

**AN EVALUATION OF THE IMPACT OF TEACHERS PERFORMANCE APPRAISALS ON
THE ORGANIZATIONAL PRODUCTIVITY
A CASE STUDY OF SECONDARY SCHOOLS IN
MUKONO DISTRICT**

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ABSTRACT

The purpose of the study was to investigate the impact of teachers performance appraisals on the organizational productivity in Mukono Secondary Schools. The study was based on the findings from 250 respondents out of the sample size of 290 respondents. The objective of the study was to examine the response of teachers towards performance appraisal system in Secondary Schools in Mukono, to identify the different methods of performance appraisal used in Secondary Schools in Mukono, to assess the problems associated with performance Appraisal system in Secondary Schools in Mukono District. Data were gathered from Mukono Secondary Schools' instructors and pupils. According to the study's findings, assessments of performance helped boost teachers' motivation to execute their jobs. Based on the data from those who participated, the survey also stated that the primary technique of evaluation of performance employed was personal evaluation. Finally, this report stated that the primary issue with productivity appraisal was that it received subpar information. In accordance to the research's results, 40% of the participants gave results to the investigator indicating that one of the main issues that performance appraisal always brought up was fear of disagreement, which was followed by 30% of participants who gave results suggesting that effectiveness appraisal would also cause conflicts in the workplace, particularly among those who are not evaluated and those who are. To maintain their level of profitability, Mukono Secondary Schools should conduct assessments of performance on their teachers on a regular basis. On the other hand,

employee productivity would undoubtedly suffer if appraisals weren't undertaken frequently.

Key words: teachers, performance appraisals and organizational productivity

Background of the study

Performance assessment is also known as an assessment of performance, performance assessment, and achievement evaluation, as defined by Dessler (2014). Giving employees honest comments about how they are doing is one of the most crucial requirements for appraisals. According to (Anthony et al., 2023), the outcomes of teachers' evaluations of achievement can give schools useful data that is then used by the human resources division to decide among other things whether to promote, transfer, or train personnel. As stated by (Ademola 2017), evaluations of performance are advantageous for both the company and staff members because they are thought to boost retention of staff, foster advancement in their careers, and enhance employee dedication, all of which help the company flourish.

According to (Winny et al., 2023), performance evaluation is both unavoidable and ubiquitous because humans have a habit of haphazardly organically, and officially evaluating their own accomplishments as well as that of other people they work with. Due to the legality issues and potential for major issues at work, such decisions can have a detrimental impact on employee motivation. Businesses should have organized performance assessments in order to prevent unfair employee evaluations. According to (Christopher, Willies, et al., 2022), irregular and inappropriate performance evaluation will cause businesses to fail and staff efficiency to suffer. The success of the firm will result from each person being evaluated accurately and effectively (Kanisa and Makokha 2017).

Problem Statement

Teachers' incentives for performance were ineffectual even though the performance rating system had the potential to boost worker productivity. The evaluation of

teachers is only done from an assessment standpoint, which ignores how it might help the school grow and develop. Teachers and administrators in institutions have voiced concerns about the effectiveness of assessment of performance, as reported by (Christopher, Moses, et al., 2022). Some teachers have received promotions without being connected to reward-based evaluations, which casts further question on the usefulness of the performance of teachers rating reports.

If teachers' performance assessments are to be used to raise the standard of instruction at secondary schools in Mukono, Uganda's public secondary schools, including those in that district, need to examine their teacher evaluation processes right away. In order to solve inadequacies in teachers' evaluations of accomplishment and to raise their motivation, UNATU has implemented various methodological changes. Thus, the investigator has the right to investigate how teacher evaluations affect instructional effectiveness in senior secondary schools in the Mukono District.

Objectives of the study

- 1. To examine the response of teachers towards performance appraisal system in Secondary Schools in Mukono.*
- 2. To identify the different methods of performance appraisal used in Secondary Schools in Mukono.*
- 3. To assess the problems associated with performance Appraisal system in Secondary Schools in Mukono District.*

Research Questions

- 1. What is the response of teachers towards performance appraisal system in Secondary Schools in Mukono?*
- 2. What are some of the different methods of performance appraisal in Secondary Schools in Mukono?*
- 3. What are the problems associated with performance Appraisal system in Secondary Schools in Mukono?*

Methodology**Research Design**

The investigator's method was statistical. Because of the large population in the Mukono District where the investigation was conducted, a quantitative research approach was chosen. In this instance, the investigator collected data from those who participated using quantitative measurements like proportions.

Study Population

According to Greg Lawrings (2015), population is defined as the inhabitants of a particular place. The study population included the population description and the population sampling design. The targeted population was on 300 Students and 25 teachers. The researcher used a sampling technique to get a sample.

Table 1: Target Population

Respondents	Target Population
<i>Students</i>	<i>300</i>
<i>Teachers</i>	<i>25</i>
Total	325

Population and Sampling technique

The population from which the sample was taken involves the students of St Balikudembe Secondary School and their teachers. The respondents were gotten from various villages and schools in the district in order to come up with accurate data to help the researcher get all that is needed.

Table 2: Sample Size

Respondents	Target Population	Sample Size	Percentage
<i>Students</i>	<i>300</i>	<i>270</i>	<i>90%</i>



<i>Teachers</i>	<i>25</i>	<i>20</i>	<i>80%</i>
<i>Total</i>	<i>325</i>	<i>290</i>	

Source: Field data (2021)

The researcher used a sample size of 290 Students, 20 teachers of secondary schools in Mukono using stratified sampling technique because it is the most effective when handling heterogeneous populations. Respondents from different classes and staff departments will then be selected using simple random sampling technique to make the results are objective.

Research Instruments

The researcher developed both primarily and secondary sources of information and data. In collecting Primary Data, the researcher used questionnaires as tools for collecting data. For Secondary Data, publications by re known authors in this field for example magazines, articles, books and News Papers were used by the researcher to gather information that was required.



Questionnaires

The targeted demographic was literate and so able to complete the surveys, so this choice of tool was made. The responders had enough time to think about their responses. Additionally self-administered, surveys provide a quick way to get information from a sample of a significant number of people.

Data Collection Methodology

In order to facilitate and ensure correct data collection from those who participated, the investigator made sure to obtain their agreement for the study. In order to create surveys without having too many or too few, the investigator moved ahead and requested interviews from the school administrators and pupils. The investigator then contacted participants at the predetermined times to collect data.

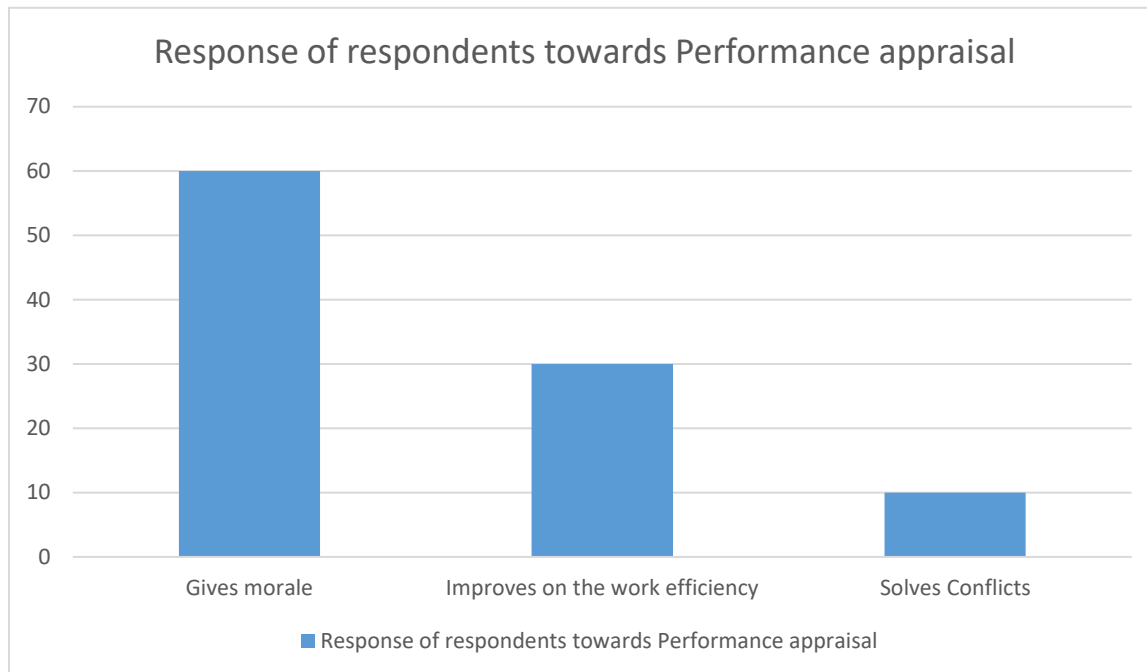
Data Processing and Analysis

In order to determine the number of participants who answered to the surveys based on the sample size that was utilized, the investigator first analyzed the data from the surveys that were given to those who participated. She then went on and collected the surveys from the participants. The data were then analyzed using SPSS and presented as proportions on pie charts and graphs for easy comprehension (Nelson et al., 2022).

RESULTS

Response of teachers towards performance Appraisal

Figure 1: Response of teachers towards performance appraisal

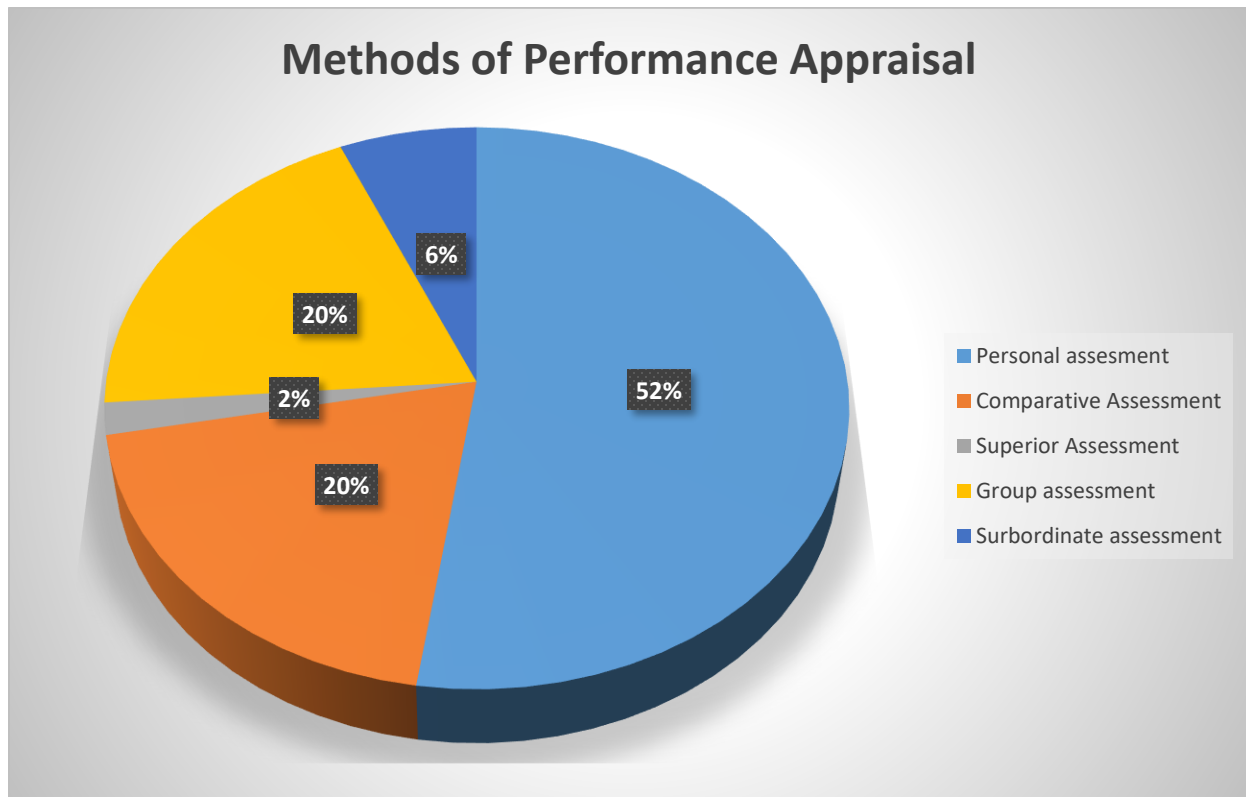


Research Data: 2021

According to the graph above, 60% of the participants said that the investigator thought assessments of performance encouraged teachers to hold pupils to high standards in order for them to do well on exams. Results from 30% of the participants suggested that performance reviews will increase teachers' ability to complete duties quickly and effectively, allowing them to handle multiple responsibilities at once in the classroom. Results showing that assessments of achievement would aid in resolving disagreements in the school were also shown in the figure above.

Methods Performance Appraisal

Figure 2: Methods of performance appraisal

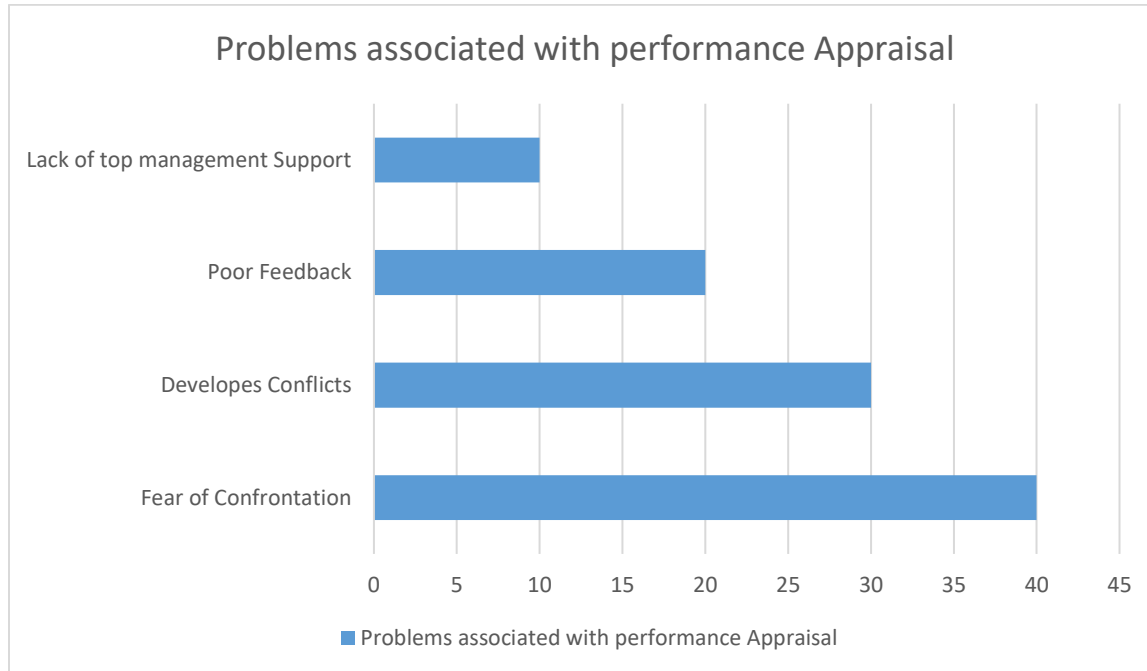


Research Data: 2021

In accordance to the study's findings, 52% of the participants told the investigator that achievement evaluations at their schools were based on personal evaluations, followed by 20% of participants who presented data showing that comparative assessment was another evaluation method used in schools, and then group evaluation, which was additionally proposed by 20% of participants in the same way as Comparative examination. 6% of the participants showed the investigator's results demonstrating that performance evaluation was also carried out in schools using the subordinate evaluation method, and some participants showed results demonstrating that productivity assessment was also carried out in schools using the superior evaluation method.

Problems associated with performance Appraisal

Figure 3: Problems associated with Performance Appraisal



Research data: 2021

In accordance to the study's conclusions, 40% of the participants gave results to the investigator indicating that one of the main issues that job evaluations always brought up was fear of disagreement, subsequently followed by 30% of participants who gave results indicating that achievement appraisal would also cause conflicts in the staff members, especially between those who are not evaluated and those who are. 20% of staff members stated that receiving poor feedback from their managers was an additional obstacle, and the study's findings also showed that 10% of the participants said that a lack of support from the management team was another issue that was consistently precipitated by assessments of performance.

Conclusions

Results also showed that many participants told the investigator that their achievement evaluations were based on personal assessments at their schools, followed by certain participants who showed results showing that comparing results was another technique for achievement evaluations used in schools, and then group evaluation, which was further suggested by a few participants in a manner similar to comparative evaluation. Several participants gave the investigator results showing that achievement appraisal was also conducted in schools using the subordinate evaluation method, while a few additional participants gave the researcher results showing that production appraisal was also conducted in schools using the superior examination approach.

Recommendations

To maintain their level of profitability, Mukono Secondary Schools should conduct evaluations of achievement on their academic staff on a regular basis. On the other hand, staff productivity would undoubtedly suffer if appraisals weren't undertaken frequently.

By providing academics with access to research funding, the government should promote research among the faculty at Mukono Secondary Schools.

Colleges of education should build research facilities to improve study and, by extension, societal growth.

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