PERFORMANCE APPRAISAL AND TEACHER PRODUCIVITY IN GOVERNMENT-AIDED SECONDARY SCHOOLS

A CASE OF KAMPALA CAPITAL CITY

BY

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A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN POLICY PLANNING AND MANAGEMENT OF

KYAMBOGO UNIVERSITY

NOVEMBER, 2017

DECLARATION

I, **Ducky Twinamatsiko** do hereby declare that this is my original work and has never been presented in any other University for any academic and professional award.

Signature ..... Date 6/12/17

APPROVAL

This dissertation is submitted with our approval as University Supervisors.

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DEDICATION

This dissertation is dedicated to my family for the moral support and understanding during the busy schedule while pursuing this program.

ACKNOWLEDGMENT

I thank in a special way my supervisor Dr. J.B Ssettumba and Dr. Geoffrey Ejju who selflessly guided me through the research. Special gratitude also goes to all my Lecturers of Kyambogo University especially in the Department of Educational, policy planning and management for giving me the required knowledge at this level.

Am grateful to my coursemates who held on with me to the end as we catered for each other's needs during this program especially Florence Kyomuhendo you were the company I needed for this course

I am grateful to all the respondents who participated in the study and willingly furnished me with relevant information towards the accomplishment of the study.

I finally give thanks to the almighty for giving me life and seeing me through this academic journey, may He be praised

TABLE OF CONTENTS

DECLARATION ..... **i**

APPROVAL ..... **ii**

DEDICATION ..... **iii**

ACKNOWLEDGMENT ..... **iv**

TABLE OF CONTENTS ..... **v**

LIST OF TABLES ..... **ix**

LIST OF FIGURE ..... **x**

ABBREVIATIONS ..... **xi**

ABSTRACT ..... **xii**

CHAPTER ONE:INTRODUCTION **1**

1.0 Introduction 1

1.1 Background 1

1.1.1 Historical Perspective 2

1.1.2 Theoretical Background 5

1.1.3 Conceptual Background 7

1.1.4 Contextual Background 9

1.2 Statement of the Problem 10

1.3 Purpose of the Study 10

1.4 Objectives 11

1.5 Research Questions....11

1.6 Scope....11

1.6.1 Geographical Scope....11

1.6.2 Content Scope....11

1.6.3 Time Scope....12

1.7 Significance of the Study....12

1.8. Conceptual Framework....13

CHAPTER TWO:LITERATURE REVIEW....14

2.0 Introduction....14

2.1 Status of Performance Appraisal....14

2.2 Performance appraisal practices that enhance teacher productivity....19

2.3 Summary....26

CHAPTER THREE:RESEARCH METHODOLOGY....27

3.0 Introduction....27

3.1 Research Design....27

3.2 Study Population....27

3.3 Sample Size and Selection Techniques....28

3.3.1 Sample Size....28

3.4 Sampling Selection Techniques....29

3.5 Data Collection Instruments....29

3.5.1 Questionnaire 29

3.5.2 Interview Guide 30

3.6 Validity of the Research Instrument 30

3.7 Reliability of the Research Instrument 31

3.8 Procedure for Data Collection 31

3.9 Data Analysis 32

3. 10 Ethical Issues and Quality Control 32

CHAPTER FOUR:DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....34

4.0 Introduction 34

4.1 Response Rate 34

4.2 Status of performance appraisal 35

4.3 Performance Appraisal Practices that enhance Teacher Productivity. 39

CHAPTER FIVE:DISCUSSIONOF FINDINGS, CONCLUSION AND RECOMMENDATIONS 46

5.0 Introduction 46

5.1 Discussion of findings 46

5.1.1 Status of Performance Appraisal 46

5.1.2 Performance appraisal practices that enhance teacher productivity 48

5.2 Conclusion 49

5.3 Recommendations 50

REFERENCES **52**

APPENDICES **57**

APPENDIX I: QUESTIONNAIRE FOR TEACHERS **57**

APPENDIX II: KEY INFORMANT INTERVIEW GUIDE **61**

APPENDIX III: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION **65**

APPENDIX IV: VALIDITY ANALYSIS OF TEACHER QUESTIONER **66**

APPENDIX IV: RELIABILITY OF THE INSTRUMENT **67**

LIST OF TABLES

Table 1: Study population and Sample sizes 28

Table 4.1: Response rates 34

Table 4.2: Mean responses to Status of Performance Appraisal 35

Table 4.3: Mean response to Performance Appraisal Practices that enhance Teacher Productivity. 40

Table 4.4: Results for one way ANOVA on Performance Appraisal Practices & Teacher Productivity 44

LIST OF FIGURE

Figure 1: Showing the conceptual framework.....13

ABBREVIATIONS

KCC	Kampala Capital City
BARS	Behavioral anchored rating scales,
BOS	Behavioral observation scales
BES	Behavioral evaluation scales

ABSTRACT

This study was to establish the relationship between the performance appraisal and teacher productivity in government aided secondary schools in Kampala Capital City. The study was concerned with; establishing the status of performance appraisal in selected Government Aided Secondary Schools in Kampala Capital City, and to examine the performance appraisal practices that enhance teacher productivity in selected Government Aided Secondary Schools in Kampala Capital City. The study sample was selected through sample random and purposive sampling technique which comprised of; one director of education and social services, 5 divisional inspectors of schools, 5 head teachers and 92 teachers. Data was collected through self administered questioners and interview guide. The study established that performance appraisal practices are objective and the findings also revealed that all teachers are subjected to performance appraisal. The findings further revealed that teachers promoted according to excellent performance. The study therefore recommended that; Teachers should be involved in the modification of the guideline; objective setting and the school management should give feedback after performance appraisal immediately So as to show the teachers what problems they have and how they can solve them. The study further recommended that School management should use performance appraisal to promote teachers so as to motivate them to work hard to archive the school objectives.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was aimed at investigating the relationship between performance appraisal and teacher productivity in selected Government Aided Secondary Schools in Kampala Capital City. 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 gives the statement of the problem, purpose of the study, objectives of the study, research questions, study scope and significance of the study. This chapter also presents the conceptual framework.

1.1 Background

The study focused on performance appraisal and teacher productivity in government Aided Secondary School in Kampala Capital City. The background of the study contains four systematically linked perspectives namely: Historical perspective, which gives the past overview of the variables, Theoretical perspective which shows the theories that underpin the study. It further shows the Conceptual perspective which gives the definitions of key variables and the Contextual perspective which shows the problem setting on the ground. In addition, the chapter gives the statement of the problem, the purpose, objectives and research questions. Furthermore it details the scope, significance and the constructed conceptual framework.

1.1.1 Historical Perspective

The history of Performance Appraisal is quite brief. Its roots in the early 20th century can be traced to Taylor's Pioneering Time and Motion studies. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the world war II- not more than 60 years ago. Yet in a broader sense, the practice of appraisal is a ery ancient art. In the scale of things historical, it might well lay claim to being the world's second oldest profession. Dulewicz, (1989) noted that there is a basic human tendency to make judgment about people they work with as well as about oneself.

omewhere or other, everyone had the experience of performance appraisal in some context. This can be traced back for thousands of years. As we go through the history of performance appraisal in an informal sense, performance appraisal is as old as mankind itself. Although not called performance appraisal, the Bible has many examples where the evaluation of individual performance is an important issue. "The Lord has filled him (Bezalel) with the spirit of God, in wisdom and understanding, in knowledge and all manner of workmanship to design artistic works, to work in gold and silver and bronze, in carving wood, and to work in all manner of artistic workmanship" (Exodus, 35, pp. 31-3). In this instance, Moses selected men who were known to be most skilled craftsmen from the tribes of Israel to build and furnish the tabernacle of the Lord in about 1350 BC (Wiese and Buckley 1998).

Thus, proving that individual performance and appraisal of performance are important to bring out the effectiveness of the work performed as a goal. In a formal sense, performance appraisal of an individual began in the Wei dynasty (A. D. 261-265) in China, where an Imperial Rater appraisal the performance of members of the official family (Monappa and Mirza, 1997).

Further, that in 1648 it was reported that the Dublin (Ireland) Evening Post evaluated legislators by using a rating scale based upon personal qualities (Hackett, 1928). In 1800s the New York City Civil Service in USA introduced a formal appraisal program shortly before First World War. However, formal appraisal of employee's performance is believed to have been 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 (Oberg, 1972).

This early employee's appraisal system was called "merit rating". From the army this concept entered the business field and was restricted to hourly-paid workers. During 1920s, relational wage structures for hourly-paid workers were adopted in industrial units and each worker was used to be rated in comparison to others for determining wage rates. In the 1940s behavioural methods were developed using a motivational approach. These included behavioural anchored rating scales (BARS), behavioural observation scales (BOS), behavioural evaluation scales (BES), critical incident, and job simulation. All these judgments were used to determine the specific levels of performance criteria to specific issues such as customer service and rated in factors such as "excellent", "average", "need to improve" or "poor". Post-1945 developed into the results-oriented approaches and led to the development of management by objectives (MBO) (Prowse & Prowse, 2009).

In the 1960s the development of self-appraisal by discussion led to specific time and opportunity for the appraisee to evaluate their performance reflectively in the discussion and the interview developed into a conversation on a range of topics that the appraise needed to discuss in the interview. In the 1990s 360-degree appraisal developed, where information was sought from a wider range of sources and the feedback was no longer dependent on the manager-subordinate

peer relationship but included groups appraising the performance of line managers and peer feedback from peer groups on individual performance (Redman and Snape, 1992).

So Since 1940s, the philosophy of performance appraisal has undergone tremendous changes (Beh, 1975). The common terms used include merit rating, behavioral assessment, employee evaluation, personnel review, staff assessment and progress report and performance appraisal. However the most widely used term is performance appraisal (Prasad, 2005).

The period ranging from 1970s up to the late 1990s witnessed governments around the world introducing management reforms in the public sector aiming to improve performance. New Zealand and a couple of other countries like U.K., and Australia emerged as the leading proponents of such reforms which became models emulated elsewhere. Countries such as Uganda, Korea, Brazil, Portugal and Sweden followed suit as government sector reform transformed public management (Gleeson & Husbands, 2001).

According to Chan and Lynn (1991), the organizational performance criteria should include profitability, productivity, marketing effectiveness, customer satisfaction, but also employee morale. In this perspective, teachers' performance is tightly related to schools performance, effective and efficient teachers' performance would positively influence schools performance. Competent teachers are essential for the successful implementation of teaching learning procedure so that to enhance the capability of teaching learning system, and performance management system is a factor that elevates the capabilities of teachers to bring out their talent to fulfill the handover task to them.

The efficiency of teachers is affected by many factors such as; high education, method of teaching, different dimensions of personality, organization environment, and skill and

potentiality, and performance appraisal system (Macky and Johnson, 2000). The performance of teachers' has a significant relationship with schools performance. Performance appraisal system is important for schools management, as it helps schools; ensuring teachers are working hard to contribute to achieving the schools' mission and objectives and sets expectations for teachers' performance and motivates teachers to work hard in ways as expected by the schools (ibid).

Emojong (2004), in his study, on effect of in-service training program on teacher productivity in Uganda, reveals that for those teachers whose appraisals are harsh to them, they have found it easy to neglect their duties since their preconceived ideas about work tell them that they are under achievers, adding further that this has created a gap between the low performers and the high performers, as teachers became less interested in attaching great value to maximum performance.

The importance of Performance appraisal System is consecutively improving organizational performance, which in turn, improves individual employee's performance. Therefore, improving teachers' performance by using performance appraisal system is a way to improve schools efficiency (Macky and Jonhnso, 2000) while Becker and Gerhart (1996) argue that the duty of the performance appraisal is to manage human resources endeavors and evaluate their performance according to the outputs. Therefore, it is vital to determine a structure or model for Performance appraisal System to how to evaluate and compute the best performance of the employees.

1.1.2 Theoretical Background

Theories that attempt to explain the study relies on theory X advanced by McGregor (1960). He deemed the vast majority of managers as ascribing to Theory X where it is assumed they believe

that their employees disliked work; wish to avoid responsibility and desire security above all. As such, rather than trusting workers to self-motivate, Theory X managers feel compelled to adopt coercive, controlling, and sometimes even threatening methods when attempting to motivate their employees (Heil, Bennis and Stephens, 2000). In relation to this study, performance appraisal in a way that fans to coerce the worker who may be below organizational performance standard. Performance appraisal attracts people for improvement. A central reason for the utilization of performance appraisals (PAs) is performance improvement at the level of the individual employee, and ultimately at the level of the organization (Armstrong, 2010).

The study further enlists Vroom"s (1964) expectancy theory of motivation that proposes that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and minimize pain. Vroom's theory suggests that the individual (employee) will consider outcomes associated with various levels of performance and choose to pursue the level that generates the greatest reward for him or her.

Under the expectancy component of the theory, a person's belief about whether or not a particular job performance is attainable depends highly on the ability of the organization to develop an appraisal mechanism based on merit and transparent enough to be trusted by the employees. An employee will be motivated to try a task if s/he believes that it can be done. Following the instrumentality component, an employee who believes that a high level of performance will be instrumental for the acquisition of outcomes which may be gratifying will place a high value on performing well. The valence component refers to the emotional orientations employees hold with respect to outcomes (rewards) and development (promotions).

Performance is therefore a vital component of the expectancy theory as it is concerned with the linkage between effort - performance and rewards. In essence of this study, Vroom"s (1964)

expectancy theory underscores the importance of (in terms of appraisal) not focusing on only one element of evaluation but rather a combination of elements that best evaluate an individual. Indeed the expectancy theory propounds the focus on valance, expectation and instrumentality where all those elements may be captured in designing an effective evaluation rather than assuming that the "money" element is the intended expectation (in terms of the teacher/employee) and reward (in terms of the Administration) as an end for the appraisal process.

1.1.3 Conceptual Background

In this study performance appraisal was conceived as the independent variable while teacher productivity is the dependent variable.

The term "appraisal" as defined by Decenzo and Stephen (2005) is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. Yet Staff appraisal systematically evaluates the quality of a worker's performance as noted by Austin and Villanova (1992). To them an appraisal should not be viewed as an end in itself, but rather as an important process within a broader performance management system that links organizational objectives, professional development and rewards.

Performance appraisal refers to a process, which studies and evaluates the job performance of personnel formally (Mondy, 2008). Appraisal is an effective instrument in the human resources management, which if performed correctly and logically, the organization will get its personnel to achieve their interest (Rezghi, 2000). Human resources are arguably the most valuable assets of any organization and obviously constitute the largest corporate investment (Roslender et al., 2009).

According to DeNisi and Pritchard (2006), Performance appraisal is a discrete, formal, organizationally sanctioned event, usually not occurring more frequently than once or twice a year which has clearly stated performance dimensions and or criteria that are used in the evaluation process. Furthermore, it is an evaluation process, in that quantitative scores are often assigned based on the judged level of the employees' job performance on the dimensions or criteria used, and the scores are shared with the employee being evaluated.

At its simplest, labour productivity is the amount of output per worker. Productivity is a critical determinant of cost efficiency (DeLorenzo, 2011). In other words, it measures how efficiently production inputs translate into output within the economy. In this study, teacher productivity will refer to their effectiveness in classroom management, improved students performance, instruction quality and improved content knowledge.

Manjunath, Tyagarajan, Kumar and Ansari (2006), argue that the teaching productivity of the teachers is the resultant outcome of performance being influenced by their personal antecedent variables such as educational background, length of service, higher training, socio-psychological factors such as Job autonomy, Task identity, Achievement motivation, Job satisfaction, Job involvement and Personal importance enjoyed by the employee. Teaching productivity includes personal factors, presentation of the subject matter and the adequacy as well as recentness of the subject, voice, delivery style, fluency and the capacity of the teacher.

Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching. In many studies reviewed here, especially in the

"value-added" research, "effectiveness" is defined either implicitly or explicitly by the gains made by teachers' students on achievement tests.

1.1.4 Contextual Background

Appraisal is the evaluation of worth, quality or merit, so performance appraisal of employees means the evaluation of their performance performed during a certain period of time. In the organizational context, performance appraisal is a systematic evaluation of personnel by supervisors or others familiar with their performance (Prasad, 2006). Performance appraisal is also described as merit rating in which an individual is rated as better or worse in comparison to others. This is one of the oldest and most universal practices of management (Tripathi, 2005). This is a process which reveals that how well employees perform their jobs when the performance compared with the predetermined set of standards (Mathis & Jackson, 2001). Merit rating is used basically for promotion of employees. However performance appraisal is more comprehensive term for such activities, because its use extends beyond ascertaining eligibility for promotion. Such activities may be training and development, salary increase, transfer, discharge, etc. besides promotion (Prasad, 2005). According to Beach (1980), "Performance appraisal is a systematic evaluation of the individual with regard to his or her performance on the job and his potential for development."

Increasing academic failures in Government-Aided Secondary Schools in the country specifically in Kampala district may be attributed to teacher productivity levels. Performance appraisal as a requirement of Ministry of Education and Sports is a requirement in Government-Aided Secondary Schools and is normally done by the school head teachers. The results from performance appraisal are used for recommendation for internal promotion, placement and

internal job moves. For example performance appraisal does not inform any training since it apparently an individual initiative. Promotion to headship is done by MOEST who may lack periodic information on performance appraisal data according to a KCCA (2014) report. In most cases performance appraisal reports are done and produced when required. It is therefore not clear given these circumstances, whether performance appraisal leads to teacher productivity. This study seeks to examine the effects of Performance Appraisal on Teacher Productivity in Government-Aided Secondary Schools in Kampala Capital City (KCC).

1.2 Statement of the Problem

Reports indicate low teacher productivity in government aided schools secondary schools of Kampala capital city. It has become a matter of great concern to many people in the community (DEO Lubaga division, 2007). If this current scenario in government aided secondary schools of Kampala capital city continues, education quality in these schools is bound to fall and the future of the students enrolling in these schools would be at stake. Therefore, the purpose of this study was to examine the effects of Performance Appraisal on Teacher Productivity in Government-Aided Secondary Schools in Kampala Capital City (KCC).

1.3 Purpose of the Study

The purpose of the study was to establish the effects of performance appraisal on teacher productivity in Government Aided Secondary Schools in Kampala Capital City.

1.4 Objectives

The study was guided by the following objectives:

1. To establish the status of performance appraisal in selected Government Aided Secondary Schools in Kampala Capital City.
2. To examine the performance appraisal practices that enhance teacher productivity in selected Government Aided Secondary Schools in Kampala Capital City.

1.5 Research Questions

The study sought answers for the following questions:

1. What is the status of performance appraisal in Government Aided Secondary Schools in KCC?
2. What are the performance appraisal practices that enhance teacher productivity in Government Aided Secondary Schools in Kampala City council?

1.6 Scope

1.6.1 Geographical Scope

The study was conducted among the selected Government Aided Secondary Schools in Kampala City Capital (KCC) in Uganda. Government Aided secondary schools in KCC was chosen because as schools within Kampala Capital City, performance of these schools would be ranking best but it is not the case when compared to similar private secondary schools in the same settings (UNEB, 2015).

1.6.2 Content Scope

The study addressed the effect of performance appraisal on the teacher productivity in Government-Aided Secondary Schools in KCC. More specifically, the study looked at

performance appraisal system as an independent variable and Teacher productivity as a dependent variable.

1.6.3 Time Scope

The study considered the period of calendar year from 2012 to 2014. This period had seen growing numbers of strikes in Schools within Kampala, and as a result, according to UNEB (2015) school performance assessment, there is a growing concern on the levels of teacher productivity within Government Aided Secondary Schools when compared with private secondary schools in the same context with regard to outcomes (performance).

1.7 Significance of the Study

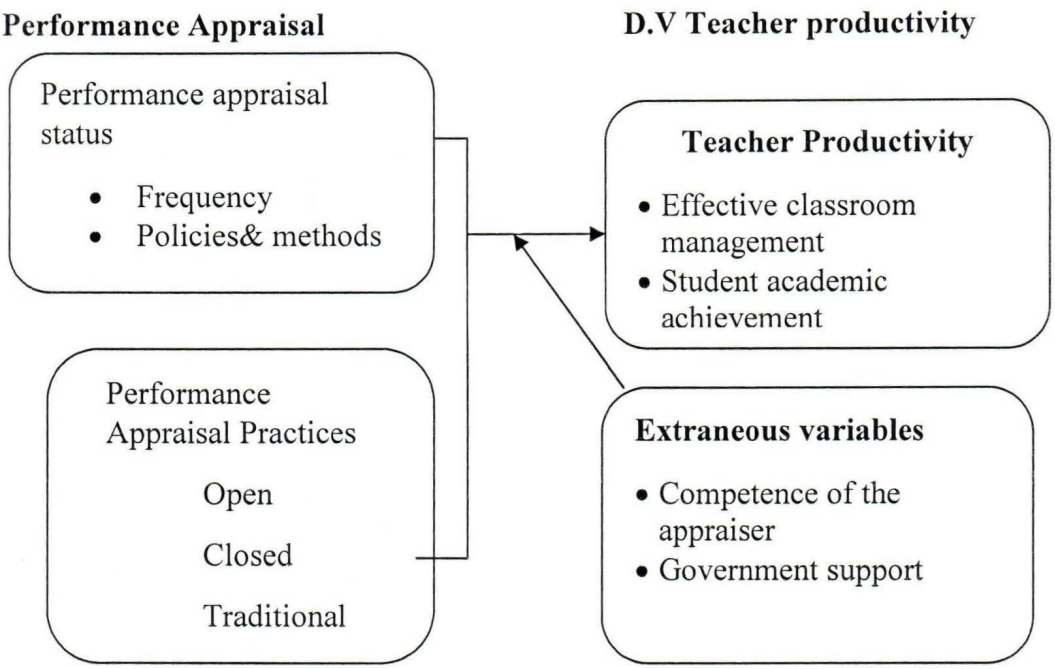
It is hoped that the study results may be of value to the following categories of people:

- Education policy makers and planners. The results of the study may inform policy makers and planners to design strategic appraisal process that may enhance productivity of teachers.
- The findings may also be helpful to supervisors and appraisers on how well to conduct appraisal sessions and process and how to utilize the results of appraisal.
- In addition, it may be useful to junior staff and the subordinates who are apprised to appreciate the role of appraisal process and use the results for improving teacher productivity.
- The study findings will also add to the existing literature on the effect of performance appraisal on the teacher productivity in Government Aided secondary schools in KCC and Uganda in general.

1.8. Conceptual Framework

The conceptual framework below shows a diagrammatic representation of the interrelationship between independent, intervening and dependent variables of the study.

Figure 1: Showing the conceptual framework



Sources: Adopted from literature Mondy (2008) & Angelo and Pritchard (2006) with modifications

The conceptual framework attempts to explain the relationship that exists between the independent, dependent and intervening variables. The framework indicates that the independent variable, performance appraisal, has a direct relationship with the dependent variable, which is teacher productivity. The framework also indicates extraneous variables that may equally affect teacher productivity. However these were be controlled through elimination.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on a review of the related literature on effects of performance appraisal and teacher productivity. Past studies and reports that have a bearing on performance appraisal have been reviewed and discussed. It has been discussed in line with study objectives.

2.1 Status of Performance Appraisal

Different scholars have suggested and recommended a list of methods of 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. Armstrong (2000) defines performance appraisals as a systematic way of evaluating a worker's performance and his potential for development. Referred to in this study are the school staff members whose performance has to be evaluated because they contribute to the attainment of educational objectives. This lies on the premise that proper evaluation should involve the use of appropriate and recommended appraisal practices that form a basis of this study. Decenzo and Robbison (2002) asserts that setting and communicating appraisal objectives creates clarity in the minds of the employees given the fact that members of staff have the opportunities to talk about the organizational objectives and to define their contributions to the achievement of those objectives. 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 (Karkoulian, 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 PA 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 secondary schools.

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). With this method 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. 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 teachers 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). Apparently, some secondary schools prepare to reward teacher 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 teachers 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 teachers 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. (Schermerhom 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

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ion can be collected through questionnaires, and the feedback is then returned ously.

ment by Objectives (MBO) is where the performance is graded against the achievement bjectives specified by the management. MBO includes three main processes; object ion, execution process and performance feedback.

ng to Tobias (2002) performance evaluation calls for appraising the employee's actual nce against the set standards. It is also said that Management By Objectives (MBO) is a hy which emphasizes on goal setting and planning for individual managers and their ups. MBO recognizes and encourages participatory approach to goal setting, in which manager and staff are involved.

pose of MBO is to give subordinates a voice in the goal setting and planning process and for them exactly what they are expected to accomplish within a given time span. The is required to set measurable goals with each employee and periodically discuss with oyee the progress made towards the goals. It is on this basis that the study seeks to whether the Teachers Service Commission's performance appraisal standards and s affect the performance appraisal of the staff in the commission.

volves a comprehensive organizational goal setting and appraisal program that consists steps: setting of the organization's goals, setting departmental goals, discussing ental goals, defining expected results, performance reviews, and giving of feedback. n the above information, the study seeks to examine whether the Teachers Service sion's standards and objectives affect performance appraisal of the staff. Brown (2003) that an appraisal system is a mechanism used to translate the organization's corporate

or strategic plan into action. The appraisal system used in the Teachers Service Commission focuses on meeting organizational objectives only and fails to factor the perception of the employees towards such a system. Such systems fail to emphasize goal setting assessment and skill development and ultimately contribute little to organization success. Appraisals are designed around targets set for each employee.

However, a balance has to be struck so as not to lose the personality traits altogether. Ways of striking a balance includes: behavior based generic tasks, performance indicators and standards in the appraisal process.

According to Gary (2003) performance appraisal involves setting work standards, assessing the employee's actual performance relative to those standards, and providing feedback to the employee with the aim of motivating that person to eliminate deficiencies. He also says that appraising performance means comparing the subordinate's actual performance to the standards that have been set, i.e. the set job standards. Unfortunately, some supervisors tend to be lax when it comes to setting goals for their employees. One has to quantify their expectations i.e. set measurable standards for each expectation. Based on these claims, the study seeks to examine whether the performance affect the performance appraisal of teacher productivity.

2.2 Performance appraisal practices that enhance teacher productivity

Taylor (2002) asserts that one of the recommended appraisal practices is inducting new employees in the organizational policies to make them develop a strong belief and acceptance of organizational values which enhance their commitment.

Decenzo and 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

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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).

Setting and communicating performance standards is another recommended practice that was revealed as a practice among these private secondary schools. Megan (2009) reveals 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.

Greenberg et al, (2000) recommended and categorized two forms of teacher assessment and that is summative and formative assessment. In summative assessment of teacher attainment of each performance criterion, Greenberg (2000) argued that, the evaluator rates the teacher as meeting, or not meeting division expectations. He further argues that, formative appraisals involve the process of gathering performance data, analyzing it and using the results to improve performance. Often this data is gathered through structured and at times informal classroom observations. On the other hand, summative appraisal is the process of using performance data to make formal written judgment about the quality of teaching using the criteria for teacher performance established by the school. Summative appraisal on the other hand is the process of using performance established by the school divisions to improve teaching. Strange (1991) and Timperley1998) stressed that there are varieties of views in the literature as to whether a performance appraisal practices should serve both formative and summative functions. They suggested that both formative and summative purposes are acceptable but should not be used together in a single system.

Kamwine (2004) found out that teachers seem generally to appreciate the opportunity to reflect on their professional role on one to one basis with another colleague. He further pointed out those academicians, as professionals were willing to seek feedback from those, they respected to attempt to learn new skills and improve their performance. Smith (1993) agrees with Kamwine (2004) who found out that most effective teachers have learnt from their successes and failures and have always been capable of identifying their own weaknesses and strength. Nakimera (2001) studied the effect of appraisal systems on the quality of teaching and found out that there was no significant relationship between appraisal systems used in schools and the quality of teaching sighting inadequate instructional materials and unqualified teachers as obstacles to the quality of teaching in the secondary schools of Mukono District. In addition, Gillen (1996) observed that feedback from performance appraisal can be most beneficial to people at work where it is regular and timely because this helps the employees to set the linkage between their efforts and results and later be able to take corrective actions. Therefore, to contribute to the closure of such gaps this study considered the appraisal practices as a factor for influencing the quality of teaching in secondary schools in Ugunja District.

Meanwhile, 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. Another recommended appraisal practice revealed 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) and Mwenebirinda (2000) argue that follow up action which involves the

quality of work done by each employee is the most difficult part of performance appraisal. A close examination of staff in these schools reveals that much as follow up is there, measuring quality of work is as challenging as pointed out by the previous scholars. This could be investigated further in another HR study by another scholar

For instance, Bannister, 2002 notes that to a well informed and credible appraiser, employees are more likely to view the appraisal process as accurate and fair. Additionally, Oberg (2001) advises that the right decision by appraiser on what performance appraisal technique to use should determine the appraisee's perception for the rest of the process. Therefore it implies that appraisers should be aware that their appraisal practices will determine appraise perceptions and attitudes which ultimately determine the success or failure of appraisal process. Scholars from Total Quality Management (TQM) perspective argue that traditional performance appraisal of appraisers can hurt quality and team work because it can make employees develop perception as though they are competing against one another. This therefore implies that the perception of appraisee (staff apprised) also determines the success or the failure of the appraisal process. The third objective aimed at determining the relationship between appraisal feedback and performance of staff members.

The study revealed a very strong significant relationship between appraisal feedback and performance of staff. Ilgen (1979), Kluger & Denisi (1996) support these results by ascertaining that performance feedback has the potential to influence future performance of individuals and organizations at large. They are supported by Dorfman, Stephen & Loveland (1986) who revealed that satisfaction with appraisal feedback among staffs is regarded as one of the most consequential of the reactions to employee reactions. Early et al (1990) concludes that feedback discussions include a discussion of outcomes (ratings) and process (strategies to enhance future

performance) both of which enhance motivation to perform. This study disagrees with Kluger & DeNisi (1996) who in their study concluded that appraisal feedback lowered staff performance. From the findings, the researcher made the following recommendations pertaining staff management in the schools, staff as members of the social system and policy formulation therein.

Existing performance appraisal in the schools and conformity to the recommended performance appraisal Practices To individual staff, they should adhere to the appraisal practice set by the organizations since it has been revealed that appraisals aim at performance improvement and it is the main yard stick to measure performance. School managers should clearly observe guidelines for developing performance objectives like clearly assigning and identifying areas of responsibility for all staff, set clear objectives, monitor processes, progress and results, clearly set and communicate priorities, make timely and consistent decisions that lead to favorable results as per other scholars appraisal guidelines. The strategic managers should constantly review and streamline the appraisal system policy document to conform to up to date standards.

Schools' management as a matter of policy should emphasize and move to a higher level the practice of setting documented performance standards or expectations which are known as a basis for appraising employee's performance. Perceptions of staff determine the success or failure of the appraisal system all staff members should be encouraged to participate. Comments should be solicited and suggestions regarding the process. This will make employees feel more empowered and develop an impression that the appraisal process is more balanced. School Managers should train supervisors and management team on proper ways of conducting performance appraisal. Too often, supervisors reinforce a negative attitude towards performance appraisals because at times, the approach is demeaning and harsh.

The policy as an appraisal tool should be used in the development of skill sets of employee and improve their productivity and profitability. Management should offer measurable action steps designed to improve their position within the department and promote recognition within the schools. There is strong significant positive relationship between appraisal feedback and staff performance. The researcher recommends that school management should adopt the DISC (Describe, Impact, Specify, Consequences) feedback tool if it is to continue realizing the benefits of feedback process.

There are many appraisal methods and instruments that can be used for appraising employee's work performance such as: Rating scales: Graphic rating scales focus on employee behavior and outcomes. The scale is developed by selecting various characteristics that relate to the specific job. The appraiser rates the employee in terms of a number of defined work or personal qualities by placing a tick somewhere along a line from the highest to the lowest score. A non-graphic rating scale is more valid than a graphic scale. The employee is ranked in terms of a brief description relating to each point on the scale. Comparative methods: Ranking: This is the simplest appraisal method. The appraiser ranks employees according to merit (from best to worst). Ranking is usually embedded with an assessment of overall performance. This instrument is popular when a large number of employees are involved. The final ranking of each individual employee is determined by the number of times he/she is judged to be better than other employees. Forced distribution requires supervisors to spread employees' evaluations in a pre-describe distribution. The categories are chosen from a certain percentage of workers assigned to a group. The supervisors place employees in classifications ranking from poor to excellent. Paired comparison refers to a series of pairs of comparison. Each worker is compared with

every other worker in a selected group. The number of times each individual is preferred is calculated, and a performance rating index is determined based on the number of times an employee is rated higher than his/ her peers.

Critical incident. This technique focuses on the continuous recording of job behavior to reflect performance of employees in terms of success or failure. It is a time-consuming method, usually describing the strengths and weaknesses of the employees. Essay method: This method requires a written report to evaluate the strengths or the weaknesses of the workers. It's also a time-consuming method that depends on the rater's writing skills and is reliant on comprehensive reporting. Specific points of discussion have to be addressed in the report which, too, is a time-consuming method.

Management by Objectives (MBO): This method that has been mentioned before is a motivation driving skills. It provides a goal-setting phase, based on the formation of long-term organizational objectives (Erasmus, 2005).An important focus of higher education in the 1990's has been the quality of teaching. This was partly due to demands from both employers and from government stating that graduates were deficient in communication and interpersonal skills and they lacked vision and commitment (Musoke, 2003). For instance, Namubiru (2003) in her study about appraisal systems used and improved teacher performance in the secondary schools of Mukono District in Uganda found out that there was a significant correlation between the results of the appraisal system and the teachers' classroom content delivery. Busigye (2006) on the other hand found that high quality teaching in schools would only be achieved when head teachers and heads of departments appraised their teachers on a regular basis to identify teacher weaknesses.

Tumusiime (2000) agrees with Busingye (2006) who found out that appraisal systems have helped head teachers identify teacher weaknesses especially in regards to the quality of teaching in schools. In this regard, these head teachers have endeavoured to organize seminars and workshops aimed at helping teachers learn new teaching techniques geared towards improving the quality of teaching in their respective schools. Graig and others (2003) also pointed out that performance appraisal for a teacher is a continuous process that takes place in a three year cycle. It consists of two types of appraisal: the formative and summative appraisal. Formative appraisal involves the process of gathering performance data, analyzing it and using the results to improve teaching.

2.3 Summary

The gap indentified in the study –related reviewed literature was that much has been written on appraising of employees, but little has been specifically documented on effect of performance appraisal on the productivity of teachers. This therefore created need for the current study to establish the effect of performance appraisal on teacher productivity in government aided secondary schools in Kampala Capital City.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the research methodology that was used to conduct this study. These include the research design, the study population, sample size and selection, sampling techniques and procedure, data collection methods and instruments, validity, reliability of instruments, the procedure of data collection and data analysis are discussed here

3.1 Research Design

The study was guided by mixed research design. The design was thought to be suitable for the study because it uses the strength of both methodologies to provide a broader perspective on the over roll issues. Both qualitative and quantitative approaches were used. Qualitative approach involved explaining and describing respondent's perceptions about the study variable by the use of quotations and narrations. While quantitative approach was employed to discuss the demographic information of the study respondents and relationship between performance appraisal and teacher productivity. The research design was preferred because of its ability to determine and report the way things are and also helped the researcher to describe a phenomenon in terms of attitude, values and characteristics (mugenda, 2003)

3.2 Study Population

The study population comprised of the District Education officer, Divisional Inspector of Schools, head teachers and teachers from 5 randomly selected Government-aided Secondary

schools, one in each division in Kampala Capital City. It was from there that a sample for the study was drawn.

3.3 Sample Size and Selection Techniques

3.3.1 Sample Size

Mugenda and Mugenda (1999) states that collecting data from the entire population is not possible due to cost and time constraints, therefore, sampling becomes the available and accurate option, the study draws conclusion that the sample can be generalized on the population of interest. The sample size of 131 was convincing enough as a true representation and it was considered for the purpose of the study and was in conformity with Krejcie and Morgan (1970), a sample size between 10 and 100000 being sufficient. Refer to (appendix 111)

Table 1: Study population and Sample sizes

Category	**Population**	**Sample size**	**Sampling technique**	**%age sample**
Director, educational services, KCCA	1	1	Purposive/Total sampling	100
Divisional Inspector of schools	5	5	Purposive/Total sampling	100
Head Teachers	5	5	Purposive/Total sampling	100
Teachers	140	120	Random sampling	66
Total	**151**	**131**		**75**

Source: KCC Education Department (2016)

3.4 Sampling Selection Techniques

The study used both purposive and simple random sampling. Purposive sampling involved selection of respondents who were more knowledgeable and experienced with the key study variables and they include; the Director, Education services, the Divisional Inspector of Schools and the Head teachers (referred to us key informants). Simple random sampling was used to select the teachers within the 5 Government aided Secondary Schools, taking one per division of Kampala, the study used the lottery approach where all samples had equal chances of being selected and so all names were written on a tag and placed in a container of which each tag would be picked without replacement until the required number was reached as suggested by Amin (2005).

3.5 Data Collection Instruments

The researcher used two types of research tools to get information: questioners and interviews

3.5.1 Questionnaire

A Self-administered, structured questionnaire was used to gather quantitative data from the Teachers. This is so because it has the ability to limit inconsistency and also save time as suggested by Amin (2004). The likert scale measurement of Strongly-agree, Agree, Disagree and Strongly-disagree were used so as to have quantities results easier for statistical results. Questionnaires were developed to test the teachers' response on performance appraisal and teacher productivity. The questionnaires were administered by the researcher and his other two research assistants, to enable the researcher to distribute and collect all the completed responses within a short period of time.

3.5.2 Interview Guide

The researcher used interview guide to obtain first hand information from the respondents who included; head teachers, divisional inspector of schools and the director education services in regard to performance appraisal and teacher productivity. This instrument was administered to the Director, Education Services, Divisional Inspector of Schools and the Head teachers since they are the focal point of managing the appraisal process and improvement in teacher productivity and this instrument collected qualitative data. This tool was additionally preferred because it would enable the researcher to get information from various sources.

3.6 Validity of the Research Instrument

Validity is the most important idea to consider when preparing or selecting an instrument for use. Validity is the ability of the instrument to produce findings that are in agreement with the objectives of the research. In this respect, a content index (CVI) was used. The researcher consulted other mentors to measure the validity of the research instrument. Corrections were made after excises to remove vague and ambiguous questions, and final instruments were made. The researcher further ensured validity of the instrument by using a rating by two experts and content validity was then computed. A CVI of 0.846 was obtained, appendix III

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total number of items judged}}$$

The questionnaire was therefore valid for the survey. Amin (2005) noted that for an instrument to be accepted as valid, the average CVI should be 0.7 and above and this was the case with my validity.

3.7 Reliability of the Research Instrument

Sarantakos (2005) holds that reliability means dependability, stability, consistency, and accuracy. To ensure reliability the researcher used Cronbach reliability test to conduct pre-test on questionnaires by giving them to his 20 fellow post-graduate colleagues. Cronbach reliability test accepts an alpha value of 0.7. The reliability analysis was used to determine the internal consistence of the questionnaire items for performance appraisal practices and performance appraisal practices that enhance teacher productivity. To measure the reliability of the instrument, Crobachs alpha was employed.

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum \sigma_i^2}{\sigma_y^2}\right)$$

In this study, the reliability of the questionnaire was computed from the results of 20 respondents involved in the pilot for teachers questionnaire items; on performance appraisal practices was 0.82 and the performance practices that enhance teacher productivity found to be 0.84, (appendix V thus the researcher declared the instrument as being reliable.

3.8 Procedure for Data Collection

The study was conducted in accordance with the rules and regulations governing research process of Kyambogo University. An official letter of introduction was obtained from the post graduate school of Kyambogo University which was presented to the head teachers of sampled schools who introduced the researcher to the relevant and responsible respondents. Interview guides were designed and methods of questioning and analyzing results determined. Appointments were hence made with projected participants on how to collect data, and later data collection was embarked upon. In the different areas where the study was conducted, permission

and consent of the authorities as well as respondents was sought beforehand. To obtain information the respondents were humbly requested for their voluntary participation into the study and their responses kept confidential and only used for the purpose of the study. The researcher also ensured respect for the authority in the field as well as respondents, to avoid any likelihood of harm.

3.9 Data Analysis

Descriptive statistics was used to analyze quantitative data. Additionally, all qualitative data obtained through semi-structured and structured questionnaire, and interviews were categorized, interpreted and analyzed under their respective themes through qualitative analysis technique. Quantitative data was cleaned coded, entered. Qualitative data gathered through interviews were analyzed through grouping in patterns, themes and categories using the thematic approach and was later converted to numerical codes representing attributes or measures of variables (Mugenda & Mugenda (2003). The statistical package for social sciences (SPSS) was used to carry out regression analysis and analysis of variance (ANOVA). On the other hand, comments, opinions, and statements from targeted responses were transcribed and `quoted verbatim.

3. 10 Ethical Issues and Quality Control

The study was conducted in accordance with rules of and regulations governing research process of Kyambogo University. An official letter was presented to the head teachers of sample schools who introduced the researcher to the relevant officers and responsible respondents. Interview guides were hence made with projected participants on how to collect data, and later data collection was embarked upon. In the different areas where the study was conducted, permission and consent of the authorities as well as the respondents were sought beforehand. To obtain

information, the respondents were humbly requested for their voluntary participation in the study. The researcher also ensured respect for authority in the field as well as respondents to avoid any likelihood of physical or psychological harm.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is basically a presentation and analysis of the data and thus the discussion of the findings from the field. The presentation and the analysis of the data and information collected from the field was guided by the objectives which include: to establish the status of performance appraisal in Government aided Secondary Schools and to examine the performance appraisal practices that enhance teacher productivity in selected Government Aided Secondary Schools in Kampala Capital City.

4.1 Response Rate

This sub-section presents the summary statistics for the response rates. Details are presented in Table 4.1 below.

Table 4.1: Response rates

Category	Targeted size	Actual size	Response Rate
Director, educational services, KCCA	1	1	100%
Divisional Inspector of schools	5	5	100%
Head Teachers	5	5	100%
Teachers	120	92	**70.2%**
Total	**131**	103	**78.6%**

Source: Primary Data

The study targeted 131 respondents however 103 respondents participated in the study and these included 01 Director educational services, 5 Divisional Inspector of schools, 5 Head Teachers and 92 giving a response rate of 78.6%. This response rate was considered very good based on guidelines of Mugenda & Mugenda (2003) who noted that a response rate of 50% is adequate, the one of 60% is good, while a response rate of 70% and above is very good for analysis and reporting.

4.2 Status of performance appraisal

The first objective was to establish the Status of Performance appraisal in Government Aided Secondary Schools in Kampala Capital City. Table 4.2 below presents the summary descriptive statistics for the items on status of performance appraisal in selected Government Aided Secondary Schools. The respondents included; the Head teachers, Director of Education services Kampala Capital City, Divisional Inspectors and teachers. Results of the findings are presented and analyzed here below;

Table 4.2: Mean responses to Status of Performance Appraisal

Statement	Mean	Std. Dev.
Appraisal systems take legal issues in employment	2.737	.896
Appraisal system is objective	1.835	1.147
Appraisal system practices is used consistently	3.233	1.147
All teachers are subjected to appraisals	3.233	.992
Appraisal process is fair	2.902	1.071
Performance appraisal system is based on realistic ideas	3.194	1.076
Appraisal system has no loopholes for subjectivity evaluation	2.815	.997
The appraisal system is simple to understand	2.873	1.210

Source: Primary Data

The items with the highest mean values were considered to be the most important items. As can be seen from the table 4.2, the top items that heads the list are, *All teachers are subjected to appraisals*, *Appraisal system practices is used consistently* with the mean score of 3.233 and *Performance appraisal system is based on realistic ideas* with the mean 3.194. These three were on the top of the list.

Majority of the respondents disagreed that performance appraisal policies take legal issues in employment (mean =2.737, SD=.896).The respondents also asserted during interview that, legal issues in employment are not seriously considered. The interviewees pointed out some of these issues as; discrimination, sexual harassments and religion issues among others. One of the head teachers had this to say;

"Our education human resource policies are not taken seriously; we face a lot of legal issues on the basis of gender, race, and religion. For example if you are a Muslim, you cannot easily head a Christian school most especially when the founding body is the Church". Thus this implies that performance appraisal policies do not take legal issues in employment.

Most of the respondents were in disagreed with the assertion that the appraisal system is objective (mean = 1.8, SD = 1.147). With majority of the respondents disagreeing with the assertion, this means that the system used to evaluate teacher performance is subjective. The interviewees disagreed with the assertion that performance appraisal system is objective. They revealed that objective evaluation does not allow; bias, influence by emotions, opinions and personal feelings. This therefore implies that the institutions needs to choose the degree to which performance appraisals are be objective (evaluating performance against specific standards)

The findings also revealed that majority of the respondents agreed that the appraisal system practices used in the selected secondary schools are applied consistently over time (mean = 3.2, SD = 1.147).

In an interview, a key informant had this to say:

> *"The system used to evaluate performance in this school is applied consistently ....we uses the same performance approach and every teacher is appraised using the same criteria....."*

The above qualitative and quantitative data suggest that the method used to evaluate performance of the teachers is consistently applied consistently applied over time.

Study findings also revealed that all teachers are subjected to appraisals as a relatively big fraction of the respondents agreed (mean = 3.2, SD = .992). Interviewees also agreed that all teachers are subjected to performance appraisal because it's through appraisals that constructive criticisms are made and this provides teachers with necessary information to improve their productivity. They also said that administrators and the teachers are able to tell and gage the performance levels. The respondents further said that performance appraisal help create a corporate culture that promotes personal success and that appraisal generates an atmosphere of excellence. With majority of the respondents agreeing with the assertion, it means that performance appraisal is done to every teacher and this would allow feedback to teacher regarding their performance hence productivity.

Results further revealed that appraisal process is not fair as majority of the respondents disagreed with the statement (mean =2.9, SD = 1.071). Interviewees asserted that some evaluators do not know how to use appraisal tools properly and this brings pitfalls and possible push-back from

employees. Interviewees further expressed that there are no standard guidelines used during assessment of performance and as a result this has increased unfairness in performance reviews. A respondent is quoted saying that;

"…….the appraisal system is not fair because sometime managers appraise teachers just to find the bad in them rather than the good so that they form basis of punishing or pushing them away from these schools…."

From these findings, it could be interpreted to imply that individual teachers are not assessed based on identical intension and criteria.

It was further established that performance appraisal system is based on realistic ideas as most of the respondents agreed (mean =3.1, SD = 1.076). Respondents in an interview agreed that performance appraisal is based on realistic ideas and they mentioned that appraisals are tailored with an understanding of how to use the information the system provides to improve teacher productivity. These results therefore imply that input to the system is from the performance record as tracked by the system over time however; there are some instances where wrong information is fed into the system to favor a section of teachers.

The findings also showed that appraisal system has a lot of loopholes for subjectivity evaluations most of the respondents disagreed (mean = 2.8, SD = .997). Most interviewees asserted that the appraisal system has loopholes and they listed these loopholes as; Inconsistence, untrained appraisers, infrequent feedback, little legal support, and improper appraisal tools. A key informant had this to say;

"……..the same appraisal tool (form) is applied to a large but not homogeneous group of employees (i.e. all teacher, heads of departments' and managers).Most forms treat assessment

factors as if they are of equal importance. Instead, they should be weighed based on their relative importance in a particular given task......"

This means that the results produced by the system may at times not be reliable for decision making purposes since it can be easily manipulated hence producing misleading information.

Results also show that the appraisal system is not simple to understand as a big percentage of the respondents disagreed (mean = 2.8, SD = 1.210). Interviewees also disagreed that the performance appraisal system is simple to understand. This therefore implies that not every teacher is able to understand and interpret whatever is required of him to respond to during the appraisal process. An interviewee from the head teachers of one of the schools under study had this to say..."*appraisal system can be hard to be understood by new interviewers and interviewees who will have joined...."*

He further mentioned that;

"*Some of the terminologies used in the appraisal forms are hard to understand most especially when you come to think of what the appraiser meant...."*

This implies that not all the appraisees and appraisers do fully understand how appraisals are done which affects its application hence misleading results that lead to misinformed decision and policies.

4.3 Performance Appraisal Practices that enhance Teacher Productivity.

The second objective was to examine the performance appraisal practices that enhance teacher productivity in Government Aided Secondary Schools in Kampala Capital City. The respondents included; the Head teachers, Director of Education services Kampala Capital City, Divisional

Inspectors and teachers. Respondents were asked to talk about the performance appraisal practices that enhance teacher productivity in selected Government Aided Secondary Schools and their views were summarized and presented in table 4.4 below;

Table 4.3: Mean response to Performance Appraisal Practices that enhance Teacher Productivity.

Statement	Mean	Std. Dev
Teachers awareness of the appraisal system in the school	2.883	.866
Teacher involvement in appraising system	2.932	1.104
Subjecting all teachers to appraisals	2.504	1.065
Individual assessment of teachers by management	2.835	1.085
Rewarding best performer by management	3.174	1.070
Teachers motivation to effectively execute productivity	3.087	.919
Discussing Pear reviews with teachers	3.038	.948
Promoting teachers according to Excellent performance.	3.534	.764

Source: Primary Data

Most of the respondents disagreed that teachers awareness of the appraisal system would enhance teachers productivity (mean = 2.8, SD = .866). In support, the interviewees asserted that teachers are not aware of appraisal systems. One of the head teachers is quoted saying that: "... *I have never been formally appraised so I don't know anything like performance appraisal in this school.....*" Such results imply that most teachers are not made known of appraised system in their respective schools.

The mean value (mean 2.9, SD = 1.104) of the respondents disagreed with the assertion that teachers are involved in appraising system would enhance teacher productivity. Interviewees

asserted that teachers are not fully involved in the appraisal system. A respondent in interview had this to say;

" ….. *Not all teachers are involved in the process of evaluating performance since this requires technical expertise.....*"

He further elaborated that; *those teachers who* hold *diploma levels may not be having enough knowledge about performance appraisal….*"

Most of the respondents disagreed with the assertion that subjecting all teachers to performance appraisal would enhance teacher productivity (mean = 2.5, SD = 1.065). The respondents during interviews explained that not all teachers are subjected to performance appraisal. One respondent is quoted to have said;

"Appraisal is supposed to be done to all teachers but I am aware of colleagues who have not been apprised for almost 10 years of their service,"

Respondents attributed this to some managers who are not conversant with performance appraisal systems. One of interviewees said,

"There is a lot of teacher absenteeism; sometimes lessons go unattended too yet if performance appraisal was done, managers would be able to discover these loopholes. It's from this basis that managers would be able to warn and Caution these teachers about such bad practices"

This therefore implies that most managers don't appreciate the pivotal role played by teacher's appraisal in teaching and learning process hence low productivity

Majority of the respondents disagreed with the assertion that conducting individual assessment by management would enhance teacher productivity (mean = 2.8, SD = 1.085). The interviewees

also revealed that management does not conduct individual assessment. One of the divisional inspectors revealed that individual assessment measures an employee's work against standard performance of that particular teacher. He went on and said that, most managers use team performance because it is appropriate in supporting an organization (schools) effort to transition from an individual based result to a team based results. A respondent further gave an example that; team performance assesses whether team met its goals, produced a quality product and worked well together as a whole rather than performance of an individual teacher. The above results could therefore be interpreted to mean that assessment is not conducted individually it's rather done as a team.

A relatively larger percentage of the respondents agreed with the statement that rewarding best performer by management would enhance teacher productivity (mean = 3.1, SD = 1.070). Respondents in an interview agreed that teachers who work hard are formally recognized and that rewarding excellence especially the best performers (teachers) is done. Respondents further revealed that an efficient management of reward system may have a beneficial effect upon the performance by instilling a sense of ownership amongst the employees, may facilitate long term focus with continuous improvement, minimizes employees' dissatisfaction and enhances employees' interest in productivity. Thus such results imply that individual teachers are rewarded which means that teacher are motivated therefore their productivity is expected to be high, however few respondents in an interview reveled that some managers award pay according to their wishes.

Most of the respondents agreed with the assertion that motivating teachers would encourage them to effectively execute productivity (mean = 3.1, SD = 1.070). Respondents in an interview asserted that teachers are motivated to effectively execute productivity. Interviewees further

noted that motivation is essential for teachers through; rewarding, programmed courses for teachers to improve their productivity among others. The head teacher had this to say; "*.....motivation makes me feel appreciated and encouraged to work hard.....*" Such results therefore imply that motivating would make them to be more innovative because they are encouraged to perform better hence productivity.

The majority of the respondents agreed that discussing performance reviews with teachers would enhance teacher productivity (mean = 3.0, SD = .948). Respondents during interviews asserted that it is imported to share appraisal reviews with the employees for it allows freedom and feedback between the appraisee and the appraiser. An interviewee further said that sharing of appraisal reviews by managers and employees allows line of communication, enable a good working relationship and encourages a spirit of collaboration. Teachers and managers discussing and working together would help them tackle the road blocks to success. It was further said that through discussion of performance reviews managers would notify the teachers of the importance of using instructional materials, time management among others. The results could therefore be interpreted that through sharing of feedback teachers are able to improve and work hard hence improved productivity.

The majority of the respondents were in agreed with the assertion that promoting teachers according to excellent performance would enhance teacher productivity (mean = 3.5, SD = .764). About ninety four percent of the interviewees agreed that teachers are promoted according to excellent performance. A head teacher was quoted saying that "*.....it is through motivation that these teachers are encouraged to work hard to archive their goals of good performance which improves the images of this school.....*" These results therefore could be interpreted to mean that when teachers are promoted they feel appreciated and they will strive hard for better products.

Table 4.4: Results for one way ANOVA on Performance Appraisal Practices & Teacher Productivity

		Sum of Squares	Df	Mean Square	F	Sig.
Teachers awareness of the appraisal system in my school	Between Groups	58.145	3	19.382	103.958	.000
	Within Groups	18.457	99	.186		
	Total	76.602	102			
Teachers involvement in appraising system	Between Groups	111.529	3	37.176	283.225	.000
	Within Groups	12.995	99	.131		
	Total	124.524	102			
Subjecting all teachers to appraisals	Between Groups	95.572	3	31.857	156.322	.000
	Within Groups	20.176	99	.204		
	Total	115.748	102			
Conducting individual assessment by management	Between Groups	102.008	3	34.003	185.098	.000
	Within Groups	18.186	99	.184		
	Total	120.194	102			
Rewarding best performer by management	Between Groups	111.656	3	37.219	708.822	.000
	Within Groups	5.198	99	.053		
	Total	116.854	102			
Motivating teachers to effectively execute productivity	Between Groups	70.718	3	23.573	150.605	.000
	Within Groups	15.495	99	.157		
	Total	86.214	102			
Discussing Pear reviews are with teachers	Between Groups	71.251	3	23.750	114.178	.000
	Within Groups	20.593	99	.208		
	Total	91.845	102			
Promoting teachers according to Excellent performance.	Between Groups	42.021	3	14.007	78.745	.000
	Within Groups	17.610	99	.178		
	Total	59.631	102			

Source: Primary Data

Summary

P<0.05=statistically significant

p>0.05=Not statistically significance

A one- way ANOVA was conducted to find the effect of performance appraisal practices on teacher productivity for conditions; Teachers awareness of the appraisal system in my school, Subjecting all teachers to appraisals, Subjecting all teachers to appraisals, Conducting individual assessment by management, Rewarding best performer by management, Motivating teachers to effectively execute productivity, Discussing Peer reviews are with teachers and Promoting teachers according to Excellent performance. "There was significant effect of performance appraisal practices on enhancement of teacher productivity where by the p-values were all less than 0.05 levels for the eight conditions [F (3, 99) = 103.96, 283.23, 156.32, 185.1, 708.82, 150.61, 114.19, 78.75), P- values =0.000]".

CHAPTER FIVE

DISCUSSIONOF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations to the findings and areas of further study. The study intended to establish the impact of performance appraisal on teacher productivity in Governments aided Secondary Schools in Kampala Capital City. The discussion of findings in this chapter was structured in accordance with the reviewed literature and is line with the study objectives which include; to establish the status of performance appraisal in Government aided Secondary Schools in Kampala Capital City and to examine the performance appraisal practices that enhance teach productivity in selected Government Aided Secondary Schools in Kampala Capital City.

5.1 Discussion of findings

5.1.1 Status of Performance Appraisal

For this objective, the researcher found out that the majority of the respondents with mean 3.194 agreed that performance appraisal system is based on realistic ideas. The above findings are in agreement with Tobias (2002) who indicated that performance evaluation calls for appraising the employee's actual performance against the set standards. It is also said that Management by Objectives (MBO) is a philosophy which emphasizes on goal setting and planning for individual managers and their workgroups. MBO recognizes and encourages participatory approach to goal setting, in which both the manager and staff are involved. The study found out that the majority agreed that performance appraisal is done according to the intended set standards of the school. This view is shared by Gary (2003) who stated that performance appraisal involves setting work

standards, assessing the employee's actual performance relative to those standards, and providing feedback to the employee with the aim of motivating that person to eliminate deficiencies. He further indicated that appraising performance means comparing the subordinate's actual performance to the standards that have been set.

The researcher further observed that majority of the respondents agreed that all teachers are subjected to appraisals. The responses were put on mean and indicated that the majority of the respondents had the mean of 3.233 who agreed that they are subjected to appraisals. The results are in agreement with Belcourt et al, (1999) and other writers such as Certo (2000) who concluded 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, encourage subjectivity and reduce superficial and or biased evaluations. They further stated that this is a common technique used in the colleges where teachers 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 findings are also in support with Aswathappa (2003) who 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. Another recommended appraisal practice revealed that complies with Public Service Appraisal guidelines is follow up-action.

5.1.2 Performance appraisal practices that enhance teacher productivity

The researcher analyzed the second objective in respect to establish whether Performance reviews are discussed with the teacher. It was found out that the majority of the respondents with the mean of 3.038 agreed that performance appraisal reviews are discussed with them. The results are in line with Kamwine (2004) who found out that teachers seem generally to appreciate the opportunity to reflect on their professional role on one to one basis with another colleague. He further pointed out those academicians, as professionals were willing to seek feedback from those, they respected to attempt to learn new skills and improve their performance. In addition, Gillen (1996) observed that feedback from performance appraisal can be most beneficial to people at work where it is regular and timely because this helps the employees to set the linkage between their efforts and results and later be able to take corrective actions. In a similar vein, Smith (1993) agrees with Kamwine (2004) who found out that most effective teachers have learnt from their successes and failures and have always been capable of identifying their own weaknesses and strength. Nakimera (2001) studied the effect of appraisal systems on the quality of teaching and found out that there was no significant relationship between appraisal systems used in schools and the quality of teaching sighting inadequate instructional materials and unqualified teachers as obstacles to the quality of teaching in the secondary schools of Mukono District. In addition, Therefore, to contribute to the closure of such gaps this study considered the appraisal practices as a factor for influencing the quality of teaching in secondary schools in Kampala Capital City.

In this regard, these head teachers have endeavored to organize seminars and workshops aimed at helping teachers learn new teaching techniques geared towards improving the

quality of teaching in their respective schools. Graig and others (2003) also pointed out that performance appraisal for a teacher is a continuous process that takes place in a three year cycle.

The researcher found out that the majority with the mean 3.174 agreed that management rewards the best performers. The findings are in line with Ranking Method which involves ranking employees from best to worst on a particular trait, choosing highest, then lowest, until all ranked (Dessler et al. ,2011). Apparently, some secondary schools prepare to reward teacher 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 teachers basing on those traits. The outcome leads to declaration of the best and rewards are given.

The researcher also found out that the majority of the respondents who were interviewed (90.4%) agreed that Management conducts individual assessment and evaluation. The findings clearly show that the majority of the teachers agreed that management conducts individual assessment and evaluation. This is in line with Busigye (2006) on the other hand who found that high quality teaching in schools would only be achieved when head teachers and heads of departments appraise their teachers on a regular basis to identify teachers' weaknesses.

5.2 Conclusion

The purpose of the study was to establish the effect performance appraisal on teacher productivity in government aided secondary schools in Kampala capital city. From findings, the study concluded that;

Rewards in relation to teacher productivity are one of the adopted practices in the most government aided secondary schools in Kampala capital city. There is no efficient reward system

to reinforced teacher productivity, though financial rewards motivate teachers for better improved productivity.

It was found out that rewarding best performers provides job satisfaction and subsequently good productivity in the government aided secondary schools. It was concluded that, rewarding best have an effect on teacher productivity.

Inadequate knowledge about performance appraisal by both the appraiser and appraises could not rhyme with the standard of the readily available performance tools and practices.

Majority of the respondents were aware of the performance appraisal in their schools and tried their levels best to employ appraisal it but their efforts were watered down mostly because of poor performance appraisal system that could not support the appraisal process to smoothly take place.

5.3 Recommendations

From the findings and conclusion, the study recommends the following:

An efficient and formal reward system to reinforce teacher productivity needs to be established since it has been observed that employees are more likely to be motivated to perform because of the reward they receive. Rewards are a very essential ingredient in reinforcement of a strategy so there is need to design both financial and non-financial reward system that rewards teachers whose productivity is high.

There is need for monitoring system in government aided secondary schools to be built, specifically considering the element of teacher productivity. This will help to discuss the work progress, competencies, personal development and incidents that relate to teacher productivity

that stand out and contribute in a big way to achievement to the achievement of the targets (teacher productivity) as set by management.

5.4 Areas for Further Research

Further research should be carried out to examine the performance appraisal techniques that could moderate the impact of overall teacher productivity in individual schools in Kampala Capital City. Future studies can also be carried out on investigating the factors that affect teacher productivity.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

My name is Ducky Twinamatsiko, a final year student at Kyambogo University. I am carrying out a research on the **"Performance Appraisal and Teacher Productivity in Government-Aided Secondary Schools in Kampala Capital City (KCC)".** The study is purely for academic purposes to complete my Master of Education degree in Policy Planning and Management of Kyambogo University. I therefore kindly ask you to give as much objective information as you can. The information you provide shall be treated with confidentiality.

Your cooperation and participation in this regard is highly appreciated.

Sincerely,

Ducky Twinamatsiko (Candidate – 0704 684469)

SECTION A: RESPONDENT'S BIO DATA

1. Respondent's School: .....
2. Respondent's Subject of Specialty: .....
3. Respondent's sex a). Male ☐ b). Female ☐
4. Respondent's marital status?
   a) Single ☐ b) Married ☐ c) Separated ☐ d) Divorced ☐
   e) Widowed ☐
5. Highest Education level attained (Please tick under only one)
   a) Diploma ☐ b) Degree ☐ c) Masters Degree ☐
6. For how long have you been teaching? (in years)?
   (i) Under a year ☐ (ii) 1 - 4 years ☐ (iii) 5 - 9 years ☐ (iv) 10-19 years ☐
   (v) 20 years or over ☐
7. For how long have you been teaching in this school (in years)
   i) Under a year ☐ (ii) 1 - 4 years ☐ (iii) 5 - 9 years ☐ (iv) 10-19 years ☐
   (v) 20 years or over ☐

8. Rank/Position of responsibility in the school: .....

9. Have you ever completed a Performance Appraisal Process? (i) Yes ☐ (ii) No ☐

10. If yes, when did you have the last appraisal?

    (i) Within the last 12 months ☐ (ii) More than a year ago ☐ (iii) None ☐

11. How often is appraisal carried out in your school?

    (i) Every 6 months ☐ (ii) Every 12 months ☐

    (iii) Other specify.....

12. Do you agree that it is necessary for Performance Appraisal to be conducted in a school?

    (i) I fully agree ☐ (ii) I partially agree ☐ (iii) I don't agree ☐

13. How would you rate the Performance Appraisal method in your School?

    (i) Easy ☐ (ii) Complicated ☐ (iii) Efficient ☐ (iv) Inefficient ☐

14. In your opinion, what does your school strive to achieve through Performance Appraisal.

    Please select as many as relevant

(i) To determine training and development needs ☐

(ii) To determine upgrading and promotion ☐

(iii) To determine payment and rewards ☐

(iv) To review performance ☐

(v) To set targets for future performance ☐

(vi) To provide basis for disciplinary actions ☐

(vii) (vii) Other:

SECTION B: PERFROMANCE APPRAISAL A STATUS

Please indicate the extent to which you agree with the following statements concerning your perception on the status of the performance appraisal system. ***(SAG = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree)***

No	Statement	*SA*	A	DS	DA
1	The performance appraisal system is simple to understand				
2	The performance appraisal Policies takes legal issues in employment				
3	The performance appraisal system is objective thus does not allow subjectivity				
4	The performance appraisal system has been consistent over time				
5	Performance appraisal system practices are consistent				
6	All teachers are subjected to same performance appraisal practices				
7	The performance appraisal process is fair to all employees				
8	The performance appraisal system is not well structured and lacks relevant content				
9	The entire system needs overhaul				
10	Performance appraisal system is not based on any realistic ideals				
11	The performance appraisal system has no loopholes for subjective evaluation				

APPENDIX II: KEY INFORMANT INTERVIEW GUIDE

(Head Teachers & District Education Officials)

Dear Respondent,

My name is Ducky Twinamatsiko, a final year student at Kyambogo University. I am carrying out a research on the "**Performance Appraisal and Teacher Productivity in Government-Aided Secondary Schools in Kampala Capital City (KCC)".** The study is purely for academic purposes to complete my Master of Education degree in Policy Planning and Management of Kyambogo University. I therefore kindly ask you to give as much objective information as you can. The information you provide shall be treated with confidentiality.

Your cooperation and participation in this regard is highly appreciated.

Sincerely,

Ducky Twinamatsiko (Candidate – 0704 684469)

SECTION A: RESPONDENT'S BIO DATA

1. Have you ever completed a Performance Appraisal Process? (i) Yes ☐ (ii) No ☐
2. If yes, when did you carry out the last appraisal?
   (i) Within the last 12 months ☐ (ii) More than a year ago ☐ (iii) None ☐
3. How often is appraisal carried out in your school?
   (i) Last 6 months ☐ (ii) Last 12 months ☐
   (iii) Other specify.....
4. Do you agree that it is necessary for Performance Appraisal to be conducted across schools?
   (i) I fully agree ☐ (ii) I partially agree ☐ (iii) I don't agree ☐
5. How would you rate the Performance Appraisal method in your institutions?
   (i) Easy ☐ (ii) Complicated ☐ (iii) Efficient ☐
   (iv) Inefficient ☐

6. In your opinion, what does your organization strive to achieve through Performance Appraisal. ***Please select as many as relevant***

   (i) To determine training and development needs ☐

   (ii) To determine upgrading and promotion ☐

   (iii) To determine payment and rewards ☐

   (iv) To review performance ☐

   (v) To set targets for future performance ☐

   (vi) To provide basis for disciplinary actions ☐

   (vii) Other: ☐

7. What activities are featured in your performance appraisal program?

   .....

   .....

   .....

8. Are all employees evaluated using the same performance evaluation form?

   .....

   .....

   .....

   .....

9. What key performance criteria does your organization assess?

   .....

   .....

10. What role do supervisors play in managing employee productivity?

    .....

    .....

    .....

11. Why do you perform staff appraisal?

    .....

    .....

    .....

12. What kinds of benefits are extended to those teachers who are positively apprised?

.....

.....

.....

13. Describe the state of performance appraisal system in your institution

.....

.....

.....

14. What performance appraisal practices does your school possess?

.....

.....

.....

15. Which performance appraisal practices are needed to enhance teacher productivity in selected Government aided secondary schools in Kampala capital city

.....

.....

.....

16. In your own understanding what is teacher productivity

.....

.....

.....

17. Do you think that performance appraisal practices can enhance teacher productivity?

.....

.....

.....

18. If yes, what makes you think so?

.....

.....

.....

19. What performance appraisal challenges does you school experience?

.....

.....

.....

20. What strategies are you planning to put in place to improve performance appraisal?

.....

.....

.....

Thank you for your time and effort

APPENDIX III: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: Krejcie, Robert V., Morgan, Daryle W., (1970): "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970.

Note: "N" is population size
"S" is sample size.

APPENDIX IV: VALIDITY ANALYSIS OF TEACHER QUESTIONER

A content validity index, CVI, based on suggestions of the expert who reviewed and judged the questionnaire items as relevant for the study or not, was to establish the validity of the questionnaire for teachers shown below.

Expert one				
Expert		Relevant	Not relevant	Total
	Relevant	33	2	35
	Not relevant	3	1	4
Total		36	3	39

CVI=33/39

=0.846

This means that the instrument was valid and therefore appropriate for the study.

APPENDIX IV: RELIABILITY OF THE INSTRUMENT

The results presented in the table below shows that the internal consistence reliability coefficiency (cronbachs) alpha for the scales used in this study are all well above the level of 0.7, acceptable for the analysis purpose (sekerana, 2005). These results demonstrate that the questions used to measure each variable are being answered in a consistent manager

Reliability of the questioner items

Questionnaire item	**Average inter-item Covariance**	**Number of items In scale**	**Scaled reliability Coefficient**	**Reliability quantity**
Performance appraisal practices	0.51	10	0.82	Very good
Performance appraisal practices	0.50	11	0.84	Very good

Source: primary data

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Department of Educational Planning Management

Date: 26 May 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: TWINAMATSIKO DUCKY - REG. No.14/U/ 12848/GMED/PM

This is to certify that **Twinamatsiko Ducky, Reg. No. 14/U/ 12848/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Performance appraisal and teacher productivity in Government aided secondary schools. A case of Kampala capital city.

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

Thank you.

Thank you

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

Kyambogo University
FACULTY OF EDUCATION
★ 26 MAY 2017 ★
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT