

Enhancing Teachers' Job Performance through Objective Performance Appraisal and Motivation: A Review

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ABSTRACT

This review paper examines the nexus between performance appraisal, motivation, and teachers' job performance, synthesizing insights from eleven relevant articles. Effective performance management processes are pivotal in facilitating transparent communication of expectations and outcomes between employers and employees. The significance of teachers' motivation in driving productivity underscores the importance of establishing objective assessment criteria for evaluating their job performance. The complexity of work performance judgments necessitates a multifaceted approach to assessment aimed at enhancing the credibility of the evaluation process. Furthermore, feedback from both immediate supervisors and colleagues emerges as a valuable tool in fostering the professional development of teachers. This paper sheds light on the interplay between performance appraisal, motivation, and teachers' job performance, offering valuable insights for educators, administrators, and policymakers.

Keywords: Performance, appraisal, motivation, teachers, job performance, assessment, feedback

INTRODUCTION

This paper reviewed, discussed, summarized, and analyzed 11 (Eleven articles) on “secondary teachers performance appraisal”. The review focused mainly on reviewing key articles and kinds of literature that are connected with performance assessment. The paper stated briefly the method with the strategy that the researcher reviewed different published articles by summarizing and analyzing the content issues. The discussion section mainly emphasized: the appraisal system, thus, planning, monitoring, and reviewing, Motivation, thus, extrinsic and intrinsic, and job performance. 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, and standard procedures over a duration of time. [1], assert that performance appraisal is a structured formal interaction between a subordinate and a superior that comes like an interview, to review work performance and identify progress made, shortfalls, and ways to improve. Performance appraisal is one of the most important functions of human resource management in all organizations. The objective of performance appraisal is not witch-hunting, but to seek the very best from employees. Although in some cases performance appraisal is seen by some employees as “judgment day”, a day where rewards are given for rights done and punishment for wrongs done. However, despite the poor perception of

performance appraisal and the negative practices in the process of evaluating workers, it is a well-known fact that the performance of every employee is indeed measurable [1]. [2], maintained that early organizations used performance appraisal practices to decide whether or not the salary earned by workers is commensurate with their performance or whether the pay is justified. [1], held that as organizations continue to evolve, salaries and pay rates are no longer sufficient elements that should determine employees' work performance but other factors such as motivation, condition of service, morale, work environment and self-esteem. However, there seems to be agreement among scholars such as [3, 4, 5] about the need to motivate workers for the purpose their job performance. They agreed that when a worker is well motivated, he becomes satisfied and productive. In the same vein, [4] 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 in 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. [6], 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. [7], 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. [4], note 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". [6], in a study to investigate the influence of motivation on teachers' job performance in selected secondary schools of Uyo Local Government Area of Akwa Ibom State, Nigeria, found a significant influence of motivation on job performance of teachers. Although this study is 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. [7], 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 actions that stagnate them, they tend to resist. [8], 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 [6]. [8] 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, [4] 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 outcry 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 are no longer demonstrate character and practices 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 Manafwa District education service commission as reported by [5] 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.

Literature Review

Theoretical Framework

Vroom's Expectancy Theory

[9], states that expectancy theory is the process in which people choose behaviour based on three variables: Valence, Instrumentality and Expectancy (VIE). They are derived from the relationship between efforts, performance and outcomes or rewards [10] Expectancy refers to the perceived

probability that a given level of effort will yield a specified performance level (outcomes). It is the relationship between a chosen course or action and its predicted outcome. Outcomes are the perceived results of action and can be classified as either direct or indirect. Direct outcomes as first level outcomes

are performance-related. That is receiving a reward for your performance (what you have achieved). Instrumentality is the perceived relationship between the direct and indirect outcomes. That is, the perceived relationship between performance and rewards. The implication is that instrumentality is high when there is a strong association between individual performance and the expected reward. For instance, if a teacher perceives that by doing his duties well, he will get promoted, recognised or rewarded, his instrumentality will be high. Valences refers to the more desirability of an outcome to the others (preferences). It is the perceived positive or negative value, worth or attractiveness that an individual ascribes to potential outcomes (rewards or incentives) for working in an organisation. The outcomes can either be intrinsic or extrinsic. The implication of

the Expectancy theory in secondary education management is that school managers should give attention to the complexities of work motivation as highlighted below:

- (i) The use of rewards appropriately in terms of individual performance outcomes with high valence should be used as an incentive for improved performance.
- (ii) Establish clear relationship between effort-performance and rewards, as perceived by individual teachers
- (iii) Establish clear procedures for the assessment individual level of performance
- (iv) Pay attention to intervening variables such as abilities traits, role perceptions organizational procedures and support facilities which may affect job effectiveness.

Goal Setting Theory

[6], created the Goal Setting Theory. Goal setting theory's core concept is that conscious goals influence what is achieved [7]. According to [8], a goal is the purpose of an action or task that an employee intentionally wishes to acquire or achieve. According to this theory, teams or individuals who have not achieved their desired goals in their current performance will be motivated to change their strategies or improve their effort, or they will be dissatisfied with their current performance and thus set new goals in order to improve their results [9].

The goal setting theory postulates a relationship between goals and employee performance, stating that when management sets goals, employees' performance is likely to improve. As a result, this theory predicts that teachers as employees will direct their efforts toward achieving the goals they have set, thereby influencing their performance [9]. Locke and Latham's goal-setting theory emphasizes criteria like as acceptance and commitment to the goal, goal specificity, goal difficulty, and feedback on progress [8]. Established goals for employee performance in an organization, such as teachers' performance in a school, is strongly dependent on management's goals and expectations for individuals and teams, especially because goals have a widespread influence.

[7] discovered that goal setting enhances employee performance using a mixed approach in his study on the influence of participative goal setting on employee performance. Similarly [8], using a sample of 216 employees obtained through stratified sampling (middle level management), simple random sampling (low cadre officers), and purposive sampling (top management). The researchers finally concluded in their study on "Goal Setting as an Antecedent of Teachers Performance in Public Secondary Schools" indicating that there is a positive relationship

between goal setting and teacher job performance in public secondary schools in Kisumu Central Sub-County where participants were recruited. A Camp [7] study on goal setting as a teacher development practice in higher education discovered that teachers preferred teaching approach goals over content and course management goals. The study used a fully qualitative approach, with data gathered through full group discussions with the 12 volunteers. The study revealed that in order to make considerable success, teachers must be devoted to the goals they have set for themselves, as commitment that leads to motivation. [5], conducted a study on goal setting as a motivation to teachers to determine how senior high school teachers in Ghana's Eastern Region were motivated by goal setting practices. The study used the Maslow's theory of hierarchy of needs and the goal setting theory to guide the study, employing a quantitative research approach and survey design; discovered that intrinsic and extrinsic factors of motivation influence goal setting. According to the study, goal setting methods assist teachers to teach effectively and efficiently. The current study, which was founded on goal setting theory, took a quantitative approach. However, critics of the goal theory, such as [5,8,9], claim that the goal theory's limitations are as follows: first, integrating goals with monetary rewards instead pushes many employees to develop easy rather than tough goals. Employees have agreed and completed goals with their superiors in several circumstances. Second, goal setting narrows employees' attention to a small set of quantitative performance indicators while disregarding aspects of job performance that are harder to quantify. The adage "what gets measured gets done" is applicable here. Third, while creating performance targets is beneficial in established positions, it may be ineffective when employees of an organization are learning a new, complex job.

Nonetheless, this study adopted this goal theory because goals are critical in managing employees' performance by linking performance management practices such as planning, monitoring, and reviewing to performance outcomes, as well as assisting employees such as teachers in focusing their efforts in a specific direction to improve performance. Furthermore, this theory was chosen for the study because it serves as the cornerstone

Performance Planning and Teachers' Job Performance

Performance planning refers to strategic processes that ensure that organization's goals are attained through the contributions of its workers. It includes setting realistic, specific, quantifiable, attainable, germane, and duration-based objectives for workers, thus creating a plan that help employee meet those goals [8]. Performance planning is helpful in ensuring that workers within an organisation aim towards the attainment of organization's goals, and that they have the right kind of equipment/resources needed to be successful. Also, performance planning helps organizations to evaluate workers' progress and categorize areas where workers need help so as to perform better. There are many benefits of performance planning, one of such benefits is that, it helps workers and superiors to identify goals and objectives which the worker needs achieve so as to be successful. Furthermore, performance planning is helpful in identifying loopholes in the employee's competence or knowledge which may need to be treated. Performance planning is also a tool in improving effective communication between workers and their subordinates. It helps employees to be aware of standards and ethics procedures are expected of them [9]. Also, performance planning may help to identify areas of employees training needs and development. Performance planning is used to document employee performance, which is mostly used as a measure for salary reviews or other types of performance-related evaluations. From the foregoing, it is clear that performance planning is a vital process that is utilized by management of organisations in ensuring that they meet the goals and objectives of the organization. Performance planning is used to assess whether employees were able to meet the expectations of the organization and areas they need to improve on over time. This

Performance Monitoring and Teachers' Job Performance

Monitoring process involves an articulated collection and analysis and documentation of information during implementation stages. The focus of monitoring is to improve efficiency and effectiveness during the implementation process is based on set targets and other related activities which are planned during implementation [8]. One of the major benefits of any monitoring process is that, helps keep track on work done and assist management in identifying areas where improvement is needed. Monitoring is also a critical

for the concept of performance management. Individual goals must be aligned with larger company goals, and they must be achieved through consensus, monitoring, feedback, coaching and mentoring, personal growth, recognition, and reward. Goal setting theory promotes getting the most out of people by creating demanding goals, communicating with them, and closely evaluating their progress [4].

shows that performance planning is a process used by managers to evaluate the performance of workers and to identify areas where they need additional training or skill development in order to improve their performance and contribute effectively to organisational success [8]. Planning performance appraisal at the secondary school level entails identifying the exact strategy which is critical in helping school optimum level of performance. Quality School Strategy is thus focused on entire objectives, scope and purpose the school so as to meet up with the expectation of parents and the general public [6]. According to the report, performance planning starts with setting key performance targets, objectives, and other performance key indicators parameter of performance. Also, the report revealed that performance planning entails setting goals and ensuring what action needs to be carried out to actualize organisational objectives. Performance planning equally entails prioritizing of performance expectations for the workers in terms of harnessing their capacities towards the attainment of organisational goals. [5] Maintained that for effective performance planning to occur, the organisational vision must be well articulated and explained to the workers. Some of the major benefits of planning performance appraisal for workers according to [6] are: promote understanding of specific task description of the employees and show how it translate to achievement organisational objectives; identifying and meeting workers' needs; clarify how performance will be assessed at each worker's and group's level and help motivate workers so as to arouse their acceptance and trust of the process of performance appraisal administration.

tool for effective administration. It is a very important base for effective evaluation process. Monitoring helps the school system determine the kind quality of resources available and utilized and whether the numbers of teachers are sufficient and competent. Monitoring teachers during lesson delivery is part of function of school supervisor who in most cases is the doubles as the school principals. There are many ways school monitoring is done. One of such is through observation. Through this technique. The principal monitors the school, by

observing the classes and examines the level of compliance to school standards, identify current challenges and give solutions [6]. Thus, it follows that the observations ought to be frequently done. Some times after such exercise is concluded outcomes are adequately analysed. If this is not done, then the aim is defeated. The implication is that those saddled with the responsibility of monitoring teachers must do so carefully, taking into cognisance the peculiarity in the performance of each teacher. To do this, there ought to be a clear-cut systematic monitoring and evaluation strategy for each classroom and teachers' instructional delivery. Furthermore, as often as principal observes classrooms, the more he identifies new areas where teachers need to improve. [4], maintain that the monitor must possibly recognize all students, in order to recognize their individual features of mental work, inclinations, desires and abilities. It is only through a well-planned observation process that this can be done. Apart from occasional observation activities, another important aspect of the school principal in

Performance Reviewing and Teachers' Job Performance

Many studies found significant links between performance reviewing and an enhanced job performance of teachers [7, 8, 9]. These studies established that reviewing an employee performance is critical in the sense that, it motivates him to work and further provide the basis for reward for work well done, feedback, opportunity for career growth, clarifying expectations and empowering workers for optimal performance. Reviewing teachers' performance also provides the platform for them to be developed in line with their capabilities and potentials so they can be able to carry out their responsibilities effectively. To review employee performances serves in two ways; for communicating to employees about their specific tasks and for creating relationship between

Motivation and Teachers' Job Performance

Motivation play is a critical role in fostering excellence in teaching and learning activities. In fact, [8] stressed that a well-motivated teacher is more likely to help students succeed in their learning process than the one who is less motivated. Based on the foregoing, [5] maintain that issues of high levels of job dissatisfaction, stress and burnout are associated with low level of incentive and inducement. Therefore, a motivated teacher is vital to the improvement on employee productivity and quality services which are key to the attainment of organizational goals. The problem many school managers face today is how to conceptualize the right strategy of motivating teachers. This challenge also involves how best school management can create specific motivational strategies that are relevant to the attainment of the required knowledge, skills, and abilities [7]. Thus, secondary school teachers' immediate needs should

monitoring is analysing teaching and learning activities in classrooms, further more school principal carryout monitoring activities on teachers to ensure that lessons are deliver in line with curriculum and programme of the school. [4] pointed out that the monitoring and evaluation of a system of lessons, creates the opportunity of the monitors to determine the effectiveness, impact of the advice of its recommendations. Before the start of the school year or during certain periods, the monitor (school director or inspector) plans which teachers will be monitored and assessed during the process. Thus, the practice of performance monitoring seen as the evaluation of workers' performance in line with set goals of the organizational. Monitoring is seen as a managerial strategy focused in improving organizational performance so as to know what employees are doing in their various assigned roles [8]. Accordingly, [7] views that an effective performance monitoring should involve the evaluation success in relation to job description.

employees and management and among themselves [8]. Therefore, performance review when undertaken should be centred on helping employees reach their potentials. The process of performance review includes a well schedule meeting by the school principal or the head teacher; there should be clear-cut objectives and their notes on performance for a period of time. Also, the creation of a conducive environment which guarantees openness and freedom to express one's opinion without unnecessarily being victimized is key. It is expected that such a meeting should commence with the superior appreciating past efforts and work previously done before identifying areas of shortcoming.

be identified first, so as to re-awake their potentialities. That is, when teachers are poorly motivated, they may end up exhibiting certain behaviour such as: lateness to work, abscondment, abandonment of duties, absenteeism, negligence of duty, inability to meet set deadlines, disobedience to constituted authority, display of open arrogance and other negative work-related behaviours. Suffice to add therefore, that job performance and motivation are very important tools every organization must employ to achieve it stated objectives. Motivation plays a vital function in determining levels of organisational performance, in that it improves the productivity levels of the employee and brings about greater organisational performance. The implication of motivation to the performance of the teacher is that it brings about behavioural modification of teachers. This is achieved through improved incentives which

improves teachers' behaviour in any organization [6].

[9], noted that a person is said to be first motivated originally from within and this propels him to maintain his behaviour to succeed or actualize set goals. Motivation is that energy propellant that stimulates a person to carry out tasks. It is a driving force which helps individuals to achieve personal goals and also that of the organization. [7], pointed out that there is a very important role of motivation in the decision-making process of an organisation. In the school sector, motivation is critical for teachers' optimal performance as well as the attainment of school objectives. As noted by [7], a motivated employee is likely to meet targets easily than the one who is not motivated. [5], posited that the motivation of teachers refers to "intrinsic and

Empirical Review of Literature

[7], carried out a study to investigate the impact of performance management practices, information communication technology, and managing performance. They found out that the collaborative setting of performance standards is crucial in ensuring that work allocated to an employee is done in line with the set plan and so corrective measures are followed in case of any non-compliance with lay down standards. Thus, planning the performance of employees results to significant improvement in their job performance. This study further revealed that performance management practices have significant positive relationship with employee performance. However, this was in line with findings of previous studies that found out that staff were rarely consulted in the process of setting performance standards. For instance [8], found that employees who took roles allocated to them without positioning such roles to align with their personal goals and abilities, did not eventually perform the expected level. Therefore, it was clear that planning and consulting the teachers may be necessary in improving their job performance. This assertion is in line with [7] position that some big organizations find it challenging to plan a clear out measurable goals and objectives which has often resulted to lower quality performance by employees.

Also, the results from a research report of Certified Public Accountant (CPA) Australia and the University of Technology Sydney (UTS), [8] revealed that emphasis placed on strategic planning because it is critical in promoting organizational performance. The report further revealed that where there is greater formality in performance planning, there was greater focus, clarity and consensus on strategic objectives, and the actions required to actualize them. It was agreed that where there is a continuous relationship between management and subordinates, it may lead to performance benefits on organisation. In affirming this assertion, [9], in their study found out that

extrinsic derives that influence the work performance of teachers". The role of teachers in achieving a better society demand that they should be well motivated for the task they carry out. Suffice to say that, when teachers are well motivated, the implication is that students would also be motivated to learn [9]. The Job performance of teachers have helpful and negative implications to the overall performance of the school as an organization. This is because the manners in which a teacher behaves and carries his/her responsibility determine the overall contribution to the success of the school. [6], asserts that teachers' job performance is the sum total of tasks successfully carried out by the teacher, assigned by the school. [9], stressed that teachers' performance contributes majorly to the field of education.

over 85% of the lecturers in tertiary institutions "planned assessment of students as an integral part of the teaching process which gave a positive contribution of performance monitoring to quality teaching and research". Furthermore, the study of [6] on instructional resources and teacher effectiveness, revealed that majority of the teachers (79.5%) agreed that their schemes of work was in line with standards and guidelines, also, record from the review of the schemes of work presented revealed that a large number teachers simply did not comply with guidelines that support learner-based strategy of teaching/learning. This inadequacy was attributed to failure to judiciously adhere to guidelines. Several scholars have made attempts to link performance monitoring with the variable of teachers' performance [8, 9]. For example, [5, 7] findings indicated that a weak positive relationship exists between the variables of performance monitoring and quality teaching and research among students. This study further showed that performance monitoring enabled by lesson observations, only 33.9% of the teachers used learner-based methods. Additionally, the monitoring through the checking of the students' exercise books revealed that only 53.5% teachers administered and assessed class exercises which are a critical component of performance monitoring in the school set up [8]. Furthermore, the study also showed that most lecturers did not appreciate the practice of being monitored especially through the use of students' evaluations. The studies of [8, 9], through their findings have established the importance of monitoring teachers' performance as a way of improving the quality of education. The findings of a study by [6, 8] on monitoring of educational performance indicators in higher education, highlights the importance of performance monitoring. It was established that performance monitoring ensures consistency between implementation and the planned strategic

direction of the organization, as well as achieving quality outcome.

In a related study, [9] stressed on the Impart of monitoring performance of employees in an organization. The essence is to evaluate their individual contribution towards actualization set organizational objectives. [9], in a study examined the impact of performance appraisal on teacher performance in public secondary schools in Kisumu, Kenya. The finding shows that performance appraisal is a key tool in making the employee become very “effective and active” to work. It therefore implies that when the template for teacher performance appraisal is properly designed and well implemented, it can bring about favourable outcome which may result to improve academic performance by students. Equally, the study highlighted the absence of standard criteria for employee performance monitoring and feedback system as one of the causes of low teacher performance. Aware of these variations in the available literature reviewed, it is important to assert that performance monitoring plays a critical role in teachers’ effective performance in secondary schools.

In a survey conducted by the Chartered Institute of Personnel and Development CIPD [7] , it was found that performance reviews lead d to the conclusion of a performance agreement. It was noted that it is of a greater importance to conduct performance reviews as part of effective management practice. Such performance reviews are essential part of the continuing process of Performance management practices). The finding from the survey is in consonant with the position of the [9] which stressed that to achieve effective supervision; supervisors should aim at “providing guidance, improving performance, and enhancing professionalism and morale”. Thus, when focus is on performance review rather than criticism, teachers would likely improve on effectiveness to work. However, [7] in their study found out that the staffs were not totally satisfied with the feedback mechanism from their superiors especially. This is as a result of the inability of the supervisors to addressed important issues identified from the feedback and as such the level of employee performance remains the same. This finding is in disagreement to the opinion of [9] who highlighted the need of giving feedback to the employees especially at the school levels.

Furthermore, performance review would enable teachers identify their areas of strengths and weaknesses and devise appropriate ways of improvement. [10], maintained that performance review is an important mechanism of improving teacher effectiveness and hence contributing to quality teaching. Also, the study [5], found that most of the teachers never received feedback and support from previous appraisals which is key to

making them better teachers. Similar studies argued that monitoring alone is not sufficient. This position is contrary to findings of [7] who in a study, found out that constructive feedback is helpful to the employees and it helps to know if they are performing their jobs to the expectation of the management. In the event where they are found not to be performing below the expected level, ways of improving on their job performance is suggested. In relation to this, [7] carried out a research study to assess the impact of motivation and demoralization sources among primary school teachers. The major motivators were positive responses from learners. The major demotivators were workload and poor responses from students. Similarly, a study carried out by [8,9] about the relationship between motivation and teachers’ job performance found out that motivation has significant influence on teachers’ effectiveness.

[3], revealed that motivation and teacher work performance, teacher motivation has a significant effect on teacher job performance at secondary level. The statistical analysis of results using regression analysis shows the contribution of motivation towards job performance as 61%. In terms of gender, female teachers’ motivation level was seen to be much higher than that of their male teachers’ counterpart. In another similar study conducted by [4], on motivation and performance of public and private school teachers of Peshawar, finding shows that teacher motivation has significant effect on teachers’ job performance at secondary schools. Further revelation shows that private school teachers’ motivation level was higher than teachers of public school. In terms of gender perspective, the study revealed that female teachers have higher motivation level than male teachers. Again, [6] in a study on employees’ motivation at work under Fredrick Herzberg’s motivation-hygiene theory found that motivational factors have high effect on employees work than hygiene factors. It has established from the findings that teacher motivation has a significant effect on teacher performance. In a mixed-method research study by [7] on assessment of teachers’ effectiveness and performance, results shows that teachers’ effectiveness and performance were not highly stable over the multiple years of research. Another similar study [7] sought to find the factors that influence performance of female teachers. According to the study, the female teachers belong to Bahawalpur district of Punjab in Pakistan. Based on the results, it was found that poor salaries were responsible for female teachers’ job performance. It also found that low socio-economic status of teachers influenced their job performance. Thus, teachers who had good teaching facilities and teaching aids performs better than other teachers who did not have.

FINDINGS

From the reviewed papers above, it becomes evident that there is still a prominent increase in inefficient and ineffectiveness in appraising staff even when it has a significant influence on teachers' job performance. The surveyed literature indicated that there is a great need for enhancing appraisal in schools for enhanced motivation and performance. It has also indicated the most important role of the

appraisal process is that it, aids professional growth and enhance teachers' performance. The literature also suggested that if performance appraisal is done it enhances performance, then the entire appraisal process should be explored, thus, performance planning, performance monitoring and performance review.

CONCLUSION

Performance appraisal plays a pivotal role in evaluating employee performance, facilitating a comprehensive review process between the appraiser and the appraisee. This practice is instrumental in identifying areas for improvement and determining strategies for optimizing output. Additionally, scholarly research indicates that performance appraisal fosters intrinsic motivation among employees, consequently enhancing overall

productivity. Studies suggest that when employees perceive performance appraisal as fair and accurate, they are more likely to be satisfied, leading to heightened organizational contributions. Conversely, if employees perceive the appraisal process as flawed or unjust, their motivation to utilize feedback for performance enhancement diminishes significantly.

RECOMMENDATIONS

If performance appraisal will be applied with its true spirit in Secondary schools, it will bring enormous changes in the efficiency and effectiveness, and motivation of teachers as well as secondary schools' overall performances and success. Performance appraisal has long lasting effect on the staff development and improvement but if it is designed

in a way that employees feel satisfied and owned it for the improvement of their weak areas. Performance appraisal should not be used only for promotion purposes but it should also be applied for the very purpose of employee improvement, development and satisfaction.

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