrman & Wohlstetter, (1994) who noted that budgeting is another way for institutions systems to make decisions and allocate resources. The process calls for individuals who implement budgetary decisions to help make those decisions. The idea is to put the power for making decisions at the organizational level closest to the decision. In appraisal budgeting, the principal, in collaboration with staff and constituents, has been delegated the responsibility to budget resources at the individual building level. Given the discretionary authority to determine how resources are used in a given an institution, it's believed that people will feel a sense of ownership and commitment for improvement in the activities and programs within their institution. However, school-based budgeting, as with school-based management, in and of itself, is no guarantee of quality improvement. Several conditions have to be in place and some characteristics have to be prevented or eliminated. Regrettably, expected results of success have been inconsistent across the country.

This was further given by McGee, and Gaventa, (2011) which noted that appraisal have emerged over the past decade as key ways to address service delivery issues. In the development context, the argument is that through greater appraisals, the leaky pipes of

corruption and inefficiency will be repaired and public spending will be channeled more effectively and development initiatives will produce greater and more visible results.

Kolstad and Wiig, (2009) also noted that the links between appraisal budgeting and efficiency are often largely assumed. His study reviewed several appraisal variables to assess their impact on efficiency. It found evidence suggesting that a range of appraisal initiatives were effective in their immediate goals and had a strong impact on public services in a few cases, but that overall evidence of impact on the quality and accessibility of services is more mixed.

All in all, it was established that there is a relationship between performance budgeting and the effectiveness of tutors in PTCs. Performance budgeting enables timely submitting of accountability files, itemizing of expenses and timely reviewing of budgets which helps in improving the level of effectiveness among the Tutors and the institution in general.

5.3 Conclusion

It was established that there is a relationship between performance appraisal management and effectiveness of tutors in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda. The better the performance appraisal management is done the higher the effectiveness of tutors. This implies that performance appraisal management plays a key role and this can be achieved through ensuring that there is proper monitoring, budgeting and planning by supervisors.

It was established that there is a significant relationship between performance planning and effectiveness of the tutors in PTCs in Busoga Sub-Region. This implies that the

positive changes in performance planning leads to positive changes on effectiveness of tutors. There is a significant relationship between performance monitoring and effectiveness of tutors in PTCs in Busoga Sub-Region. This implies that the positive changes in performance monitoring leads to positive changes on effectiveness of tutors in PTCs in Busoga Sub-Region. There is a significant relationship between performance budgeting and effectiveness of tutors in PTCs in Busoga Sub-Region. This implies that the appropriate performance budgeting is done the greater impact or influence it will have on Effectiveness of tutors in PTCs.

5.4 Recommendation

The Government of the Republic of Uganda through the Ministry of Finance should ensure that resources for supporting PTCs are released on time so as to support performance budgeting and improve the effectiveness of tutors

Performance planning should be done by PTCs in relation to the available resources such that implementation is not affected by financial issues.

The Ministry of Education and Sports should ensure that managers of PTCs are equipped with enough skills for performance monitoring. This will help in improving the effectiveness of tutors.

The Management of Primary Teacher Colleges should ensure that speedy, efficient and quality processes are employed in carrying out appraisals. This can help in improving the quality of decisions made basing on the appraisals and therefore improving the performance of Teacher colleges.

The Management of Primary Teacher Colleges should ensure that workers are informed about the roles of appraisal systems such that they can enhance the practice. This can

help to make them own and support the process such that right information can be got and decisions made taken by workers without much argument

The Ministry of Education should ensure that different stakeholders are engaged in carrying out performance appraisals. This can include; the Ministry of Education, the District Local Government, the Teacher Colleges Board and other important stakeholders.

The government of the Republic of Uganda should ensure that performance appraisals are done regularly in all government institutions so as to maintain effectiveness among staff members. This can help in reducing the costs of service provision and also promoting efficiency and effectiveness of the services provided.

5.5 Areas for Further Study

The study should be replicated in other government parastatals across the country

A detailed study should be carried out on the effect of performance appraisal systems on job satisfaction among staff members

A detailed study should be done on the contribution of performance appraisal systems on the efficiency of services provided

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APPENDIX-1: QUESTIONNAIRE FOR THE TUTORS

This is a research on the topic **"Establishing whether there is a relationship between Performance Appraisal Management and Tutors Effectiveness in Government Aided Primary Teachers' Colleges in Busoga Sub-Region in Uganda"**. You have been carefully selected as a respondent to this questionnaire because I believe the information that you will provide will be very useful in enabling me realize the objectives of my study. The information you avail in this questionnaire will be used for strictly academic purposes and confidentiality will be ensured. I highly appreciate the fact that you have taken time to fill in this questionnaire. Please return completed form to research coordinator.

Please check (Tick) all the appropriate boxes.

1. What is your gender?

   Male ☐   Female ☐

2. How long have you been an employee of the government?

   Less than 3 year ☐   ☐ 4 – 10 yrs   ☐ Above 10 yrs

3. Highest level of education you have attained?

Certificate	Diploma	Degree	Masters	Professional	PHD	Others

4. Age of Respondent

25-30yrs	31 – 45yrs	46 – 50yrs	Above 51

SECTION A: INDEPENDENT VARIABLES

a). PERFORMANCE PLANNING IN PTCS IN BUSOGA SUB-REGION.

This section should be answered using the options: SD= Strongly Disagree, D = Disagree, NS = Not sure, A = Agree and SA = Strongly Agree. Please choose the option that best represents your response or perception.

	Statements	SA	A	NS	D	SD
1	The environment during the planning phase is conducive and friendly					
2	Tutors are involved in setting performance targets					
2	Appraisers provide timely and necessary resources for meeting the targets	5	4	3	2	1
3	We always participate in performance planning					
4	Work plans for appraisals are done	5	4	3	2	1
5	Resource deployment for appraisals is planned on time	5	4	3	2	1
6	There is efficient planning for available resources	5	4	3	2	1
7	The colleges sets achievable targets during appraisals	5	4	3	2	1
8	There is Participation of all stakeholders in planning for appraisals					
9	There is supervising of the budgeting process by education officers	5	4	3	2	1
10	Clear financial and operational plans for appraisals are prepared	5	4	3	2	1

b). PERFORMANCE MONITORING IN PTCS IN BUSOGA SUB-REGION.

	Statements	SA	A	NS	D	SD
1	Performance is monitored regularly					
2	We get feedback from appraisals done					
3	There is timely auditing in the institution	5	4	3	2	1
4	There is evaluation of college programmes during appraisals	5	4	3	2	1
5	We usually have performance reviews with the appraisers					
6	There is use of budget monitoring tools during appraisals	5	4	3	2	1
7	There is regular meeting of committees for appraisals.	5	4	3	2	1
8	Internal performance monitoring reports are done after appraisals	5	4	3	2	1
9	There is timely evaluation of college projects	5	4	3	2	1

c). PERFORMANCE BUDGETING IN PTCS IN BUSOGA SUB-REGION

	Statements	SA	A	NS	D	SD
1	Budgets are approved by college committees	5	4	3	2	1
2	Timely submitting accountability files are done	5	4	3	2	1
3	There is an operating plan that specifies functions, activities and objectives	5	4	3	2	1
4	Itemizing expenses are budgeted for	5	4	3	2	1
5	Regular school expenditure are considered in reviewing budgets	5	4	3	2	1
6	There are quarterly and annual budgets	5	4	3	2	1

d). EFFECTIVENESS OF THE TUTORS IN PTCS IN BUSOGA SUB-REGION

No	Statements	SD	D	NS	A	SA
1	We are assisted in managing performance gaps	5	4	3	2	1
2	The college work plan does not interfere with our action plans to manage performance	5	4	3	2	1
3	The appraisers offer support supervision in managing action plans	5	4	3	2	1
4	The college conducts regular trainings	5	4	3	2	1
5	Information is shared openly	5	4	3	2	1
6	Appraisal systems are built by informed, empowered, proactive and thinking individuals	5	4	3	2	1
7	Speedy, efficient and quality processes are employed.	5	4	3	2	1
8	Appraisal findings are disseminated to all stakeholders	5	4	3	2	1
9	Valid data is used during appraisals	5	4	3	2	1
10	There is equity in the appraisal processes	5	4	3	2	1
11	Appraisal findings are used in informing performance gaps in the institution.	5	4	3	2	1
12	Tutors are evaluated adequately and fairly during appraisals	5	4	3	2	1

APPENDIX II: INTERVIEW GUIDE FOR THE ADMINISTRATORS

1). What is your position of responsibility in the institution

2). How many members do you appraise

3a). Do you agree that performance appraisals are beneficial to the institution and appraises

b). If yes, how

4). How long have you been appraising tutors

5). Do you carryout performance planning for appraisals

6a). Do you think appraisal performance planning affects the effectiveness of tutors

b). If yes, in which ways

7). What are the challenges faced in appraisal planning

8). What can be done to solve the challenges

9). Do you carryout performance monitoring for appraisals

10a). Do you think appraisal monitoring affects the effectiveness of tutors

b). If yes, in which ways

11). What are the challenges faced in appraisal monitoring

12). What can be done to solve the challenges

13). Do you carryout performance budgeting for appraisals

14a). Do you think appraisal budgeting affects the effectiveness of tutors

b). If yes, in which ways

15). What are the challenges faced in appraisal budgeting

16). What can be done to solve the challenges

17). Are you provided with training to manage performance gaps

18). Are all stakeholders given the performance appraisal report

19). What kind of support is given to you to manage performance gaps

20). How do you rate the management of performance appraisal in PTC

21). What hardships do appraisers met

22). Have the hardships affect effectiveness of tutors

23). How have tutors tried to overcome the hardships

24). How best can performance appraisals be managed

APPENDIX III: DETERMINING SAMPLE SIZE (S*) FROM A GIVEN POPULATION (N*)

N*	S*	N	S	N	S	N	S	N	s
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	36	150	108	360	186	1100	285	5000	357
40	40	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	700	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	56	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	750000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Krejcie and Morgan, (1970).

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Department of Educational Planning Management

22nd June 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: TASAMBA-BOHYI SAMSON

This is to certify that **Tasamba-Bohyi Samson, Reg. No. 2011/U/HD/63/MEDPPM** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Performance Appraisal and Effectiveness of Tutors In Government Aided Primary Teachers' Colleges In Busoga Sub-Region In Uganda

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Dr. Kasule George Wilson
HEAD OF DEPARTMENT