

**THE IMPACT OF TEACHERS' APPRAISAL SYSTEM ON STUDENTS' ACADEMIC
PERFORMANCE IN SECONDARY SCHOOLS IN UGANDA
THE CASE OF GOMA SUB COUNTY MUKONO DISTRICT**

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Abstract

The achievements and failures of any academic facility are determined by the educational outcomes of its children; therefore, there is a need for investigation into enhancing academic achievement. The academic achievement of learners is the center around which the overall education system revolves. The study was conducted to look at how the teacher evaluation system affected students' school achievement. It had three goals: to look at how the teacher evaluation system affected students' student success, to look at how it affected school authorities, and to look for additional ways to raise students' educational outcomes. According to the study's findings, executives mostly use four systems: instructor students' cooperation, way to unite, teaching methods of material, and students' educational performance. The study discovered that establishing a noise-free classroom atmosphere, professional growth for educators, professionalism, and provisional licence health; managerial oversight; regular teacher school and classroom enrollment; teachers' contingency plan to teach; a decrease in sickness absence; teachers' mixture skills, perspectives, and favorable feelings toward the career path; and family involvement were other methods to improve students' achievement. The study also found a high correlation between kids' academic achievement and teachers' absenteeism.

The study comes to the conclusion that measures like teacher evaluation are complete and a solid strategy that must be designed and fully conveyed for an effective standard school.

Key words: Teachers' Appraisal System and Students' Academic Performance

Background

The word "assessment" comes from of the verb "praise," which refers to expressing warm approbation for work that is being done or has already been done.

The same principle is also referred to by the word's evaluation and assessment.

So, an appraisal is a procedure designed to assess an employee's accomplishments with regard to the established expectations for performance (Grobler, 1993).

Every administration strives to deliver services in the public sector in an effective and efficient manner.

Every student should have access to a high-quality, long-lasting education; hence the teacher falls under the category of public servant.

Education, as according Aremu (2000), is the method for developing people's abilities and possibilities in order to position them for success in a certain society or culture.

Importantly, it is frequently cited as a potent tool for cultivating intellectual prowess, forming cultural characteristics, obtaining skills and expertise, and aiding in the growth of a society.

According to Jansen, a pupil's academic achievement is the process of enhancing their abilities and future potential in order to position them for success in a certain cultural or social setting.

For instance, in the Cincinnati District of the United States, student achievement was quite poor compared to the rest of the nearby sub-urban districts (Malinowski, 2004).

According to historiography, the Cincinnati school system has engaged in school reform initiatives that include brand-new whole-school architecture, school-based financing, management teams responsible for running schools, and instruction delivery.

A successful partnership between a union administration has been established.

Problem statement

Poor achievement reduces youngsters' self-esteem and could also stress their parents.

More specifically, education is an essential component of developing human resources, necessitating support for children's academic achievement.

Due to the small number of studies that have concentrated on the topic, there is little data regarding how teachers' evaluations affect students' educational achievement improvement.

By determining the effect of instructors' evaluations on students' academic achievement in the Goma sub county Mukono district, the study thereby filled this gap.

Specific objectives

To examine the role of teacher's appraisal system on students' academic performance.

To examine the influence of teacher appraisal system on school administration.

To determine other methods to improve students' academic performance.

Research questions

What is the role of teacher's appraisal system on students' academic performance?

What is the influence of teacher appraisal system on school administration?

What are other methods to improve students' academic performance?

Methodology

Research design

The study adopted a descriptive research design with both qualitative and quantitative approaches where it examined the current literature in order to make effective conclusions for the study. Kothari (2003) defined a research design as an arrangement of conditions for collection and analysis in a way that intends to combine relevance of the research purpose with economy in procedure.

Target Population

School principals, deputy headmasters, coordinators of studies, instructors, and school personnel at

Goma Sub County, members of the school administration of committee, and guardians in particular elementary level in Goma Sub County Mukono district made up the study's target audience.

Target population, as defined by Orodho & Kombo (2003), is a group of people, things, or things from which samples are taken for measurements. It alludes to the wider group from which the sample is taken.

The population corresponds to the population that the investigator is intrigued in and to which they would like to generalize the findings of their study.

Kahn and Best (1996).

Sample Size and sampling procedure

Mugenda and Mugenda (2003), asserts that the main consideration for determining the sample size is the capability to collect in depth data at affordable costs in terms of time, finances and resources.

According to Kerlinger (2004) an ideal sample size should be between 10%-30%. Depending on the data to be gathered and analysed. Using this, the researcher sampled 20 head teachers, their 20 deputies using stratified random sampling, 40

teachers, 20 directors of studies, 6 division education officers, 18 members of different school board of committees, 18 parents using census sampling.

Sampling Method

Table 1 showing sample size and sampling technique

<i>Respondent</i>	<i>Size</i>	<i>Sampling technique</i>
<i>Head teachers</i>	<i>20</i>	<i>Purposive random sampling</i>
<i>Deputy head teachers</i>	<i>20</i>	<i>Purposive</i>
<i>Director of studies</i>	<i>20</i>	<i>Purposive</i>
<i>Teachers</i>	<i>40</i>	<i>Simple random sampling</i>
<i>Parents</i>	<i>18</i>	<i>Simple random sampling</i>

Sub county education	6	Purposive
Officers		
Members school	18	Cluster sampling
board of committee		
Total	145	

Data Collection Methods

The study incorporated the use of various methods in the process of data collection in a bid to come up with sound, concrete and credible research findings. The researcher therefore amalgamated the use of questionnaires and interviews in the process of collecting primary data.

Primary data collection method

Mugenda and Mugenda (2003), asserts that primary method of data collection involves a researcher him or herself by using qualitative or qualitative methods. The advantage of using this method was that the data collected was unique to the researcher and there was no altering of the data. There are many methods of primary data but the study focused on the questionnaires.

Questionnaires.

A Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

Secondary method

Mugenda (2003), secondary data method collects data from primary sources which can be used in the current research. This method took considerably less time than collecting primary data. Secondary data was obtained from two different research strands:

Quantitative secondary method.

Quantitative secondary data was got from teachers' pay slips, allowance record books, division journals among others.

Qualitative secondary data

Qualitative data was got from semi-structured and structured interviews, transcripts, observation records and other personal research related documents related to the study.

Data analysis.

Using SPSS (Nelson, K., 2022), the altered data was analyzed both numerically and qualitatively as follows:

For easier interpretation, statistical approach was aggregated and statistical descriptions, such as tables displaying percentages and frequency distributions, were employed.

Nonetheless, the analysis of the qualitative research allowed for the identification of the respondents' comments that were pertinent to the study's problem.

This type of data was analyzed primarily by describing the information gathered from the area where the investigator was able to quote comments from participants.

RESULTS

Instrument return rate

The researcher administered 145 questionnaires to the respondents. During data collection, a researcher collected 125 (86.2%) questionnaires as a response rate.

Table 2 showing return response rate

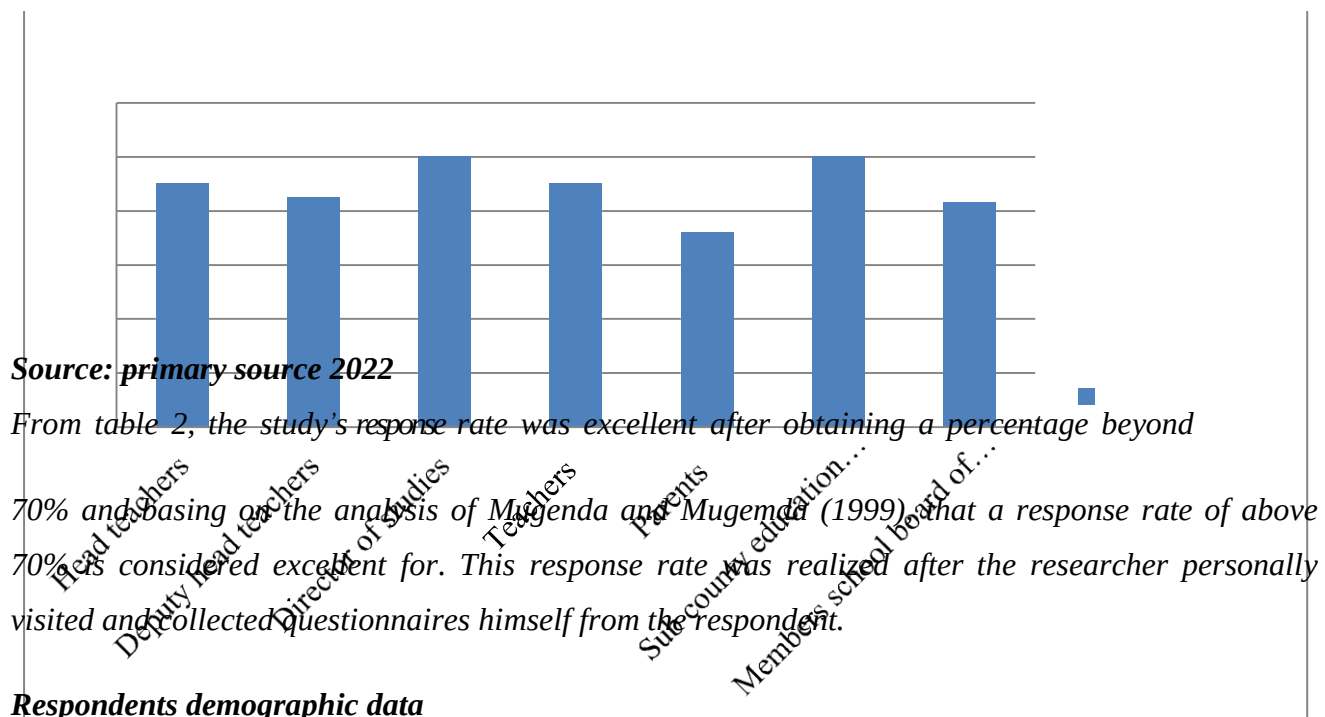
Respondent	Questionnaires administered	Questionnaires returned	
		frequency	Percentage (%)
Head teachers	20	18	90
Deputy head teachers	20	17	85
Director of studies	20	20	100
Teachers	40	36	90
Parents	18	13	72.2
Sub county education officers	6	6	100
Members school board of committee	18	15	83.3
Total	145	125	86.2

Figure 1: Showing response rate of respondents as depicted from table 2

120
100
80
% 60
40

Response rate

Response rate



The researcher sought to get an insight on the respondent's characteristics. These characteristics include gender, age group, marital status and education back ground.

Gender distribution of respondents

The researcher sought to establish the gender of the respondents for effective understanding of the respondents and to avoid miss interpretation of the results by the error of sex. This is represented in table 3 below.

Table 3: showing gender of respondents

Gender	Male		Female	
Sub county education officers	5	83.3	1	16.7
School board members	6	40	9	60
Parents	5	38.5	8	61.5
Secondary school head teachers	15	83.3	3	16.7
Deputy head teachers	11	65	6	35
Directors of studies	9	45	11	55
Teachers	15	41.7	21	58.3

Source: primary source 2022

From table 3, male response was reported high among Sub county education officers, School board members, deputy head teachers and Secondary school head teachers who participated in the study.

The male response from the sub county education officer was 5 (83.3), 15 (83.3%) head teachers, and 11 (65%) deputy head teachers. This response rate shows that males in senior secondary schools in Goma Sub County are the major participant in the sub county education leadership, head teachers and deputy head teachers compared to their female counter parts. From the response rate it

is observed that there is gender inequality more so in electing leadership positions both in senior secondary schools and sub county administration. However, females were reported high among school board of members at 9 (60%) compare to the male at 6 (40%), parents with females at 8 (61.5%), directors of studies at 11 (55%) and teachers at 21 (58.3%) compared to the minority male responses. Basing from the above findings, females were found to dominate the position of director of studies, school board of governors and teaching staff at large.

Response on the age group

The researcher sought to establish the age group of the respondents and the results are shown table 4 below;

Table 4: showing age gap of respondents

<i>Age group</i>	<i>Frequency</i>	<i>Percentage</i>
18-24	1	0.8
25-29	5	4
30-34	9	7.2
35-39	17	13.6
40-44	32	25.6
45-49	21	16.8
50-54	15	12
56-59	11	8.8
60-64	9	7.2
65 and above	5	4
Total	125	100

Figure 3: Showing age of respondents based on the findings

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60-64

Percentage

25-29

56-59

9%

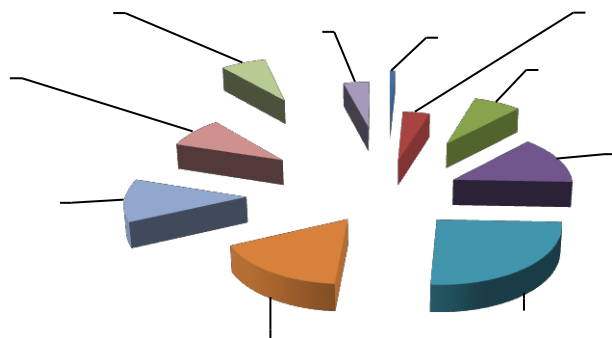
7%

65 and above

4%

18-24

1%



4%

30-34

7%

50-54

12%

35-39

13%

45-49

17%

40-44

26%

Source: Primary Source 2022

From table 4 above, respondents' age group shows that majority of them were between 35 years and 54 years of age. of which 32 (25.6%) were between 40-44 years, 21 (16.8%) were between 45-49 years, 17 (13.6%) were between 35-39 years, 15 (12%) were between 50-54 years, 9 (7.2%) were between 60-64 and the same number was between 30-34 years, also a tie of 5 (4%) were between 18-24 and 65 and above years while 18-24 years giving the least response of 1 (0.8%).

Response on Educational level

The researcher sought to establish the level of education of the respondents. The results were presented in the table 5 below.

Table 5: showing respondent's education level

<u>Educational level</u>	<u>Frequency</u>	<u>Percentage %</u>
A Level certificate	3	2.4
Tertiary certificate	1	0.8
Diploma	29	23.2
Degree	81	64.8
Masters and above	11	8.8
Total	125	100

Source: primary source 2022

From table 5 above, degree is presented with majority of 81 (64.8%) followed by diploma presenting 29 (23.2), 11 (8.8%) masters, 3 (2.4%) A level certificate and minority 1 (0.8%) with tertiary education.

Responses on Marital Status

The marital status of the respondents was analysed and findings presented in Table 6.

Table 6: presenting marital status of respondents

<i>Marital status</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Married</i>	<i>113</i>	<i>90.4</i>
<i>Single</i>	<i>11</i>	<i>8.8</i>
<i>Divorced</i>	<i>1</i>	<i>0.8</i>
<i>Total</i>	<i>125</i>	<i>100</i>

Source: primary source 2022

The study found out that majority 113 (90.4%) of the respondents were married, 11 (8.8%) were single and 1 (0.8%) divorced.

Presentation of research findings.

The role of teacher appraisal system on students' academic performance

To provide answer to this research question, respondents were made to answer a five –point likert-scale questionnaire constructed on a five-point scale ranging from strongly agree, agree, not sure, disagree and strongly disagree. The analysis of their responses is presented in table 7 below.

Table 7: showing respondents responses on the role of teacher appraisal system on

students' academic performance

No	Statement	Strongly agree		Agree		Not Sure		Disagree		Strongly disagree	
		f	%	f	%	f	%	f	%	f	%
1	Teacher knowledge of content	125	100								
2	Instructional delivery	96	76.8	21	16.8	5	4	3	2.4		
3	Safe learning environment	110	88	9	7.2	1	0.8	2	1.6	3	2.4
4	Teacher-teacher collaboration	125	100								
5	Teacher-students collaboration	125	100								
6	Professionalism	86	68.8	32	25.6	7	5.6				
7	Assessment of learners	114	91.2	11	8.8						
8	Students' academic progress	125	100								

Source: *primary source 2022*

The result in table 7, above came from sub county education officers, head teachers, deputy head teachers, director of studies, parents and teachers from Goma sub county Mukono district. The findings suggest that 122 (100%) highly agreed that the primary mechanisms that school authorities may utilize to increase students' achievement are teacher knowledge and skills, students interest, teacher student collaborative effort, and academic advancement.

Of the 125 participants, 114 (91.2%) thought that teacher evaluations for thinking techniques were a crucial system for enhancing students' academic achievement, and 11 (8.8%) agreed.

In terms of a secure educational environment or classroom, 110 (88%) of the participants highly agreed with the system, 9 (7.2%) agreed as well, and 1 (0.8%) was unsure. Nevertheless, 2 (1.6%) of the participants disagreed with the claim, and 3 (2.4%) severely disapproved.

With the second sub construct which states that instructional delivery system, 96 (76.8%) of the respondents answered in the affirmative with strongly agree, 21 (16.8%) agree compared to 3 (2.4%) of the respondents with disagree while 5 (4%) were not sure of the system. With the last sub construct which states that professionalism, more than half of the respondents 86 (68.8%) strongly agreed, 32 (25.6%) also agreed however 7 (5.6%) of the respondents were not sure of the system.

Other methods of promoting learner's performance

To provide answer to this research question, respondents were asked to use number 1 to 5 to represent strongly agree to strongly disagree. Where 1 = strongly agree, 2 = agree, 3 not sure, 4 disagree and 5 strongly disagree. The results are presented in table 8 below.

Table 8: Presents other methods of promoting learners' performance as suggested by respondents

No	Statement	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
		f	%	f	%	f	%	f	%	f	%
1	Administration supervision	109	87.2	13	10.4			3	2.4		
2	Teacher and students attendance and participation	93	74.4	32	25.6						
3	Noise free and safe school environment	125									
4	Stock of school materials	43	34.4	72	57.6	3	2.4	7	5.6		
5	Learners health conditions	125	100								

6	Family background and Support	67	53.6	28	22.4			8	6.4	22	17.6
7	Teacher professional development and competence	125	100								
8	Co-curricular activities aimed at refreshina learners' minds	39	31.2	41	32.8	9	7.2	12	9.6	24	19.2

Source: primary source 2022

According to Table 8 above, 125 (100%) of the participants agreed that the best additional strategies for enhancing students' school achievement in Goma sub county Mukono district should focus on a safe and noise-free classroom environment, professional development for educators, and learner medical conditions.

Item 1 asked a question about effective supervision.

According to the findings, 109 respondents (87.2%) highly agreed, 13 (10.1%) agreed as well, and 3 (2.4%) disagreed with the procedure.

The results of the study's inquiry about teacher and student participation show that 93 (74.4%) of them highly agreed and 32 (25.6%) also concurred with no other possibilities. 67 (53.6%) of the participants highly agreed, 28 (22.4%) also agreed, and 22 (17.6%) simply disagree to the strategy when it came to family situation and support.

When questioned about the availability of school supplies, 43 (34.4%) of the participants agreed, 72 (57.6%) also agreed, 7 (5.6%) disagreed, and 3 (2.4%) were unsure.

The study also looked at extracurricular activities that were meant to renew students' minds, and the findings revealed that 39 (31.2%) of the respondents highly agreed and 41 (32.8%) also agreed.

12 (9.6%) objected, 9 (7.2%) were unsure, and 24 (19.2%) agreed with the method.

vehemently opposed the approach.

The relationship between teachers' appraisal and learners' performance

This was the third objective of the study and the researcher examined it by the examining teachers' attendance in relation to performance in his or her respective subjects. The results are presented in table 9 below.

Table 9: Showing the relationship between teacher attendance and students final end of term results

	ACADEMIC PERFORMANCE	teacher attendance and students final end of term results
ACADEMIC PERFORMANCE	1.000	
teacher attendance and students final end of term results	0.786 0.00	1.000

Ho: There is no relationship between teacher attendance and students final end of term results

Ha: There is a relationship between teacher attendance and students final end of term results

The correlation coefficient (0.786) shows a high positive relationship between teacher attendance and students final end of term results

This is statistically significant at 95% confidence interval since the P-value (0.00) is less than 0.05 and thus we reject the null hypothesis and conclude that there is a significant relationship between teacher attendance and students final end of term results

Conclusion

Transforming strategies into action is a complex and difficult task. In fact, teachers perform the heavy load of mentoring, changing, transforming and influencing students to better citizenship. Literature has shown that implementation of such activities is fraught with difficulties and generally falls short of expectations. In order for better outcomes, school heads need to realize the importance of teachers in meeting institutional goals as well as country's sustainable development.

Recommendations of the study

Based on the research findings, the following recommendations are made.

Since the findings of the study has revealed the importance of teacher appraisal on students' academic performance, it should be made compulsory for all schools to acknowledge the best performing teachers at every end of the term or the year so as to encourage other teachers and students in selecting teaching as their professional careers.

Heads of senior secondary schools in Goma Sub County should revise their teachers' appraisal systems so as to compete and include the required systems in this technological changing environment.

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