

**APPRAISAL PRACTICES AND TEACHER PERFORMANCE IN THE
SECONDARY SCHOOLS OF NANSANA TOWN COUNCIL,
WAKISO DISTRICT**

BY

ERIA MUWANGUZI

2006/HD04/5156U

B.A EDUC. (MAK)

**RESEARCH DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF SCIENCE IN HUMAN RESOURCE
MANAGEMENT OF MAKERERE UNIVERSITY**

SEPTEMBER, 2010

DECLARATION

I hereby declare that this dissertation is my original work and has not been submitted for any other award of a degree or published at any university.

Signature:

MUWANGUZI ERIA

2006/HD04/5156U

Date:

APPROVAL

This dissertation has been submitted with my approval as the university supervisor

Signed

Date:

DR. J. L. NKATA

SUPERVISOR

Signed

Date:

DR. DAVID ONEN

SUPERVISOR

DEDICATION

This work is dedicated to my parents: Mr. Muwanguzi Samuel and Mrs. Muwanguzi Gladys who showed me the way and my sisters: Ms. Namugogo Jane, Ms. Nabirye Esther and Ms. Kauma Agnes.

ACKNOWLEDGMENT

I thank the almighty God for enabling me complete this study. At the same time, I wish to acknowledge the contributions made by various individuals who played different roles towards the accomplishment of this work. My sincere thanks go to Dr. J.L. Nkata and Dr. David Onen for their guidance and professional advice in polishing up this work.

I wish also to express my gratitude to other members of staff in the Institute of Higher Education for their distinguished guidance and support, especially Dr. Maria Barifaijo, Dr..F.E.K Bakkabulindi, Dr. E.Ssewanyana, Dr. E.S. Kasenene and Dr. B. Sekabembe. I wish to pay special tribute to my course mates especially those with whom we used to hold discussions. I thank them since they contributed greatly towards this piece of work.

Lastly, I wish to thank in a special way the members of my immediate family, my mother, father, brothers and sisters for their love and support they accorded me throughout the course of my study.

TABLE OF CONTENTS

	Page
Title page	i
Declaration	ii
Approval.....	iii
Dedication	iv
Acknowledgment	v
Table of Contents.....	vii
List of Tables	ix
Abstract	x
CHAPTER ONE: INTRODUCTION.....	1
Introduction.....	1
Problem statement	4
Purpose	5
Specific objectives	5
Research questions	6
Scope	6
Significance.....	6
CHAPTER TWO: LITERATURE REVIEW.....	8
Introduction.....	8
Theoretical review	8

Conceptual framework	9
Related literature.....	11
 CHAPTER THREE: METHODOLOGY.....	19
Introduction.....	19
Research design	19
Population	19
Sample size.....	20
Sample strategies	20
Data collection	20
Data quality control	21
Procedure.....	22
Data analysis	23
 CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	24
Introduction.....	24
Description of respondents' background Information.....	24
Respondents by Age.....	25
Respondents by gender.....	26
Respondents according to academic qualifications.....	27
Respondents by teaching experience.....	28
Description of the independent variable (Appraisal practices).....	30
Description of the dependent variable: teacher performance.....	38

Teacher participation in school activities.....	38
Quality of teaching.....	42
The involvement of teachers in school administration.....	47
Relationship between appraisal practices and teacher performance.....	53
Hypothesis One	54
Hypothesis two.....	56
Hypothesis three	58
 CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS....	61
Introduction.....	61
Discussion	61
Conclusions	69
Recommendations.....	70
Areas for further research.....	70
 REFERENCES.....	71
 APPENDICES	74
Appendix A	74
Appendix B	75
Appendix C	78
Appendix D.....	83

LIST OF TABLES

	Page
Table 4.1: Distribution of respondents according to age	25
Table 4.2: Distribution of respondents according to gender	26
Table 4.3: Distribution of respondents according to academic qualifications.....	27
Table 4.4: Distribution of respondents according to teaching experience	29
Table 4.5: Distribution of respondents by marital status	30
Table 4.6: Descriptive statistics on appraisal practices	31
Table 4.7: Head teachers' views on the commonly used practices of appraisal	36
Table 4.8: Distribution of head teachers' views on the frequency of appraisal in Nansana Town Council Secondary Schools	37
Table 4.9: Descriptive statistics on the participation of teachers in school activities ..	39
Table 4.10: Descriptive statistics on the involvement of teachers in school Administration	48
Table 4.11: Analysis of variance between Appraisal systems and the participation of teachers in school activities	55
Table 4.12: Analysis of variance between appraisal practices and the quality of teaching in schools	57
Table 4.13: Analysis of variance between appraisal practices and the involvement of teachers in school administration	59

ABSTRACT

The study set out to establish the effect of appraisal practices on the performance of teachers in secondary schools of Nansana Town Council, Wakiso District. The specific objectives of the study were to investigate the effect of appraisal practices in secondary schools of Nansana Town Council on (i) the participation of teachers in school activities (ii) Quality of teaching and (iii) the involvement of teachers in school administration. It has been reported by the DEO, Wakiso (2007) that teacher morale and motivation to work in secondary schools in Nansana Town is very low; that many teachers often absent themselves from classes and teachers come late to school; that teachers leave the schools unattended to; and seem not to be satisfied with their work as they do not complete the tasks assigned to them in time. These indicated poor performance by the teachers. Therefore, this prompted the study.

The study was a descriptive survey, precisely the cross- sectional survey design in which both qualitative and quantitative approaches of data collection were employed, involving a total of 163 teachers with 43 teachers from government- aided schools and 120 teachers from private owned secondary schools. Primary data were collected using interview guide for head teachers and self administered questionnaires for the teachers. In this study, three hypotheses were tested using the ANOVA technique. From the findings, the study did not establish a significant relationship between appraisal practices used in secondary schools of Nansana Town Council on the participation of teachers in school activities. However, the study established a significant relationship between appraisal practices used in Nansana Town Council on the quality of teaching and the involvement of teachers in school administration.

The study concluded that, appraisal practices used in secondary schools of Nansana Town Council do not significantly affect the participation of teachers in school activities. However, the study also concluded that, appraisal practices used in secondary schools in Nansana Town Council significantly affect the quality of teaching and the involvement of teachers in school administration.

From the findings and conclusions, the following recommendations were made: the head teachers in the secondary schools should endeavor to spell out what, who should be appraised, the methodology employed and most importantly the feedback got from appraisal should be communicated to teachers in time for the purpose of improving the participation of teachers in school activities. Educational administrators should endeavor to put in more effort in organizing workshops and seminars on appraisal practices geared towards improving the quality of teaching in schools and policy makers should endeavor to establish more concrete policies that encourage open and participatory appraisal practices that emphasize collegial and teamwork in regard to the involvement of teachers in school administration.

CHAPTER ONE

INTRODUCTION

Introduction

Of all the activities comprising human resource management, performance appraisal is arguably the most continuous and least popular among those who are involved in it. Managers do not seem to like doing it; employees see no point in it, and human resource managers, as guardians of an organization's appraisal policy and procedures, have to stand by and watch their work fall into disrepute. However, despite the poor record of appraisal systems within organizations, it is an acceptable part of management that recommends that there should be some means by which performance can be measured, monitored and controlled (Barlow, 1989). In recent times, there has been a growing concern for better teacher performance in the secondary schools of Nansana Town Council, Wakiso District. The reasons for this concern are not farfetched. First of all, secondary schools in the Town council are fast deteriorating in almost all facets: goals and objectives are not being achieved; and most schools are recording mass failure by students in examinations. There could be several factors contributing to this phenomenon. Thus, there was need to establish if the appraisal practices used on teachers is affecting their performance in the secondary schools of Nansana Town Council. In this chapter, the researcher presents the study background, problem statement, purpose, specific objectives, research questions, scope and the significance of the study.

Historical background

A few studies have attempted to relate work performance to different independent variables. For example, Musoke (2003) studied the effect of staff appraisal system on organizational performance: a case study of New Vision Printery and found out that there is a relationship between staff appraisal systems used and organizational performance of employees in the New Vision Printery. Kamwine (2004) on the other hand related management of appraisal schemes and teacher performance in government aided secondary schools in Kampala and found out that the management of appraisal schemes has a significant relationship on teacher performance in the secondary schools. Wanyama (2001) also studied an Assessment of staff performance appraisal on organizational performance: a case study of the Institute of Teacher Education Kyambogo and found out that staff appraisals have a significant relationship on organizational performance. Although all the above studies tried to relate performance to different independent variables, none of them related appraisal practices on teacher performance in secondary schools of Nansana Town Council; thus the need for this study.

Theoretical background

For the purpose of this research, Mc Gregors' Theory X and Y were employed. The theory suggests that managers make either theory X or theory Y assumptions about the way others behave. This theory is a traditional view of motivation that holds that work is distasteful to employees who must be motivated by force, money or praise (Stoner and Freeman, 2001). Stoner and Freeman (2001) stressed that McGregor distinguished two alternatives basic

assumptions about people and their approach to work. Mc Gregor (1960) called these two assumptions theory X and Y. The theory suggested that employees' evaluations are directly mediated by managers' attributes as to who is perceived to be in control of the employee's performance. Therefore, basing on the nature of the study the researcher focused on theory X. Theory X Managers according to McGregor (1960) are people who must be coerced into putting effort in their jobs. He further noted that, most people dislike work and avoid it whenever possible and therefore, they need to be directed, controlled or even threatened with punishment in order to move them to work and achieve organizational goals. This theory was considered relevant in this study in a-way that it would encourage the teachers to perform as expected by supervising and monitoring them through an effective appraisal practice.

Conceptual background

Armstrong (2003) defines performance appraisal as the practice of evaluating individuals and teams by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Cole (1997) defines appraisal as a systematic review of a persons' work and achievements over a recent period, usually leading to plans for the future. In this study, performance appraisal practices were looked at in terms of types of appraisal. These were characterized by confidential reports, appraisal interviews and management by objectives.

Performance according to Webster (1993) is the capacity to achieve desired results. Teacher performance according to Johnson (2006) is defined as an activity aimed at

achieving the best results from the teachers. In this study, teacher performance was looked at in terms of the participation of teachers in school activities, quality of teaching and the involvement of teachers in school administration.

Contextual background

In Nansana Town Council, Wakiso District, it has been reported by the District Educational Officer, Wakiso (2007) that teacher morale and motivation to work is very low; that many teachers often absent themselves from classes. The report also pointed out that most teachers come late to school; that teachers leave the schools unattended to, do not prepare adequately for lessons, are not satisfied with their work and some do not complete the tasks assigned to them in time. In regards to appraisal practices, those teachers who were on good terms with their headteachers, would receive good reports about their performance and would even be recommended for promotions. This was as result of the failure on the part of the head teachers to give accurate feedback to the teachers about how well they are performing. These indicated poor performance by the teachers and it prompted the researcher to find out the effect appraisal practices have on the performance of teachers in the secondary schools in Nansana Town Council with the assumption that the way teachers are appraised could influence their performance!

Problem statement

Appraisal systems provide teachers with meaningful appraisal that encourages professional learning and growth (Musoke, 2004). Teacher performance is perceived to be good when teacher morale and motivation to teach is high and when teachers are punctual

at school, mark student's work in time, supervise them and carryout regular assessment of their students work. Unfortunately, poor teacher performance in the secondary schools of Nansana Town Council has become a matter of great concern to many people in the community (DEO Wakiso, 2007). Therefore, if the current scenario in the secondary schools of Nansana Town Council continues, education quality in the Town Council schools is bound to fall and the future of the students enrolling in these schools would be at stake. While there may be several factors responsible for the current situation, the appraisal system used in the schools could be one cause. This prompted the researcher to undertake this study to find out the effect of appraisal practices on the performance of teachers in secondary schools of Nansana Town Council.

Purpose

The purpose of the study was to establish the effect of appraisal practices on the performance of teachers in the secondary schools of Nansana Town Council.

Specific objectives

The researcher aimed at achieving the following objectives:

1. To examine the effect of appraisal practices used in secondary schools in Nansana Town Council on the participation of teachers in school activities.
2. To examine the effect of appraisal practices used in secondary schools in Nansana Town Council on the quality of teaching.
3. To examine the effect of appraisal practices used in secondary schools in Nansana Town Council on the involvement of teachers in school administration.

Research questions

The researcher was guided by the following research questions:

1. How do appraisal practices used in secondary schools in Nansana Town Council affect the participation of teachers in school activities?
2. How do appraisal practices used in secondary schools in Nansana Town Council affect the quality of teaching?
3. How do appraisal practices used in secondary schools in Nansana Town Council affect the involvement of teachers in school administration?

Scope

The study was basically conducted in the selected secondary schools of Nansana Town Council, Wakiso District. The study covered ten schools comprising of both private and government aided secondary schools. The content scope of the study was limited to the analysis of appraisal practices and their effect on teacher performance. This involved an examination of appraisal practices and their effect on the participation of teachers in school activities; quality of teaching and the involvement of teachers in school administration. The study was confined to the period of ten years. This period was chosen because the researcher believed that a period of ten years was sufficient to provide a basis for analysis of the effect of appraisal practices on teacher performance.

Significance

The study could help Nansana Town Council secondary schools identify appraisal practices that may positively or otherwise affect teacher performance and hence be in

position to adjust those systems that they are in position to adjust in order to positively influence teacher performance in schools. The study may also add to the existing body of knowledge by stimulating new areas for further research through the findings and subsequent recommendations.

The policy makers could use the results of the study to identify and bridge up gaps in the existing appraisal practices. This would help in improving the performance of teachers in secondary schools and motivate them.

Teachers and their supervisors in secondary schools can use the results to enable them conduct appraisal programmes in their respective schools in a more systematic and transparent manner in order to come up with more accurate and dependable results concerning performance.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter gives the theoretical review, conceptual framework or model and the review of literature related to the respective study objectives.

Theoretical review

The theory adopted in this study was McGregor's (1960) theory X and Y which suggests that managers make either theory X or theory Y assumptions about the way others behave. This theory is a traditional view of motivation that holds that work is distasteful to employees who must be motivated by force, money or praise (Stoner and Freeman, 2001). Stoner and Freeman (2001) stressed that McGregor distinguished two alternative basic assumptions about people and their approach to work. McGregor (1960) called these two assumptions theory X and Y. The theory suggested that employees' evaluations are directly mediated by managers' attributes as to who is perceived to be in control of the employee's performance. Therefore, basing on the nature of the study the researcher focused on theory X. Theory X Managers according to McGregor (1960) are people who must be coerced into putting effort in their jobs. He further noted that, most people dislike work and avoid it whenever possible and therefore, they need to be directed, controlled or even threatened with punishment in order to move them to work and achieve organizational goals. In regards to this study, this theory tried to link appraisal practices to teacher performance in schools. This theory was considered relevant in a way that it would

encourage the teachers to perform as expected by supervising and monitoring them through an effective appraisal practice.

Conceptual framework

Consequent to the review of McGregor theory X, Figure 2.1 provides a framework relating the variables in the study.

Independent Variable

Appraisal practices

- Confidential reports
- Appraisal interviews
- Management by objective

Dependent Variable

Teacher performance

The participation of teachers in school activities

- Teaching
- Co-curricular activities
- Inspection

Quality of teaching

- Lesson plan and scheme of work
- Use of appropriate teaching Aids
- Knowledge of subject matter

The involvement of teachers in school administration

- Managing students conduct
- Teachers participating in staff meetings
- Teacher's involvement in counseling and guidance of peers and students

Extraneous Variable

- Leadership style
- Organizational culture
- Individual differences
- Teacher transfers

Fig. 2.1: Conceptual framework relating appraisal systems to teacher performance

Source: Adopted from Nacino (1982) Curriculum and instruction

The framework in Figure 2.1 suggests that the independent variable was conceptualized as three appraisal practices; namely: Confidential reports, appraisal interviews and management by objective. Fig 2.1 illustrates the extraneous variables; namely: leadership styles, organizational culture, Individual differences and teacher transfer competing with the independent variable (appraisal practices) to influence the dependent variable (teacher performance). Figure 2.1 also hypothesizes that appraisal practices have an effect on teacher performance (Dependent variable) which is conceptualized into three; namely: the participation of teachers in school activities, quality of teaching and the involvement of teachers in school administration. In Fig. 2.1, the participation of teachers in school activities was conceptualized into teaching, co-curricular activities as well as the teachers' inspection of students' work. While the quality of teaching was conceptualized into lesson planning and schemes of work, use of appropriate instructional materials and the teachers' knowledge on the subject matter and the involvement of teachers in school administration was conceptualized into managing students' conduct, teachers' involvement in counseling and guidance of students and peers and teachers' participation in staff meetings.

Related literature

This section reviews literature related to the respective three specific objectives in this research.

Appraisal practices and employee participation

Employee participation according to Nkata (2005) is the sharing of information with employees and consulting them on matters of mutual interest. Cole (1997) on the other

hand defined employee participation as the practice in which employees take part in management decisions and it is based on the assumption of community of interest between employer and employee in furthering the long-term prospects of the enterprise and those working in it. In this study, employee participation was looked at in terms of teachers participating in co-curricular activities, teaching and inspection of students' activities.

Different researchers have linked appraisal practices to the participation of teachers in school activities. For instance, Wanyama (2001) found out that positive feedback from the appraisal systems increases the employees' participation at the work place in the various departments of an organization. In addition, Wanyama (2001) contended that in order for performance to be effective, employees require close and frequent supervision in the performance of all their responsibilities. Onzoma (2002) found out that feedback from the appraisal practices have helped head teachers in a way that their teachers now do participate in school activities like; inspection of students' work and co-curricular activities which activities they initially under estimated. Thus aiming at scoring high during appraisal.

However, Bratton and others (1999) observed that despite the poor record of appraisal with in organizations, it is an acceptable part of management orthodoxy that there should be some means by which performance can be measured, monitored and controlled. Thus failure to show that management is in control would be regarded as highly ineffective by those with an interest in the affairs of the organization.

Namubiru (2003) in her study about the effect of appraisal systems on teacher performance found out that there is a significant relationship between appraisal systems and teacher participation in school activities. Matwire (2002) agrees with Namubiru (2003) who observed that appraisal systems; provided a balanced actionable feedback that encourage employee participation in terms of team work and cooperation. Thus, managerial training on how to lead constructive and inclusive feedback discussions as well as performance rating accuracy improves the effectiveness of an organizations' performance appraisal system. However, staff performance appraisal systems are still largely bureaucratic in terms of the set standards upon which employee performance is judged.

Tziner and Cleveland (2001) found out that performance appraisal requirements, which involves supervision, expending efforts and possibly undertaking risks like; low rating could harm the employees' co-operation as well as their participation in work groups; hence, leading to resentments and complaints. Tziner and Cleveland (2001) observed that appraisal requirements can harm employee participation which Kamwine (2004) disagrees with, were he observed that appraisal schemes encourage open communication between employees and employers or subordinates and supervisors, which ultimately help to create effective cohesive work groups. Therefore, appraisal practices generate accurate record of performance that helps in counseling and setting objectives upon which employees' performance is judged. Further, more, all the studies carried out revealed that there was a significant relationship between the appraisal practices and the participation of teachers in school activities. Therefore, this explains why appraisal practices used in secondary

schools in Nansana Town Council was hypothesized as a correlate to the participation of teachers in school activities.

Appraisal practices and the quality of teaching

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 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 out 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 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. 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. Summative appraisal on the other hand is the process of using performance established by the school divisions to improve teaching. Strange (1991) and Timperley (1998) 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 Nansana Town Council.

Appraisal practices and the involvement of teachers in school administration

Appraisal practices can measure a variety of things. They are sometimes designed to measure the quality of teaching in schools, the participation of teachers in school activities. In regards to this study, different researchers have linked the appraisal practices to the involvement of teachers in school administration. For example, Musoke (2003) found out that confidential reports were the commonly used methods of appraisal practice in that they provide more feedback on the involvement of teachers in school administration. However, Musoke (2003) did not put into perspective other appraisal practices like; appraisal interviews, management by objective and graphic rating scale which are also effective in determining the effectiveness of the educational system.

Although, Musoke (2003) observed that confidential reports were the commonly used appraisal practices in schools, Kakande (2004) found out that for an appraisal system to be declared useful and valid in a school setting, first and foremost it should be able to emphasize key aspects in regards to the involvement of teachers in school administration. These aspects include the teachers' regularly participating in staff meetings, the teachers participating in counseling and guidance of students and peers and also the teachers ensuring a democratic students' leadership through regular, free and fair elections among others.

Kakande (2004) is in agreement with Cardy (2003) who found out that performance appraisal practices involves performance assessment of an individual in relation to the objectives, activities, outputs and targets of the job over a specific period of time. However, in regards to a school setting, the appraisal exercise should be aimed at helping teachers to grow professionally by enabling them express their concerns, realize their weaknesses and helping the teachers to overcome such weakness.

In addition, since Cardy (2003) stressed that appraisal practices helps teachers to grow professionally is in line with Onzoma (2002) who found out that positive feed back from the performance appraisals had the strongest and most consistent effect on the teachers' willingness to involve them in school administration where the principle is open, facilitative, supportive and collaborative. Rao and Narayana (1997) pointed out that when properly conducted, performance appraisals do not only let the employee know how well they are performing but also influences the employee future level of effort, activities, results and task direction towards their involvement in organizational administration.

However, Okello (1997) does not agree with Onzoma (2002) were he stresses that there was no significance correlation between the appraisal practices used and the employees' organizational administration. He asserted that feed back from the performance appraisal system is hardly given as well as a high degree of confidentiality is not exhibited in the process. Ssenabulya (2006) agrees with Okello (1997) who also did not find a significant relationship between appraisal practices used in organizations and the employees' involvement in organizational administration. Ssenabulya (2006) contended that employee

involvement in organizational administration would only be achieved if the appraisal practices were transparent, open- ended and participatory.

Research hypotheses

The researcher aimed at verifying the following hypotheses:

1. Appraisal practices used in secondary schools in Nansana Town Council have a significant effect on the participation of teachers in school activities.
2. Appraisal practices used in secondary schools in Nansana Town Council have a significant effect on the quality of teaching.
3. Appraisal practices used in secondary schools in Nansana Town Council have a significant effect on the involvement of teachers in school administration.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the design, study population, sampling strategies and data quality control, procedure and data analysis techniques that were used in the study.

Research design

The study was based on a descriptive survey, precisely the cross-sectional survey research design in which both qualitative and quantitative methods of data collection were employed. These methods were used for purposes of drawing valid conclusions. A descriptive survey research design was used because the study was intended to select respondents across different schools with the purpose of soliciting for their opinions and analyzing them for comparison. A cross-sectional survey was used to gather data from a large number of cases at a particular time. The qualitative methods used included interviews that were guided by an interview schedule. The quantitative data collection methods used involved mainly the use of closed ended questionnaire, which were filled in by the respondents. The use of both qualitative and a quantitative techniques concurrently is supported by Amin (2005) especially where the study involves investigating people's opinions.

Population

The target population of this study was constituted by all the teachers regardless of their qualifications teaching in private and government-aided secondary schools in Nansana Town Council, Wakiso District that had been in existence for at least 10 years. These

teachers were about 380 in number in accordance with the statistics from the office of the District Inspector of Schools (DEO Wakiso, 2007). This population was chosen because it was in position to give accurate views concerning appraisal practices and teacher performance.

Sample size

Due to financial constraints and time, the study involved sampling. From the target population of 380 teachers, Krejcie and Morgans' (1970) table of sample size determination cited in Amin (2005) suggested a minimum sample of 191 respondents. This sample was considered to be representative and able to give accurate views concerning appraisal practices and teacher performance.

Sample strategies

According to the statistics from the office of Wakiso District Inspector of Schools (2007), it indicated that there were 12 secondary schools in Nansana Town Council. A total of 10 secondary schools were randomly selected to be studied in order for each school to have an equal opportunity to appear in the sample. The teachers holding diplomas and degree qualifications were selected using stratified random sampling technique. Random sampling was used in order to avoid biasness and stratified random sampling technique was used to select the samples according to their levels of academic qualification.

Data collection methods

A number of data collection techniques were used to gather data on the variables relating to the study. Primary data was collected from the field using questionnaire survey and

interviewing methods. Also the researcher collected secondary data from journals, textbooks and periodical reports among others.

Data collection instruments

Questionnaire

The research instrument that was used in the study was the Self-Administered Questionnaire (SAQs) directed towards secondary school teachers. In this study, the SAQs were filled in by the selected teachers in Nansana Town Council. The researcher used the SAQs because they were the most appropriate in a survey that involved a large number of respondents (Amin, 2005). In addition, (SAQs) were very suitable for the target respondents given their high levels of English literacy.

Interview guide

The researcher used an interview guide for interviewing the head teachers. The interviews were used because of their importance in yielding detailed information about the subject matter.

Data quality control

Validity and reliability of the research instrument was ensured as follows:

Validity

After constructing the questionnaire, the researcher contacted the supervisor and three other experts. Hence, the researcher established the validity of the instrument by the use of expert judgment. This method is hailed by Gay and Airasian (2003) for being effective for survey tools. Some of the items that were recommended to be removed from the

instrument were removed. Then the researcher made appropriate adjustments until the instruments were declared valid.

Reliability

The reliability of a questionnaire is the consistency with which respondents interpret and respond to all the questions (Amin, 2005). There are two common methods of assessing questionnaire reliability. The method selected for this study was internal consistency method. This method involved a single pre-test group and indicated the degree to which the items in the questionnaire are inter-correlated. In this study, Cronbach Co-efficient Alpha was used to measure the reliability of the questionnaire, given the fact that such a questionnaire has more than two fixed responses. To get the reliability, the data was entered in the computer and analyzed using the statistical package for social scientists (SPSS), which provided for a cronbach co-efficient Alpha test for reliability. The results of the test are presented in Appendix B. Following the calculations, the results revealed an alpha correlation coefficient of 0.76 which meant that the instrument was 76% reliable. This rendered the instrument appropriate for use.

Procedure

The researcher obtained an introductory letter from the Dean, School of Education, Makerere University, legitimizing the researcher's access to the respondents. The researcher then sought permission from the head teachers of the different selected secondary schools to gain access to the respondents. The researcher used research assistants to administer the questionnaires to the target group who were the secondary

school teachers. After the data had been collected, it was processed, analyzed and then the researcher came up with a written report.

Data analysis

Data collected from the field was first of all sorted, edited, coded and entered into in the computer using SPSS. This package helped the researcher to present data by generating tables, graphics and frequency tables. At univariate level, SPSS helped the researcher generate descriptive statistics such as means and standard deviations. The Analysis of Variance (ANOVA) technique was used to establish the magnitude of the effect of appraisal practices on teacher performance, given the fact that the researcher was targeting many variables of teacher performance at ago.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the analysis and interpretation of the results of the study. The presentation of the results was done in line with hypotheses and research questions that guided the study. However, the presentation was divided into three sections: the description of the background variables, independent variable and dependent variables and the verification of hypotheses. The information in this chapter is presented in table form, and percentages which have been worked based on the grand total. The grand totals in this study do not necessary add up to 100% of the total respondents in all cases due to missing scores.

Description of respondents' background Information

This section deals with the description of the background information of the respondents. The background information was concerned with issues like; age, sex, marital status, level of education and teaching experience of the respondents. Gathering information on the background variable of the respondents was necessary because the background of the respondent relates much with his/her ability to possess adequate information on appraisal practices and teacher performance in schools. The characteristics of the respondents are presented in Tables 4.1 up to 4.5.

Respondents by Age

Respondents were requested to indicate their ages. This was aimed at enabling the researcher to describe the age of the respondents which could also affect the participation of teachers in school activities, quality of teaching and the involvement of teachers in school administration. In this study, age of respondents was categorized into four categories namely: less than 30, 30-40, 41-50 and 51plus years. Results are presented in Table 4.1:

Table 4.1: Distribution of respondents according to age

Teachers (Ages) Years / Teachers (n=163)				Head teachers= 10	
Age group	Frequency	Percent	Cumulative Percent	Frequency	Percent
Less than 30	101	62.0	62.0	00	00
30-40	55	33.7	95.7	5	50
41-50	5	3.1	98.8	4	40
51+	2	1.2	100.0	1	10
Total	163	100.0		10	100

Table 4.1 indicates that the majority (156 or 96%) of the teachers was aged between 20-40years, 5 (3%) teachers were aged between 41-50 years and only 2 (1%) teachers were in the age group 51years and above. This implies that the older teachers become, the greater the chances of leaving the teaching profession for other viable businesses. In the head teachers category, the majority (5 or 50%) of the head teachers were aged between 30-40

years of age; those aged between 41-50 years were 4 (40%) and only 1 (10 %) head teacher was aged 51 years plus. This implies that most teachers are appointed head teachers in their middle ages (when they are in their 40s).

Respondents by gender

Respondents were asked to indicate their gender. This was intended to ensure proportionate representation in the study of both the male and the female teachers in Nansana Town Council secondary schools. Data collected was thus presented in Table 4.2:

Table 4.2: Distribution of respondents according to gender

Teachers (n=163)				Head teachers =10	
Gender	Frequency	Percent	Cumulative Percent	Frequency	Percent
Male	91	55.8	55.8	8	80
Female	72	44.2	100.0	2	20
Total	163	100.0	100.0	10	100

Table 4.2 indicates that male teachers formed the majority (91 or 56%) of the respondents while the female were only 72 (44%). The fact that the majority (91 or 56%) of the respondents were males is in consonance with the record that most teachers in secondary schools in Wakiso today are males (DEO, Wakiso 2008).

Respondents according to academic qualifications

Teachers were asked to indicate their highest level of academic qualifications (education). The academic qualifications of teachers were deemed important in this study as Busigye (2006) found out that there is a relationship between academic qualifications and teachers' performance in schools. Information about academic qualification is presented in Table 4.3:

Table 4.3: Distribution of respondents according to academic qualifications

Teachers = 163				Head teachers 10	
Academic qualification			Cumulative		
all teachers	Frequency	Percent	Percent	Frequency	Percent
Grade V	58	35.6	35.6	1	10.0
Graduate	90	55.2	90.8	7	70.0
Post graduate	15	9.2	100.0	2	20.0
Total	163	100.0		10	100.0

Table 4.3 shows that the majority of the teachers were degree holders forming 56% followed by diploma holders (35 or 36%) and only 15 (9%) teachers had Masters Degrees in Education. Therefore, this is in consonance with what is prevailing in Uganda today where the minimum qualification of secondary school teachers is a Diploma in Education (Ministry of Education Report 2008). In the head teachers category, only 1 (10%) head teacher had a diploma in education, 7 (70%) head teachers had Degrees in Education

forming the majority of the respondents and only 2 (20%) had Post Graduate qualifications in education. This implies that the head teachers of Nansana Town Council secondary schools are qualified since the majority of them possess bachelors degrees in education. This is in line with the minimum requirement for teaching in Ugandan secondary schools which is a Diploma in Education (Ministry of Education and Sports, 2008).

Similarly, the majority (55.2%) of the teachers in Nansana Town Council secondary schools had bachelors' degree in education. This implies that the quality of teachers in these secondary schools is above 50%. In addition, having a large proportion of teachers with a Bachelors Degree in Education indicates that there can be teacher flexibility especially in regards to their deployment at either O'Level or A'Level classes.

Respondents by teaching experience

The respondents were requested to indicate their years of teaching experience. This was aimed at enabling the researcher to describe the teachers' experience in the secondary schools of Nansana Town Council which could also affect teacher performance. It was coded 1 for less than 2 years, 2 for 3-5 years, 3 for 6-10 years and 4 for 10 years plus. Data on the experience of respondents is presented in Table 4.4:

Table 4.4: Distribution of respondents according to teaching experience

Teachers (n=163)				Head teacher 10	
Teaching experience	Frequency	Percent	Cumulative Percent	Frequency	Percent
< 2 years	48	29.4	29.4	00	00
3-5 years	72	44.2	73.6	00	00
6-10 years	40	24.5	98.2	00	00
10 years+	3	1.8	100.0	00	00
Total	163	100.0		00	00

Table 4.4 indicates that the teachers with less than 2 years of teaching experience were 48 (29%), the teachers in the category of 3-5years of teaching experience formed the majority (72 or 44%), the teachers in the category of 6-10years were 40 (25%) and those teachers with teaching experience of 10 years and above were only 3 (2%). This means that there are few experienced teachers in Nansana Town Council secondary schools given the fact that teachers of advanced ages (40 years plus) were few (2%).And this impacts negatively on their performance because experience enhances staff performance.

Respondents by marital status

The respondents were requested to indicate their marital status. This was aimed at enabling the researcher describe the teachers' marital status in regards to the teacher performance in schools. It was coded as 1 for single, 2 for married and 3 for divorced / separated. Data on the marital status was presented in table 4.5:

Table 4.5: Distribution of respondents by marital status

Teachers (n=163)				Head teachers=10	
Marital status	Frequency	Percent	Cumulative Percent	Frequency	Percent
Single	88	54.0	54.0	2	20
Married	71	43.6	97.5	8	80
Divorced/separated	4	2.5	100.0	00	00
Total	163	100.0		10	100.0

Table 4.5 indicates that the single teachers formed the majority (88 or 54%) of the respondents, followed by the married teachers who were 71 (44%) of the respondents and only 4 (3%) of the teachers were separated / divorced. This means that single teachers are believed to be better performers and normally get fewer interruptions during their service. In the head teacher's category, married head teachers formed the majority (8 or 80%) while the single head teachers were only 2 (20%). The fact that the majority (8 or 80%) of the head teachers were married, was in consonance with the fact that most head teachers in the secondary schools of Wakiso District are appointed head teachers in their advanced ages when they are already married (when they are in their 40's).

Description of the independent variable (Appraisal practices)

This section gives a detailed description of the independent variable appraisal practices used in schools which include; appraisal interviews, confidential reports and management by objectives. Using seven questions, teachers were asked to rate themselves on a scale

ranging from 1 to represent strongly agree, 2 agree, 3 disagree and 4 strongly disagree.

Table 4.6 illustrates pertinent descriptive statistics showing the frequencies and percentages of the respondents' views:

Table 4.6: Descriptive statistics on appraisal practices

Appraisal practices		Frequency	Percentage
I am well informed about the purpose of appraisal	Strongly Disagree	29	17.8%
	Disagree	15	9.2%
	Agree	64	39.3%
	Strongly Agree	55	33.7%
	Total	163	100.0%
I am involved in rating myself	Strongly Disagree	17	10.4%
	Disagree	45	27.6%
	Agree	36	22.1%
	Strongly Agree	65	39.9%
	Total	163	100.0%
I am given the objectives upon which the appraisal practice is conducted	Strongly Disagree	33	20.2%
	Disagree	48	29.4%
	Agree	44	27.0%
	Strongly Agree	38	23.3%
	Total	163	100.0%
I am regularly appraised	Strongly Disagree	17	10.4%

	Disagree	64	39.3%
	Agree	44	27.0%
	Strongly Agree	38	23.3%
The school management uses more than one type of appraisal	Strongly disagree	15	9.2%
	Disagree	43	26.4%
	Agree	67	41.1%
	Strongly Agree	38	23.3%
	Total	163	100.0%
I am given the opportunity to react to the evaluators rating comments	Strongly Disagree	42	25.8%
	Disagree	51	31.3%
	Agree	25	15.3%
	Strongly Agree	45	27.6%
	Total	163	100.0%
The head teacher discusses with me the results of the appraisal practice	Strongly Disagree	36	22.1%
	Disagree	58	35.6%
	Agree	24	14.7%
	Strongly Agree	45	27.6%
	Total	163	100.0%

Table 4.6 indicates the teachers' responses on appraisal practices. For instance, on item one where the researcher inquired from the respondents if they were well informed about the purpose of appraisal, the majority (64 or 39.3%) of the teachers agreed that they were well

informed about the purpose of appraisal while the minority (29 or 17.8%) of the teachers disagreed that they were informed about the purpose of appraisal. The fact that the majority of the responses were positively skewed but below 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools are not well informed about the purpose of appraisal. During a face to face interview with the head teachers, the researcher found out that the areas of appraisal are clearly slated in the job description of the teachers that are given to them on the day of appointment in their respective schools.

In addition, the researcher asked the respondents if they were involved in rating themselves during appraisal, the majority (65 or 39.9%) of the teachers strongly agreed that they were always involved in rating themselves while the minority (17 or 10.4%) of the teachers disagreed that they were involved in rating themselves. Given the fact that the majority of the responses were below 50% of the total responses implies that self-rating is not a dominantly used method in Nansana Town Council Secondary Schools. During the face to face interviews with head teachers, the researcher found out that when given an opportunity, the teachers will not rate themselves genuinely as required and this affect the results of the appraisal exercise.

On the statement where the researcher inquired from the respondents whether they were given the objectives upon which the appraisal exercise is conducted, the majority (48 or 29.4%) of the teachers disagreed that they were given the objectives upon which the appraisal exercise is conducted while the minority (33 or 20.2 %) of the teachers strongly disagreed that they were not given the objectives upon which the appraisal exercise is conducted. Given the fact that the majority of the responses were negatively skewed and

below 50% of the total responses implies that the teachers in Nansana Town Council secondary schools are not given the objectives upon which the appraisal exercise is conducted. During the face to face interview with the head teachers, the researcher found out that the teachers were not well informed about the objectives upon which the appraisal exercise is conducted and this had caused a lot of fear among the teachers whenever it was conducted.

On the issue where the researcher asked the respondents whether they were regularly appraised, the majority (64 or 39.3%) of the teachers disagreed that they were not appraised while the minority (17 or 9.2%) of the teachers strongly disagreed that they were never appraised. The fact that, the majorities of the responses were negatively skewed and below 50% of the total responses implies that teachers in Nansana Town Council secondary schools were not regularly appraised. However, when the researcher contacted the head teachers, during the face to face interviews, the head teachers in government aided secondary schools stressed that appraisals were done once in a year on forms issued by public service while head teachers in private schools indicated that private schools follow different appraisal programs which seem to vary from one school to another.

Further more, the researcher inquired from the respondents whether the school management uses more than one system of appraisal, the majority (67 or 41.1%) of the teachers agreed that the school management frequently uses more than one system of appraisal while the minority (15 or 9.2 %) of the teachers strongly disagreed that the school management uses more than one system of appraisal. Given the fact that, the

majority of the responses were positively skewed but below 50% of the total responses implies that the school management does not use more than one appraisal system to evaluate teacher performance in the Secondary schools in Nansana Town Council. During the face to face interview with head teachers, the researcher found out that there are various systems used in appraising teachers but the most common ones used in the secondary schools of Nansana Town Council were confidential reports, management by objectives and appraisal interviews.

In Table 4.6, the researcher inquired from the respondents whether they were given the opportunity to react to the evaluators' rating comments, the majority (51 or 31.3%) of the teachers disagreed that they were given the opportunity to react to the evaluators' comments while the minority (25 or 15.3%) of the teachers agreed that they were given the opportunity to react to the evaluators' comments. The fact that the majority of the responses were negatively skewed and also below 50% of the total responses implies that teachers in Nansana Town Council secondary schools are not given the opportunity to react to the evaluators' comments. During the face to face interviews with head teachers, the researcher found out that there was no mutual agreement reached between the teachers and the head teachers and this affects the way the appraisal exercises were conducted in schools.

Lastly, on the issue where the researcher inquired from the respondents whether the head teacher discusses with them the results of the appraisal practice, the majority (58 or 35.6%) of the teachers disagreed that the head teacher discusses with the teachers the results of the

appraisal practice while the minority (24 or 14.7%) of the teachers agreed that the head teachers frequently discuss the results of the appraisal exercise with their teachers. The fact that the majority of the responses was negatively skewed and below 50% of the total responses implies that head teachers in Nansana Town Council do not discuss with their teachers the results of the appraisal practice. The head teachers interviewed about this same issue said that the teachers were not ready to take the results of the appraisal exercise as positives and genuine and this affect the way the appraisal exercise was conducted in their respective schools. Head teachers were asked the most commonly used appraisal practice in schools; their responses are presented in Table 4.7:

Table 4.7: Head teachers' views on the commonly used practices of appraisal

Practice of appraisal	Frequency	Percentages
Confidential reports	6	60.0%
Appraisal interviews	3	30.0%
Management by objectives	1	10.0%
Total	10	100.0%

Table 4.7 shows that the most commonly used practice of appraisal were the confidential reports. This was pointed out by 5 (50%) respondents. Other practices of appraisal pointed out were appraisal interviews (2 or 20%) and management by objectives (1 or 10%). This implies that there are different systems that can be used to evaluate teacher performance in schools. When probed further through interviewing, the majority of heads of departments said that they fear to point out mistakes of teachers in their presence. Therefore, with the

use of confidential reports; it leaves only the head teachers responsible for appraising teachers.

During the face-to-face interview with heads-of-department and head teachers, the researcher asked what the purpose of appraisal was. To answer this, there were divergent views regarding the purpose of appraisal. Some of their responses included: it helps teachers grow professionally; it also helps teachers to express their concerns; to punish teachers for incompetence; and it also helps the head teachers to reward good performance. Head teachers were asked on the frequency of the appraisal exercise in their respective schools; their responses are presented in Table 4.8:

Table 4.8: Distribution of head teachers' views on the frequency of appraisal in Nansana Town Council Secondary Schools

Frequency of appraisal	Frequency	Percent
End of year	5	50%
End of the term	3	30%
Monthly	2	20%
Total	10	100.0%

Table 4.8 shows that as far as the frequency of appraisal was concerned, the majority (5 or 50%) of the head teachers indicated that it was done at the end of every term, 3 (30%) head teachers pointed out that the appraisal exercise was done at the end of every year and only 2 (20%) head teachers pointed out that it was done on a monthly basis. This implies that

the head teachers had divergent views as to when appraisal was conducted in the secondary schools of Nansana Town Council hence this could contribute to the variations in teacher performance.

Description of the dependent variable: teacher performance

This section gives a detailed description of the dependent variable conceptualized into the participation of teachers in school activities, quality of teaching and the involvement of teachers in school administration.

The participation of teachers in school activities

Since the study was intended to examine the effect of appraisal practice used in secondary schools in Nansana Town Council on the participation of teachers in school activities, it was necessary to find out what constitutes the participation of teachers in school activities under study. The participation of teachers in school activities was conceptualized as teaching, co-curricular activities and inspection. This was determined by asking the teachers a number of questions regarding the participation of teachers in school activities. To get an average on the participation of teachers in school activities, data was first of all sorted, edited, coded and entered into a computer with the help of SPSS program and a summary of descriptive statistics is presented in Table 4.8 (see data set in appendix A).

Table 4.9: Descriptive statistics on the participation of teachers in school activities

The participation of teachers in school activities		Frequency	Percentage
I teach all my lessons	Never	12	7.4%
	Sometimes	24	14.7%
	Frequently	39	23.9%
	Always	88	54.0%
	Total	163	100.0
I participate in co-curricular activities in my school	Never	1	.6%
	Sometimes	77	47.2%
	Frequently	25	15.3%
	Always	60	36.8%
	Total	163	100.0
I am involved in goal setting in my school	Never	14	8.6%
	Sometimes	60	36.8%
	Frequently	44	27.0%
	Always	45	27.6%
	Total	163	100.0
I supervise students' work	Never	00	00.0%
	Sometimes	21	12.9%
	Frequently	56	34.4%
	Always	86	52.8%

	Total	163	100.0
I inspect students' out of classroom activities	Never	1	.6%
	Sometimes	55	33.7%
	Frequently	53	32.5%
	Always	54	33.1%
	Total	163	100.0
I encourage students' participation and involvement in the lesson	Never	00	00.0%
	Sometimes	5	3.1%
	Frequently	47	28.8%
	Always	111	68.1%
	Total	163	100.0

Table 4.9 shows the teachers' responses on the various statements about the participation of teachers in school activities. For instance, on the statement where the researcher inquired from the respondents whether they teach all their lessons, the majority (88 or 54.0%) of the teachers responded that they always teach all their lessons. while the minority (12 or 7.4 %) of the teachers pointed out that they never teach all their lessons. The fact that majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools teach all their lessons.

In addition, the researcher asked the respondents whether they participate in co-curricular activities in their respective schools the majority (77 or 47.2%) of the teachers pointed out that they sometimes participate in co-curricular activities while the minority (1 or 0.6 %) of the respondents pointed out that they never participate in co-curricular activities in their

respective schools. The fact that the majority of the responses were negatively skewed and also below 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools do not participate in co-curricular activities in their respective schools. On the statement where the researcher inquired from the respondents whether they are involved in goal-setting in their respective schools, the majority (60 or 36.8%) of the teachers pointed out that they were sometimes involved in goal setting in their respective schools while the minority (14 or 8.6%) of the teachers pointed out that they were never involved in goal setting in their respective schools. The fact that the majority of the responses were negatively skewed and below 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools are not involved in goal setting in their respective schools.

In Table 4.9, the researcher asked the respondents whether they supervise student's work, the majority (86 or 52.8%) of the teachers responded that they always inspect students' work while none of the teachers pointed out that they never inspect students' work. The fact that the majority of the responses were above 50% of the total responses implies that the teachers in Nansana Town Council Secondary Schools supervise students' work. On the issue where the researcher inquired from the respondents whether they inspect students' out of classroom activities, the majority (55 or 33.7%) of the teachers pointed out that they sometimes inspect students' out of classroom activities while the minority (1 or 0.6%) of the teachers responded that they never inspect students' out of classroom activities. The fact that the majority of the responses were negatively skewed and below 50% of the total

responses implies that teachers in Nansana Town Council secondary schools do not inspect students' out of classroom activities as a way of participating in school activities.

Lastly, the researcher asked the respondents whether they encourage students' participation and involvement in the lesson, the majority (111 or 68.1 %) of the teachers pointed out that they always encourage students' participation and involvement in lessons while none of the teachers pointed out that they never encourage students' participation and involvement in lessons. The fact that the majority of the responses were positively skewed and above 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools encourage students' participation and involvement in their lessons.

Quality of teaching

Since the study was intended to investigate the effect of appraisal practices used in secondary schools in Nansana Town Council on the quality of teaching, it was necessary to find out the activities under the quality of teaching. The quality of teaching in this study was conceptualized as preparing lesson plans and schemes of work, use of appropriate instructional materials and the teachers' knowledge ability of the subject matter. This was determined by asking the teachers to rate themselves on questions regarding to the quality of teaching in their respective schools since the quality of teaching varied from school to school. To get an average on the quality of teaching in schools, data was first of all sorted, edited, coded and entered into the computer using SPSS and a summary of descriptive statistics are presented in Table 4.9:

Table 4.9: Descriptive statistics on the quality of teaching in schools

The quality of teaching		Frequency	Percentage
I prepare a scheme of work at the beginning of every term	Never	1	.6%
	Sometimes	25	15.3%
	Frequently	35	21.5%
	Always	102	62.6%
I prepare a lesson plan before the actual teaching	Never	3	1.8%
	Sometimes	34	20.9%
	Frequently	42	25.8%
	Always	84	51.5%
I prepare adequately for my lessons	Sometimes	14	8.6%
	Frequently	58	35.6%
	Always	91	55.8%
I use appropriate/ relevant instructional materials in teaching	Never	3	1.8%
	Sometimes	63	38.7%
	Frequently	24	14.7%
	Always	73	44.8%
I use learner centered teaching methods to encourage learner participation in lessons.	Never	00	00.0%
	Sometimes	31	19.0%
	Frequently	23	14.1%

I evaluate learning activities.	Always	109	66.9%
	Never	00	00.0%
	Sometimes	27	16.6%
	Frequently	45	27.6%
	Always	91	55.8%
I adequately manage classroom records.	Never	5	3.1%
	Sometimes	14	8.6%
	Frequently	51	31.3%
	Always	93	57.1%
I prepare adequate subject content appropriate to the level of my class	Never	00	00.0%
	Sometimes	4	2.5%
	Frequently	38	23.3%
	Always	121	74.2%

Table 4.9 indicates the teachers' responses on the quality of teaching. For instance, on the statement where the researcher inquired from the respondents whether they prepare schemes of work at the beginning of every term, the majority (102 or 62.6%) of the teachers responded that they always prepare schemes of work at the beginning of every term while the minority (1 or 0.6%) of the teachers responded that they never prepare schemes of work at the beginning of every term. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council secondary schools prepare schemes of work at the beginning of every term.

In addition, the researcher inquired from the respondents whether they prepare lesson plans before the actual teaching, the majority (84 or 51.5 %) of the teachers pointed out that they always prepare lesson plans before the actual teaching while the minority (3 or 1.8 %) of the teachers responded that they never prepare lesson plans before the actual teaching. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools prepare lesson plans before the actual teaching.

In Table 4.9, the researcher asked the respondents whether they prepare adequately for their lessons; the majority (91 or 55.8%) of the teachers responded that they always prepare adequately for their lessons while none of the teachers pointed out the fact that they never prepare adequately for their lessons. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools prepare adequately for their lessons.

The researcher inquired from the respondents whether they use appropriate / relevant instructional materials in teaching, the majority (73 or 44.8 %) of the teachers pointed out that they always use appropriate/relevant instructional materials in teaching while the minority (3 or 1.8%) of the teachers pointed out that they never use relevant instructional materials in teaching. The fact that the majority of the responses were below 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools do not use appropriate / relevant instructional materials as a way of improving the quality of teaching in their respective schools.

On the statement where the researcher asked the respondents whether they use learner centered teaching methods to encourage learner participation in their lessons, the majority (109 or 66.9 %) of the teachers pointed out that they always use learner centered teaching methods to encourage learner participation in lessons while none of the respondents pointed out that they never use learner centered teaching methods to encourage learner participation in their lessons. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council secondary schools use learner centered teaching methods to encourage learner participation in lessons as a way of improving the quality of teaching in their respective schools.

In Table 4.9, the researcher inquired from the respondents whether they adequately manage classroom records, the majority (93 or 57.1%) of the teachers pointed out that they always manage class room records while the minority (5 or 3.1 %) of the teachers responded that they never manage classroom records. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council secondary schools adequately manage classroom records.

On the issue where the researcher asked the respondents whether they evaluate learning activities, the majority (91 or 55.8%) of the teachers pointed out that they always evaluate learning activities while none of the teachers pointed out that they never evaluate learning activities. The fact that the majority responses were above 50% of the total responses implies that the teachers in Nansana Town Council Secondary Schools evaluate students' learning activities.

Lastly, on the statement where the researcher inquired from the respondents whether they prepare adequate subject content appropriate to the level of their classes, the majority (121 or 74.2%) of the teachers pointed out that they always prepare adequate subject content appropriate to the level of their classes. while none of the respondents pointed out that they never prepare adequate subject content appropriate to the level of their classes. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools prepare adequate subject content appropriate to the level of their classes.

The involvement of teachers in school administration

Since the study was intended to investigate whether appraisal practices used in secondary schools in Nansana Town Council affect the involvement of teachers in school administration, it was deemed necessary to find out the activities in relation to the involvement of teachers in school administration. In this study, the involvement of teachers in school administration was conceptualized as managing students conduct, the involvement of teachers in counseling and guidance and the participation of teachers in staff meetings. This was determined by asking the teachers a number of questions in the self administered questionnaires to see as to whether they are involved in school administration in their respective schools. To determine whether there was teacher involvement in school administration, the responses from the self administered questionnaires were first of all sorted, edited, coded and entered into a computer with the help of SPSS program and a summary of descriptive statistics are presented in Table 4.10

Table 4.10: Descriptive statistics on the involvement of teachers in school administration

The involvement of teachers in school administration		Frequency	Percentage
I participate in staff meetings	Never	00	00.0%
	Sometimes	3	1.8%
	Frequently	34	20.9%
	Always	126	77.3%
	Total	163	100.0%
I discipline my students when they deviate from the expected norms	Never	1	.6%
	Sometimes	9	5.5%
	Frequently	48	29.4%
	Always	105	64.4%
	Total	163	100.0%
I represent teachers in school governing bodies	Never	00	00.0%
	Sometimes	11	6.7%
	Frequently	33	20.2%
	Always	119	73.0%
	Total	163	100.0%
I encourage democratic students' leadership through regular free and fair elections among others	Never	00	00.0%
	Sometimes	3	1.8%
	Frequently	25	15.3%

	Always	135	82.8%
	Total	163	100.0%
I am a loyal and supportive member of my department	Sometimes	5	3.1%
	Frequently	30	18.4%
	Always	128	78.5%
	Total	163	100.0%
I compete with my fellow colleagues from within and outside my school	Never	23	14.1%
	Sometimes	45	27.6%
	Frequently	36	22.1%
	Always	59	36.2%
	Total	163	100.0%
We have a clear line of communication in my school	Never	13	8.0%
	Sometimes	21	12.9%
	Frequently	44	27.0%
	Always	85	52.1%
	Total	163	100.0%
The head teacher supervises my school activities	Never	4	2.5%
	Sometimes	8	4.9%
	Frequently	52	31.9%
	Always	99	60.7%
	Total	163	100.0%

I am involved in guidance and counseling of students and peers	Never	1	.6%
	Sometimes	13	8.0%
	Frequently	68	41.7%
	Always	81	49.7%
	Total	163	100.0%
The head teacher delegates some administrative duties to me	Never	00	00.0%
	Sometimes	00	00.0%
	Frequently	34	20.9%
	Always	129	79.1%
	Total	163	100.0%

Table 4.11 indicates the teachers' responses on the various statements on the involvement of teachers in school administration. For instance, on statement number one, the researcher inquired from the respondents whether they participate in staff meetings; the majority (126 or 77.3%) of the teachers responded that they always participate in staff meetings while none of the teachers stressed that they never participate in meetings. Given the fact that, the majority of the responses were above 50% of the to total responses implies that teachers in Nansana Town Council secondary schools regularly participate in staff meetings.

On the issue where the researcher asked the respondents whether they discipline their students when they deviate from the expected norms, the majority (105 or 64.4%) of the teachers pointed out that they discipline their students when they deviate from the expected

school norms while the minority (1 or 0.6%) of the teachers never disciplined their students when they deviate from the expected norms.. The fact that the majority of the responses were above 50% of the total responses implies that the teachers in Nansana Town Council Secondary Schools discipline their students whenever they deviate from the expected norms.

In addition, the researcher inquired from the respondents whether they encourage democratic students' leadership through regular, free and fair elections, the majority (135 or 82.8%) of the teachers pointed out that they always encourage democratic students' leadership through regular, free and fair elections among others while none of the teachers pointed out that they never encourage students' leadership through regular, free and fair elections. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools encourage democratic students' leadership through regular, free and fair elections as a way of involving themselves in school administration.

Furthermore, the researcher asked the respondents whether they are loyal and supportive members of their departments the majority (128 or 78.5%) of the teachers responded that they are always loyal and supportive members of their departments while none of the teachers pointed out that they were never loyal and supportive members of their departments. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools are loyal and supportive members of their departments.

On the statement where the researcher inquired from the respondents whether they compete with fellow colleagues from within and outside their schools, the majority (59 or 36.2%) of the teachers responded that they always compete with fellow colleagues from within and outside school while the minority (23 or 14.1%) of the teachers pointed out that they never compete with fellow colleagues from within and outside school. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools compete with fellow colleagues from within and outside their schools.

On the issue where the researcher asked the respondents whether they have clear lines of communication in their respective schools, the majority (85 or 52.1 %) of the teachers responded that they always have clear lines of communication in their respective schools while the minority (13 or 8.0%) of the teachers pointed out that never had clear lines of communication in their respective schools. The fact that the majority of the responses were above 50% of the total responses implies that teachers in Nansana Town Council Secondary Schools have clear lines of communication in their respective schools.

The researcher inquired from the respondents whether the head teachers supervise the teachers' school activities, the majority (99 or 60.7%) of the teachers pointed out that the head teacher always supervises their school activities while the minority (4 or 2.5%) of the teachers pointed out that the head teacher never supervises the teachers' school activities. The fact that the majority of the responses were above 50% of the total responses implies that the head teachers supervise teachers' school activities as a mechanism of involving them in school administration.

On the issue where the researcher inquired from the respondents whether as teachers they are involved in guiding and counseling of their students and peers, the majority (81 or 49.7%) of the teachers responded that they are always involved in guidance and counseling of students and peers while the minority (1 or 0.6%) of the teachers responded that they were never involved in guidance and counseling of students and peers. The fact that the majority responses were below 50% of the total responses implying that teachers in Nansana Town Council Secondary Schools are not involved in guiding and counseling of their students and peers.

Lastly, on the statement where the researcher inquired from the respondents whether as teachers, the head teacher delegates to them some administrative duties, the majority (100.0%) of the teachers pointed out that the head teacher always delegates some administrative duties to them while none of the teachers stressed the fact that the head teacher never delegates administrative duties to the teachers. The fact that the majority responses were above 50% of the total responses implies that the head teachers in Nansana Town Council secondary schools delegate administrative duties to their teachers as a way of involving them in school administration.

Relationship between appraisal practices and teacher performance

After the description of the independent and dependent variables in the study, it was necessary to establish the relationship that exists between the two variables. This section dealt with the tests to find out the relationship between appraisal practices used in Nansana Town Council on the participation of teachers in school activities, quality of teaching and

the involvement of teachers in school administration. This section deals with verification of the three research hypotheses of the study.

Hypothesis One

The first hypothesis in the study was stated as “appraisal practices used in secondary schools in Nansana Town Council have an effect on the participation of teachers in school activities”. This hypothesis was turned into a null hypothesis for testing; which was also stated as “appraisal practices used in secondary schools of Nansana Town Council do not significantly affect the participation of teachers in school activities”. To test whether appraisal practices used in secondary schools in Nansana Town Council affect the participation of teachers in school activities, analysis of variance was used given the fact that appraisal practices were categorized into three types: namely; confidential reports, management by objectives and appraisal interviews as per the conceptual framework in Fig 2.1. Similarly, in schools where 70% of the respondents indicated a given type of appraisal system being dominantly used were characterized to use that particular type of appraisal practices, the participation of teachers in school activities were scored basing on the likert’s scale of 1 to represent always 2 frequently 3 sometimes and 4 never.

Table 4.11: Analysis of variance between Appraisal systems and the participation of teachers in school activities

Appraisal practices	Number of schools where these appraisal practices are dominantly used	Mean	Std. Deviation	F	p-value
Appraisal interviews	3	45.0755	2.82740	4.778	.100
Confidential reports	6	45.7935	2.14085		
Management by objectives	1	47.0000	1.45521		
Total	10	45.6933	2.38393		

Table 4.11 shows the analysis of variance technique (ANOVA) between appraisal practices used in secondary schools of Nansana Town Council and the participation of teachers in school activities. The number of schools where these appraisal practices are dominantly used are presented in Table 4.11 where the majority (6) of the schools pointed out the use of confidential reports, followed by the 3 schools which pointed out the use of appraisal interviews and only 1 school pointed out the use of management by objectives. However, to test the relationship, the researcher compared the F-value 4.778 in Table 4.11 whose significance (sig=0.10) is greater than 0.05. In this regard, the researcher accepted the null hypothesis that appraisal practices used in secondary schools of Nansana Town council do not significantly affect the participation of teachers in school activities and rejected the research hypothesis that appraisal practices used in secondary schools of Nansana Town

Council significantly affect the participation of teachers in school activities at the 5% level of significance. Thus, the researcher found out that appraisal practices used in secondary schools of Nansana Town Council do not significantly affect teacher participation in school activities.

Hypothesis two

The second hypothesis of the study was stated as “appraisal practices used in secondary schools in Nansana Town Council have an effect on the quality of teaching”. This hypothesis was turned into the null hypothesis for testing; which was also stated as “appraisal practices used in secondary schools in Nansana Town Council do not significantly affect the quality of teaching”. To test whether appraisal practices used in secondary schools of Nansana Town Council affect the quality of teaching, analysis of variance was used given the fact that the appraisal practices were categorized into three types: namely; confidential reports, management by objectives and appraisal interviews as per the conceptual framework in Fig 2.1. Similarly, in schools where 70% of the respondents indicated a given type of appraisal practice being dominantly used were characterized to use that type of appraisal system, the quality of teaching in schools were scored basing on the likert’s scale of 1 to represent always, 2 frequently, 3 sometimes and 4 never.

Table 4.12: Analysis of variance between appraisal practices and the quality of teaching in schools

Appraisal practices	Number of schools where these appraisal practices are dominantly used.	Mean	Std. Deviation	F	p-value
Appraisal interviews	3	45.0755	3.71372	9.497	.000
Confidential reports	6	45.7935	3.35529		
Management by objectives	1	47.0000	1.56765		
Total	10	45.6933	3.50937		

Table 4.12 shows the analysis of variance technique (ANOVA) between appraisal practices and the quality of teaching in schools. The number of schools where these appraisal practices were dominantly used are presented in Table 4.12 where the majority (6) of the secondary schools pointed out the use of confidential reports, followed by 3 schools which pointed out the use of appraisal interviews and only 1 school pointed out the use of management by objective. However, to test the relationship, the researcher compared the F-value 9.497 in Table 4.12 whose significance is .000 is less than 0.05. In this regard, the researcher rejected the null hypothesis that appraisal practices used in secondary schools of Nansana Town Council do not significantly affect the quality of teaching and accepted the

research hypothesis that appraisal practices used in secondary schools of Nansana Town Council significantly affect the quality of teaching at a 5% level of significance. Thus, the researcher found out that appraisal practices used in secondary schools of Nansana Town Council significantly affect the quality of teaching.

Hypothesis three

The third hypothesis of the study was stated as “appraisal practices used in secondary schools in Nansana Town Council have an effect on the involvement of teachers in school administration”. This hypothesis was turned into the null hypothesis for testing; which was also stated as “appraisal practices used in secondary schools of Nansana Town Council do not significantly affect the involvement of teachers in school administration”. To test the relationship between appraisal practices used in secondary schools of Nansana Town Council and the involvement of teachers in school administration, analysis of variance technique (ANOVA) was used, given the fact that the appraisal practices were categorized into three types: namely; confidential reports, management by objectives and appraisal interviews as per the conceptual frame work in Fig 2.1. Similarly, in schools were 70% of the respondents indicated a given type of appraisal practices being dominantly used were characterized to use that particular type of appraisal practice, the involvement of teachers in school administration were scored basing on the likert’s scale of 1 to represent always, 2 frequently, 3 sometimes and 4 never

Table 4.13: Analysis of variance between appraisal practices and the involvement of teachers in school administration

Appraisal practices	Number of schools where these appraisal practices are dominantly used	Mean	Std. Deviation	F	p-value
Appraisal interviews	3	45.0755	2.87008	5.937	.003
Confidential reports	6	45.7935	2.13938		
Management by objective	1	47.0000	1.04648		
Total	10	45.6933	2.48679		

Table 4.13 shows the analysis of variance (ANOVA) between appraisal practices and the involvement of teachers in school administration. The number of schools where these appraisal practices were dominantly used are presented in Table 4.13 were the majority (6) of the schools pointed out the use of confidential reports, followed by 3 schools which pointed out the use of appraisal interviews and only 1 school pointed out the use of management by objectives. To test the relationship, the researcher compared the F-value 5.94 in Table 4.13 whose significance is 0.003 is less than 0.05. In this regard, the researcher rejected the null hypothesis that appraisal practices used in secondary schools of Nansana Town Council do not significantly affect the involvement of teachers in school administration and accepted the research hypothesis that appraisal practices used in

secondary schools of Nansana Town Council significantly affect the involvement of teachers in school administration, at a 5% level of significance. Thus, the researcher found out that appraisal practices used in secondary schools of Nansana Town Council significantly affect the involvement of teachers in school administration.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATION

Introduction

The purpose of this study was to establish the effect of appraisal practices on teacher performance in secondary schools of Nansana Town Council. This chapter of the study discusses the results from the preceding chapters. From the discussions, conclusions are derived and later on a number of recommendations are made.

Discussion

This subsection looks at the discussion of results hypothesis by hypothesis.

Hypothesis One

Hypothesis one of the study was that appraisal practices used in secondary schools of Nansana Town Council affect the participation of teachers in school activities. The appraisal practices used in secondary schools in Nansana Town Council affect teacher participation in school activities in terms of teaching, co-curricular activities and inspection of students' work. The results were descriptively analyzed using Analysis of variance techniques to determine the magnitude and significance of the relationship. The results from the hypothesis indicated that appraisal practices used in secondary schools in Nansana Town Council do not significantly affect the participation of teachers in school activities.

The study also found out that confidential reports were the highly used appraisal practices in the secondary schools of Nansana Town Council. The findings of the study that appraisal practices used in the secondary schools in Nansana Town Council do not significantly affect the participation of teachers in school activities were cross referenced with the results of other scholars in other environments and they did not agree with the study findings. For example, Wanyama (2001) disagrees with the above study findings where he observed that feedback from the appraisal practices increases employee participation in the various department of Teacher Education Kyambogo where the feedback is regular and timely.

Wanyama (2001) also contends that in order for performance to be effective, employees require close and frequent supervision in the performance of all their responsibilities. Matwire (2002) also does not support the above findings with a view that appraisal practices provide a balanced actionable feedback that encourages employee participation in terms of teamwork and co-operation. In regards to this study, if the head teacher discusses with the teachers the results of the appraisal practices and the recommended actions pertinent to it, then teacher participation in school activities will certainly be achieved in the secondary school of Nansana Town Council.

One of the challenges noted by respondents was that it is very complicated to compare performance. Tziner and Cleveland (2001) found out that performance appraisal requirements, which involves supervision, expecting efforts and possibly undertaking risks like; low rating can harm employee's co-operation and their participation in workgroups

and hence leading to resentments and complaints. In this regard, the findings in this study that appraisal practices used in secondary schools in Nansana Town Council do not significantly affect the participation of teachers in school activities differed with the results of other scholars due to the fact that some head teachers do not regularly appraise their teachers and most importantly the results got from the appraisal exercise was not communicated to the teachers in time. By so doing, teachers in Nansana Town council secondary schools neglect their roles especially in regards to their participation in school activities.

The findings of the study that appraisal practices used in secondary schools in Nansana Town Council do not significantly affect the participation of teachers in school activities were not empirically supported by Kamwine (2004) who observed that appraisal schemes encourage open communication between employees and employers or subordinates and supervisors which ultimately help to create effective workgroups. In addition, appraisal systems can generate accurate record of performance in Nansana Town Council secondary schools, if the participation of teachers is improved in terms of teaching, their participation in co-curricular activities and inspection of students' work. The findings are not in agreement with Onzoma (2002) who found out that feedback from the appraisal systems has helped teachers in a way that they now participate in school activities like; inspection of students' work and co-curricular activities which they initially under estimated. Thus, aiming at scoring high during the appraisal exercise.

Hypothesis two

The second hypothesis was that appraisal practices used in secondary schools in Nansana Town Council significantly affect the quality of teaching. The appraisal practices used in secondary schools in Nansana Town Council include; confidential reports, management by objectives and appraisal interviews that affect the quality of teaching in terms of preparing lesson plans and schemes of work before the actual teaching, use of appropriate instructional materials and the teachers' display of their knowledge in regards to the subject matter. Analysis of variance (ANOVA) was used to determine the magnitude and significance of the relationship. From the study as indicated in chapter four, the researcher found out that appraisal practices used in secondary school in Nansana Town Council significantly affect the quality of teaching.

The findings of this study that appraisal practices used in secondary schools in Nansana Town Council significantly affect the quality of teaching were cross-referenced with the results of other scholars in other environments and they showed a level of similarity. For example, Namutebi (2003) observed that there is a significant correlation between the results of the appraisal practice used and the teachers' content delivery in the classroom in the secondary schools of Mukono District. Namubiru (2003) recommended that appraisal practices should be aimed at helping teachers to grow professionally by enabling them express their concerns, realize their weakness and being helped to overcome such weaknesses. In regards to the study, the head teachers as stake holders in the educational sector could use the results got from the appraisal practice to improve the quality of

teaching by involving their teachers in goal-setting thus avoiding conflicts of interest that may arise when these appraisal systems are not well handled.

The findings of the study that appraisal practices used in secondary schools in Nansana Town Council significantly affect the quality of teaching are in agreement 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 that those academicians and professionals are willing to seek feedback from those they respect to attempt to learn new skills and techniques that can improve the quality of teaching in their schools. The findings are in agreement with Smith (1993) who holds a similar view where he contends that effective teachers have learnt from their successes and failures and have been capable of identifying their own weaknesses and strengths.

The findings above are in agreement with Busingye (2006) who found out that high quality teaching in schools would only be achieved only if the head teachers and heads of departments appraised their teachers on a regular basis to identify teacher weaknesses. Busingye (2006) agrees with Tumusime (2000) who also observed that appraisal practices have helped head teachers identify teacher weaknesses especially in regards to the quality of teaching in schools. In addition, these head teachers have endeavored to organize seminars and workshops aimed at helping teachers learn new techniques geared towards improving the quality of teaching in their respective schools.

Therefore, in regard to this study, the head teachers should discuss with their teachers the results of the appraisal practice and where there are weaknesses, possible remedies are

undertaken to improve those weaknesses. The results from the study indicated that appraisal practices used in secondary schools in Nansana Town Council were found to be strongly related to the teachers' quality of teaching in schools where the head teachers and head of department have gone an extra-mile to investigate / supervise teacher performance in class by pointing out key indicators in regards to the quality of teaching in their respective schools like; use of appropriate instructional materials and the teachers' display of the knowledge ability of the subject matter among others.

These findings that appraisal practices used in Nansana Town Council secondary schools have a significant effect on the quality of teaching are in agreement with Gillen (1996) who found out that feedback from performance appraisals 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 also being in position to take corrective actions. Although the study findings are consistent with the study results agreeing to the fact that appraisal practices used in secondary schools in Nansana Town Council have a significant relationship with the quality of teaching, Nakimera (2001) who studied the effect of appraisal systems on the quality of teaching in the secondary schools of Mukono District did not find out a significant relationship between appraisal practices used in schools and the quality of teaching sighting inadequate instructional materials and unqualified teachers as obstacles to the high quality of teaching in the secondary schools in Mukono District.

Hypothesis three

The appraisal practices were looked at as a combination of confidential reports, management by objective and appraisal interviews. It was hypothesized that appraisal

practices used in secondary schools in Nansana Town Council affect the involvement of teachers in school administration in terms of their management of students' conduct, the involvement of teachers in counseling and guidance of students and peers and the teachers' participating in staff meetings. Therefore, there was a need to find out how appraisal practices used in secondary schools in Nansana Town Council affect the involvement of teachers in school administration, analysis of variance was used to determine the magnitude and significance of the relationship. The results from the hypothesis indicated that there is a significant relationship between appraisal practices used in secondary schools in Nansana Town Council and the involvement of teachers in school administration.

For example, the finding that appraisal practices used in secondary schools in Nansana Town Council significantly affect the involvement of teachers in school administration were empirically supported by Musoke (2003) who found out that confidential reports were the commonly used methods of appraisal in that they provide more feedback on the involvement of teachers in school administration. However, Musoke (20003) did not put into perspective other appraisal practices like; appraisal interviews and management by objectives which are also important in determining whether there is teacher involvement in school administration. School administration should be the work of both the teachers and the head teachers spelling out the objectives, activities and the targets to be achieved in a specific period of time. It is theoretically supported by Cardy (2003) who pointed out that performance appraisal systems involves performance assessment of an individual in relation to the objectives, outputs and targets of the job over a specific period of time.

The finding that appraisal practices used in secondary schools in Nansana Town Council significantly affect the involvement of teachers in school administration were empirically supported by Onzoma (2002) who also found out that positive feedback from the performance appraisals had the strongest and most consistent effect on the teachers' willingness to involve themselves in school administration where the principal is open, facilitative, supportive and collaborative. The findings above are also theoretically supported by Rao and Narayana (1997) who also pointed out that when properly conducted, performance appraisal does not only let the employees know how well they are performing but also influences the employees' future level of effort, activities, results and task direction towards their involvement in organizational administration.

The findings that appraisal practices used in secondary schools in Nansana Town Council significantly affect the involvement of teachers in school administration were supported by Kakande (2004) who observed that for an appraisal system to be declared useful in a school setting, first and foremost it should emphasize key aspects in regards to the involvement of teachers in school administration which include; the teachers regularly participating in staff meeting, teachers participating in counseling and guidance of students and peers and also teachers ensuring a democratic students' leadership through regular, free and fair elections.

However, Okello (1997) does not support the above findings, he contends that there was no significant relationship between the appraisal practices used and the employees' organizational administration in Uganda public service. Okello (1997) points out that the feedback that is given to the employees as well as a high degree of confidentiality was not

exhibited in the process. Ssenabulya (2006) agrees with Okello (1997) who also did not find a significant relationship between appraisal practices used in organizations and the employees' involvement in organizational administration.

Ssenabulya (2006) contends that employees' involvement in organizational administration would only be realized if the appraisal systems were transparent, open-ended and participatory. The finding that appraisal practices used in secondary schools in Nansana Town Council significantly affect the involvement of teachers in school administration were not supported by Nakimera (2001) who pointed out that some teachers claimed that the appraisal exercise had led to demotions and low morale in their schools and that the available opportunities for them to enhance their skills and confidence were pathetically limited and this explains why teachers in Nansana Town Council had a negative attitude in regards to the use of appraisal practices as a yard stick to measure their involvement in school administration.

Conclusions

1. It was concluded from the study results that appraisal practices used in secondary schools in Nansana Town Council do not significantly affect the participation of teachers in school activities.
2. It was also concluded from the study results that appraisal practices used in secondary schools in Nansana Town Council significantly affect the quality of teaching.
3. It was also concluded from the study results that appraisal practices used in secondary schools in Nansana Town Council significantly affect the involvement of teachers in school administration.

Recommendations

- 1 The head teachers in the secondary schools should endeavor to spell out what should be appraised, who should appraise, when the methodology is to be employed and most importantly the results got from appraisal should be communicated to the teachers in time for the purpose of encouraging the participation of teachers in school activities.
- 2 The educational administrators should also endeavor to put in more effort in organizing workshops and seminars on appraisal practices geared towards improving the quality of teaching in schools. In this regard, the purpose of appraisal should be looked at as the need to improve performance rather than being looked at as a means of punishing staff for their in competencies.
- 3 The policy makers should endeavor to establish more concrete policies that encourage open and participatory appraisal practices that emphasize collegial and teamwork in regard to the involvement of teachers in school administration.

Areas for further research

The researcher proposes the following areas for further research:

1. Urgent need to conduct a similar study in the primary schools of Nansana Town Council.
2. Investigating the relationship between appraisal systems and job satisfaction.
3. Urgent need to conduct a similar study in tertiary institutions in Uganda.

REFERENCES

- Amin, M. E. (2005). Social science research on conception, methodology and analysis. Kampala: Makerere University printery.
- Armstrong, M. (2002). A handbook of human resource management practice. (8th ed.), Kogan page Us Limited.
- Barlow,H.B (1989) unsupervised learning neural computation 1(3);;295-311
- Busingye, M. (2006). Appraisal system and teacher performance in Nagongera National Teachers' College. Unpublished masters (of educational management) dissertation, Makerere University. Kampala, Uganda
- Cole, A. (1997). Personal management. (4th ed.), London: Ashford: Colour press.
- Craig, et al; (1998). The teacher development: Making an impact. Washington education the World Bank.
- Gay, I. & Airasian, P. (2003). Educational research: Competencies for analysis and application. (7th ed.), NJ: Merrill/Prentice-hall.
- Gillen, T. (1996). The appraisal discussion Exeter. Short run press.
- Kakande, J. B (2004) Appraisal systems and educational administration in primary schools in Kampala district. Unpublished Masters (HRM) dissertation Uganda Management Institute, kamala, Uganda
- Kamwine, E. (2004). Management of appraisal schemes and teachers performance in government aided secondary schools in Kampala. Unpublished master (of education management), Makerere University, Kampala, Uganda.
- Ministry of education and sports (2008) The report on education needs assessment for northern Uganda. Kampala: Education Department.

Mutwire, K. (2002). Analysis of factors affecting the effective implementation in private companies. A case study of Bombardier Transportation Uganda Limited, Unpublished masters (of management) dissertation, Uganda management institute, Kampala, Uganda.

McGregor, D. (1960). The human side of enterprise. New York: McGraw-Hill, Scoting.

Musoke, J. J. (2003). Assessing the effects of staff appraisal system on organization performance: A case study of New Vision printery. Unpublished masters (of Management) dissertation, Uganda Management Institute, Kampala, Uganda.

Nacino, F. D. (1982). Curriculum and instruction, Macmillan education.

Nakimera, T. (2001) Effect of appraisal systems on the quality of teaching in secondary schools in Mukono District. Unpublished masters (of educational management) dissertation, Mukono University, Mukono, Uganda

Namubiru, J. (2003). Appraisal system and improved teacher performance in the secondary schools of Mukono district. Unpublished master (of educational. Management) dissertation, Uganda management institute, Kampala, Uganda.

Nkata, J. L. (2005). Introduction to human resource management. Kampala-Masha publishers.

Okello-Okot (1997) The weakness of performance appraisal system in the Uganda public service. Unpublished, postgraduate diploma (HRM), Uganda Management Institute, Kampala, Uganda

Sarantakos, S. (1998). Social research. (2nd ed.), New York: Political Grave.

Smith, R. (1993). Preparing for appraisal, self-evaluation for teachers in primary schools and secondary schools. Lancaster Framework.

Ssenabulya, R. (2006) Appraisal practices and teacher performance in secondary schools in Kampala. Unpublished masters (of educational management) dissertation, Makerere University, Kampala, Uganda.

Stoner, A. F. & Freeman (2001) Management. (6th ed.), New Delhi: Prentice Hall of India.

Torrington, D. & Taylor, s. (1998). Human resource management. (5th ed.), Prentice hall financial.

Tumusiime, J. (2000) Effect of appraisal practices in secondary schools of Mbarara District. Unpublished Bachelors of education (ext) Kyambogo University, Kampala, Uganda

Tziner, A. & Cleveland, J. (2001). Relationships between attitudes towards organization and performance appraisal systems and rating behaviors. Vol. No.3, Black well publishers ltd.

Wanyama-Obanya (2001). An assessment of staff performance appraisal on organizational performance: A case study of teacher education Kyambogo. Unpublished master's (HRM) dissertation, Uganda Management Institute., Kampala, Uganda.

APPENDIX A

	id	age	sex	educ	marital	years	q6	q7	q8	q9	q10	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20	q21	q22	q23	q24	q25
1	8	1	1	2	2	2	1	2	3	4	3	1	1	3	3	1	2	2	3	3	3	3	3	2	2	2
2	12	1	1	2	2	2	1	2	3	4	3	1	1	3	3	1	2	2	3	3	3	3	2	2	3	3
3	22	1	2	1	1	2	1	1	1	1	1	1	1	4	4	4	4	4	4	4	4	2	2	2	4	1
4	23	1	2	2	2	3	1	1	1	1	1	1	1	4	4	4	4	4	4	3	3	3	3	3	3	3
5	27	1	2	2	2	3	1	1	1	1	1	1	1	4	4	4	4	4	4	3	3	3	3	3	3	3
6	30	1	2	1	1	2	1	1	1	1	1	2	1	4	4	4	4	4	4	4	4	4	4	4	4	4
7	34	1	1	1	1	1	3	4	2	2	3	4	2	1	2	3	4	3	4	3	3	3	3	2	2	2
8	39	1	1	3	1	2	4	2	1	2	2	3	2	3	3	2	3	2	3	3	3	3	2	2	4	4
9	41	2	1	2	2	2	4	2	1	1	2	2	2	4	3	2	4	4	4	4	4	4	4	3	3	3
10	44	1	1	2	1	3	3	4	2	2	3	4	2	1	2	3	4	3	4	3	3	3	3	2	2	2
11	48	1	1	1	1	1	3	4	2	2	3	4	2	1	2	3	4	3	4	3	3	3	3	2	2	2
12	54	1	2	2	2	3	1	1	1	1	1	1	1	4	4	4	4	4	4	3	3	3	3	3	3	3
13	58	1	2	2	2	3	1	1	1	1	1	1	1	4	4	4	4	4	4	3	3	3	3	3	3	3
14	62	1	1	2	1	1	1	2	1	1	1	1	1	2	4	4	2	2	3	4	4	3	2	4	3	4
15	63	1	1	3	1	2	2	2	2	1	1	3	1	4	2	1	4	3	4	4	4	4	4	4	4	3
16	64	1	1	2	1	2	4	4	3	4	4	3	4	4	2	4	3	4	4	4	4	4	4	4	4	4
17	66	3	1	2	3	3	3	2	3	2	2	3	3	2	2	2	2	3	3	4	4	4	3	2	4	1
18	68	2	1	3	2	3	1	1	1	4	3	1	1	3	3	1	3	3	2	3	3	3	1	2	2	3
19	69	1	2	2	1	1	2	2	2	3	1	2	2	2	1	4	2	1	4	4	4	2	2	2	4	1
20	70	1	2	1	1	2	1	1	1	1	1	1	1	1	4	4	4	4	4	2	2	2	2	3	2	3
21	75	1	2	2	2	1	4	4	4	3	4	4	4	2	2	4	2	4	3	3	4	3	4	2	3	2
22	78	2	2	1	1	2	1	4	1	4	3	4	4	3	4	2	3	2	3	4	4	4	3	2	4	1
23	80	1	1	2	2	2	1	2	3	4	3	1	1	3	3	1	2	2	3	3	3	3	2	2	3	3
24	84	2	2	2	2	2	2	2	2	2	2	2	1	4	4	4	4	4	4	4	4	4	3	2	4	1
25	85	2	1	2	2	3	3	2	2	2	3	1	2	4	2	4	3	2	3	4	2	4	2	4	3	3
26	87	1	1	2	1	1	4	2	2	2	3	2	1	2	2	2	2	3	3	4	4	3	3	3	4	4
27	90	1	1	3	1	2	2	1	1	1	1	1	1	1	2	2	2	2	2	1	1	3	2	4	4	4

APPENDIX B

RELIABILITY

Reliability Statistics

Cronbach's Alpha	N of Items
.763	31

Item Statistics

	Mean	Std. Deviation	N
I am well informed about the purpose of appraisal	2.07	1.207	27
I am involved in rating myself	2.11	1.121	27
I am given the objectives upon which the appraisal system is conducted	1.78	.892	27
I am regularly appraised	2.11	1.188	27
The school management uses more than one type of appraisal	2.11	1.050	27
I am given the opportunity to react to the evaluators rating comments	2.04	1.192	27
The head teacher discusses with me the results of the appraisal system	1.67	1.000	27
I teach all my lessons everyday	2.85	1.167	27
I participate in co-curricular activities in my school	2.93	.958	27
I am involved in goal setting in my school	2.89	1.219	27

I supervise students' work	3.15	.907	27
I inspect students' out of classroom activities	3.04	.940	27
I encourage students' participation and involvement in the lesson	3.48	.643	27
I prepare a scheme of work at the beginning of every term	3.33	.734	27
I prepare a lesson plan before the actual teaching	3.30	.775	27
I prepare adequately for my lessons	3.19	.622	27
I use appropriate/ relevant instruction materials in teaching.	2.78	.801	27
I use learner centered teaching methods to encourage learner participation in lessons.	2.70	.823	27
I evaluate learning activities.	3.19	.786	27
I adequately manage classroom records.	2.67	1.038	27
I prepare adequate subject content appropriate to the level of my class	3.52	.580	27
I participate in staff meetings.	3.56	.577	27
I discipline my students when they deviate from the expected norms	3.33	.877	27
I represent teachers in school governing bodies.	3.48	.700	27
I encourage democratic students' leadership through regular, free and fair elections among	3.63	.492	27

others.			
I am a loyal and supportive member of my department	3.59	.636	27
I compete with my fellow colleagues from within and outside my school	3.04	1.126	27
We have a clear line of communication in my school	3.41	1.010	27
The head teacher supervises my school activities.	3.30	.609	27
I am involved in guidance and counseling of my students and peers.	3.41	.694	27
The head teacher delegates some administrative duties to me.	3.67	.480	27

APPENDIX C

QUESTIONNAIRE ON APPRAISAL PRACTICES AND TEACHER PERFORMANCE FOR TEACHERS IN THE SECONDARY SCHOOLS OF NANSANA TOWN COUNCIL, WAKISO DISTRICT

Dear Respondent,

You have been randomly selected as respondents in the above titled survey which is being undertaken as part of educational research in partial fulfillment of the award of masters of Science in Human Resource Management (M Sc HRM) your cooperation in administering the instrument will go along way in ensuring the success of the said study. Note that the responses will be for academic purposes only and will be treated with utmost confidentiality, after all the entire instrument is anonymous. Please endeavor to fill the instrument within one week and return it completed to the Director of Studies of your school.

Thank you.

Muwanguzi Eria

Section A: BACKGROUND INFORMATION

In this section, you are kindly requested to tick that alternative response that fits your opinion as a teacher:

1. Your age group

- (1) Less than 30 (2) 31-40 (3) 41-50 (4) 51+

2. Your sex:

- (1) Male (2) Female

3. Your highest level of Education:

- (1) Grade V teacher (2) Graduate teacher (3) post graduate teacher

4. Your marital Status:

- (1) Single (2) Married (3) Divorced/separated (4) Others

5. How long have you served as a teacher.

- (1) Less than 2yrs (2) 3-5yrs (3) 6-10yrs (4) 10+

Section B: INDEPENDENT VARIABLE: APPRAISAL PRACTICES

Using the key given, choose or tick the right alternative that corresponds with your opinion as they relate to you regarding appraisal practices used in your school as follows:

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

No.	Appraisal practices	SA	A	D	SD
6	I am well informed about the purpose of appraisal				
7	I am involved in rating myself				
8	I am given the objectives upon which the appraisal practice is conducted				
9	I am regularly appraised				
10	The school management uses more than one type of appraisal.				
11	I am given the opportunity to react to the evaluators rating and comments				
12	The head teacher discusses with me the results of the appraisal practice.				

Section C: DEPENDENT VARIABLE: TEACHER PERFORMANCE

Using the key given, choose or tick the right alternative that corresponds with your opinion on teacher performance as follows: **Always (A)** **Frequently (F)** **Sometimes (S)**
Never (N)

No.	The participation of teachers in school activities	A	F	S	N
13	I teach all my lessons.				
14	I participate in co-curricular activities in my school.				
15	I am involved in goal setting in my school.				
16	I supervise students work.				
17	I inspect students' out of classroom activities.				
18	I encourage students' participation and involvement in the lesson.				

No.	Quality of teaching	A	F	S	N
19	I prepare a scheme of work at the beginning of every term.				
20	I prepare a lesson plan before the actual teaching.				
21	I prepare adequately for my lessons.				
22	I use appropriate / relevant teaching aids in teaching.				
23	I use learner centered teaching methods to encourage learner participation in lessons.				
24	I evaluate learning activities.				
25	I adequately manage classroom records.				

26	I prepare adequate subject content appropriate to the level of my class.				
----	--	--	--	--	--

No.	The involvement of teachers in school administration.	A	F	S	N
27	I regularly participate in staff meetings.				
28	I discipline my students when they deviate from the expected norms.				
29	I represent fellow teachers in the school governing body.				
30	I encourage democratic students' leadership through free and fair elections.				
31	I am a loyal and supportive member of my department.				
32	I compete with my fellow colleagues from within and outside my school.				
33	We have a clear line of communication in my school.				
34	The head teacher supervises my school activities.				
35	I am involved in guidance and counseling of students and peers.				
36	The head teacher delegates some administrative duties to me.				

APPENDIX D

AN INTERVIEW GUIDE ON APPRAISAL PRACTICES AND TEACHER PERFORMANCE FOR ADMINISTRATORS IN THE SECONDARY SCHOOLS OF NANSANA TOWN COUNCIL, WAKISO DISTRICT

Dear Respondent,

The researcher is a student of Masters of Science in human resource management Makerere University carrying out research on the effect of appraisal practices and teacher performance in the secondary schools of Nansana Town Council, Wakiso District.

You are kindly requested to answer the following questions as honestly as possible. The information you provide will be treated with confidentiality and used solely for the purpose of the study.

Thanks for your kind consideration and cooperation to the request.

Section A: Background Information

1. Your age
2. Gender
3. Marital status
4. Academic qualifications.....
5. Field of professional qualification
6. Your working experience

Section B: Give relevant answers as precisely as possible

7. In your own opinion as an administrator what do you think is the main purpose of appraising teachers?.....
.....

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

.....

9. Are the teachers properly informed on the purpose of the appraisal exercise?

.....

If so why?.....

10. What are the common types of appraisal practices used to measure teacher performance in your school?.....

i. Management by objectives

ii. Graphic rating scale

iii. Essay appraisal

If any, others specify

11. What would be the effect of performance appraisal if the administrators are not given the objectives upon which they are appraised?.....

.....

12. What are some of the challenges administrators face in the process of appraisal?

.....

.....

.....