

**PERFORMANCE APPRAISAL AND TUTOR JOB PERFORMANCE
IN SELECTED PRIMARY TEACHERS' COLLEGES
IN CENTRAL REGION IN UGANDA**

IGA CHARLES

B.ED (KYU), DTE (KYU)


15/U/14486/GMED/PE

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DECLARATION

I, Iga Charles do declare that the work herein is presented in its original form and has not been presented to any other university or institution for any academic award whatsoever.

Sign.....
IGA CHARLES
15/U/14486/GMED/PE

Date.....5-12-2017

APPROVAL

This report titled "Performance appraisal and tutor job performance in selected Primary Teachers' Colleges in Central Region in Uganda" has been submitted to the Graduate School with the approval of the undersigned as the University supervisors.

Signature.....

Dr. Kasule George Wilson

Date.....05/12/2017

Signature.....

Rev. Fr. Dr. Ssettumba John Bosco

Date.....5/12/2017

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ABSTRACT

The study was conducted in four Primary Teachers' Colleges in Central Uganda to establish the effect of performance appraisal practices on tutor job performance. The main objective was to establish the effect of performance appraisal on tutor job performance in Primary Teachers' Colleges in Central Uganda while the specific objectives were to: find out the status of performance appraisal in PTCs in central Uganda; To establish tutors' perceptions on the effect of prevalent performance appraisal practices on tutor job performance and to find out performance appraisal practices which enhance tutor job performance.

The study included 20 college administrators who were purposively sampled, 90 tutors selected and 553 students selected using random sampling. A cross sectional survey design was adopted and mixed methods data collection approaches were used. Quantitative data was collected through a survey using questionnaires and was analyzed descriptively using SSPS for frequencies and percentages. Qualitative data from interviews and document analysis was analyzed during the collection process, coded and organized under themes to derive conclusions which supplemented the quantitative findings.

The findings revealed that all colleges performed performance appraisal and all tutors were involved. There are however areas that needed to be improved upon in the exercise to have it achieve its objectives. It was also established that performance appraisal affected tutor job performance as tutors were either motivated or de-motivated by the status, process and outcomes of the evaluation.

The study recommended that: performance appraisal criteria are clearly communicated to tutors to make them aware of the college expectations. There are constant updates on ways of conducting evaluations by training appraisers to gain competency in their roles. Performance targets are aligned to the tutors' job descriptions to help them execute their actual roles and responsibilities. The activity embraces fairness and equity in its processes in order to win tutors' trust and cooperation. Performance appraisal is fully supported and its activities integrated in the college work plan and budgets to allow proper execution and facilitation of identified plans of action for the tutors. Rewards and sanctions from the performance appraisal outcomes are communicated and executed fairly and equitably.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study aimed at investigating the relationship between performance appraisal practices and tutor job performance in selected Primary Teachers' Colleges in central Uganda.

This chapter presents the background of the study in a historical perspective expressing the historical view of the variables in the study, the theoretical perspective showing the theories that relate to the study, the conceptual perspective defines the key concepts in the study and the contextual perspective showing the area of the study. It also highlights the statement of the problem, purpose of the study, objectives of the study, research questions, study scope and significance of the study. The conceptual framework is also presented in this chapter.

1.1 Background to the study

1.1.1 Historical perspective

In many institutions managers are expected to continuously appraise their staff in order to ensure that they set targets and make effort to achieve them as one mission to achieve the ultimate goal of the institution. Biswajeet (2009) as cited by Leena & Prusty (2012) states that the success of an organization will depend on its ability to measure accurately the performance of its members and use it objectively to optimize them as a vital resource. This clearly highlights the importance of the accuracy of appraising employees and the use of the feedback from the process to the development of the institution.

The importance of the appraisal practices cannot be under estimated as it is a vital process in the general effort for institutions to develop. According to Lambert (2009) performance appraisal is a completely integrated system involving periodic planned discussions between

the manager and employee's total performance against pre-determined goals, having the manager to coach and counsel the staff in areas requiring correcting actions to improve overall performance for the benefit of both employees and the total organization. This sounds like the ideal but the actual practice is different in some institutions where the practice is handled in a different manner by managers not meeting their obligations in the process and employees perceiving the practice in a very different way.

Performance appraisal is said to be as old as man himself because everyone has had an experience of performance appraisal in some context and this is traced for thousands of years. Over the years institutions have been keen in evaluating employees. This concept has a long evolution record to bring out the different modes that it has taken.

Oberg (1972) cited by Leena & Prusty (2012) states that formal appraisal of employees started in 1800 when the New York civil service in USA introduced a formal appraisal program shortly before the First World War. However, formal appraisal of employees' performance is believed to have started for the first time during the First World War when at the instance of Walter Dill Scatt, the US Army adopted the "man-to-man" rating system for evaluating military personnel. This was the "merit rating". Then from the army it entered business and used for hourly paid workers.

Archer (2010) on the other hand states that Performance appraisal has its roots in the early 20th century pioneered by Taylor's pioneering Time and Motion studies which became a formal management procedure from the time of the Second World War. Monappa & Mirza (1997) cited in Leena et al (2012) assert that the beginning of performance appraisal of an individual in the formal sense begun in the Wei dynasty (A.D. 261-265) in China, where an imperial Rater appraisal for the performance of members of the official family was used.

In a UK based historical context, the 1920s and 1930s saw merit ratings of blue collar workers which rated their performance within grades (Bernthal, Sumlin, Dais & Rogers, 1997). In the 1940s behavior methods were developed using a motivational approach. These included: behavioral anchored ratings, behavioral observation scales, behavioral evaluation scales and these judgments were used to determine the specific levels of performance criteria to specific issues like customer care and feedback ratings were assigned numerical values added to a statement by assessor.

History also shows that performance appraisal systems were well established by the 1950s, with personality-based systems being used widely. These were unpopular and hence replaced by a more participative approach and performance based approach including an element of self-appraisal by Mc Gregor in 1957.

In 1960s, performance appraisal developed a greater emphasis on goal-setting and assessment of performance-related abilities. There was self-appraisal by discussion which led to opportunity for appraisee to evaluate their performance reflectively in a discussion and the interview developed into a conversation on a range of topics that the appraisee needed to discuss in the interview.

In Uganda from 1976 to 1997, the Ugandan civil service used the annual confidential report which was a closed system of assessing individual performance. This provided no feedback to the appraisee and because of its confidentiality; it was open to bias and susceptible to corruption and favoritism. From 1998- August 2008, a 'new' performance appraisal system was introduced to the Uganda Civil service. This included assessment of critical competences needed to achieve outputs, provided for an appraisal meeting, allowed appeal, was interactive

and had provision for developing concrete action plans to improve performance and staff development.

In 2009, another performance appraisal took effect as part of an administrative reform effort to improve the public sector performance by the Ugandan government. This was to assess civil servants on actual performance in relation to defined targets and tasks between themselves and their supervisors. Kagambwire (2012) highlights that this appraisal also had weaknesses as indicated in an evaluation report of 2005/6 which rated its success at only 3% citing weaknesses like; not filled, not availed, appraisal not conducted on appointment, targets being dictated by supervisors and not jointly agreed upon, no feedback provided and no knowledge about appraisal.

Several studies have been done in different contexts of performance appraisal. Beletskiy in 2011 studied the factors affecting employees' perception of the performance appraisal process. Osabiya (2014) sought to find the effectiveness of performance appraisal as a tool to measure employee productivity in organizations. Namuddu (2010) researched on the staff appraisal systems and teacher performance at Aga-khan schools in Kampala. Kagambwire (2012) also made a study on the impact of culture on performance appraisal reforms in Africa. All the above studies and more imply that there is a focus on investigating, improving performance appraisal as an intervention to enhance development and people would like to see its achievement.

So, the purpose of this study was to establish the relationship between performance appraisal practices and tutor job performance in the context of the primary teachers' colleges. In these colleges tutors who are pessimistic about the appraisal system, because of the way it is handled, may become less interested in performing and focusing on the targets set. Ayesha

(2012) states that poorly done performance appraisal can lead to disappointing outcome for the organizations. Thus it is important to ensure an effective performance appraisal system.

1.1.2 Theoretical perspective

One of the theories that relate to performance appraisal is the Victor Vroom's Expectancy theory. This theory asserts that individuals are influenced by what they expect to be the impact of their actions. It states that individuals make choices based on their perceived expectancy that certain rewards will follow. It assumes that managers are the source of rewards and attempts to predict how different rewards affect performance of employees. The implication is that tutors will expect to be rewarded if they make efforts to realize the set targets in the appraisal. This will stimulate them into putting in efforts to perform as expected in order to get rewards like; promotions from one status to another, appointed to higher offices, given extra allowances and other incentives. The theory suggests that felt needs cause behavior and the behavior in the work setting is increased if a person perceives a positive relationship between effort and performance. So if the tutors in the colleges set targets in the process of appraisal, and also perceive that the system will fairly appraise them on those targets they become motivated to achieve them and get rewarded for their effort. So the theory underpins the study in such a way that tutors in the PTCs will give priority to perform as expected depending on the value attached to their performance.

Another related theory is Adam's equity theory which emphasizes fairness or organizational justice. Employees perceptions of fairness depend on one or more of their perceptions concerning the various organizational outcomes which they receive from the organization (distributive justice), procedures used to make those decisions (procedural justice) and the treatment which they receive from organization (interpersonal justice) and all the required information related to various outcomes is provided within an organization (informational

justice). This relates to the study in a way that tutors will perceive that Performance appraisal systems in the colleges are effective if they see the fairness exhibited in the actual appraisal, the feedback and the outcome from the feedback of the appraisal process. Their perception will then affect their behavior towards their jobs.

1.1.3 Conceptual perspective

The concept of performance appraisal has several other common terms that relate to it, merit rating, behavioral assessment, employee evaluation, personnel review, staff assessment, progress report. Prasad (2005) states that most of the organizations take performance management synonymous with performance appraisal. However, Edmonstone (1996) urges that performance management is clearly more than a new name for performance appraisal.

Performance appraisal is the measurement of work and its results by using the scale and index that we can measure the desired quantity and quality with precision and free of personal judgment and vague criteria of evaluation (Shaemi, Abzari & Javani, 2012). It is the process through which an organization gets information on how well an employee is doing his or her job (Noe, Helenbeck, Gerhart & Wright, 2006).

It is a discrete, formal organizationally sanctioned event, usually occurring once or twice a year, which is based on clearly stated performance dimensions, and/ or criteria that guide appraisal procedures and often applies quantitative scores, assigned to reflect perceived employee's job performance on these dimensions or criteria, and these scores are later shared with the appraised employee (DeNisi & Pritchard, 2006).

Performance appraisal practices are very important to all organizations because their success will depend on their ability to measure accurately the performance of their members and use the results objectively to optimize them as a vital resource. Every institution aims at achieving

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Performance appraisal practices are very important to all organizations because their success will depend on their ability to measure accurately the performance of their members and use the results objectively to optimize them as a vital resource. Every institution aims at achieving

its objectives and goals successfully and in order to achieve this, there is a need to focus on performance appraisal of its employees.

The information from performance appraisal can be used for developmental and administrative purposes (Bohlander & Snell, 2007). This practice is also widely used to determine wages and salaries, promotion, training and development, providing performance feedback and identifying employee strengths and weaknesses (Mathis & Jackson, 2005). Bernadin (2007) defines performance of an individual as the record of outcomes produced as specified job functions or activities during a specified time period.

It is assumed that the employee understands his or her performance standards and performance appraisal is used to evaluate his or her current and /or past performance relative to these standards. The supervisor is expected to provide feedback, development and incentives required to help the employee eliminate performance deficiencies or to continue to perform above. In education it has been argued that “the goal of a great appraisal system is for professional development. It is neither the ranking/grading of teachers nor the weeding out of poor teachers; it is to create an environment where everyone is used to the best of their abilities” (Bradley, 1992). This implies that performance appraisal practices in the colleges should not target grading or dropping off tutors, but should set objectives that help tutors to exploit their potential towards their job performance.

1.1.4 Contextual perspective

The study was conducted in four selected Primary Teachers' Colleges in central region of Uganda. It involved two core and two non-core colleges, because of the varied tutor enrollment and job descriptions that may also have an impact on the mode of appraisal used in the different colleges. The nine core colleges only have pre-service tutors while the core

colleges also have CCTs who work out of the college and have different job descriptions and targets.

Through the researcher's inquiry and experience prior to the study, it is evident that much as tutors in the Primary Teachers' Colleges in central Uganda are involved in setting targets during the appraisal process which include, among others; teaching, attending meetings, assessment, school practice supervision, getting involved in co-curricular activities, guiding and counseling of students, many of them do not meet some of these obligations as part of their job performance. There is evidence that some tutors miss teaching, getting involved in co-curricular activities, attending staff and departmental meeting, are reluctant in preparing to teach and incidences of being away from college during times when students need to consult from them. This performance does not meet the expected levels and yet they are involved in setting target and identifying outputs to achieve them. This generally affects the output from their activities and limits the attainment of the college goals.

This provoked the researcher to undertake a study to establish the perception of tutors on the effect of performance appraisal on tutor job performance in selected primary teachers' colleges in central region in Uganda. The assumption was that performance appraisal either motivates or de-motivates tutors to perform their duties.

1.2 Statement of the problem

Tutors are expected to; provide quality teaching, guide and counsel students, offer remedial support, get involved in co-curricular activities, attend staff meetings to discuss issues concerning students among other activities to enhance students' performance. There are many factors that could be responsible for this situation; however, one of such factors could be ineffective performance appraisal. Performance appraisal is one of the managerial practices

that Primary Teachers' Colleges use to evaluate their tutors in order to ensure that they meet the set targets and tasks to support the achievement of the institution goal. It is one of the key contributing factors to the success of an organization (Ayesha, 2012). The current performance appraisal in the colleges appears to vary from college to college. Experience by the researcher reveals that tutors have mixed perceptions about the fairness, validity, justness, and objectivity of the existing appraisal systems and practices. These varying performance practices result into staff inefficiency, low tutor morale and other negative behavior especially if it is not done in conformity with the recommended process. However, no empirical study has been conducted to establish the relationship between performance appraisal and tutor job performance in the primary teachers' colleges in Uganda. The study therefore aimed at bridging the gap by establishing the tutors' perception on the effect of the prevalent performance appraisal practices on tutor job performance practices in selected Primary Teachers' Colleges in the Central region of Uganda.

1.3 Purpose of the study

The purpose of the study was to establish the effect of performance appraisal on tutor job performance in selected Primary Teachers' Colleges in central region in Uganda.

1.4 Objectives of the study

The study was guided by the following objectives;

1. To find out the status of performance appraisal in selected PTCs in central Uganda.
2. To establish tutors' perception on the effect of prevalent performance appraisal practices on tutor job performance in selected PTCs in central Uganda.
3. To find out the performance appraisal practices which enhance tutor job performance in selected PTCs in central Uganda.

1.5 Research questions

The study sought to answer the ensuing research questions:

1. What is the status of performance appraisal in selected PTCs in central Uganda?
2. What is the tutors' perception on the effect of prevalent performance appraisal practices on tutor job performance in selected PTCs in central Uganda?
3. Which performance appraisal practices enhance tutor job performance in selected PTCs in central Uganda?

1.6 Scope of the study

The study was carried out in four Primary Teachers' Colleges in central Uganda. This region is occupied by a number of colleges in districts like; Kampala, Buikwe, Wakiso, Mityana, Mubende, Mpigi, Rakai, Masaka and others. The researcher may not be able to handle all PTCs in the region because of financial and time constraints. So, a sample of these colleges included; Shimoni Core PTC in Wakiso, Sancta Maria Nkokonjeru PTC in Buikwe, Kibuli Core PTC in Kampala and Kabukunge PTC in Masaka.

The study focused on establishing the tutors' perception on the effect of prevalent performance appraisal practices on tutor job performance in selected PTCs in central Uganda. The study was carried out in 2017 and data considered for this study ranged from 2011-2016, a period of five years which will be long enough to bring out a true picture about the variables in the study.

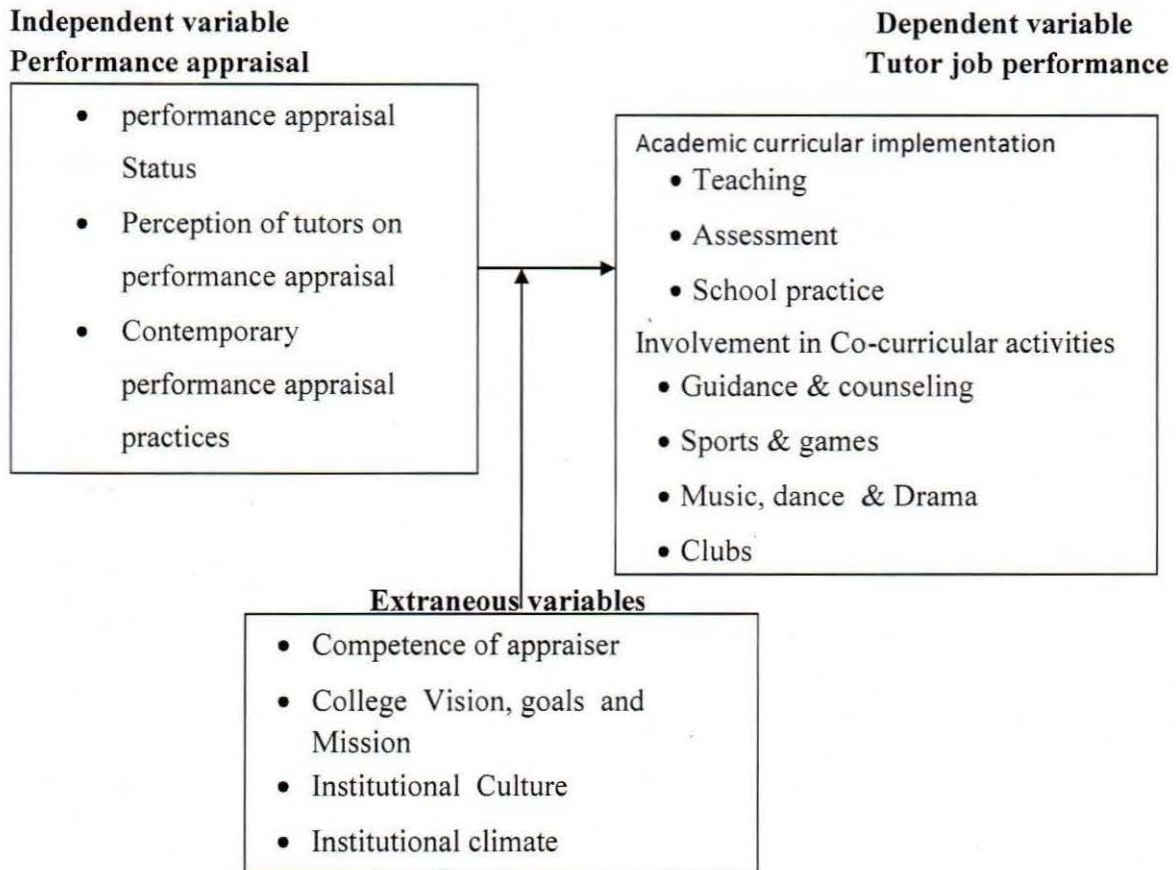
1.7 Significance of the study

The researcher believes that the findings of the study will be of use to:

- Reflect on the current appraisal practices in the colleges and see whether they are appropriate or need to be revised.
- Highlight to all stake holders the merits and demerits of the current appraisal practices in the colleges and their effect on the tutors.
- Unleash the effect of performance appraisal systems on the tutor job performance in the colleges.
- Provide specific strategies to improve on the effectiveness of staff appraisal systems in the Colleges.
- Contribute knowledge to the Human Resource Management in areas of evaluating staff.
- Support academicians and future researchers who may carry out further research from some aspects of the study findings. Confirm the relationship of some theories to practice in the current situation.

1.8 Conceptual framework

Figure 1: Conceptual framework showing the inter-relationship between the independent, dependent and intervening variables of the study.



Source: Adapted from Sunang (2001) and modified by the researcher

The conceptual framework attempts to explain the relationship that exists between the independent, dependent and extraneous variables. The framework indicates that the independent variable, performance appraisal, has a direct effect on the dependent variable, which is tutor job performance. The performance appraisal status, the perception of tutors on the effect of performance appraisal practices on the job performance and the contemporary performance appraisal practices may have an effect on the tutors' job performance which

involves; teaching, assessment, and supervision of school practice, involvement in co-curricular activities, guidance and counseling of students.

The framework goes ahead to indicate some extraneous variables that may interfere with the dependent variable and affect the tutor job performance like; competence of appraisers, college vision, goals and mission, together with the institutional culture and climate. As such, the researcher will adopt an appropriate research design and data collection methods to mitigate the effect of the extraneous variable presented herein.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This chapter presents a theoretical review and a review of literature related to performance appraisal and tutor job performance in Primary Teachers' Colleges in Uganda. The literature is reviewed basing on the set objectives of the study.

2.1 Theoretical review

2.1.1 Adam's equity theory

John Stacey Adams equity theory of motivation developed in 1963 emphasizes fairness or organizational justice. Employees perceptions of fairness depend on one or more of their perceptions concerning the various organizational outcomes which they receive from the organization (distributive justice), procedures used to make those decisions (procedural justice) and the treatment which they receive from organization (interpersonal justice) and all the required information related to various outcomes is provided within an organization (informational justice). This relates to the study in a way that tutors will perceive that Performance appraisal systems in the colleges are effective if they see the fairness exhibited in the actual appraisal, the feedback and the outcome from the feedback of the appraisal process. Their perception will then affect their behavior towards their jobs.

2.1.2 Victor Vroom's Expectancy Theory

Victor Vroom's 1964 Expectancy theory assumes that an employee is motivated to perform according to the expected result of the work done. It states that a person's motivation towards an action at any time is determined by an individual's perception that a certain type of action would lead to a specific outcome and his personal preference for this outcome. Victor makes

a conclusion that people will link efforts, performance and rewards. The theory suggests that felt needs cause behavior and the behavior in the work setting is increased if a person perceives a positive relationship between effort and performance. This underpins the study as the reality indicates that tutors will link the effort they put in to perform the set targets and the feedback or outcomes they perceive from the appraisal and this may either push them to perform or limit them from performing.

2.2 Related literature

2.2.1 Performance Appraisal status

The main objective of performance appraisal practices is to measure and improve the performance of employees and increase their future potential and value to the company. Other objectives include; providing feedback, improving communication, understanding training needs, clarifying roles and responsibilities and determining how to allocate rewards. Measuring performance is an invariable practice to supply organizational members with clear and common measurements in all key areas of a business. Such measurements need to be clear, simple, and rational (Karkouljian, 2002).

Studies show that there are many approaches for evaluating employee behavior and performance with respect to job tasks and/or organizational culture (Gurbuz & Dikmenli, 2007). Early performance appraisal processes were fairly simple, and involved ranking and comparing individuals with other people (Milkovich & Boudreau, 1997). Much as these processes are referred to as traditional, there is evidence that they are still used in some instances in the Primary Teachers' Colleges.

Self-Review is a technique where each employee appraises his or her own performance. Employees who are best suited for this kind of appraisal are in a position to understand the objectives that they are required to reach, and the standards by which their performance is to be measured (Robbins, 1998). It allows the employees to add their own input to the appraisal process, and it helps them gain insight into the causes of performance problems (Gomez-Mejia, Belkin & Cardy, 1995). The benefits of this appraisal technique lie in the fact that it facilitates employee development. Employees are required to focus on job behavior and performance, and they must identify and examine their strengths and weaknesses. Since it is they who come up with the evaluation results, they accept the findings more easily and thus tend to be more pro-active. This self-review is embedded in the current appraisal techniques where the appraiser seeks the input of the appraisee about his or her performance before they agree on the final comment or even rank. The tutors reflect on their performance according to set targets and justify the mark or comment that they deserve to achieve.

Ranking Method is a traditional technique which involves ranking employees from best to worst on a particular trait, choosing highest, then lowest, until all ranked (Dessler et al., 2011). In the current situation, some colleges prepare to reward tutors over achievement of certain traits as agreed upon by the staff like; discipline, activeness, smartness, innovativeness and others. Here a committee is set to rank the tutors basing on those traits. The outcome leads to declaration of the best and rewards are given. However, the feedback usually highlights just a few members who are placed highly in the ranks and leaves many wondering where they fall. This also stimulates a perception that this appraisal technique is not clear or accurate and many tutors will be de-motivated in making effort to achieve the set traits in the future.

The managerial or supervisor appraisal has been the traditional approach to evaluating an employee's performance. Belcourt et al, (1999) and other writers such as Certo (2000)

conclude that, in this appraisal, the superior appraises the subordinate and in most situations a review is done by the supervisor's superior. The reviews, according to them, reduce subjectivity, superficial and or biased evaluations. This is a common technique used in the colleges where tutors are appraised by the heads of departments and in many cases the feedback is forwarded to the deputy principals or the principals to make a final remark basing on what has been forwarded. This appraisal style is more acceptable to staff than the others. The Graphic Rating Scale is a scale that lists a number of traits and a range of performance for each. The employee is then rated by identifying the score that best describes his or her level of performance for each trait (Khanna & Sharma, 2014).

Narrative Essays are where the evaluator writes a report on the subordinates' strength and weakness points, previous performance, positional and suggestion for his /her improvement at the end of evaluation time. The assessment may or may not be seen and commented upon by the employee (Kempton, 1995). This method is less structured and confining than other forms of appraisal. It permits the appraiser to examine any aspect of performance. Appraisers can therefore place whatever degree of emphasis on issues they consider as important, such as behavior. The process is open-ended and flexible, and there is no assumption that employee traits can be neatly dissected or scaled (Anon, 1999) as cited by (Karkoulian, 2012). The biggest drawback of this appraisal technique is the variance in the lengths of the essays and their content; because essays discuss different aspects of one's performance or personal qualifications, it becomes difficult to compare or combine essay ratings. In addition, this method is time consuming, and its biggest advantage, freedom of expression, is also its greatest handicap. Last but not least, the appraiser's writing skills can distort the process (Anon, 1999) as cited by Karkoulian (2012).

The Peer Group appraisal is a method where a small team does an evaluation of each other's performance (Kempton, 1995). These employees are at the same level of the organizational hierarchy (Gomez-Mejia et al, 1995). Daily interaction with peers provides them with a comprehensive view of the employees' job performance. Some managers believe that this method undermines their authority. In the college setting, this technique is used mainly during the teaching process where tutors attend other tutors lessons and evaluate their practice and later highlight to them their strengths and weaknesses to help them improve. It's usually done amongst tutors who teach the same subject.

The 360 degree method combines all appraisal types. The 360 degree appraisals are based on feedback from the full circle of contacts that an employee may have in performing their job. This may include bosses, peers or subordinates such as students in educational institutions, etc. (Schermerhorn et al., 1998). The appraisal can be a combination of peer, subordinate and self-appraisal methods (Gomez-Mejia et al, 1995). These evaluations help managers by providing a wider range of performance-related feedback than traditional evaluations i.e. self-review. Today, with so many employees reporting to one manager, it has become more difficult for supervisors to judge each individual's performance accurately. This feedback method is based on receiving information from colleagues, supervisors, and peers, i.e. all the groups of people that the appraisee comes in close contact with whilst performing his or her tasks (Kermally, 1997). The information can be collected through questionnaires, and the feedback is then returned anonymously.

Management by Objectives (MBO) is where the performance is graded against the achievement of the objectives specified by the management. MBO includes three main processes; object formulation, execution process and performance feedback. Wehrich (1985) proposed the system approach to management by objectives. It consists of seven components;

strategic planning and hierarchy of objects, setting objectives, planning for action, implementation of MBO, control and appraisal, subsystems and organizational and management development. This is not a common method in the colleges but there is ongoing advocacy for its implementation because of its merit of being very inclusive. MBO is not only concerned about organizational objectives but also for personal development objectives whereby employees no longer accept orders blindly; they demand a part of action; they want more control over their job and their life; they want to know where the company is going (Wehrich, 1985). The underlying premise to this technique is that top administrators do not necessarily know best, but rather, that tutors at all levels are capable of contributing to the success of the organization.

There are many methods that are used for performance appraisal. It is very difficult to say which technique is better than the other because it depends upon the type and size of organization.

2.2.2 Tutors' perception on the effect of the prevalent performance appraisal on tutor job performance

Several studies have reported that satisfaction with feedback of performance appraisal has a positive effect of employees' motivation to improve their job performance (Russell & Goode, 1988). Banjoko (1982) asserts that an open appraisal allows feedback to be communicated to the employees and so encourages them to redirect their work habits in a manner that is conducive to better performance growth. This emphasizes the importance of feedback of performance appraisal as it may be the push factor that employees use to perform as expected especially if it is given to them after the evaluation.

Mwema & Gachunga (2014) found out that there existed a positive relationship between appraisal and employee's performance and that competently selection of appraisal systems would lead to effective appraisal of the employees for the purpose of enhancing employee productivity and ultimately organizational performance. Wanjiru, Owili & Ochieng (2014) asserts that performance appraisal has gone beyond a tool for assessing employees to one that is used to reinforce the desired behavior and competent performance of the employees.

Jawahar (2007) states that the employees' reaction towards evaluations are crucial impacts on the evaluation mechanism which could lead to productive employees. Employees who have a positive perception are more motivated to perform their work whereas employees who have a negative perception consider the system as bias, not properly implemented, and not appropriate to evaluate employees (Gabris & Mitchell, 1989). This exhibits the relationship between performance appraisal and tutor job performance as tutors will consider the performance appraisal outcome as a stimulant or a de-motivator towards their job performance.

Aswathappa (2003) asserts that setting effective performance standards energizes and empowers the employee to take ownership of their positions. This in the end inspires employees to perform in order to meet the standards expected by the employer. This implies that the performance appraisal practices must be well thought of and the process checked so as to meet its objectives and if it is not well planned, it may instead de-motivate employees from performing their duties as expected. Studies have reported that there is a positive relationship between satisfaction with performance appraisal and overall job satisfaction (Ellickson, 2002), since job satisfaction is positively related to performance (Judge et al., 2001).

Mathias & Jackson (2005) state that frequently done performance appraisals can result in improved performance and low turnover. In tandem, Kyakulumbye (2013) revealed that the more appraisal feedback there is in schools or institutions, the more and better the staff performance. This implies that colleges which perform performance appraisal annually may not achieve the goals of the activity like those which evaluate and give feedback several times during the year because they enhance improvement in identified areas early enough.

Carver & Scheier, (1981) assert that individuals that receive negative feedback are more likely to put more effort to improve their performance than individuals that received a positive feedback. This implies that employees will act differently towards the performance appraisal feedback; there are those that will value it and use it to improve their job performance while there are those that may not be willing to consider it.

Brown & Benson (2010) analyzed the relationship between performance appraisal quality measured by clarity, communication, trust, and fairness of the performance appraisal process and job satisfaction and commitment based on a sample of more than 2,300 Australian non-managerial employees of a large public sector organization and found that employees who report a low performance appraisal quality (lowest levels of trust in supervisor, poor communication, lack of clarity about expectations, perception of a less fair performance appraisal process) also report lower levels of job satisfaction and commitment.

When an employee feels neglected, they will tend to perform at a lower level that in turn affect the quality of service provided to the public (Gregory, 2009). That is to say, when feedback is not provided to the employees through communication on how they have performed against the agreed targets, they will definitely fail to know how they can improve their performance in the future, and as a result they become dissatisfied with the job. Also

Mwema et al (2014) assert that performance appraisal feedback affects the productivity of employees in the firm in that it enables the reviewing of employee's performance, improves cooperation with people outside their department, enables the staff to identify their skills and style and improve communications in the organization, enables the Supervisors/appraisers to take into account feedback provided by subordinates, enables the Supervisors/appraisers to assess feedback that comes from all around. The implication to the study is that performance appraisal feedback is very important in improving tutor job performance and it is necessary that appraisers give it in a helpful manner.

2.2.3 Performance appraisal practices that enhance tutor job performance

Decenzo & Robbison (2002) affirm that setting and communicating appraisal objectives creates clarity in the minds of the employees given the fact that the members of staff have the opportunities to talk about the organizational objectives and to define their contribution to attainment of those objectives. This appraisal practice in these schools is supported by Ministry of Public service appraisal guidelines (2007) that concretize that communication of performance objectives helps managers to have an opportunity to discuss the set objectives with the members of staff and establish their overall contributions to the overall objectives (Kyakulumbye, 2013).

Weiss (2001) in Mwema et al., (2014) indicated that to be productive, the performance appraisal process must contain general three steps: evaluation and job analysis, appraisal interview, and post-appraisal interview. Employees prefer that there should be a process through which they are taken before during and after to get a complete and meaningful appraisal. Appraisers should be thoroughly trained in purpose and utilization of the performance appraisal system (Wolf, 2005) as cited by Mwema et al., (2014). Employees

need to feel that the appraisers are competent to do the evaluation effectively. This makes them perceive the evaluation in a positive way.

Kyakulumbye (2013) highlights setting and communicating performance standards as another recommended practice that was revealed as a practice among private secondary schools during his study. Megan (2009) supports him by revealing that any organization to be successful, the employer and employee must set and agree on the performance standards that will apply to each activity as well as how the standards will be achieved. In the same vein, Aswathappa (2003) asserts that setting effective performance standards energizes and empowers the employee to take ownership of their positions. The employee becomes energized and inspired to, ceasing to lower expectations in order to avoid confrontation and therefore performance of the organization goes up.

The performance appraisal method applied should be valid. There must be a clear link between the performance standard for a particular job and an organization's goals and this should be measured accurately by the method (Mwema et al, 2014). Another recommended appraisal practice that complies with Public Service Appraisal guidelines is follow up-action. Descriptive results revealed that performance standards are followed up with. On the contrary however, Armstrong (2000) who argues that follow up action which involves the quality of work done by each employee is the most difficult part of performance appraisal. The performance appraisal method should be easily understood by both raters and the employees (Fletcher, 2004). This calls for clear explanation about the method to be used in the evaluation so that the appraisee takes responsibility of the outcome of the exercise without citing ignorance of some of the steps involved. After appraising the performance of employees, an

organization must evaluate the system itself to determine if it is helping to achieve designated organizational objectives (Ryan & Deci, 2000) as cited by Mwema et al., (2014).

Mwema et al., (2014) concluded that firms should use the behavioural performance appraisal system as it was statistically significant in influencing employee's relationship through increased inter-personal relationships, fostered Integration and team work, reliability of the employees who may work without much supervision, adaptation of employees to changing environment and through individual staff development plan which would enable the staff to plan for their career development.

2.3 Summary of the reviewed literature

From the reviewed literature about the effect of performance appraisal and tutor job performance, it is clear that performance appraisal has an effect on tutors' performance. Some tutors will be motivated to work while others are discouraged by the outcome of the evaluation. The literature stimulates a study to be conducted in a different context to fill the gaps in the literature available. Effective performance feedback has the potential to enhance employee engagement, motivation, and job satisfaction (Aguinis, Gottfredson & Joo, 2011). This implies that performance feedback is a critical component of all performance management.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the frame work within which the research was conducted. The chapter presents a description of the research design, areas of study, study population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, procedure and data analysis.

3.1 Research design

The researcher used a cross-sectional survey design to establish relationship between performance appraisal practices and tutor job performance. This design is considered appropriate for the study owing to the fact that it enables the researcher to observe two or more variables at a point in time and is useful for describing relationships between two or more variable (Breakwell, Hammond & Fife-Schaw, 1995). Data from a sample of a population is gathered at a particular point in time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people; as noted by Amin (2005).

The study used both quantitative and qualitative methods in collecting data. Bryman (2007) suggests that bringing quantitative and qualitative findings together have the potential to offer insights that could not otherwise be gleaned. Also the researcher gets richer details if he or she uses two methods, since one method can corroborate or confirm the result of the other. The quantitative method was used to make inferences regarding the relationship between performance appraisal and their job performance. The qualitative method was intended to bring out a holistic inquiry through interviews with the key informers i.e. the tutors and administrators of the colleges.

3.2 Population, sample and sampling techniques

3.2.1 Target population

Due to the large population in Primary Teachers' Colleges and the geographical dispersion of these colleges in Uganda, the study targeted a population of 1,050. The target population included; college administrators, tutors and students. The administrators included; principals, deputy principals and heads of departments who provided information about the performance appraisal systems and practices in the colleges. Tutors provided information about their perception on the effectiveness of performance appraisal systems and how it affects their job performance. Students were selected to provide information about the tutors' performance in issues like; instructional delivery, assessment, guidance and counseling, offering out of class assistance and any other aspects that reflect the tutors' job performance in the colleges. Year two students were preferred for the study because the first year students had just reported to college and their information may not have been very appropriate for this particular study.

3.1: Showing the Target population for the study

Name of College	Administrators	Tutors	Yr 2 Students	Totals
Kibuli core PTC	5	34	365	404
Shimoni core PTC	5	40	256	301
Sancta Maria PTC	5	17	148	170
Kabukunge PTC	5	16	154	175
Totals	20	97	923	1,050

Source: Ministry of Education & Sports database, 2016

3.2.2 Sample

The unit of analysis in this study was the tutors' perception on the effectiveness of performance appraisal and its effect on their job performance. A table by Krejcie & Morgan (1970) is what the researcher used to determine the sample size from the three categories of

the population. The sample was determined basing on the population from each category in the different strata. The sample size was; 20 administrators, 96 tutors and 553 year two students from the four colleges, making a total sample size of 669 respondents (Table 2).

3.2.3 Sampling Techniques

Purposive sampling was used to select administrators in the colleges that have a role to play in appraising tutors, who will provide the desired information for the study. Enon (1995) observed that purposive sampling helps to increase utility of findings. Tutors were selected using a stratified technique so that; stratum of male, female, new, old, pre service, CCTs are all included in the sample for the study. The simple random sampling was then used to get respondents from each stratum. Kothari (2004) asserts that if a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample. The simple random sampling technique was used in the selection of students in those colleges to ensure that the required information is got. Simple random sampling is a technique that involves giving numbers to every element of the accessible population which are then chosen at random to include in the sample.

Table 3.2 showing the target population and the sample selected for the study

COLLEGE	ADMINISTRATORS		TUTORS		STUDENTS	
	Population	Sample	Population	Sample	Population	Sample
A	5	5	34	31	356	186
B	5	5	40	36	256	152
C	5	5	17	15	148	105
D	5	5	16	14	154	110
Total	20	20	97	96	914	553

Source: Ministry of Education & Sports database, 2016

3.3 Research instruments

Data for the study was collected using questionnaire and interview guides. The justification for the triangulation approach is because it achieves a higher degree of validity and reliability, and reduces bias considerably (Amin, 2005). The two sets of data provide opportunities for empirical triangulation as the researcher can compare findings. Primary data was collected using questionnaire and interview. Secondary data was collected from the analysis of copies of appraisal forms in storage to provide a more substantive picture about the activity.

3.3.1 Questionnaire

These were administered to the tutors and students in the sample. The questionnaires contained a set of structured and semi structured questions printed in definite order (Kothari, 2004). This instrument gives ample liberty for respondents to give their well-considered opinions. These questions will be structured, close ended and open ended to get information from the respondents. The open ended questions allow greater freedom of expression and allow a wider range of responses and explanations and the few close ended questions are preferred because they capture common responses and for their ease to code during data analysis. The questions stimulate respondents' views, opinions, perceptions and attitudes in regard to the study. Questionnaires are preferred because they cover a wider area and can be administered in a short period and yet accumulate a cross-section of views that can be generalized to a larger population of interest. Amin (2005) states that it is a tool for data collection that is less expensive to administer than other instruments. The researcher personally administered the questionnaires to the tutors; those for the students were left and collected later within the stipulated time. The questionnaires collected mainly quantitative data and some structured questions yielded narratives.

3.3.2 Interview guide

An interview guide was used to structure the interview for a sample of administrators to ensure that the focus of the study is maintained. An interview is an oral administration of question which involves a face to face encounter and requires maximum cooperation between researcher and respondent in order to obtain accurate and reliable information or data (Muganda & Muganda, 1999). The data from interviews gave more descriptive information to bridge some gaps which could have been created in the questionnaires responses of the tutors.

The interviews are intended to provide the researcher with supplementary views to those expressed in the questionnaires by tutors and students. This approach is widely recognized as being objective while still allowing an extensive exploration of the interviewees' opinions and experiences. The interview can be used in conjunction with other methods to undertake research (Cohen & Manion, 1994). Although conducting and interpreting qualitative interviews takes considerable time, they enable collection of detailed data with a human dimension and thus a greater chance of getting honest answers and improving validity of the findings. These will mainly collect qualitative data from the 20 respondents.

3.3.3 Document analysis

The researcher using a document analysis worksheet will collect some primary data by analyzing copies of appraisal forms that are usually kept by the college. The information in these documents has been used to support the responses from the questionnaires and interviews. Document analysis is appropriate in obtaining unobtrusive information at the pleasure of the researcher without interrupting the researched information. Both quantitative and qualitative data will be derived from these documents.

3.4 Research Procedure

The researcher obtained a letter of introduction from the Head of Department of Education policy planning and management at the faculty of Education of Kyambogo University. This was used to seek permission from the principals and make arrangements of days and time to administer the questionnaires and to conduct interviews in the colleges. The researcher personally administered the questionnaires to the tutors and students and conducted interviews with the administrators in the colleges in order to supplement the opinions stated in the questionnaires administered to the rest of the sample.

3.5 Data quality control

3.5.1 Validity of instruments

Validity of a test refers to the degree to which the instrument actually measures what it was designed to measure (Ravid, 2011). Construct (or content) validity assesses the degree to which individual items in the questionnaire represent the construct being measured and that they cover the full range of the construct. The researcher exposed the questions to two research experts to vet their content relevance in regard to acquiring data relevant to the research questions. The validity was then calculated using the Content Validity Index (CVI) to establish whether the questionnaires measure what they are intended to measure.

The formula for finding the CVI, according to Amin (2005) is:

$$\frac{\text{Average No. of items declared valid}}{\text{Total No. of items}}$$

The CVI for the tutors' questionnaire was 0.8 and 0.7 for the students, making them valid for collection of relevant data. (Appendix F and G).

The researcher made some adjustments in both the questionnaire and the structured interview after getting feedback from the experts.

3.5.2 Reliability of instruments

Reliability is a measure of degree to which a research instrument yields consistent results after repeated results. A questionnaire that is reliable is expected to provide results that are both accurate and consistent. Thus reliability refers to the degree of consistency of a questionnaire and the extent to which the same results are obtained when employing the instrument repeatedly to the same groups or individuals (Ravid, 2011).

For this research study, in order to ensure reliability, the researcher used two raters to rate the items in the questionnaire and a formula to calculate the inter Rater Reliability Index was used to calculate reliability of the instruments. Inter- rater reliability is the degree of agreement among raters which gives a score of how much consensus, there is in the ratings given by judges. It is useful in refining the tools given to human judges. If raters do not agree on particular items, then the items can be edited to collect consistent data for the study.

The formula for finding the Inter Rater Reliability Index is

$$\text{IRRI} = \frac{\text{Number of items given similar ratings}}{\text{Total number of items in the instrument}} \times 100$$

It yielded 71.4% for the tutors' questionnaire and 80 % for the students' questionnaire which is above 50% indicating that the items were reliable for use. (Appendix H and I).

Adjustments were made especially where items scored a fair rating, to make them more reliable for use.

A test-retest was then made by administering the instrument to tutors in another PTC and then re administering it to the same tutors after three days and this yielded similar results confirming the reliability of the instrument.

3.6 Data Analysis

Quantitative data was analyzed using descriptive statistics i.e. frequencies and percentages to determine the relationship between performance appraisal practices and tutor job performance.

Content analysis was used to analyze qualitative data obtained from the interviews and document analysis. Content analysis enables the researcher to gather and analyze data in the context of text. Data collected was categorized in themes according to the variables in the study.

3.7 Ethical considerations

It was necessary to seek ethical approval of access to the institutions in advance from the principals of the PTCs in which research was conducted. The questionnaires also contained a preamble written by the researcher to request for the prospective respondents' informed consent and assure them of treating their respondents with confidentiality. The prospective participants were contacted after obtaining ethical approval from the principals. The researcher also assured the principals that the colleges would also be protected by the researcher using pseudonyms (A, B, C, D) to refer to them in most areas of the study. Participants' identities and institutional names have been omitted except from the definition of the scope of the study where it is necessary to mention them. The study records will be carefully stored and the filled questionnaires will be destroyed after final use.

3.8 Limitations and delimitations

The topic of perceptions on performance appraisal is a sensitive one especially to the administrators; it was assumed that some information may be retained on purpose; limiting the true picture on the ground.

It was also assumed that tutors on the other hand would limit themselves from giving out their full information and perceptions about performance appraisal, for fear of being implicated in some ways for exposing by their practices by the appraisers.

Students were also thought to reserve some information on how actively their tutors attend to them in the different areas as stipulated in the expected job targets.

The researcher developed strategies of winning trust of the respondents by ensuring them that their responses would be treated with utmost confidentiality and also used both data from questionnaires and interviews to analyze the true picture on the ground.

The cost for collecting data was not very friendly in terms of transport to colleges, stationery for the instruments and the general production of the dissertation, but the researcher found ways of getting funds to accomplish these tasks.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents findings from the study about the effect of performance appraisal system on tutor job performance in selected Primary Teachers' Colleges in Central Region. The objectives of this study were; to find out the status of performance appraisal in selected PTCs in central Uganda, to establish the relationship between the prevalent performance appraisal practices and tutor job performance in selected PTCs in central Uganda and to find out the performance appraisal practices which enhance tutor job performance in selected PTCs in central Uganda. The researcher used 2 types of questionnaires; for the tutors who are appraised and students (Appendices A, & C) and an interview protocol (Appendix B) to collect responses from the administrators. The data collected using quantitative methods was presented by using tables of frequencies and percentage distribution and supported with data from the qualitative source. The main unit of analysis was the tutors.

The questionnaire rate of return was 100% for all 553 students returned the instruments after completing the areas they were supposed to provide responses for in the instrument, to the satisfaction of the researcher. However of the 96tutors, 90 returned their questionnaires and 6 of the tutors' questionnaires were not returned but that did not affect the results as a lot of responses from those that were returned were very representative of the heterogeneous population. The administrators provided responses through interviews, which have been integrated to those got from the questionnaires.

4.1 Demographic data presentation, analysis and interpretation

The background characteristics of the respondents (tutors) included; gender, age distribution, responsibility, highest level of education and teaching experience. The demographic data provided in this section is for the staff members (administrators and tutors).

Age of the respondents

Respondents (administrators and tutors) were asked to indicate their age and their responses are recorded in table 4.1.

Table 4.1: Show age of the respondents

N=110

Age bracket	Frequency	Percentage (%)
Below 30 years	0	0
31-40 years	24	21.8
41-50 years	68	61.8
50 ⁺ years	18	16.4
Total	110	100

Table 4.1 shows that out of the respondents, 24 (21.8%) were within the range of 31-40 years, the majority group who fall in the bracket of 41-50 were 68 (61.8%), and the least group had 18 (16.4%) in the age bracket of 50⁺ years. No staff involved were 30 years and below. This implies that many of the tutors are in the age bracket that has a bit of experience on the job and if they are provided with an environment that motivates them to work, they can perform to the expectations of the colleges where they work.

Gender of the respondents

The gender of the respondents was recorded in table 4.2.

Table 4.2: show gender of respondents

Gender	Frequency	Percentage %
Female	64	58.2
Male	46	41.8
Total	110	100

The respondents who participated were mainly female 64 (58.2 %) and the males were 46 (41.8%). This indicates females dominated the study, but the range of 16.4 % is not so big to cause a gender bias in the responses the participants provided.

Responsibility held by the respondents

Respondents were asked to indicate their positions of responsibility held in the colleges and their responses are in table 4.3.

Table 4.3: showing responsibility held by the respondents

Responsibility held	Frequency
Principal	4
Deputy principal	4
Director of studies	4
Head of department	4
Head of subject	4
Welfare tutor	4
Senior woman tutor	4
Senior man tutor	4
Class tutor	8
School practice coordinator	4
Tutor in charge of furniture	2
Tutor in charge of guidance & counseling	4
Tutor in charge of liturgy	2
Compound tutor	3
Tutor in charge of games& sports	4
Tutor	51
Total	110

Table 4.3 shows the different positions of responsibility that the respondents in the study hold in the colleges. This implies that a variety of positions of responsibility were represented and this is an indicator that the sample was heterogeneous hence providing a variety of responses from varied offices in the colleges.

It also indicates that there are structures for allocating staff with offices of responsibility and if criteria are well understood by all the staff then this can be one way of motivating them and raising their self-esteem to perform well. It can also be a de-motivator for tutors who have spent years serving but without any promotion in the system.

Highest Academic Qualifications of the respondents

The respondents were required to indicate their highest academic qualification and the results are shown in figure 4.1.

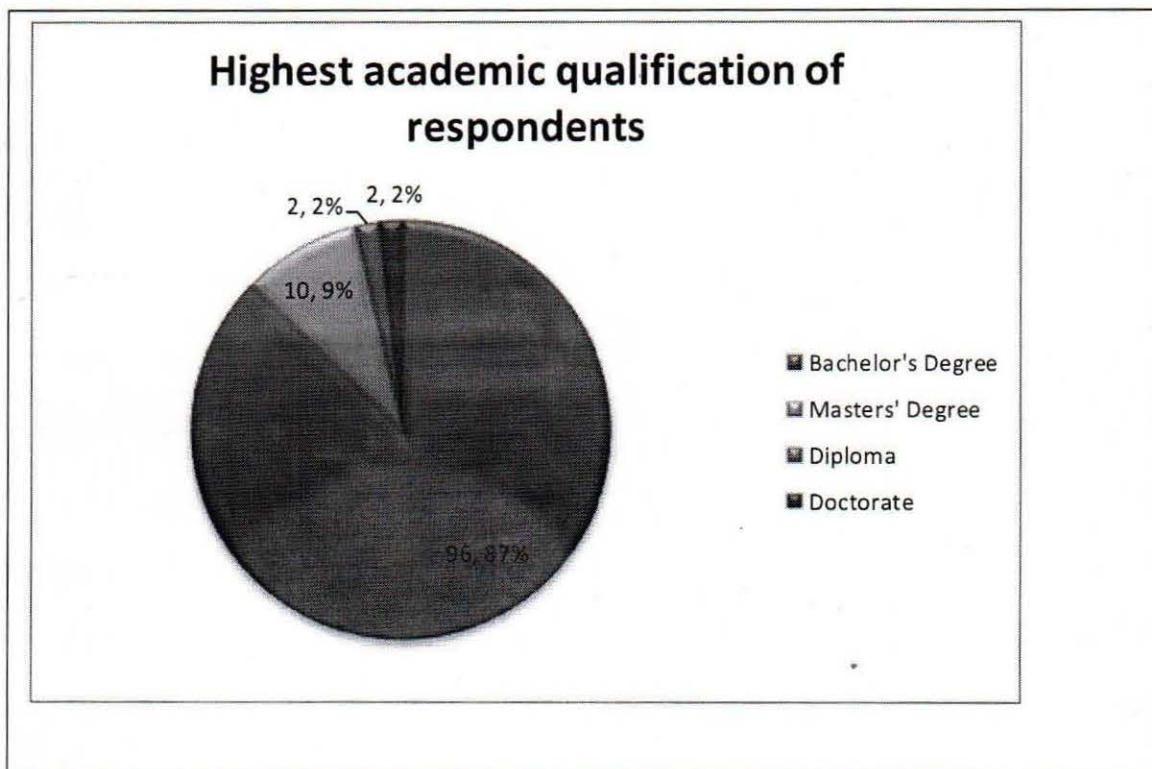


Figure 4.1 showing the highest academic qualification of respondents

Findings show that majority of the tutors 96 (87.3%) that participated in the study hold a Bachelor's degree, which is now the minimum qualification for entry into the PTCs. There are 10 tutors (9.1%) with Masters Degrees, 2 tutors (1.8%) hold diplomas and 2 (1.8%) respondents hold doctorates. This indicates that all respondents are qualified to work in the PTCs and the implication is that they are competent to perform their duties.

Length of service of respondents in their current institutions

Tutors were asked to state the length of service in their current institutions and results are indicated in table 4.4.

Table 4.4 showing length of service of respondents in their current institutions

N=110

Duration in college	Frequency	Percentage (%)
Less than a year	0	0
1-2 years	10	9.1
3-4 years	39	35.45
5 years and above	61	55.45

The findings in table 4.4 indicate that 61 (55.45%) of the respondents have spent more than five years in their current colleges. This implies that these tutors are well versed with the goals of those colleges and the targets that may be set to achieve them. The duration is long enough for them to be able to gain proficiency in job performance after years of performance appraisal and proper feedback from appraisers. The appraisers too may have appraised the same tutors for several years and there could be recurring gaps that are not filled that may affect the outcome. However, on the other hand, the many years tutors have spent at the

colleges, being appraised by the same people may instead de-motivate them from performing if they feel that the feedback given and action taken over the years has not been appropriate.

There are 39 (35.45%) tutors who have spent 3-4 years in the college. These have also gone through the performance appraisal activity for 2 years. No tutor in the study has been in the college for less than a year. This makes all respondents appropriate for the study because they have experienced performance appraisal during their time in the college and therefore their responses are valuable in this study.

Length respondents have spent in their current positions of responsibility

Tutors were asked to indicate the years they have spent in the current positions they hold and the responses are shown in table 4.5.

Table 4.5 showing the years respondents have spent at the current position

N= 110

Duration	Frequency	Percentage %
Less than a year	0	0
1-3 years	24	21.8
4-10 years	66	60
Above 10 years	20	18.2

The findings indicate that more than 66 (60%) of the respondents have remained at their current positions of responsibility for between 4-10 years. There are 20 (18.2%) who have remain in the same position for over 10 years. The number of respondents who have remained in their current posts for less than 3 years are 24 (21.8%), and none of the respondents has been in the same position for less than a year. The implication is that colleges take so many years to change staff from one position to another and this maybe de-motivating. Members of staff who are positively appraised look forward to being rewarded and allocating someone a

position of responsibility is seen as a way of recognizing one's effort but if over 50% have stayed in the same positions, then this shows some stagnation in the process of changing personnel from positions.

4.2 Objective One: to find out the status of performance appraisal in selected PTCs in central Uganda

Commonly used appraisal techniques in the colleges

The respondents were asked to indicate the commonly used performance appraisal techniques in the colleges. The results are in table 4.6.

Table 4.6 showing the commonly used appraisal techniques in the colleges

N=110

Performance Appraisal Techniques	Frequency	Percentage
1.Ranking	67	60.9
2.Graphic rating scales	110	100
3.Self review	110	100
4. Peer group	51	46.4
5.Narrative essay	0	0
6.360 ⁰ degrees	51	46.4
7.Management By Objectives	20	18.2
8.Cofidential reports	70	63.6

All 110 (100%) respondents indicated that graphic rating scales and self-review were used in their colleges. Ranking is also used in some colleges as indicated by 67(60.9%) tutors. No respondent (0%) indicated the use of a narrative essay for appraisal. It is also noted that some colleges perform Management by Objectives as indicated by 20 (18.2%), while 51 (46.4%) indicated use the 360⁰ technique of evaluation by different appraisers, as responses indicate. The use of confidential reports to write about appraisees' performance is still practiced in some colleges as indicated by 70 (63.6%) respondents.

The general implication from the results is that colleges use more than one technique to appraise tutors' performance, which is a good practice as it may bring out varied outcomes about appraisees, than when they use one monotonous technique which may have limitations.

Tutors' opinions on status of performance appraisal

Tutors were asked to give their opinions about the status of performance appraisal in their colleges and their responses are shown in table 4.7.

Table 4.7 showing tutors' opinion on the status of performance appraisal in the colleges

N=90

Indicators								
	SD		D		A		SA	
	F ₀	%	F ₀	%	F ₀	%	F ₀	%
I am aware of the performance appraisal practices in the college	0	0	0	0	0	0	90	100
All tutors are subjected to performance appraisal	0	0	0	0	0	0	90	100
The appraisal is tailored to specific targets of my job performance	0	0	7	7.7	63	70	20	22.3
I am comfortable with being appraised.	7	7.7	12	13.4	61	67.8	10	11.1
Appraisers clearly spell out the criteria to be used in assessment	14	15.5	28	31.1	36	40	12	13.4
Tutors allow having their performance appraised by peers.	0	0	0	0	0	0	90	100
The performance appraisal methods used are effective	5	5.5	21	23.4	54	60	10	11.1
Appraisers are always objective during assessment	18	20	15	16.6	47	52.3	10	11.1
Performance appraisal is a time consuming process	32	35.5	40	44.6	11	12.2	7	7.7
Appraisers give feedback to tutors in a helpful manner	43	47.9	32	35.5	15	16.6	0	0
Appraisers encourage tutors' input during the discussion of performance	0	0	0	0	84	93.3	6	6.7
There is a platform for tutors to pile their grievances over contested feedback	62	68.8	10	11.1	4	4.4	14	15.7
Other institutional factors may affect the performance appraisal process and outcome	0	0	0	0	0	0	90	100

All tutors (100%) strongly agree that they are aware of performance appraisal in the college and that all tutors are appraised. This is a good sign that implies that the performance appraisal activity is efficiently communicated to the staff and that all are appraised. All tutors (100%) also strongly agree that they allow to be appraised by their peers. The fact that other institutional factors may affect performance appraisal was strongly agreed upon by all tutors (100%). This implies that results from the performance appraisal may not be very accurate because of some factors that may affect the process of performance appraisal.

All the tutors consented that; Tutors' input is encouraged during the discussion of performance. There were 7 (7.7%) tutors who disagreed that performance appraisal is tailored to specific targets on their job performance. This implies that there are some appraisers who limit tutors from setting their targets and they end up setting targets they cannot achieve.

Tutors who agreed that they are comfortable being appraised are more than 50% which is a healthy attitude to promote performance appraisal. There was a disagreement on clarity of performance appraisal criteria by 42 tutors. This is a gap that must be attended to by the administrators to ensure that all appraisees are informed of the criteria to be used to appraise their performance so that they work to achieve the set criteria.

It is however noted that more than 50% of the tutors strongly disagreed that feedback is given to tutors in a helpful manner. This implies that the purpose of feedback is not achieved if it is given in a manner that is not helpful to the tutors who receive it, for they'll not be able to change behavior where it is required. It also calls for training of the appraisers in ways of giving feedback so that those who receive it can be helped to work on the identified areas in the job performance.

When asked if there was a platform for tutors to pile their grievances over contested feedback, 72% of the tutors disagreed to the statement, which implies that the colleges are not attending to these contests to allay the tutors concerns.

4.3 Objective Two: To find the tutors' perception on the effect of performance appraisal and tutor job performance

Table 4.8 showing tutors' perception on the effect of the prevalent performance appraisal practices on tutor job performance

N=90

Statement								
	SD		D		A		SA	
	F ₀	%	F ₀	%	F ₀	%	F ₀	%
I consider college goals when am setting my performance targets	0	0	15	16.6	31	34.4	44	49
I agree that it is necessary to conduct performance appraisal to evaluate me	0	0	6	6.7	60	66.7	24	26.6
performance appraisal can help me to recognize my good performance	0	0	10	11.1	35	38.9	45	50
performance appraisal can help me realize my weaknesses	0	0	10	11.1	35	38.9	45	50
The performance rating is based on how well I do my work	0	0	19	21.1	62	68.9	9	10
performance appraisal can help me identify areas where I need support to improve performance	0	0	0	0	14	15.6	76	84.4
Students benefit from the performance appraisal process	0	0	7	7.7	53	58.9	30	33.4
performance appraisal can help me realize where I stand in respect to goal achievement	0	0	30	33.4	40	44.4	20	22.2
Poor performance outcomes de-motivate me	14	15.6	18	20	43	47.8	15	16.6
performance appraisal improves my relationship with my appraiser	30	33.3	35	38.9	16	17.8	9	10
performance appraisal motivates me to make effort to meet targets	5	5.6	13	14.4	64	71.1	8	8.9

Tutors gave their perception on how performance appraisal practices affect their job performance. Of all the tutors, 60, which constitutes of 66.6% strongly agreed that

performance appraisal can help them realize where they stand in respect to their goal achievement. This is a good indicator for supporting performance appraisal because all members of the institutions reach out for those strategies that can help them reach their goals. However, 40 tutors disagreed to the fact that performance appraisal helped them realize where they stand in respect to their goal achievement. This implies that tutors are not helped to get the right feedback to bring out a clear picture of their outcome in relation to their goals.

Over 50% of the tutors strongly agree that they consider college goals when they are setting their performance outputs, and that performance appraisal helps them to recognize their good performance and weaknesses and to identify areas where they need support. The implication of these responses is that tutors realize the value of performance appraisal and if it is conducted as expected, then it is likely to yield its intended goal.

On the fact that performance appraisal benefits students, over 50% of the tutors agreed, an implication that they endeavor to meet their targets which are mainly aligned to their students learning. It is very important to note that over 80% agreed that it is necessary to conduct performance appraisal to evaluate their performance and this is a positive attitude towards the activity.

Not all tutors are de-motivated by poor performance appraisal outcomes, as indicated by 32 of them who disagree with the statement. The implication is that these tutors will objectively receive the feedback and will not be negatively affected by it. The appraisers who fear to objectively appraise and give feedback must be aware that appraisees readily take the feedback provided.

However, it is noted that 30 (33.3%) of the tutors strongly disagreed and 35 (38.9%) disagreed that performance appraisal improves their relationship with the appraisers. This implies that

performance appraisal to some tutors is just a formality which doesn't stimulate in them any attitudes to bond with their appraisers for a good evaluation process. Bonding is very important in this activity because it generates trust and openness amongst peers

Despite the fact that many tutors are positive about performance appraisal 6 (6.7%), of them disagree that it is necessary to conduct performance appraisal to evaluate them. This percentage seems small but it is important to identify the factors that lead to this opinion and find ways of eliminating them so that all tutors become positive towards evaluating their performance in order to achieve the institutional goals.

Students' responses about tutor job performance

The students in the study were requested to give their opinions about tutor job performance and their results are indicated in table 4.9.

Table 4.9 showing students' responses about tutor job performance

N= 553

Statements	Responses							
	SD		D		A		SA	
	F ₀	%	F ₀	%	F ₀	%	F ₀	%
1. Students always have access to tutors for academic assistance	275	49.7	164	29.7	76	13.7	38	6.9
2. Tutors always keep time for classes.	53	9.6	42	7.6	362	65.5	96	17.3
3. Tutors display knowledge of course material.	27	4.9	12	2.2	401	72.5	113	20.4
4. Tutors give students assignments willingly and mark them within a short period.	284	51.4	102	18.4	81	14.6	86	15.6
5. Tutors are available to guide and counsel students.	45	8.1	128	23.1	320	57.9	60	10.9
6. Tutors organize seminars/ workshops for students.	110	19.9	105	18.9	186	33.7	152	27.5
7. Tutors present well planned and organized lessons to students.	27	4.9	44	8	321	58	161	29.1
8. Tutors actively guide students during co-curricular activities.	328	59.3	172	31.1	47	8.5	6	1.1
9. Tutors are good role models to students.	46	8.3	26	4.7	405	73.2	76	13.8
10. There is a good relationship with tutors	13	2.4	36	6.5	457	82.9	47	8.5

Students gave their opinion on how tutors perform their jobs. More than 80% agreed that Tutors are good role models, relate well with students, present well planned and organized lessons, and display knowledge of course material and keep time for classes.

More than 50% of the students disagree that they always have access to tutors for academic assistance and that tutors willingly give them assignments.

It is noted that over 90% of the students disagreed that tutors actively guide them during co-curricular activities. This implies that feedback and follow up of tutors' involvement in co-curricular activities, as one of the commonly set targets, is not properly done to stimulate their involvement as one of the commonly set targets, to be achieved by the tutors.

Generally results indicate that tutors focus on the targets they set in some areas and also that there are areas where tutors do not meet their responsibilities over the students. Tutors' failing to attend to students outside class is a big weakness as many of the students see for such attention which they may fail to get in the normal class time.

4.4 Objective three: to find out performance appraisal practices that enhance tutor job performance in selected PTCs in central Uganda

Proposed appraisal practices to enhance tutor job performance

An open question was asked to the tutors to propose appraisal strategies that can enhance tutor job performance in the colleges and the responses are indicated in table 4.13 and the number of respondents that proposed them.

Table 4.10 showing proposed appraisal practices that can enhance tutor job performance in the colleges

N=90

performance appraisal practices	Frequency	Percentage
Appraisers should be trained to be competent for the activity	54	60
Appraisers should be varied after some period	36	40
Appraisers should give feedback that is helpful to appraisees	90	100
Performance appraisal should be frequently done to capture all achievements by tutors	42	44.4
A system of filing contested feedback should be put in place to handle issues of performance appraisal	63	70
Criteria for rankings should be well communicated in advance	90	100
Equitable rewards and sanctions should be given as part of performance appraisal	90	100
Copies of appraisal forms should be given to tutors after the final signature	90	100
Set criteria on the graphic assessment forms should be aligned to roles under the tutors' control	27	30
Appraisal should be done by more than one person to get a variety of opinions.	90	100
performance appraisal instrument should be revised over time	52	57.7
Tutors should be supported to work on the identified gaps	54	60

Tutors gave their proposals of the appraisal practices that can enhance performance appraisal in their colleges. The findings indicate that 54 (60%) of the tutors proposed that appraisers should be trained to be able to appraise tutors in a more accurate way to be able to give constructive feedback to help them work on their weak areas.

Tutors (44.4%) proposed that feedback should be given more frequently than waiting to do so at the end of the appraisal period as this would help them check their achievements and also identify areas that need attention in time and be able to work on them immediately without

waiting to get low scores. The administrators said they were conversant with the policies on performance appraisal and felt that they would not be efficient to give frequent feedback but would meet the tutors at the beginning and at the end of the academic year to evaluate performance.

Sixty three (70%) of the tutors advocated for a platform where both appraisers and appraisees can seek attention in cases where they fail to consent. This they felt will limit situations where parties end up in conflict that result from the activity which can be resolved amicably through intervention of other members.

There was a general proposal by all the 90(100%) that where ranking of tutors basing on a certain criteria is intended to be done, tutors should be informed of the behavioral objectives of the performance appraisal and the criteria on which to base the rankings so that they focus on achieving them.

All tutors (100%) proposed that equitable rewards or sanctions are given as performance appraisal recommended actions to inculcate back the tutors' trust of the system. The implication is that tutors want fairness and equity of justice in all performance appraisal activities and their absence can lead to de motivation amongst staff.

Qualitative data

The administrators indicated awareness of the performance appraisal national and institutional policies, something that is very vital for the proper conducting of the activity.

The administrators mentioned a variety of purposes for performance appraisal conducted in their colleges. These included; performance appraisal helps in identifying strengths and weaknesses and also training needs of the tutors. Performance appraisal is used to set

performance targets aligned to their job description. Performance appraisal is a means for communicating feedback on employee performance. This needs to further investigate to who this feedback is communicated because many tutors indicated that they do not receive feedback.

It is noted that not all tutors in the same college are appraised by the same methods, except for graphic ratings and self-review. The administrators interviewed stated that apart from the general method of graphic rating, tutors are subjected to evaluations depending on the circumstances at place; some may want a recommendation which is accompanied by a confidential report with appraisal outcomes, some are ranked over a certain behavior for which the college wants to recognize tutors and other circumstances.

Administrators during the interview admitted there are cases of difference in opinions between appraisers and appraisees which happen but in many cases there is an arbitration that is made depending on the issue at hand and both parties reach a consensus. They however cited tutors who never take negative feedback in a good way and these at times refuse to sign the forms which lead to disciplinary action by a higher authority to settle the issue.

Performance appraisal aids decisions about rewards and also in facilitating employee improvement. This highlights that these decisions are considered but the hanging question is as to whether they are implemented by the relevant authorities.

Some appraisers revealed that tutors have a number of customized outputs which many of them just copy from one another onto their forms and this limits evaluation of the actual performance for the tutors. This shows that some of the tutors take the performance appraisal activity as a routine and when they don't set targets in the scope of their job description, the outcome of their performance may not be aligned to the goals of the college.

From the interview responses of the administrators it is noted that tutors mainly focus on those activities in which they are involved in the classrooms and do not give activities done outside the classroom a lot of attention. Some admitted that the tutors' schedule is so congested for them to get time to work outside class. Involvement in co-curricular activities like sports and games and music, dance and drama is left for the technical staff to conduct and guide students as others use that time to attend to their personal issues. This requires colleges to consider division of labour and proper planning to ensure that everything that is planned for is accomplished.

Responses from the administrators indicated that there are challenges in being able to offer rewards for positive feedback to motivate tutors basing on the resources available in the colleges. Many admitted that rewards are not budgeted for and so could not be afforded, leaving tutors unsatisfied.

The findings from the administrators indicate awareness of the importance of performance appraisal and involvement of appraisers in the activity. There are also indicators that they are aware of the challenges and limitations of the activity, some of which they can find ways of solving to make the exercise of evaluating tutors performance better.

Findings from document analysis

It was seen that many tutors have the same uniform targets set for evaluation. Even those tutors that have other responsibilities in the college did not have targets that focus on them. This implies that tutors take performance appraisal as a routine many tutors copy from one another when setting targets in order to make their work easier and also said that appraisers felt it easier to have the same targets to evaluate.

There was evidence of raters giving nearly the same comments to their appraisees something that seems to be done with bias. This implies that the appraisers lack creative skills to vary their remarks and this gives a wrong picture about the tutors' actual outcomes even when given objectively.

It was also noted that tutors do not see the feedback given by the last signatory on their forms. They only are able to see what their immediate appraisers record and when forms are forwarded, they are never returned to the tutors to make personal copies for reference: college makes copies which are kept away from the tutors. Tutors said that this was not fair because the whole performance appraisal process was supposed to be a joint activity and therefore keeping away the principals' remarks discredited the activity. Some feared that the comments were negative as principals may base on just a few negative incidences to make that final remark.

Some appraisers also felt that the routine of having the same appraisees is not good because sometimes these tutors see nothing much more that the appraisers add to the process and these tend to lag in giving the activity the attention it deserves and hence limiting its effectiveness. The implication here is that some tutors are de-motivated by having the same appraiser year after year and these may require changes, which the administrators said were difficult to make basing on the national and institutional policies which they use to determine who appraises who in the college.

However all appraisal records had both signatures of appraisers and appraisees an implication that there was cooperation during the exercise and a final consensus on the records.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter contains a discussion of the study findings basing on the research questions and the hypothesis of the study in relation to the literature reviewed. It also has a conclusion which affirms the study results. Recommendations on how to improve Performance appraisal in PTCs are made. Suggestions for further studies on topics related to the problem in this study are proposed.

5.1 Discussion of results

5.1.1 Discussion of results for study Objective one: To find out the status of performance appraisal in the selected Primary Teachers' Colleges

Tutors indicated a number of appraisal methods used in their colleges. This means that colleges not only use one method but vary the evaluation methods to get a broader feedback about their staff. The commonest method used is the graphic rating method which lists a number of core competences for which tutors are scored using an established scale. This instrument is widely used by civil servants in Uganda and it is compulsory that evaluation is done annually and instruments are forwarded to the Ministry of Education and Sports. The challenge is that much as it is indicated that appraisees should be rated in only areas that are relevant to their jobs, the appraisers go ahead to rate them in areas that are not aligned to their jobs and the scores are low. Tutors cited areas like; financial management, leadership and customer care which affect their scores. They would feel better if the instrument is customized to their job description in order for it to be valid to accurately measure their performance.

Dattner (2010) asserts that performance criteria should be aligned with goals, relevant roles, specific, and measurable, under the employee's control and understood and accepted by participants. The element of self-review in this method motivates them toward performance appraisal because it gives them a chance to objectively account for their performance.

Many tutors appreciated the importance of performance appraisal in helping them realize their strengths, weaknesses and also realize ways of improving on their performance. This should be a good foundation for college administrators to support the activity by clearly communicating about its intention and give feedback and follow up proposed strategies for tutors to improve performance in order to popularize it to the tutors. However, there were tutors who felt that performance appraisal is done as a routine in the colleges. These are supported by Nalbandian (1981) who argues that sometimes performance appraisals are done because they are one of those things that managers are expected to do, usually because someone higher up in the hierarchy suggests or requires it. If tutors have a negative or unclear perception about performance appraisal, they will repel it or do it just for the sake. Kagambwire (2012) asserts that Ugandan bureaucrats have a strong desire to hold onto their jobs until retirement, given that the nature of civil service provides job security and thus is a way to overcome uncertainty. Because of this, even though they do not like the performance appraisal, they will fill out the form yet be delinquent in doing so.

Ranking was also used to evaluate tutors in the colleges. This is method is used when appraisers rank tutors on overall performance against other one another. Then the position of each tutor is established in terms of a numerical rank. Ranking is mainly done when there is a need to evaluate tutors over a particular behavior like; discipline, innovativeness, smartness, and mainly when there is a specific reward for best performers. The challenge is that the

criterion for ranking is not communicated and this leaves the participants dissatisfied of how the final rankings are established by the appraisers. The performance appraisal method should be easily understood by both raters and the employees (Fletcher, 2004). This calls for clear explanation about the method to be used in the evaluation so that the appraisee takes responsibility of the outcome of the exercise without citing ignorance of some of the steps involved. Selvarajan & Cloninger (2008) indicate that some organizations experience dissatisfaction with their performance appraisal procedures. This dissatisfaction may signal that performance appraisal is not fully successful as a mechanism for developing and motivating employees. Contrast errors are most likely when raters are required to rank employees in order from the best to the poorest. The probability for this error to occur is higher if the rater appraises many employees within a short period (Tziner & Kopelman, 2002). In other words, an appraisal grade of a ratee may be affected by the grade of another ratee who gets appraised just before him or her.

From the findings, it shows that colleges employ in some instances other members of the school community to appraise tutors. This method embraces feedback from different sources about an individual. It tends towards the 360⁰ method which employs several people in evaluating an employee. However, colleges usually include self-reviews, peer evaluation and evaluation from the specific appraiser assigned by the college. There is no evidence that subordinates evaluate superiors. It would be more realistic to get opinions from a variety of sources about the performance of tutors because tutors interact with others as they perform their jobs. It would be even fair to have students evaluate tutors because they are the major beneficiaries in the teaching learning process. The community within and outside the college can also give a fair evaluation to staff. Natalie (2014) recommends that different raters can be used to increase the accuracy of performance evaluation and increase employee's perceptions

of fairness that can increase staff motivation. It would also be good for the institutions if tutors were involved in appraising their superiors for it would create a more cordial relationship which is healthy for performance.

Peer Group evaluation method is mainly done at subject level in the colleges. A group of tutors who teach the same subject plan and attend lessons of their peers and give feedback about performance. This method mainly focuses on pedagogical achievement of the one being rated. Feedback in this method is usually given immediately after teaching in a cordial manner. The feedback session is interactive and the appraisee is at liberty to give opinions on the feedback provided by colleagues. However, because the tutors may not be trained in how to rate and give feedback, the outcome of the peer group evaluation may not generally be integrated in the overall outcome of the annual performance appraisal.

Colleges have specific staff members that appraise tutors. Some of these appraisers do not interact directly with these tutors during their line of duty but are assigned with the task of evaluating their performance. Ohabunwa (2009) urges that it is difficult for anyone to be capable in evaluating everything that entails a job. The tutors feel that their immediate supervisors in the different subjects or offices are more knowledgeable about their performance than the administrators and can give a more accurate evaluation. These are supported by Berry (2003) who asserts that the most common source of performance feedback is the immediate supervisor of the employee because the supervisor is expected to have the basic knowledge and ability to conduct performance appraisal on the subordinates. So the tutors' perception of having such supervisors to evaluate their performance is negative and can limit their job performance.

Tutors must have trust in their appraisers in order for them to accept the performance appraisal feedback and outcomes. The indicators that some tutors feel that their appraisers are not competent enough to evaluate their performance undermines the whole performance appraisal activity. Literature confirms that the relationship between the appraiser and appraisee, and the level of trust that exist between the two, is crucial to a successful employee appraisal (Gabris & Ihrke, 2000). Literature also suggests that if employees lack trust in their supervisors or believe they do not have the right intentions, then employees may find it difficult to accept the appraisal process in general, and/or the specific feedback given by their supervisor (Bacon, 2006). Bannister (2002) notes that to a well informed and credible appraiser, employees are more likely to view the appraisal process as accurate and fair. Credibility of the appraisers is very important and this can only be exhibited through the way they conduct performance appraisal discussions, rate their appraisees and give constructive feedback. Appraisers should be aware that their appraisal practices will determine appraise perceptions and attitudes which ultimately determine the success or failure of appraisal process (Kyakulumbye, 2013). If the performance appraisal is done with little preparation, and in the absence of sufficient training for supervisors, employees may feel hurt, angry and underappreciated—emotions that may lead to declines in subsequent performance (Hindo, 2010).

For colleges to attain credibility of performance appraisal, effort must be made to continuously train appraisers to sharpen their skills. This is supported by (Daley, 1992 & Longenecker & Nykodym, 1996) who propose that those who are charged with conducting performance appraisals must be properly trained. But the literature suggests that raters are often not provided with the necessary training on how to effectively conduct appraisals

(Martin & Bartol, 1986). There is a need for colleges to invest in training of appraisers for better skills. This is not usually done and the appraisers dwell on having done the activity over so many years hence using their experience to evaluate tutors, something that may compromise quality of outcome. Raters themselves should feel able to carry out the process as intended, to use the instrument as intended, to set goals as intended, to evaluate, rate accurately and to give useful feedback. Colleges should allow tutors to get a copy of their appraisal forms for reference and as a sign of transparency.

5.1.2 Discussion of results for study objective two: to find out tutors' perception on the effect of the prevalent performance appraisal practices on tutor job performance in selected PTCs in central Uganda

The objectives of performance appraisal must be seen as being achieved if there is a general change in behavior of the tutors. Thurston, McNall, (2010) assert that performance appraisal and its outcome play a key role in employees' job activities and the organization. Tutors must be seen working to achieve the targets they set at the beginning of the performance appraisal period. The appraisers too are expected to be following and monitoring the appraisees to see that they are doing what they planned to do and support them where they can, without waiting to penalize them with a low score at the end of the appraisal period. Performance appraisal systems become useless if they do not elicit positive reactions among raters and ratees (Tziner and Kopelman, 2002).

Tutors are likely to lose interest in performing their jobs to meet their targets if they realize that no follow up or further action is done in regard to supporting them to achieve these targets. They will take performance appraisal as one of the college routines and fail to support its purpose. Atiomo (2000) urges that although performance appraisal is usually thought of in

relation to one specific purpose, which is pay. It can in fact serve for a wider range of objectives which are; identifying training needs, improving present performance of employees, improving potentials, improving communication, improving motivation and aids in pay determination. A general lack of action towards the tutors' expectation will de-motivate them from performing their jobs, the administrators who indicated being conversant with performance appraisal policies and practices must play their expected role in the activity. Urbancove and Linhartove (2011) also found out that recognition for high performers also serves as a challenge for low performers for them to pull up the efforts toward the desired performance.

Tutors seem to be doing their job well from the administrators and students feedback. Also findings from their self-review project a good picture towards performance. This is a sign that may be motivated to work and achieve their targets. When tutors trust the purpose for performance appraisal in their colleges and also accept the feedback they receive, then they will invest much effort to meet their goals and this will increase their output. Students will then benefit from them as they bring out their full potentials and exhibit all competences to support their learning. Many tutors are aware of the importance of performance appraisal to their job performance and if the activity is handled properly, they are likely to support it. Blau (1999) also argues that employees' satisfaction with various aspects of performance appraisal system like, performance targets setting and performance feedback are related to fairness of appraisal system. However, if tutors perceive that the activity is not fair, or that feedback is negative they will ignore their obligation to meet their targets.

Findings also reveal that the nature of feedback given affects some of the tutors. Tutors revealed that positive feedback motivates them to work. This may be so because they feel that their contribution should be recognized and rewarded in some way. Bacon (2006) states that majority of the literature confirms that the supervisor must recognize and appreciate the strengths and the hard work of his or her employees. However, there were expressions of demotivation as a result of negative feedback. Herman (1999) asserts that whatever the intent, too much criticism might give way to an employee who feels beaten down by the process. Appraisers must be competent in giving feedback in ways that are more supportive than accusing, in order to achieve the intention of pointing out areas that need to be worked on by the tutors to improve performance. Downs (1990) observes that during the performance evaluation interview: employees appreciate supervisors that communicate in an effective manner and demonstrate a regard for what they have to say. Also previous studies by Gregory, (2009) who found out that feedback communicated to employees sharpen their understanding and as such they improve the quality of services they provide to the public.

The issue of ascertaining the ability of the appraisers to give feedback in a more helpful way can be achieved through training them which should be a planned annual activity by the college. This is supported by Hindo (2010) who asserts that an effective performance appraisal process can only be achieved if an employer is willing to devote the resources (time, money, training for supervisors). Mollel, Mulongo & Razia (2017) also urge that to make it work most organizations establish attractive performance appraisal systems to help motivate their employees to strive hard towards the desired performance that will be reflected on their productivity. This emphasizes the role of the institution in ensuring that performance appraisal is supported and carried out as guidelines indicate so that colleges achieve their goals.

5.1.3 Discussion of results for study objective three: To establish performance practices enhance tutor job performance in selected PTCs in central Uganda

Some tutors proposed the integration of peer evaluation citing that fact that these work closely and can bring out a more accurate picture about the strength and weaknesses of colleagues which outcome can also be considered in the performance appraisal. However, Vasset, Marnburg & Furunes (2011) argue that personality conflicts and personal biases can affect how individual employees rate their peers. Afriye (2009) cited by Natalie (2014) proposed that other organizational members (such as clients, co-workers and subordinates) can be valuable source of information as they are likely to have exposure to different aspects of an employee's performance. According to Berry (2003) they are in a position to observe and often are aware of how well their colleagues perform on the job. This feedback source might be especially useful when the supervisor does not have much direct contact with an employee and cannot observe the individual's work. All in all the proposal of having other members of the institutions contributing to the evaluation process was very highly rated as a more objective practice.

It was noted that some tutors want to have their performance evaluated more frequently and feedback given than having it done at the end of the year. They felt that an annual evaluation may leave out some of their achievements that appraisers may forget in due course. Appraiser may fall victim of the recency error and only consider incidences that happen at the end of the appraisal period. Shaw et al (2008) propose that evaluation should be based on the entire assessment period. Tassema & Soeters (2006) in addition specifically recommend the critical incident method which helps appraisers to recall and provide an assessment of the whole performance appraisal period objectively. However, it may be useful for appraisers to keep journals about their appraisees and record their performance throughout the period. Sachs

(1992) highly recommends that supervisors keep written notes on their employees' performance throughout the year and draw upon such documentation when completing an employee's appraisal.

Feedback about performance can also be integrated in the day today communication and be given to tutors after a short period of time, instead of waiting for the whole year when many things may not be easy to attend to. These are supported by Kondrasuk et al. (2002) who propose to integrate the process of feedback into the daily interactions of supervisors and subordinate in a way that more frequent but less formal meetings. So called achievement updates on a weekly basis then touch upon good and bad issues, while so called achievement assessments take place bimonthly, are more formal and aim at getting a more clear depiction of issues troubling both sides.

Roberts (2003) also asserts that effective feedback is timely, specific, and behavioral in nature and presented by a credible source. In tandem, Tziner et al. (1992) also state that when performance feedback is precise and timely it may result in behavior change, even though job behaviors are generally difficult to modify. Several studies have reported that satisfaction with feedback has a positive effect on employees' motivation to improve their job performance (Burke, Weitzel & Weir, 1978; Nemeroff & Wexley, 1979; Russell & Goode, 1988) as cited in Kyakulumbye (2013).

A lot of emphasis was put on the need of college administrators to clearly communicate performance appraisal activities to the appraisers and appraisees. Atiomo (2000) asserts that every organization should ensure that the individual is clearly aware of what his functions and responsibilities are to make performance appraisal effective. Tutors are supposed to be communicated to about the expectations of the college and the part they are supposed to play

to achieve these expectations. Literature confirms how fundamental it is that the purposes for which performance appraisal information will be used be clearly conveyed to both supervisors and employees (Gabris & Ihrke, 2000). This clears if management is sincere about utilizing the information generated by a formal system of employee performance appraisal then, and only then, should it go into bargaining explaining exactly what the benefits will be and what their plan is for assuring that those benefits are realized in practice (Hindo, 2010). Tutors' acceptance of performance appraisal will depend on how they perceive it to serve a good cause.

So colleges must ensure that the whole performance appraisal process is well handled to serve its objectives in the colleges by communicating clearly about it and conducting it in a way that wins the trust of tutors to accept it and be motivated by its outcomes to perform their jobs efficiently.

5.2 Conclusion

Objective one was to find out the performance appraisal status in the primary teachers' colleges in central Uganda.

In conclusion, tutors are aware of the performance appraisal systems in their colleges. They are also aware of the importance of the performance appraisal practices conducted in their colleges and are willing to have their performance evaluated.

Objective two was to establish the tutors' perception on the effect of the prevalent appraisal practices on tutor job performance.

Tutors have a perception that performance appraisal helps them realize their strengths and weaknesses and also to identify areas where they are expected to improve. They also feel that

performance appraisal outcomes that are positive motivate them to perform well while many get de-motivated by the negative feedback.

The general lack of helpful feedback that can help them realize their stand as far as job performance is concerned affects their trust in the system and hence they do not give it the attention it deserves.

Objective three was about finding out performance appraisal practices that enhance tutor job performance

Tutors expect rewards for their positive outcomes as supported by Victor Vroom's theory of expectancy which emphasizes that people will expect an impact after action. If these are not provided, employees change their behavior.

Tutors also in relation to Adam's equity theory feel that there should be fairness in rewarding positive outcomes and even sanctioning tutors with poor outcomes and not having it done for just a few of them without clear criteria communicated for this discourages effort.

There is also a training gap of the appraisers to be able to do the performance appraisal in a way that is satisfactory to the tutors.

Administrators must also understand the importance of performance appraisal in enhancing tutor job performance to achieve the college goals and objectives and therefore support the whole exercise without handling it as one of the routine tasks that yield no impact.

With the support of the colleges in the whole performance appraisal system, tutors' job performance will be evaluated, constructive feedback provided and action supported to help tutors work on those areas that need more attention to improve performance which will eventually lead to the attainment of the overall goals of the college.

5.3 Recommendations

5.3.1: Objective one was to find out the status of performance appraisal in primary teachers' colleges in central Uganda.

It is recommended that;

Performance appraisal criteria be used are clearly communicated to tutors so that they become aware of the expectations of management.

Colleges should make it a point to update the ways of conducting performance appraisal by providing on job training to the appraisers to do the right evaluation and provide the right feedback to tutors.

There is need to vary performance appraisal methods in order to have performance appraisal done more frequently and feedback given throughout the performance appraisal period to give opportunity to tutors to attend to those areas that are identified during evaluation.

5.3.2: Objective two was to find out the effect of tutors' perception on the performance appraisal practices on tutor job performance.

It is recommended that;

Performance appraisal activities are conducted according to the policies in place so that tutors find the value of the exercise and cooperate to have it conducted as planned.

There should be rewards for positive results as well as training for negative results in order to empower tutors as they perform towards achieving their own goals and the college goals.

5.3.3: Objective three was to find out the performance appraisal practices that enhance tutor job performance.

It is recommended that;

College administrations fully supports performance appraisal activities and integrate it in the college budget and program to allow proper facilitation of tutors' identified needs for better performance.

Colleges have continuous professional development programs to support tutors to achieve high outputs.

Colleges revisit and modify performance appraisal tools, where applicable to include more specific and realistic performance appraisal criteria to use.

Rewards and sanctions be clearly communicated and executed for tutors to trust the exercise and give it the support it deserves.

5.4 Areas for further research

This study has been carried out in only four PTCs and the area of central Uganda, a similar study can be carried out in other colleges to generate a more generalizable outcome that relates to performance appraisal which can cause more action towards improving the activity countrywide.

A study to identify factors that limit performance appraisal in primary teachers' colleges can be carried out with an aim of improving the activity in colleges.

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APPENDICES

Appendix A: Questionnaire for tutors on performance appraisal and tutor job performance

My name is Iga Charles a student of Kyambogo University pursuing a Masters Degree Education Policy Planning and management. This questionnaire intends to gather data regarding "*Performance appraisal and tutor job performance in selected PTCs in central Uganda region*". You are chosen as one of my respondents and kindly requested to supply the data needed for this purpose. Rest assured that your information will be kept with utmost confidentiality and only used for academic purposes.

Kindly answer the items as truthfully and sincerely as possible.

Thank you.

Iga Charles

Part 1

BACKGROUND INFORMATION

Instructions

Please tick the category that best describes you

1. Name of the college.....

2. Position of responsibility (if any).....

4. Sex Male Female

5. What is your age range (please tick under only one)

Age bracket	below30 years	31-40 years	41-50 years	50+years

6. Highest Education level attained (Please tick under only one)

Qualification	Diploma	Degree	Masters	PHD

7. How long have you been teaching in this institution?

1. Less than a year 2. 1-2 years 3. 3-4 years 4. Above 5 years

8. For how long have you remained at your current position?

1. Less than a year 2. Less than 3 years 3. 4-10 years 4. Above 10 years

Part 2

Independent Variable: Performance appraisal.

Please tick the commonly used performance appraisal practices in your college.

Performance appraisal practices	Tick applicable
Ranking	
Graphic rating scales	
Self-assessment	
Narrative essay / Report	
360°	
Management By Objective	
Any other (specify)	

Please use the rating given to express your opinion about the performance appraisal status in your college. SD= Strongly Disagree D= Disagree A= Agree SA= Strongly Agree

	SD	D	A	SA
I am aware of the performance appraisal in the college				
All tutors are subjected to performance appraisal				
The appraisal is tailored to specific targets of my job performance				
I am comfortable with being appraised.				
Appraisers clearly spell out the criteria to be used in assessment				
Tutors allow having their performance appraised by peers.				
The performance appraisal methods used are effective				
Appraisers are always objective during assessment				
Performance appraisal is a time consuming process				
Appraisers give feedback to tutors in a helpful manner				
Appraisers encourage tutors' input during the discussion of performance				
There is a platform for tutors to pile their grievances over contested feedback				
Other institutional factors may affect the performance appraisal process and outcome				

Please use the rating given to indicate your perception on the effect of performance appraisal on your job performance in your college

SD= Strongly Disagree (1), D= Disagree (2), A= Agree (3), SA= Strongly Agree (4)

Statement	SD	D	A	SA
I consider college goals when am setting my performance targets				
I agree that it is necessary to conduct performance appraisal to evaluate me				
P A can help to recognize my good performance				
performance appraisal can help me realize my weaknesses				
The performance rating is based on how well I do my work				
performance appraisal can help me identify areas where I need support to improve performance				
Students benefit from the performance appraisal process				
performance appraisal can help me realize where I stand with respect to goal achievement				
Poor performance outcomes de-motivate me				
performance appraisal improves my relationship with my appraiser				
performance appraisal motivates me to make effort to meet targets				

Kindly write down the appraisal practices which you think can enhance your job performance?

.....

.....

.....

.....

.....

Dependant variable: Tutor Job performance

Please use the rating given to express your job performance in your college.

SD= Strongly Disagree (1) D= Disagree (2) A= Agree (3) SA= Strongly Agree (4)

Job performance descriptors	SD	D	A	SA
I prepare and plan for my teaching				
I am motivated to effectively execute teaching my students				
I effectively assess my students				
I am involved in co-curricular activities				
I attend meetings				
I usually help my students out of class				
I write reports for feedback of activities done				
I am an active member of my department				
I am motivated to perform all assigned tasks				
I am involved in guidance and counseling of students				
I effectively supervise students during school practice				

Thank you for your cooperation

Appendix B: Interview protocol for College Administrators/ Appraisers on performance appraisal and tutor job performance

Thank you for agreeing to participate in this interview. I assure you that the details of this interview will remain confidential and will only be used for academic purpose. So, kindly be honest with your opinion.

1. What is your formal title in the college?
2. What is your age bracket?
3. What is your highest formal education level?
4. How long have you been working at this college?
5. Generally comment about the status of performance appraisal in the college.
6. To what extent are you knowledgeable of the performance appraisal policies and practices at national level?
7. Are you guided by the performance appraisal policies and practices at national level during the appraisal process?
8. Are you conversant with the performance appraisal policies and practices at institutional level?
9. Give your opinion on how performance appraisal affects tutor job performance.
10. Mention performance appraisal practices that can enhance tutor job performance.
11. What would you propose to change in the current performance appraisal activity in your college?

Thank you so much for your time and feedback.

Appendix C: Questionnaire for students on performance appraisal and tutor job performance

Dear student,

You have been selected to participate in the study by a Master's student for the award of Master's in Education Policy Planning and management of Kyambogo University. You are kindly requested to complete the questionnaire to the best of your ability. Your views will be accorded utmost confidentiality and only be used for the purpose of the study. Thank you in advance for your cooperation.

Iga Charles

Complete the information below with honesty

Name of college.....

Sex..... Age.....

Tick the best alternative that represents your view using the scale

SD=Strongly Disagree (1), D=Disagree (2), A= Agree (3), SA= Strongly Agree (4)

Statements	Responses			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Students always have access to tutors for academic assistance				
2. Tutors always keep time for classes.				
3. Tutors display knowledge of course material.				
4. Tutors give students assignments willingly and mark them within a short period.				
5. Tutors are available to guide and counsel students.				
6. Tutors organize seminars/ workshops for students.				
7. Tutors present well planned and organized lessons to students.				
8. Tutors actively support students during co- curricular activities.				
9. Tutors are good role models to students.				
10. Tutors relate well with students.				

Thank you for your cooperation

Appendix D: Document analysis guide

Analysis of sample appraisal forms for tutors

ELEMENTS TO ANALYZE	GUIDING QUESTIONS
Appraiser	What is the designation of the appraiser? Is it one or more appraisers who sign the form?
Period	What is the standard duration for the appraisal?
Criteria for appraisal	Is it entailing the tutor's duties? Are the targets set realistic? Are the indicators and outcomes realistic?
Feedback	Is the feedback given clear? Is it supportive? Is it objective? If there are ratings, do they seem realistic? Is there evidence of cooperation of appraiser and appraisee?

Appendix E: Reference for selecting sample size

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix F: Summary of the Content Validity Index (CVI) for the tutors' questionnaire

	R	NR	Total
Judge 1	32	3	
Judge 2	30	5	
			35

$$\frac{32+30}{2}$$

$$35$$

$$= \frac{62}{2}$$

$$35$$

$$= \frac{31}{35}$$

$$35$$

$$= 0.8$$

Appendix G: Summary of the Content Validity Index for the students' questionnaires

	R	NR	Total
Judge 1	6	4	
Judge 2	8	2	
			10

CVI=Average No. of items declared valid
Total No. of items

CVI= Average number of items declared valid
Total number of items

$$CVI = \frac{6+8}{2}$$

$$= \frac{14}{2}$$

$$\frac{7}{10}$$

$$= 0.7$$

Appendix H: Calculation of tutors' questionnaire items reliability

Inter Rater reliability Index

IRRI= $\frac{\text{Number of items given similar ratings}}{\text{Total number of items in the instrument}} \times 100$

$$= \frac{25}{35} \times 100$$

=71.4 % which is above 50% making the items reliable for use

Appendix I: Calculating of the students' questionnaire items reliability

Rater	1	2	3	4	5	6	7	8	9	10
1	5	4	5	3	5	4	5	5	4	4
2	5	4	5	5	5	4	5	5	3	4
code	1	1	1	0	1	1	1	1	0	1

RATING SCALE

matching rating = 1

5= Very good

different rating = 0

4=Good

3=Fair

2=Weak

1=Very weak

Inter Rater reliability Index

IRRI= $\frac{\text{Number of items given similar ratings}}{\text{Total number of items in the instrument}} \times 100$

Total number of items in the instrument

IRRI= $\frac{8}{10} \times 100$

10

IRRI=80% which is above 50% making the items reliable to use

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www.kyambogo.ac.ug

Department of Educational Planning Management

27th July 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: IGA CHARLES - 15/U/14486/GMED/PE

This is to certify that Iga Charles, Reg. No. 15/U/14486/GMED/PE 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 Tutor Job performance in selected Primary Teachers Colleges in Central 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.

Kkamba

Leticia Komba Rwakijuma (Mrs.)
AG.HEAD OF DEPARTMENT

