Evaluation of Teachers' Job Performance, Appraisal and Motivation in some selected Secondary Schools in Kampala, Uganda

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ABSTRACT

The goal of this study was to find out if performance appraisal and motivation can be used to predict teachers' job performance in selected secondary schools in Kampala, Uganda. The ex post facto research design was adopted for the study. The population comprised of all secondary schools in selected areas of Kampala metropolis. The population stood at 1022 teachers from 21 selected secondary schools in Kampala Metropolis. The purposive and simple random sampling techniques were used to sample 393 teachers for the study. Two hypotheses were formulated and tested using linear regression statistics. Data was collected using the researcher's designed questionnaire titled "Performance appraisal, motivation and teachers' job performance questionnaire". The instrument was validated by experts in measurement and evaluation after passing face and content validity. The test-retest reliability was used to ascertain consistency within the instrument. The reliability index obtained coefficients ranging from 0.74-0.83 which indicates a high reliability. Data collected was analysed using linear regression statics at 0.05 level of significance. Findings showed that performance appraisal and motivation significantly predicted job performance of secondary school teachers in selected secondary schools in Kampala, Uganda. Based on the finding, it was recommended among others that, motivation of teachers should be taken seriously so as to spur them toward optimal performance.

Keywords: Performance appraisal, teachers' motivation, job performance, Kampala metropolis, Secondary schools.

INTRODUCTION

Appraising the performance of workers is an act of evaluating the extent to which work is done, based on given standards and operational guide lines. It is a process of assessing the workers' output based on set goals, targets, standard procedures over a duration of time. [1,2,3] assert that performance appraisal is a structured formal interaction between a subordinate and a superior that comes like an interview, with the aim of reviewing work performance and identifying progress made, shortfalls and ways to improve. Performance appraisal is one of the most important functions of human resource management in all organisations [4, 5, 6]. The objective of performance appraisal is not witch-hunting, but to seek for the very best from employees. Although in some cases performance appraisal is seen by some employees as "judgement day", a day where rewards are given for rights done and punishment for wrongs done [7, 8, 9]. However, despite the poor perception about performance appraisal and the negative practices in the process of evaluating workers, it is a well known fact that performance of every employee is indeed measurable [1]. [10] maintained that early organisations used performance appraisal practice to decide whether or not the salary earned by workers is commensurate with their performance or whether the pay is justified. [1,11] suggested that as organisations continues to evolve, salaries and pay rates are no longer sufficient element that should determine employees' work performance but other factors such as motivation, condition of service, morale, work environment and self-esteem.

However, there seem to be agreement among scholars such as [2, 3, 5, 6] about the need to motivate workers for the purpose of job performance. They agreed that when a worker is well motivated, he becomes satisfied and productive. In the same vein, [5] assert that the state of poor quality service delivery among secondary school teachers can be hinged

on a demotivated workforce. This is more evident as we continue to witness unprecedented teacher brain drain and retention crisis at the secondary level of education. The lack of motivation for teachers has far reaching consequences not only to the teachers, but for the attainment of education goals and general development of the society.

[8], defined motivation as the "complex of forces starting and keeping a person at work in an organisation". Thus, motivation is what drives an individual to perform a task. [5],sees motivation as the way a person is enthused at work to intensify his desire and willingness to use his energy to the achievement of organisational objectives. Furthermore, motivation is a critical determinant of organisational success in that, it produces job satisfaction and job security which falls under the category of workers' basic needs. [12,13], stipulate that organisation "can effectively motivate its workforce for optimal performance by providing working conditions that commensurate with the physical and psychological security in the worker's mind". [14], in a study to investigate the influence of motivation on teachers' job performance in selected secondary schools in Uyo Local Government Area of Akwa Ibom State, Nigeria, found a significant influence of motivation on job performance of teachers. Although this study was carried out abroad but the finding is very relevant to the present study in that, teachers' motivation is very essential for effectiveness and optimal job performance of secondary school teachers especially in the study area.

Another area teachers can be motivated is through money (well paid salaries/wages). This is an important component of motivational practices in organisations. The salaries of teachers should be commensurate with that of their colleagues of same qualification and experience in other sectors. By so doing, it will create a sense of self confidence and job satisfaction among the teachers. [15] supports this view when he stressed that the challenge with salaries/wages among developing nations is that "they are not big enough to motivate the receiver". Also, motivation of teachers can come through

regular and frequent promotional exercise. Promotion exercise should be conducted on a regular and frequent basis. This should also be done in honest, transparent and equal manner that will produce confidence and satisfaction among the teachers. Naturally, all humans want to move forward and any when confronted by actions that stagnate them, they tend to resist. [16], affirmed that promotion is both in terms of monetary rewards and workers' recognition for work well done. The role of teachers in any educational system is very crucial to the attainment of national educational objectives. The teacher is at the centre of the implementation of programmes and curriculum of the school system. The teachers' job performance is also important as it is the major determinant of academic success of students. Teachers' job performance is the accomplishment of a given task measured by set standards of accuracy, completeness, effectiveness and efficiency [14, 15, 16]. [15], is of the opinion that teachers' job performance is a standard for teachers' behaviour at work. Thus, teachers would be appraised based on how well they perform their job in line with certain criteria or parameter set by their employers. Similarly, [9] noted that job performance refers to how workers behave at work places and how well they carry out the jobs allocated to them.

Generally, one of the major determinants of educational output is teachers' job performance. This is reflected in effective lesson presentation, instructional supervision, discipline classroom management, and assessment of learners. However, for some time now, there have been outcries expressed by parents, students and the general public regarding teachers' job performance in terms of bad conducts, late coming, abscondment, abandonment of duties, conflicts between fellow teachers and school management which have negatively affected the effective management of secondary schools in Kampala, Uganda. Furthermore, teachers on the other hand expressed dissatisfaction with their employers based on human resource management practices that have made their job challenging. In some selected areas in

Kampala for instance, some teachers can no longer demonstrate character and practices which they have been known for. Thus, stakeholders in secondary education are worried that if nothing is done to address the worsening state of teachers' job performance in secondary schools, it may lead to poor student academic performance in both internal and external examinations. Also, available records from the chairman of Manafwa District education service commission as reported by [1] indicate that, teachers have not been performing optimally to the expected standard. Some of the challenges advanced by the teachers include lack of motivation from their employers and poor performance appraisal practices in the system. Thus, motivation and performance appraisal are critical components that drives workers to be effective and productive on their jobs. Therefore, the goal of this paper is to establish whether motivation and performance appraisal can be used to tackle the worsening teachers' job performance in some selected secondary schools in Kampala, Uganda.

Research question

The following research questions were raised for the study:

1. To what extent does performance appraisal influence teachers' job performance?

2. To what extent does motivation influence teachers' job performance?

Hypotheses

The following hypotheses were raised for the study:

1. Performance appraisal does not significantly predict teachers' job performance

2. Motivation does not significantly predict teachers' job performance

METHODOLOGY

The objective of this study is to find out the influence of performance appraisal and motivation on teachers' job performance in selected secondary schools in Kampala, Uganda. The ex post facto research design was adopted for the study. The population comprised of all secondary schools in selected areas of Kampala metropolis. The population stood at 1022 teachers from 21 selected secondary schools in Kampala Metropolis. The purposive and simple random sampling techniques were used to sample 393 teachers for the study.

Two hypotheses were formulated and tested using linear regression statistics. Data was collected using the researcher designed questionnaire titled "Performance appraisal, motivation and teachers' job performance questionnaire".The instrument was validated by experts in measurement and evaluation after passing face and content validity. The test-retest reliability was used to ascertain consistency within the instrument. The reliability index obtained coefficients ranging from 0.74-0.83 which indicates a high reliability.

RESULTS

$H_o{}^1$ Performance appraisal does not significantly predict teachers' job performance

Table 1: Simple Linear Regression for the extent to which performance appraisal predicts teachers' job performance in selected secondary schools in Kampala, Uganda.

Variables	R	R Square	Adjusted R	St Err of Est
Performance appraisal Teachers' job performance	.074.005	.003	2.87442	

Sources of Variation	Sums of Squares	Df	Means Squares	F-Cal	F-Crit	Decision at P<.05
Regression	17.756	1	17.756	7.92	3.86	0.000.
Residue	3230.554	391	8.262			
Total	3248.310	392				

*p<.05 significant

Entries in Table 1 report the extent to which performance appraisal predict teachers' job performance. The R coefficient (0.074) is the linear correlation (regression) between performance appraisal and teachers' job performance. The coefficient of determination (0.005) shows that performance appraisal contributed to (5 %) variation in teachers' job performance, also, the result shows that the calculated F-value of 7.92 is greater than the critical F-value of 3.86 at 0.05 level of significance with 1 and 391 degree of freedom. With this result, the null hypothesis which states that performance appraisal does not significantly predict teachers' job performance was rejected and the alternate hypothesis accepted. The result means that performance appraisal significantly predicts teachers' job performance. H_o^2 Motivation does not significantly predict teachers' job performance.

Table 2: Simple Linear Regression for the extent to which motivation predicts teachers' job performance in selected secondary schools in Kampala, Uganda.

Variables	R	R Square	Adjusted R	St Err of Est
Motivation	0 .094	0.009	0.006	2.86950

Teachers' job performance

Variables	Sources of Variation	Sums of Squares	Df	Means Squares	F-Cal	F-Crit	Decision at P<.05
Motivation Teachers' job perf.	Regression	28.801	1	28.801	3.45	3.86	0.000
	Residue	3219.510	391	8.234			
	Total	3248.310	392				

*p<.05 significant

Entries in Table 2 report the extent to which motivation predict teachers' job performance. The R coefficient (0.094) is the linear correlation (regression) between motivation and teachers' job performance. The coefficient of determination (0.009) shows that motivation contributed to (9 %) variation in teachers' job performance. Also, the result shows that the calculated F-value of 7.92 is greater than the critical F-value of 3.86 at .05 level of significance with 1 and 391 degree of freedom. With this result, the null hypothesis which states that motivation does not significantly predict teachers' job performance was rejected and the alternate hypothesis accepted. The result means that motivationsignificantly predicts teachers' job performance.

DISCUSSION OF FINDING

Results in hypothesis one reports the extent to which performance appraisal predicted teachers' job performance. The R coefficient (0.074) was the linear correlation (regression) between performance appraisal and teachers' job performance. The coefficient of determination (0.005) shows that performance appraisal contributed to (5 %) variation in teachers' job performance, Also, the result shows that the calculated F-value of 7.92 is greater than the critical F-value of 3.86 at .05 level of significance with 1 and 391 degree of freedom. With this result, the null hypothesis which states that performance appraisal does not significantly predict teachers' job performance was rejected and the alternate hypothesis accepted. The result means that performance appraisal significantly predicts teachers' job performance. This finding corroborates with the findings of [1] who in their study examined the effect of performance appraisal practices on teachers' job performance. The study revealed that performance appraisal practices significantly aided teachers' job performance. This finding shows that if performance appraisal is well handled in terms of transparency, fairness, willingness to help the teacher improve, then it would certainly help teacher improve on their job. Entries in hypothesis two report the extent to which motivation predict

teachers' job performance. The R coefficient (0.094) is the linear correlation (regression) between motivation and teachers' job performance. The coefficient of determination (0.009) shows that motivation contributed to (9 %) variation in teachers' job performance. Also, the result shows that the calculated F-value of 7.92 is greater than the critical F-value of 3.86 at .05 level of significance with 1 and 391 degree of freedom. With this result, the null hypothesis which states that motivation does not significantly predict teachers' job performance was rejected and the alternate hypothesis accepted. The result means that

motivation significantly predicts teachers' job performance. The findings of this hypothesis agree with the work of [4] who investigated the influence of motivation on teachers' job performance in selected secondary schools in Uyo Local Government Area of Akwa Ibom State, Nigeria. The study found a significant influence of motivation on job performance of teachers. Although this study was carried out in Nigeria but the research outcome is very relevant to the present study in that, teachers' motivation is very essential for effectiveness and optimal job performance of secondary school teachers especially in the study area.

CONCLUSION

Based on the findings of this present study, it can be concluded that effective performance appraisal practice is very significant in boosting teachers' job performance. Also, this study has established that motivation contributes

to teachers' job performance. Therefore, emphasis must be placed on introducing good policies such as effective performance appraisal practices and staff motivation to boost the morale of teachers.

RECOMMENDATIONS

Based on the results of the study, the following recommendations were made:

1. Performance appraisal should be done with the intention of identifying teachers challenges and how best to address them.
2. Performance appraisal should be timely and made to address issues regarding teachers' job performance.

3. Motivation of teachers should be given a priority if their productivity is really desired.
4. Issues such as regular promotion, payment of salary, leave allowance and opportunity to attend staff development course should be encouraged to boost teacher's morale to work.

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