

**STAFF APPRAISAL SYSTEMS AND TEACHER PERFORMANCE AT AGA KHAN
SCHOOLS IN KAMPALA DISTRICT**

BY

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DECLARATION

I, Juliet Namuddu, declare that this dissertation is my own original work and has never been submitted for the award of a Degree in any University / Institution in and outside Uganda.

Signed

.....

Juliet Namuddu

Date

APPROVAL

This dissertation entitled: **Staff Appraisal systems at Aga Khan Schools in Kampala District**, has been duly reviewed at each stage of its development by the undersigned as the candidate's supervisors.

Signed

Dr. James L. Nkata.

Signed

Dr. Maria Kaguhangire Barifaijo

DEDICATION

In a special way, I wish to dedicate my work to two very special people in my life. First, to the memory of my late mother, Mrs. Rebecca Sophia Mugerwa, who made me the person I am today. She was a wonderful mother and I will always appreciate the effort she invested into nurturing me and my siblings to greater heights.

I also dedicate my work to my husband Mr. Abdulatif Kawungenzi Ndiwalana who has been there for me throughout my course and has constantly encouraged me to complete my dissertation so that I achieve my dream, “A masters in Human Resource Management in Education”. His love, support and ignition of strengths can never be appreciated enough.

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ABSTRACT

The study was concerned with staff appraisal systems and their effect on teacher performance in Aga Khan Schools. The research was guided by two objectives which aimed at establishing the relationship between teacher-based evaluation on teacher performance and establishing the relationship between the school evaluation criteria on teacher performance. By use of the cross-sectional approach, 78 teachers were used as the sample size that was important in investigating the topic at hand. By use of the research hypothesis, the objectives were tested: the two hypotheses, (1) There is a significant relationship between teacher-based evaluations and teacher performance (2) There is a significant relationship between the schools evaluation criteria and teacher performance and Conclusively, it was noted that emphasis was lacking on teacher-based evaluations, the school's evaluation criteria lacked more detail, organization and emphasis on individual activities. Therefore emphasis was needed on the appraisal process whereby teacher evaluations would be given priority so that teachers feel empowered yet the general school's evaluation need to be detailed enough in order to measure practical and specific items of performance and also collective action was needed to improve transparency of the system. These were thought to be important in improving the appraisal system to a level where teacher performance would improve.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study aimed at investigating the staff appraisal systems used by the Aga Khan Schools in Kampala district and how they affected teacher performance. This chapter provided insight into the background, problem statement, the purpose, objectives of the study, research questions, hypotheses, scope and significance of the study.

1.1 Background

Organizations have survived in the pursuit of both performance and development through the huge investment into human capital. The performance of employees is critical to the survival of the production process in the organizations. Whether educational or corporate settings, it is with array that such production processes are supported by a well streamlined and purpose driven human labor which is willing and determined to challenge its self to the maximum to meet set challenges (Emojong, 2004). In the general view, organizations should have interest in igniting this fire through different strategies such known to the management world as motivation, retention and development. Among these are: remuneration, compensation, incentives and appraisal. The appraisal process begins with the establishing of performance standards, and these standards are usually articulated in such a phrase as “A full day’s work”. Fletcher (1994) asserts that, the expectations a manager has in terms of work performance by his or her subordinates must be clear enough so as to clearly communicate them to his/ her subordinates. Under this section, the historical, Theoretical, conceptual and contextual perspectives were introduced with respect to staff appraisal as having an effect on teacher performance.

1.1.1 Historical perspective

Tendencies to invest in high performance have been over the years limited by the consistency of organizations in approaching employee evaluation from a socialist perspective. Over the years, teacher performance in higher institutions and secondary schools in general, has been affected by the neglect of work, less individual initiative and low morale to teach that has been attributed to the inferiority complex attached to poor performance of teaching faculty. Organizations in the past had focused on the employee-based evaluations from a general perspective where departments were required to present their regressional performance reports highlighting the progress of that department rather than the individual, whereas departmental supervision took place, the specific focus on individual performance-rate was not as crucial as in the recent years. In the general perspective, organizations today have developed sporadic performance appraisal schemes to strategically evaluate individual performance, perhaps one would imagine this is so due to organizational competition, time-based performance and the service and product competition and as such, the need to excel in performance has been emphasized than ever before and thus organizations require the best out of their employees.

In the educational settings, for those teachers whose appraisals are harsh to them, they have found it easy to neglect their duties since their preconceived ideas about work tell them that they are under achievers. This has created a gap between the low performers and the high performers. As time eroded, teachers became less interested in attaching great value to maximum performance. Critical among past studies lays; Emojong (2004) who investigated into in-service training programs and their effects

on the performance of staff, His central focus was on the effects of in-service training programs on the performance of staff.

Nyinakiiza (2005) researched on reward management and performance of lecturers at Nkumba University in Uganda. Yet Okwir (2006) studied the contribution of motivation practices to performance of secondary school teachers in the Lango sub-region, Uganda. Despite early investigations into this phenomenon, clear and sporadic appraisal systems had not had the attention they deserve hence the need for this research especially as regards Aga Khan Schools in Kampala District.

1.1.2 Theoretical perspective

The theoretical understanding of the employee appraisal process digs deeper than record auditing. Performance evaluations serve as a vital component, one that is of interest to both the organization and the employee. From the organizational perspective, sound performance appraisals can ensure that the correct work is being done and assists in meeting departmental goals. In a simplistic rendition, each employees work should support the activities on his or her boss' performance objectives. Ultimately, Vroom's (1964) expectancy theory of motivation proposes that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and minimize pain. Vroom's theory suggests that the individual (employee) will consider outcomes associated with various levels of performance and choose to pursue the level that generates the greatest reward for him or her.

Under the expectancy component of the theory, a person's belief about whether or not a particular job performance is attainable depends highly on the ability of the organization to develop an appraisal mechanism based on merit and transparent enough to be trusted by the employees. An employee will be motivated to try a task if s/he believes that it can be done. Following the instrumentality component, an employee who believes that a high level of performance will be instrumental for the acquisition of outcomes which may be gratifying will place a high value on performing well. The valence component refers to the emotional orientations employees hold with respect to outcomes (rewards) and development (promotions).

Performance is therefore a vital component of the expectancy theory as it is concerned with the linkage between effort - performance and rewards. In essence of this study, Vroom's (1964) expectancy theory underscores the importance of (in terms of appraisal) not focusing on only one element of evaluation but rather a combination of

elements that best evaluate an individual. Indeed the expectancy theory propounds the focus on valance, expectation and instrumentality where all those elements may be captured in designing an effective evaluation rather than assuming that the “money” element is the intended expectation (in terms of the teacher/employee) and reward (in terms of the Administration) as an end for the appraisal process.

1.1.3 Conceptual perspective

The term “appraisal” as defined by Decenzo and Stephen (2005) is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. Yet Staff appraisal systematically evaluates the quality of a worker’s performance as noted by Austin and Villanova (1992). To them an appraisal should not be viewed as an end in itself, but rather as an important process within a broader performance management system that links organizational objectives, professional development and rewards.

Therefore, the operational definition for the Appraisal systems was: Teacher-based evaluations and school evaluation criteria, where Teacher-based evaluations implied: peer assessments and self evaluations, and yet school evaluation criteria implied the use of an evaluation rubric by the school administrators in this case the CEO, Deputy HoE, heads of schools, coordinators and heads of departments to evaluate the teachers.

Performance implies a combination of doing a job effectively and efficiently, with a minimum degree of employee created disruptions (Decenzo & Robbins, 1998).

By performance therefore the researcher’s operational definition implied: teacher’s overall classroom management, effective teaching, motivation to teach, school and class room punctuality as well good team work.

Employees are put to task to deliver to set challenges through the employment of their competencies. Ideally, this would result in increased innovation, high student relationship, efficiency, high moral to perform, and personal development. Properly operating performance appraisal systems provide a clear communication of worker expectations. This is so, through knowing what is expected, hence assisting an employee work bearing in mind the expected out come of his or her devotion to work. In essence, teacher performance would result from; positive work habits, job knowledge, team work, productivity and motivation to work, such components were the operational basis of this study.

1.1.4 Contextual perspective

Aga Khan Schools in Kampala, Uganda, are part of the Aga Khan Education Services (AKES) that operate in many other parts of the developing world. AKES under the guidance of His Highness the Aga Khan, currently operate more than 300 schools that offer quality education from pre-school to secondary level in Uganda, Pakistan, India, Bangladesh, Kenya, Tanzania and Tajikistan. Aga Khan Education Services employ teachers who facilitate the learning process of the pupils and students as stated by the schools' records. Different schools managed by the Aga Khan are independent organizations with managerial capacities that support the implementation of set goals. Employees in this case are the teachers who as a whole perform for the organization to meet productivity, success and ensure continuity of these schools.

The introduction of appraisal schemes in Aga Khan Schools was an effort that was meant to motivate, stimulate and ignite individual performance of teachers so as to have positive competition as indicated by the school's records (2004). On the contrary the appraisal schemes were viewed by many of the teachers in the Aga Khan Schools as a mechanism of introduction of rate pay according to the way they had been categorized. In the end, the appraisal results and reports (2004-2006) indicated that most teachers became less committed and motivated and this had endangered good work habits, team work and the quality of teaching in the Aga Khan Schools in Kampala that affected the productivity and performance of the schools.

1.2 Problem statement

The appraisal systems of the Aga Khan schools were in place but did little to exactly test and provide viable evaluations to the school administration. In reference to the school evaluation "rubric", it was not detailed enough to solicit all the teacher elements which determined their performance, on the other hand, the evaluators or appraisers did not come in as frequently as would be required, hence this criteria even created "stage acting" tendencies where teachers perfected that one time the evaluators came in.

The researcher further noted that even teacher-based evaluations had numerous inconsistencies; most teachers did not see their fellow teachers as critical evaluators but rather "soft" friends, yet on the other hand the individual's teachers were also unfair to themselves since they did not invest in evaluating themselves and showing tangible evidence of personal growth. Such issues created numerous inconsistencies such as poor student performance, poor teacher performance, these issues were

believed to be associated with poor class management, poor team work, decreased teacher motivation which consequently affected the quality of teaching.

Such issues were perplexing to the researcher due to the fact that the existing appraisal system had been put in place to motivate teachers yet performance was increasingly decreasing, it was assumed that the problem at hand was the gap between actual appraisal and effective teacher performance. By this, the researcher implied that the appraisal process and its results did not seem to stimulate improved teacher performance. Consequently the appraisal process tended to promote low enthusiasm, demotivation and reduced teacher performance. This damaging the school status and was registering low student enrollment, thus the necessity of carrying out this research to find out where the problem lay.

1.3 Purpose

The purpose of this study was to examine the relationship between the appraisal systems on teacher performance in Aga Khan Schools in Kampala, Uganda, from 2002 to 2008. Through the focus on the school's evaluation, the teacher-based evaluations and communicational channels that are important in the appraisal systems.

1.4 Specific Objectives

The study was guided by the following research objectives:

- (i) To establish the relationship between teacher-based evaluation on teacher performance.
- (ii) To establish the relationship between the school's evaluation criteria and teacher performance.

1.5 Research questions

The study was guided by the following research questions:

- (i) What is the relationship between teacher-based evaluations and teacher performance?
- (ii) What is the relationship between the school's evaluation criteria and teacher performance?

1.6 Hypotheses

Tentative answers to the questions raised in 1.5, were answered as follows:

- (i) There is a significant relationship between teacher-based evaluations and teacher performance.
- (ii) There is a significant relationship between the schools' evaluation criteria and teacher performance.

1.7 Scope

This study was carried out in Aga Khan Schools in Kampala, Uganda since the schools concentrated in the same place and the study was entirely on the appraisal system in the incumbent schools. It examined the staff appraisal system and teacher performance in both the primary and secondary schools in the years 2005- 2008. The interest for this period laid in the fact that teacher performance had declined drastically leading to poor student performance which was evidenced in the schools records. The study concentrated in two Aga Khan schools which employed more than

two hundred teaching staff and ten administrators who were concerned with the management and implementation of the staff appraisal system.

1.8 Significance

The researcher believed that the findings of this study will be of use to: The management of Aga Khan Education Services, Uganda in order to understand the successes and challenges of the appraisal process and its effect on teacher performance. Likewise, improvements in staff appraisal process will be made. The Ministry of Education and Sports may adopt and/ or adapt the staff appraisal model for other schools and school systems. Human Resource Specialists and managers who may be interested in knowing how staff appraisal systems can affect employee performance and increased student performance in schools as a result of effective evaluation tools in place. The study will also contribute knowledge to the field of staff appraisal. And further, other academicians and future researchers may carry out further research on aspects of the study findings.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The appraisal system in any organization would be important in enhancing effective performance through igniting employee performance before its ability to measure the extent to which performance requirements are evaluated and standards are determined. Indeed in schools the appraisal systems would improve teacher performance and school productivity through strategic evaluations that could be used in measuring the extent to which school standards are maintained. Therefore, this chapter presents the review of literature relating to the variables under investigation. The theoretical review and conceptual framework are also presented.

2.1 Theoretical review

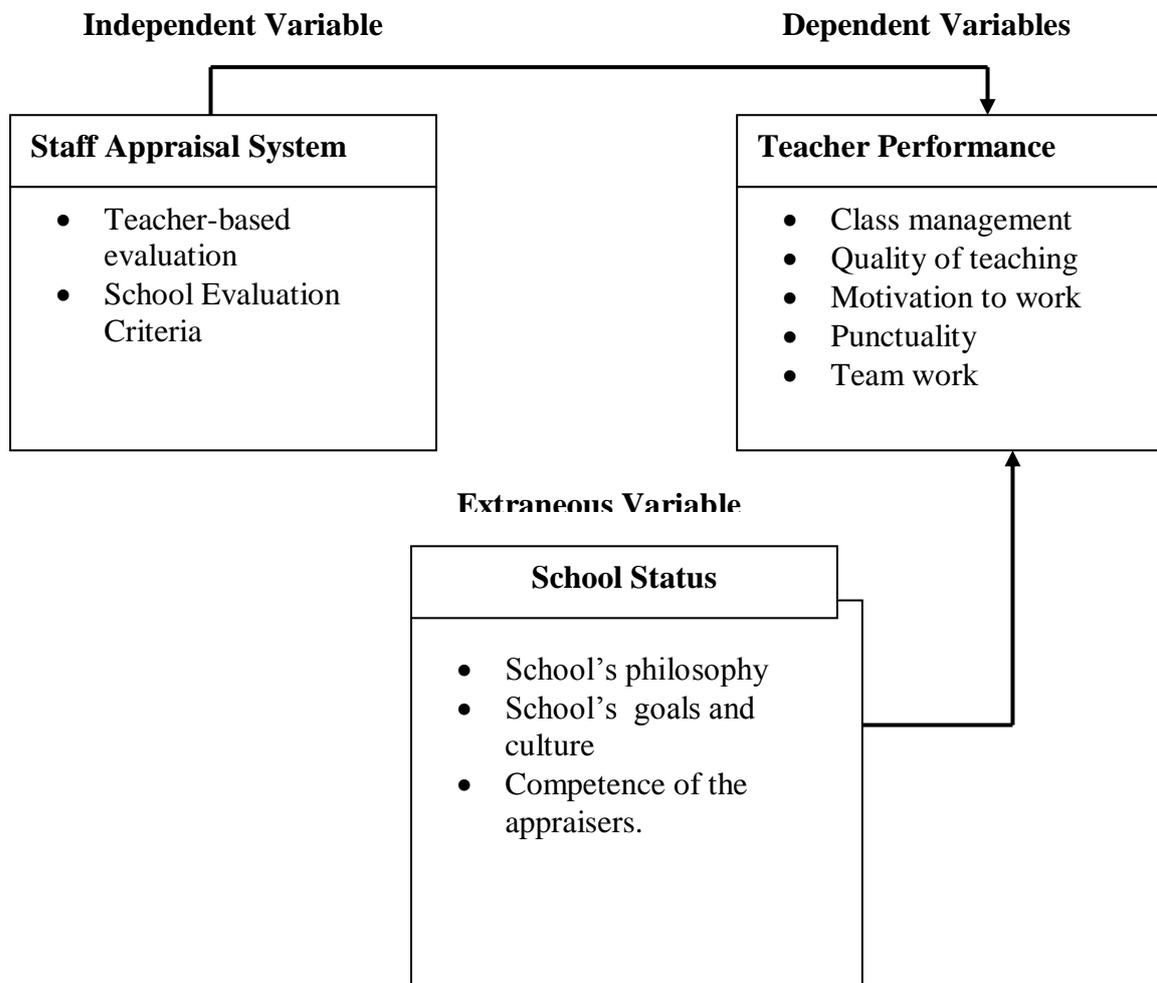
According to Victor Vroom's (1964) Expectancy Theory, an employee performs or is motivated to do so according to the expected result of the work done. Vroom concluded that people will be motivated to the extent that they can perceive links between effort, performance and rewards available. He further argued that performance is a vital component of the expectancy theory. Specifically, he was concerned with the linkage between effort and performance. That employees need to know what to expect after a given task, however it is critical for management to communicate what is expected of the employees. Further more, he argued that they must feel confident that if they exert an effort within their capabilities, it will result in a satisfactory performance as defined by the criteria by which they are being measured. However Vroom under-estimated the fact that employees should feel

confident in the process of evaluation in that, if they perform as they are being asked, they will achieve the rewards they value.

2.2 Conceptual framework

The conceptual framework below shows a diagrammatic representation of the inter-relationship between independent, intervening and dependent variables of the study.

Figure 2.2: Staff Appraisal Systems and teachers' performance.



Source: Adapted from Decenzo and Stephens (1998), as well as Bascali (1999).

The conceptual framework above is derived from the views of Decenzo and Robbins (1998) and Bascal (1999) and attempts to explain the relationship that exists between the dependent, independent, extraneous or intervening variables that all put together, create an impact on employees' performance in any given organization. Considering all the variables mentioned, it is the dependent variable (employees' performance) that was of the primary interest for this study.

The framework shows that two sub themes of independent variables (teacher- based evaluation and school's evaluation criteria) are used in an attempt to elaborate deeply the extent to which they can create an effect on employees' performance. In addition, these two sub themes are used as a basis for the questionnaire, interview guide and focus group discussion guide. From the framework, the researcher believes that employees' performance can partly be affected by the independent variables, which can lead to either poor employee performance or good performance. It is important to note that when an employee experiences a state of dissatisfaction, he/she may respond to the imbalance by opting for a number of actions that may lead to low performance and hence failure to achieve personal and organizational goals and objectives.

It is also indicated in the framework, that the extraneous variable had the potential to influence employees' performance. For instance, an employee might be paid a satisfactory reward, experience job satisfaction or be happy with the available welfare facilities provided to him or her and hence a hope for better performance. However, whenever one of the extraneous variables intercept in between the independent and

dependent variables (as shown in the frame work), the employees' performance is likely to be affected positively or negatively.

2.3 Review of Related literature

Related literature presented an analysis of previous research studies carried out on aspects of staff appraisal and performance with an aim to draw meaningful relation to the prevailing situations in Aga Khan schools and further identify gaps for future research.

2.3.1 Teacher-based evaluation and Teacher performance

Conducting regular performance appraisal is an important work force development strategy for organizations such as schools. Given the challenges of working in the education sector, (teaching profession), performance appraisals offer a valuable opportunity to recognize and reward staff's efforts and performance, detect key barriers and facilitation to work practice and identify professional development needs and opportunities as noted by Cole (2002). Vroom's (1964) expectancy theory suggests that the expected reward (financial and non-financial) will motivate or be the basis of the employee's performance. However this should be tailored to suit the employees efforts invested in the performance therefore review assessments were not given the recognition they deserve hence the research. Emojong (2004) in his work; In-Service Training Programs and their effects on the performance of staff at the Uganda Revenue Authority, emphasized the need for on-job training, short seminars and team building workshops as programs that increase the employees performance.

However, what was not considered by him was the fact that all the above should have a basis of individual focus such as suggested by the review forms. It should be put to record that most studies have undermined the importance of the employee involvement in the designing of the seminars, workshops, and any other training to such an extent that they feel part of the process.

In fact according to Taylor (2003), the performance appraisal process offers employees the opportunity to receive structured, constructively framed feedback about their work and growth potential. According to Berman (2005), appraisal and improvement are critical to developing and maintaining a strong capable workforce. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee. Scott & Finch (2005) contend that, performance appraisal systems utilize standard assessment criteria, dimensional ratings, structured rating scales and explicit individual-peer appraisal. These components help to minimize subjective impressions and conscious or intentional biases. Sophisticated technologies for performance evaluations (for example on line ratings and development plans, 360 degree feedback) are well developed and increasingly common in both large and small institutions.

On the other hand, Borman & Motowilo, (1993) assert that accurate and reliable performance appraisals help organizations to support and reward their most capable employees. When used in conjunction with performance improvement systems, a structured performance appraisal system conveys meaningful feedback in a useful

format, helps refocus employees who are performing below expectation and facilitates career development plans for all employees. The performance appraisal systems increase the fairness and transparency of the evaluation process and guide individuals and supervisors towards targeted improvement strategies. They also protect both the employee and the institution from potential bias and ensure that employees receive fair and accurate feedback. However these should be tailored to suit the necessary employee aspirations as noted by the department or organization at large; something hardly existed in the above reviewed literature thus more investigations were needed in this arena.

2.3.2 The school's evaluation criteria and Teacher performance

According to Sulsky et al (1998), the appraisal process involves assessing the employee's work performance during the review period relative to specific indicators and overall rating through such rating categories as; highly successful, fully successful, making progress and unsatisfactory. Definitions associated with these rating categories are applied basing on varying indicators, which among others include; Supervisory Employee Performance Indicators/ Definitions through planning, organizing and controlling. Yet in reference to Sulsky (1998), a highly successful staff demonstrates the ability to anticipate what might otherwise be overlooked in the planning process, set up innovative monitoring and control systems to ensure comprehensive approach, is well versed in the details of assignment execution while maintaining an accurate overview of "the big picture," and ensures that all facets of the assignment are completed as planned often ahead of schedule.

However in respect of work habits and individual abilities, motivation levels were not put into perspective. Most school evaluations hardly stressed the need for defining specific individual work habits as they define how they work and their different challenges, therefore such unique variations called for further research. Greenberg et al (2000) recommended and categorized two forms of teacher assessment and that is summative and formative assessment. In summative assessment of teacher attainment of each performance criterion, Greenberg (2000) argued that, the evaluator rates the teacher as meeting, or not meeting division expectations. He further argues that, formative appraisals involve the process of gathering performance data, analyzing it and using the results to improve performance. Often this data is gathered through structured and at times informal classroom observations. On the other hand, summative appraisal is the process of using performance data to make formal written judgment about the quality of teaching using the criteria for teacher performance established by the school.

On the other hand, Tibakanya (2005) in her study on the effect of teacher development management system program on in-service teacher's teaching performance in Mbarara District; commended the development management system program for providing feed- back to the employees in areas that needed improvement and further provided in-service training for teachers as a way of handling the improvement and development criteria systematically. Kamwine (2004) in his study; Management of appraisal schemes and teacher's performance in government aided schools in Kampala district, discussed a number of issues like the culture of evaluation, managing work processes, planning for training needs and many others. In

his recommendation, he emphasized the urgency to stress the organization's assessment mechanism.

Important to note is: that Latham et al (2000), recommend the need to evaluate the appraisal process. In reference to their recommendations, if staff is to have positive attitude towards the appraisal system, the performance appraisal should undergo regular review and improvement. For example, focus groups or surveys could be conducted to gauge staff's perceptions of the appraisal process. This confirms Roberts (2002) recommendations that ; a successful performance appraisal process should demonstrate a change in both the ratings of staff performance and aspects of the work environment that impact upon work performance.

In essence, best performance appraisals involve; integrating performance appraisal into a formal goal setting system; basing appraisals on accurate and current job descriptions; offering adequate support and assistance to staff or workers to improve performance (for example, professional development opportunities); Ensuring that appraisers have adequate knowledge and direct experience of the staff performance; and conducting appraisals on a regular basis, (Fletcher, 1994). There is need for appraisals to be taken to a higher level where both the appraisers and appraises take them more seriously and accord them the necessary attention all in the hope of improving the quality of work done in the organization. In addition, coherent approaches into changeable evaluation criteria needs more research hence the need for this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter consisted of design, population, sampling strategies, data collection methods, data collection instruments, data quality control, procedure and data analysis.

3.1 Research Design

This study was undertaken using a cross-sectional survey research design and was mainly descriptive in nature. Due to limited time and resources, the researcher chose this method because it would reduce time wasting and ensure that representation of respondents was done according to those found at the schools. Both qualitative and quantitative data was collected by use of this design and further subjected to scientific and descriptive analyses.

3.2 Study Population

The target population composed of male and female teaching staff and school administrators involved in the staff appraisal process in both the primary and secondary sections of the Aga Khan Schools. The total population for the study was 130 respondents in both secondary and primary schools who had served their schools for a period of not less than three years. The heads of various departments, co-coordinators, deputies and the head teachers made up the other thirty. Consequently, this number was prone for sampling and thus this was done since the study was cross-sectional.

3.3 Sample size

The sample size comprised of the following categories of respondents as noticed below;

Table 3.1: Category of Respondents and their numbers

Category of respondents	Number	Sample size
Chief executive officer(H.O.E)	1	1
Deputy Head of Education	1	1
Head teachers	2	2
Deputies	4	4
Heads of Departments	10	5
Coordinators	8	4
Teachers	104	80
Total	130	97

Source: respondent categorization by the researcher (2009)

According to Amin (2004), the sample size determination was adopted from the sample size table determination as suggested by Kregcie and Morgan (1976). The above table represents how the researcher came up with the total population based on the different categories of respondents and it is from that, that the researcher came up with the sample. However due to inconsistencies in getting back the instruments, the realized number of respondents was 78. Since this number was almost 80% of the chosen sample (97) the researcher went ahead to use the respondent number for analysis.

3.4 Sampling Technique

The researcher used stratified and purposive sampling techniques in collecting data relative to the study. Stratified sampling helped the researcher ensure responsiveness in selecting respondents as suggested by Amin (2004), where for the secondary section, the researcher obtained lists of teachers and she selected one teacher on the National program and one from the International curriculum. However the researcher randomly chose those teachers and coordinators who had stayed in the school more than two years. It was easy for the secondary section since the researcher was the head teacher; therefore she had prior knowledge of her staff but she still made sure that she sampled them. For the primary section, sample selection was done by the help of the Head teacher who (with the help of the researcher) purposively selected two teachers from each class and one coordinator for each stream depending on the length of service and additional responsibilities held. All Deputies were chosen for the study, yet most heads of departments and coordinators of large departments were also chosen depending on their schedules.

3.5 Data collection methods

Primary and secondary sources of data were consulted.

3.5.1 Primary data

Primary data was obtained directly from original sources such as teachers, coordinators, deputies and Head teachers who were involved in the appraisal process.

3.5.2 Secondary Data

Secondary data was collected from relevant material related to the variables under investigation and these included record auditing techniques such as: dissertations, textbooks, internet, the records of performance appraisals of teachers in Aga Khan Schools and many others as were found necessary to the researcher.

3.6 Data collection Instruments (Tools)

This study elicited data from a cross-section of teachers, supervisors, heads of departments and head teachers. In order to effectively gather adequate data, a combination of study instruments was used.

3.6.1 Questionnaires

A Self-administered, closed ended questionnaire was used for the study, this was so because it had the ability to limit inconsistency and also save time as suggested by Amin (2004). The likert scale measurement of Strongly-agree, Agree, Disagree and Strongly-disagree was used so as to have quantities results easier for statistical results. Questionnaires were developed to test the teachers' response on staff appraisal and performance. These comprised closed-ended statements on performance and the appraisal. Section A: had statements on staff appraisal and section B comprised of statements on teacher performance. The questionnaires were chosen for this study because they produced normative data important for analysis.

3.6.2 Interview Guide

An interview guide was designed to obtain in-depth information from key respondents. Interviewees were probed and information obtained helped supplement data from questionnaires. The Head teachers, deputies, heads of departments and coordinators were interviewed by the researcher since they were at the focal point point of managing the appraisal process. Interviews helped to test for areas hard to investigate by the use of the questionnaire approach. Interviews further helped test for variations in responses as suggested by Amin (2005).

3.7 Data Quality Control

Data quality control comprised reliability and validity of data collection instruments.

3.7.1 Validity

Validity of the instruments was established using the both construct and content validity tests. Construct validity was established through the help of experienced lecturers who vetted my research tools where indeed some commendable corrections were effected especially in the relevancy of the tools to my study objectives. Content validity was established through carrying out pre-testing measures where a few selected teachers (7) who had experience and expertise in the questionnaire to the real situations in the school. This was further abled by the validity measurement analysis which was produced by the content validity index computation formulae as suggested below:

$$C V I = \frac{\text{Agreed items by all judges as suitable}}{\text{Total numbers of items being judged}}$$

3.7.2 Reliability

The researcher pre-tested her instruments by using the pilot method where a set of questionnaire distribution was conducted on 31 respondents from both the primary and secondary sections and the data was analyzed using cronbach's Alpha by the help of SPSS. item statistics were computed and the means established as seen below:

Table 3.2 reliability statistics

Cronbach's Alpha	N of Items
.822	46

Since the computed value was 0.822, yet the level of reliability is 0.7, as suggested by Amin (2004), the instruments were found reliable for data collection. Thus the item statistics for this table are attached in the appendices.

3.8 Data Analysis

The data collected from questionnaires and interviews was categorized and entered in the computer, to be tabulated according to the hypotheses. In attempting to analyze the data the researcher used both inferential and descriptive analyses important for making research judgments on the data collected for meaningful conclusions and recommendations. Qualitative data was prepared by use of code sheets which captured relative data on the study variables and after this, both inferential and descriptive statistics helped the researcher to ascertain the level of deviation of variances of opinions as such interpretations were addressed in chapter four.

3.9 Data collection procedure.

On the approval of the research proposal, a letter of introduction from the East African Institute of Higher Education Studies and Development was availed to seek permission from the stakeholders in the Aga Khan schools in order to conduct this study. Appointments were made to visit the schools to administer questionnaires and interview respondents. Since the researcher was an administrator, the process was rather easier since there were less barriers in the collection of the data. This was evident in the fact the researcher received support from the different administrators in both the secondary and primary schools.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter focuses on the description and interpretation of data analyzed in correspondence with the study variables. This chapter is divided into two sections where the first section was on background variables, section two on verification of hypotheses.

4.1 Background of the Respondents.

This section concentrates on describing data collected on the respondent's Age, Sex, Level of Education and experience of working at Aga Khan Schools.

Table 4.1.1: Respondents by Age

Age group	Frequency	Percent	Cumulative Percent
21-30	19	24.4	24.4
31-40	35	44.9	69.2
41-50	18	23.1	92.3
50+	6	7.7	100.0
Total	78	100.0	

Table 4.1: Shows the Description of Respondents By Age

Table 4.1 shows that of the total number of respondents was (78), the age group of 31-40 had the highest representation (almost 45%) and the least representation were of the group 50+ (under 8%). Over 60% of the respondents had ages 30-40 implying that, the majority of the respondents in Aga Khan Schools are in their prime years of performance. This would also imply that such teachers mostly like performing for

their schools and if the right structures are put in place, such as effective appraisal channels, they would exert proper efforts in the performance. The question of less morale in this case may be at the minimal but rather what was not clear was how then was the school noticing poor performance?

Table: 4.1.2 Respondents by Sex

Sex	Frequency	Percent	Cumulative Percent
Male	35	44.9	44.9
Female	43	55.1	100.0
Total	78	100.0	

Table 4.2 Shows The Distribution Of Respondents By Sex.

According to table 4.1.2 the majority of the respondents were female (almost 56%) and male respondents were 44.9%. there was however almost an equal representation of both the male and female since the margin between the two sexes (almost 10.1%) is minimal. Views and inferences were therefore equally represented both the male and female teachers. Issues of gender biasness were not considered in this case and indeed during the data collection stages, female teachers were seen to feel valued by the schools and indeed were given roles regardless of their sex/gender, for example the researcher interviewed a number of female class teachers, coordinators and heads of departments. This may further imply that the problem laid in other issues but not in inequality and the school had the opportunity to utilize this positive energy from both the sexes to stimulate their performance.

Table 4.1.3: Respondents by Level of Education

	Frequency	Percent	Cumulative Percent
Diploma	17	21.8	21.8
Bachelors	53	67.9	89.7
Masters	8	10.3	100.0
Total	78	100.0	

Table 4.3 shows that most of the respondents were graduate teachers (almost 70%). This means that most teachers at Aga Khan schools are competent enough to teach/perform and therefore the question of incompetence during the appraisal system may not occur.

Table 4.1.4: Respondents by Working Experience.

Experience	Frequency	Percent	Cumulative Percent
Less than 1 year	4	5.1	5.1
1 – 5	36	46.2	51.3
6 – 10	20	25.6	76.9
10 and above	18	23.1	100.0
Total	78	100.0	

Table 4.4 shows that most of the respondents were in the category of 1-5 years experience at Aga Khan Schools (almost 47%). This implied that most respondents/teachers at Aga Khan Schools have less than 5years experience and therefore the appraisal system is still new to them. It was also observed that most teachers had no previous experience with the appraisal system, so generally the poor performance may be a result of the fact that the appraisal system was still new to the teachers.

4.1.5 Description of the Dependent Variable:

The dependent variable of this study was teacher performance as: completing the syllabus in time, assessing own work, helping students, being friendly to students, helping other teachers, feeling a sense of pride in teaching and complimenting each other's work as cited in Appendix A of the questionnaire. Each question/statement was likert scaled (Likert 1932) ranging from strongly Agree, Agree, Disagree and Strongly Disagree. The table below shows the corresponding descriptive statistics showing the frequency, mean and standard deviation of teachers' responses.

Table 4.5 Descriptive Statistics On Teacher Performance.

Teacher performance	Frequency	Mean	Std. Deviation
I complete the syllabus in time	78	3.28	.682
I always deliver the assigned tasks in time	78	3.09	.856
I assess my work	78	3.26	.495
I usually help the students	78	3.59	.591
Students are friendly with me	78	3.36	.738
The other teachers help me in teaching	78	3.01	.781
All teachers work as a team	78	2.56	.934
I feel a sense of pride in teaching in this school regardless of any benefits.	78	3.28	.622
Most teachers do not execute punctuality in all aspects of school life.	77	2.97	.707
All teachers in the department compliment each other.	77	2.99	.819
Average	78	3.14	0.72

Table 4.1.5 indicates that responses on teachers' job performance were tending between Agree and Disagree as indicated by the overall mean of 3.14. Teachers rated themselves highest on the statement "I usually help the students" with mean=3.59 and further rated themselves (teachers) Lowest on the statement. "All teachers feel like a

family” with mean=2.56. In an effort to estimate an overall picture of how teachers rate themselves on performance, the statements in Table 4.5 were aggregated into a histogram represented by the index, teacher performance, whose mean was 20.08 and standard deviation 4.541.

Figure 4.1 shows a graphical depiction of how teachers rated themselves on performance.

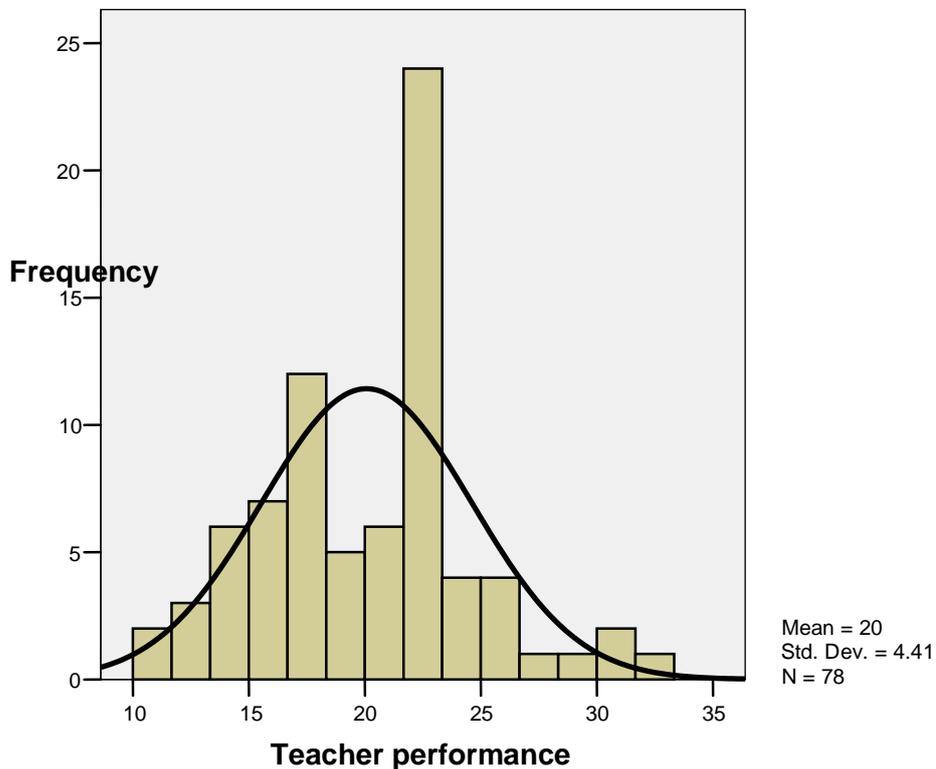


Figure 4.1 Histogram showing how teachers rated their performance.

The essence here is that respondents were not biased on either extreme of teacher performance. In fact most respondents maintained an average representation (as noticed between 15 to 25). However it was noticed that since the researcher was the head teacher of the high school, teachers may have not been free to express exactly what they felt. Considering the indicators of poor performance generated from the appraisal system, the researcher believed that there were numerous problems with the teachers performance that were not addressed. Consequently when the researcher interviewed senior teachers, class teachers, heads of departments and coordinators, the feeling was very different from the above results. Most teachers had low morale to

perform especially those who were negatively appraised, since they saw the appraisal process as not being fair to their efforts.

4.2 Section Two: Verification of Hypotheses:

This section deals with verification of the two hypotheses of the study.

4.2.1 Hypotheses One:

The first hypothesis of the study was that teacher-based Evaluation is vital in improving teacher performance in Aga Khan Schools. Using 12 questionnaire statements, respondents were asked to do self-rating on Teacher-based evaluation. The rating was done according to Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

Table 4.8 Descriptive statistics on Teacher-based Evaluation.

Teacher-based Evaluation	Frequency	Mean	Std. Deviation
I assess my teaching daily.	78	3.47	.528
I assess my teaching weekly	78	3.14	.864
There is need for external assessment.	78	3.08	.818
Students reaction helps me assess my own teaching	78	3.45	.501
I challenge my self when teaching	78	3.33	.638
Individual assessment is effective.	78	3.23	.719
I invite my fellow teachers to assess my teaching.	78	3.26	.468
I learn from my fellow teachers	78	3.64	.483
There is no individual bias with peer assessment.	78	2.55	.732
Teachers like reviewing their performance.	78	3.03	.664
Students appreciate my improvements.	78	3.44	.524
I derive satisfaction from improvements	78	3.68	.470
Average	78	3.27	0.62

The means in Table 4.8 indicate that teachers rated themselves fairly on teacher-based evaluations with mean=3.27. Of the two research hypotheses, most teachers expressed belief in this component of appraisal. Indeed most teachers thought that since fellow teachers were involved in this appraisal, most teachers had faith and trusted what their critical friends to them. However the problem with this component was that there was no school involvement at all, so some teachers had the liberty to choose friends who would not critically assess their performance. And further there was the evil of poor individual analysis, where teachers could not effectively evaluate their performance.

For the purpose of getting an overall picture of how respondents rated themselves on teacher-based evaluation, all the items in table 4.8 were aggregated into the index review assessments. To further test the hypothesis; the researcher used Pearson’s correlation co-efficient to test whether there was any correlation between tacher-based evaluation and Teacher Performance.

Table 4.9: Correlation between Teacher-based Evaluation and Teacher Performance.

		Teacher performance	Teacher-based evaluation
Teacher performance	Pearson Correlation	1	.401
	Sig. (2-tailed)		.000
	N	78	78
Teacher – based evaluation	Pearson Correlation	.401	1
	Sig. (2-tailed)	.000	
	N	78	78

Pearson's product moment correlation in table 4.9 yielded $r=0.401$ and Sig value= 0.00 which is less than $\alpha=0.01$. Hence the research hypothesis was accepted that there is a significant positive relationship between teacher-based evaluation and Teacher Performance. This meant that teachers believed that teacher-based evaluations were able to lead to teacher performance. Indeed during interviews, teachers expressed a wide belief that the only component of the school's appraisal system that was not corrupted was the teacher-based evaluation. Consequently the researcher had a right to believe that the general appraisal system was lacking teacher ownership. This implied that the other components of the appraisal needed to be developed in liaison with teachers so that they would feel catered for in the appraisal process.

4.2.2 Hypotheses Two.

The second hypothesis of the study was that: The school's evaluation criteria used at Aga Khan Schools stimulated Teacher performance. Using eleven statements on evaluation criteria, teachers were asked to do self-rating on the evaluation criteria. The rating was done according to Likert scale (Likert, 1932) ranging from Strongly Agree, Agree, Disagree and Strongly Disagree. Descriptive statistics resulting from there in are given as follows in table 4.6:

Table 4.6: Descriptive Statistics on the School's Evaluation Criteria

Evaluation criteria	Frequency	Mean	Std. Deviation
There is an evaluation process for teachers	78	3.72	.453
The evaluation process is on going	77	3.39	.491
The school Administrators conduct individual assessment	78	3.26	.711
There is a recognized frame work for evaluating teachers	78	3.35	.680
The evaluation criteria helps me improve	78	3.32	.674
I like discussing my performance with my head of department	77	3.29	.625
All my duties are measured in the evaluation criteria	78	2.65	.850
The evaluation criteria (appraisal) is designed with consultation with teachers.	77	2.61	.905
The evaluation criteria is linked to my job description	78	3.27	.596
I would prefer to change the criteria of evaluation.	78	2.87	.858
Those who are positively appraised are rewarded positively	78	3.51	.528
Average	78	3.20	0.67

The mean in table 4.6 indicate that respondents rated averagely on statements of evaluation criteria as represented by mean=3.20. However numerous concerns were

noticed through interviews, since teachers believed that the evaluators lacked enough time to systematically evaluate teachers from day one to the last day. Well as this may not be possible, teachers believed that the evaluators “rushed in” to evaluate the teachers since the school was coming to an end. Well as this may be because of the poor planning on the school’s administration, it created wise teachers who knew how to “stage act” for the appraisers. Consequently many teachers started viewing the appraisal as not effective in measuring their performance.

For purposes of getting an overall picture of how respondents rated themselves on evaluation criteria and how it affected their performance, all items in table 4.6 were generated into one index evaluation criteria with arithmetic mean=35.47, and standard deviation 3.624. To confirm this, the two indices (Evaluation criteria and Teacher Performance) were correlated using Pearson’s product moment correlation index was completed as in table 4.7:

Table 4.7: Pearson’s product moment correlation between the School’s Evaluation Criteria and Teacher Performance

		Teacher performance	Evaluation criteria
Teacher performance	Pearson Correlation	1	.436
	Sig. (2-tailed)		.000
	N	78	78
Evaluation criteria	Pearson Correlation	.436	1
	Sig. (2-tailed)	.000	
	N	78	78

Pearson's product moment correlation in table 4.7 yielded $r=0.436$ and Sig value= 0.00 which is less than $\alpha=0.05$. Hence the research hypothesis was accepted that there is a significant positive relationship between the school's evaluation criteria and teacher performance. This result meant that teachers believe the evaluation criterion is important in increasing their performance but not the fact that the existing evaluation criteria is perfect. These results meant that the evaluation criteria had the ability to stimulate performance if the right processes were employed by the managers and mitigated with the teachers' concerns.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter has been designed to give a detailed account to the findings emanated from the study results in chapter four. This chapter focused on the subsequent sections that emerged from the research hypotheses as witnessed below:

5.2 Discussion of results on research Hypothesis one.

Hypothesis one stated that there was a significant relationship between Teacher-based evaluation and teacher performance in Aga Khan Schools. Following analysis of the results on research hypothesis one, it was found out that Teacher-based evaluation have a significant relationship with teacher performance in Aga Khan Schools. In other words hypothesis one was accepted.

The results of the study were also discussed in relation to other scholars of organizational productivity. Cole (2002) notes that well as reviews at work have been broadly conceived as an organizational assessment tool, they specifically touch the prime nature of how an employee assesses their own performance before any supervisor or manager may interfere in the evaluation process. However in Aga Khan Schools, Teacher-based evaluations were widely perceived as tools used in the daily individual assessment of lesson planning, scheming, actual teaching and evaluation of previous learning experiences. It was further noted that; such an assessment may involve departmental peers who in most cases assume their role of the supervisor to help the fellow teacher analyze the strong and weak areas noted in the teaching process, such peers were commonly referred to as “critical friends”. Almost 60%

(3.68 mean) of teachers believed that they derived satisfaction from the improvements made/effectuated. However the researcher noted that most teachers lacked true “critical friends” since those who reviewed them were hugely biased towards their cordial relationship and did not instill a sense of poor performance but rather put “icing on the cake”. A very small percentage (20%) (Mean 2.55) agreed that there was no individual bias with peer assessments implying that a high percentage of teachers believed peer assessment was affected by bias (positive and negative). This largely hinders effective performance since the teacher is given false hope yet the teacher still needs individual improvement to meet excellence in teaching thus performance.

Perhaps the lack of a more organized or professional approach to teacher-based evaluation may be the unsolved link in the puzzle since indeed as one teacher stated:

“Peer-group assessment is a personal initiative... one can decide to do it or leave it, depending on time and convenience”. Aga Khan Primary School teacher.

The effect of this may be noted in instances where a teacher may choose a specific lesson/topic or subject she/he is well conversant with to be the basis of the assessment, in this kind of assessment, the teacher and peer evaluator may be deluded to think everything is fine. However the researcher noted that a few instances of peer-group assessment were conducted almost to perfection (especially at the primary school) where a teacher may not choose his/her best friend but rather some one neutral and bold enough to spot the imperfections for teaching improvements. Decenzo and Robbins (2005) note that; performance reviews are important to individual performance since they give a personal view of how one has achieved intended goals by having a brief insight into what has been done perfect and what is still lacking in the performance requirements. Thus Armstrong (2006) under scores

the fact: A good employee is one who not only performs well in terms of productivity but also minimizes problems for the organization by being able to work on time, by not missing days and by minimizing the number of work related accidents. Generally speaking, in Aga Khan Schools, a holistic approach to the perfection of performance may begin from Teacher-based evaluation of the informal/unwritten professional etiquettes. Such would be important in the commitment of teachers to the processes of appraisal since they would feel attached to the school culture and therefore be part of the holistic school system. It was however noted that most teachers hardly felt attached to the school so there were inconsistencies in behavioral patterns of teachers towards the appraisal system.

5.3 Discussion of results on research hypothesis Two.

Hypothesis two stated that: there is a significant relationship between the School's evaluation criteria and teacher performance in Aga Khan Schools. Following analysis, of the results on research Hypothesis two, it was found out that the school's evaluation criteria has a significant relationship with teacher performance. In other words, hypothesis two was accepted.

The results of the study were also discussed in relation to other scholars since the finding is not entirely new in the management understanding. A number of scholars in other organizational environments present a number of views that highly support the findings of the current study. Nkata and Maicibi (2004) present four common sources of information that are frequently used by managers to measure actual performance; personal observation, statistical reports, oral reports and written reports. Each has its strengths and weakness; however, a combination of them increases both the number of input sources and the probability of receiving reliable information.

As suggested by Kanyesigye (2006), what we measure determines to a great extent, what people in the organization will attempt to excel further states that the criteria we choose to measure must represent performance as it was stated and articulated in the appraisal guideline of an organization.

Similarly, Armstrong (2006) in addition notes that when we tell an employee that she/he will be evaluated based on criterion X and then appraise her/his performance based on criterion Y, we can expect her/his effort to do a good job to decline, and thus we can expect her to behave in such a manner that she will look good on criterion Y.

Indeed this has been evidently noted in the Aga Khan Schools; where most teachers may wear a “perfect image” for the evaluation/assessment of their teaching methods.

One of teachers when interviewed had this to say;

“Most teachers prepare well for that one lesson the appraiser plans to come and evaluate so it is easy for the appraiser to perceive the appraisee’s general performance as excellent rather than identifying the weak elements that need improvement.” As narrated by a teacher in the secondary section.

To this Kent (2007) advises that performance appraisals need not to be stressful or threatening as they are. With proper preparation and a few key criteria in place, the performance appraisal process can be enhanced through a more cooperate approach. However the belief that we can expect to reap this enhancement only after we make this transition towards more participative performance appraisals; ones that focus not solely on performance, but also on personal development.

From the Aga Khan Schools' perspective, teachers perceive that properly operating performance appraisal systems provide a clear communication of worker expectations. As Armstrong (2006) notes; knowing what is expected is a first step in helping one to cope better with the stress usually associated with a lack of clear direction.

In Aga Khan Schools, the administration developed an evaluation criterion known as the "grid" or "rubric" (The criteria of components used in measuring performance requirements in Aga Khan schools). As an International school, the Aga Khan Schools have engaged/invested in teacher performance that meets its competitive edge: however, Decenzo and Robbins (2005) note that; the appraiser should rate employees based on items along a continuum, but the points are scores of actual behaviour on the given job rather than general descriptions or traits. In essence, the enthusiasm surrounding the belief that the use of specific behaviours, derived for each job, should produce relatively error-free and reliable ratings. Therefore behaviourally anchored rating scales specify definite, observable, and measurable job behaviour. The challenge with Aga Khan Schools may not be based on the evaluation criteria on behaviour dimensions but these behavioural considerations may then be retranslated into appropriate performance dimensions.

5.5 Conclusions

1. The first hypothesis of the study that started: Teacher-based evaluation have a positive relationship with teacher performance in Aga Khan Schools was accepted. Indeed Teacher-based evaluation carried out by teachers had high influence on how they evaluated themselves (individually or group based) to identify their weakness and strengths so as to improve. Important to note was that more emphasis was lacking

on 'peer' evaluation and student-based class evaluations that can help the teacher further assess the extent to which he/she has performed.

2. The second hypothesis of the study that stated: the School's-evaluation criteria have a positive relationship with teacher performance in Aga Khan Schools was also accepted. The researcher noted that the schools' evaluation criteria was based on a designed appraisal grid/rubric that had different categories of rating points based on major elements of personal presentation (appearance), schemes of work, lesson plans, employee relations and class room performance. The researcher concluded that; the evaluation criteria lacked more detail, organisation, and emphasis of individual activities such as; Actual teaching, public relations/employee relations and extra school activities.

5.6 Recommendations

1. Following conclusion (1) in section 5.2 on the Teacher-based Evaluation, teachers need to know how essential it is for them to assess their performance on individual basis with a more professional approach. This can be achieved through peer assessment, where the teachers are enlightened on the purpose of helping fellow colleagues by maintaining the vague that fellow teachers should know what is expected of them, and feel confident that if they exert an effort with in their capabilities, it will result in a satisfactory performance as defined by the criteria by which they are being measured. Such should be able to reduce the tension associated with appraisal, peer bias (positively praising your friend), rumour mailing rather than acting professionally and an inferiority complex to those who are graded weakest. I propose the above because organisations exist well when employees are motivated

well enough to enable them perform with an inner desire to do their best.

2. The School's Evaluation criterion is in a broad school perspective a tool for determining the extent to which an organisation is fairing in terms of producing "good" products. Therefore, the appraisal process should begin with the establishment of performance standards. These should have evolved out of job analysis and job description, this is important because performance standards need to be clear and objective enough to be understood and measured. The expectations of co-ordinators, departmental heads and deputies have in terms of work performance by their subordinates must be clear enough in their mind so that they can communicate these expectations to their teachers and appraise their performance against these previously established standards. It is critical for heads of departments, coordinators and students to take a leading role in the assessment of teacher performance from day one. This will answer any biases associated with deputies and head teachers running an appraisal process based on a "crash programme". Key evaluators should not only base on student performance but rather early/previous reports on the progress of the specific teacher which may be based on students', coordinators, and departmental head's assessment. To this the following table is suggested:

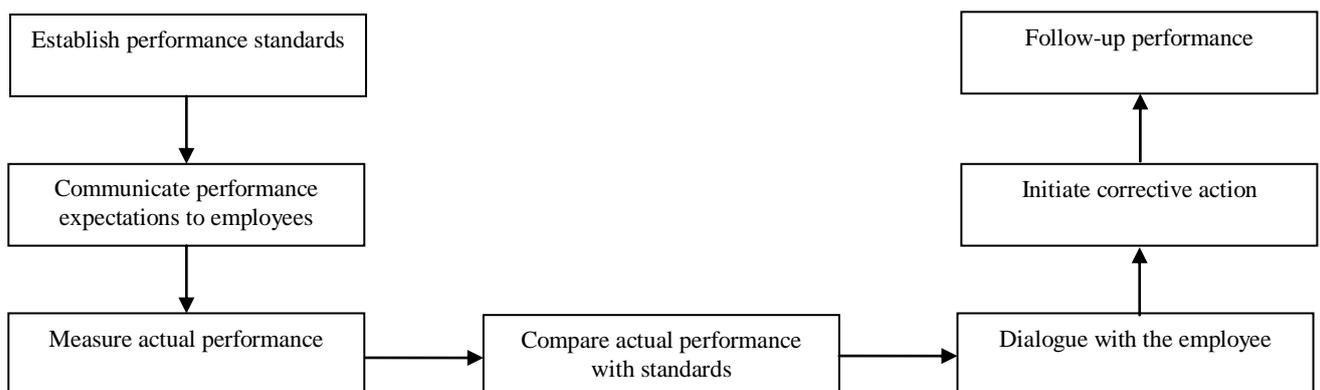


Figure 5.4 The Appraisal Process

The final step in the appraisal process may be to initiate corrective action when necessary. Corrective action can be of two types. One is immediate and deals predominantly with symptoms. The other is basic and delves into causes. Immediate corrective action can be described as “putting out fires”, where as basic corrective action gets to the source of deviation and seeks to adjust the difference permanently. In more simple terms, immediate action should correct something right now and get things back on track. Basic action should ask how and why performance deviated. Heads of Departments and Deputies may rationalise that they don’t have the time to take basic action, but good managers recognise that they must find time to analyse deviations and correct significant relationship between school standards and actual performance.

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APPENDIX A
FOR TEACHER RESPONDENTS

**QUESTIONNAIRE FOR TEACHERS ON STAFF APPRAISAL AND ITS
EFFECT ON THEIR PERFORMANCE IN THE AGA KHAN SCHOOLS**

Introduction

Dear respondent,

This research questionnaire has been prepared by the researcher to gather information regarding staff appraisals in the Aga Khan Schools and its effects on the performance of teachers. The study is for purely academic purposes. You are hereby assured that your identity and the information you provide will be kept confidential.

Section A: Teacher's Background Information

Instructions: Please tick against the category that best describes you.

1. Age bracket of the respondent
a) 21-30..... b) 31-40..... c) 41-50.....d) 50+
2. Sex of the respondent
Male Female
3. Level of Education of the respondent
Grade III Diploma Bachelors Masters
4. Working experience at Aga Khan Schools.
Less than 1 year 1 – 5 6 – 10 10 and above

SECTION B

INDEPENDENT VARIABLE: STAFF APPRAISAL

Instructions:

Please indicate the extent to which you strongly Agree - SA, Agree – A, Disagree – D, or Strongly Disagree – SD to the following statements by way of ticking appropriate.

TEACHER-BASED EVALUATION		SD	D	A	SA
1.	I assess my teaching daily.				
2.	I assess my teaching weekly				
3.	There is no need for external assessment.				
4.	Students reaction helps me assess my own teaching				
5.	I challenge my self when teaching				
6.	Individual assessment is effective.				
7.	I invite my fellow teachers to assess my teaching.				
8.	I learn from my fellow teachers				
9.	There is individual bias with peer assessment.				
10.	Teachers like reviewing their performance.				
11.	There might not be time for reviewing my performance				
12.	Students appreciate my improvements.				
13.	I derive satisfaction from improvements				

THE SCHOOL'S EVALUATION CRITERIA		SD	D	A	SA
1.	There is an evaluation process for teachers				
2.	The evaluation process is on going				
3.	The school Administrators conduct individual assessment				
4.	There is a recognized frame work for evaluating teachers				
5.	The evaluation criteria helps me improve				
6.	I like discussing my performance with my head of department				
7.	All my duties are measured in the evaluation criteria				
8.	The evaluation criteria (appraisal) is designed with consultation with teachers.				
9.	The evaluation criteria is linked to my job description				
10.	I would prefer to change the criteria of evaluation.				
11.	Those who are positively appraised are rewarded positively				
.					

SECTION C

DEPENDENT VARIABLE: TEACHER PERFORMANCE

Instructions

Please indicate the extent to which You Strongly Agree - SA, Agree – A, Disagree – D, or Strongly Disagree – SD to the following statements by way of ticking;

	Statement	SA	A	D	SD
1	I complete the syllabus in time.				
2	I always complete the assigned tasks in time				
3	I assess my work				
4	I usually help the students				
5	Students are friendly with me				
6	The other teachers help me in teaching				
7	All teachers work as a team				
8	I feel a sense of pride in teaching in this school regardless of any benefits.				
9	Most teachers do not execute punctuality in all aspects of school life.				
10	All teachers in the department compliment each other.				

SECTION D: STRUCTURED INTERVIEWS FOR THE TEACHERS OF THE AGA KHAN SCHOOLS.

Instructions: Please answer the following questions or statement as they apply to you in a more individualistic manner.

1. In your own understanding what is teacher performance?

.....
.....

2. In your own understanding what is staff appraisal?

.....
.....

3. How often are you appraised?

.....

4. What do you think are the important components of teacher performance?.....

.....
.....

5. What do you think should be the basis of teacher appraisal?

.....
.....

5.b

why?.....

.....

6. What do you think are the limitations to the success of the appraisal system?

.....
.....
.....

7. What do you consider the successes of the appraisal system?

.....
.....
.....

8. What are your personal concerns about the whole system?

.....
.....
.....

APPENDIX B
FOR CHIEF EXECUTIVE OFFICER (Aga Khan School), DEPUTY HEAD OF
EDUCATION, HEAD TEACHERS, DEPUTIES AND DEPARTMENT HEADS.
QUESTIONNAIRE ON THE IMPLEMENTATION OF THE APPRAISAL
SYSTEM AND ITS EFFECT ON TEACHER
PERFORMANCE

Introduction

Dear respondent, this instrument has been designed by the researcher in an attempt to acquire information related to the implementation and evaluation of the appraisal system in Aga Khan schools. This instrument is to be filled by management (from top, to department heads) and any information given will be used for only academic purposes and shall be treated with absolute confidentiality.

Section A: Manager's background information

Instructions: Please tick against the category that best describes you.

5. Age bracket of the respondent

a) 30 & below..... b) 31-40..... c) 41-50..... d) 50+

6. Sex of the respondent

Male Female

7. Level of Education of the respondent

Diploma Bachelors Masters

8. Working experience at Agha Khan Schools.

Less than 1 year 1 – 5 6 – 10 10 and above

SECTION B: INDEPENDENT VARIABLE: STAFF APPRAISAL

Instructions:

Please indicate the extent to which you Strongly Agree - SA, Agree – A, Disagree – D, or Strongly Disagree – SD to the following statements by way of ticking appropriately;

	Statement	SA	A	D	SD
1	I am aware of the appraisal system in my school				
2	I am involved in appraising system				
3	All school managers participate in the appraisal process				
4	The appraisal is tailored to specific teacher duties				
5	All Staff are subjected to the appraisal system				
6	Departmental heads are involved in the appraisal system				
7	Management conducts individual assessment and evaluation				
8	Management awards pay according to individual performance				
9	Performance reviews are discussed with the teacher.				
10	Staff is promoted to higher positions according excellent performance and				

	needs analysis.				
11	There is increment in pay resulting from excellent appraisal results.				
12	Teachers are not given extra pay if the appraisal is positive				
13	The appraisal process is effective				

SECTION C: DEPENDENT VARIABLE: TEACHER PERFORMANCE

Instructions

Please indicate the extent to which you Strongly Agree - SA, Agree – A, Disagree – D, or Strongly Disagree – SD to the following statements by way of ticking;

	Statement	SA	A	D	SD
1	Teachers like to be appraised				
2	It is necessary to appraise teachers				
3	The appraisal process relates to teacher performance				
4	Students benefit from the appraisal process				
5	Student performance relates to teacher performance				
6	There is coordination between teachers and supervisors				
7	There is coordination between fellow teachers				
8	I help assess teacher performance				
9	The appraisal system is transparent				
10	Different departments work independently				
11	All departments compliment each other.				
12	I am appraised by higher authorities				
13	The appraisal process is continuous				

SECTION D:

**INTERVIEW STATEMENTS FOR THE DEPARTMENT HEADS, DEPUTIES
AND MANAGERS OF THE AGA KHAN SCHOOLS**

Instructions: Please answer the following statements and questions with at most sincerity a guided by the interviewer.

1. As an Administrator, what is staff appraisal and what is its role in measuring teacher performance?

.....
.....
.....

2. Please state any three measures upon which appraisal is conducted.

.....
.....
.....

3. Of the three measures of appraisal indicated above, which is the most effective?

.....

- 3b. why?

.....

4. Which of the above appraisal measures mentioned in question three is weakest?

.....

- 4 b. why?

.....
.....

5. What kind of benefits are extended to those teachers who are positively appraised?.....

.....
.....

6. Do appraisal benefits seduce innovation, commitment and increased performance?

.....
6b.why?.....

.....
.....

7. What happens to those who are negatively appraised?

.....
.....

8. What are your department's/ school's future plans for the appraisal system?.....

.....
.....

9. In your own understanding what is teacher performance?

.....
.....

10. What do you think are the important components of teacher performance at Aga Khan Schools?

.....

.....

.....

APPENDIX C
ITEM STATISTICS FOR RELIABILITY OF QUESTIONNAIRE ITEMS

	Mean	Std. Deviation	N
There is an evaluation process for teachers	3.68	.475	31
The evaluation process is on going	3.39	.495	31
The school Administrators conduct individual assessment	3.23	.717	31
There is a recognized framework for evaluating teachers	3.32	.748	31
The evaluation criteria helps me improve	3.26	.631	31
I like discussing my performance with my head of department	3.16	.454	31
All my duties are measured in the evaluation criteria	2.68	.871	31
The evaluation criteria (appraisal) is designed with consultation with teachers.	2.61	.803	31
The evaluation criteria is linked to my job description	3.13	.562	31
I would prefer to change the criteria of evaluation.	2.90	.790	31
Those who are positively appraised are rewarded positively	3.39	.558	31
There is no reward extended to those who are	2.71	.902	31

negatively apprised.			
I assess my teaching daily.	3.35	.551	31
I assess my teaching weekly	3.06	.892	31
There is no need for external assessment.	1.71	.693	31
Students reaction helps me assess my own teaching	3.35	.486	31
I challenge my self when teaching	3.29	.529	31
Individual assessment is effective.	3.10	.746	31
I invite my fellow teachers to assess my teaching.	3.16	.454	31
I learn from my fellow teachers	3.58	.502	31
There is individual bias with peer assessment.	2.52	.677	31
Teachers like reviewing their performance.	3.10	.597	31
There might not be time for reviewing my performance	2.03	.657	31
Students appreciate my improvements.	3.26	.514	31
I derive satisfaction from improvements	3.65	.486	31
My salary depends on my performance.	2.81	.792	31
The administration is transparent in allocating salary.	2.52	.926	31

The best teachers (grade A) are given extra allowances	3.26	.773	31
I am motivated by the incentives given.	3.00	.775	31
The school accords allowances regardless of performance.	2.26	.815	31
The school awards extra packages for better performance.	3.16	.688	31
The school awards extra packages regardless of performance.	2.06	.892	31
The school gives extends scholarships to me	2.29	1.006	31
The school provides housing as an incentive	2.26	1.064	31
I like to be appraised	1.84	.860	31
It is not necessary to appraise me	2.97	.983	31
I assess my work	2.03	.752	31
I usually help the students	1.65	.915	31
Students are friendly with me	1.81	.703	31
The other teachers help me in teaching	2.16	.860	31
All teachers feel like a family	2.55	.961	31
I feel a sense of pride in teaching in this school.	1.81	.873	31
My fellow teachers help me in teaching	2.19	.792	31
All teachers in the department compliment	2.23	.956	31

each other.			
I help students / pupils	1.71	.902	31
Students or pupils don't need help	3.65	.915	31