

# Performance Appraisal Practices and Staff Performance in Universal Secondary Schools in Rubaga Division, Kampala District

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**Abstract:-** This study explored the relationship between performance appraisal practices and staff performance in Universal Secondary Schools in Rubaga Division, Kampala District. The study was guided by the following specific objectives; i) To examine the relationship between performance planning and staff performance, ii) To analyse the relationship between performance monitoring and staff performance, and iii) To examine the relationship between performance evaluation and staff performance in Universal Secondary Schools in Rubaga Division, Kampala District. The study employed a correlational research design with a mixed research approach. A sample size of 76 respondents was considered constituting of head teachers and teachers from the three selected universal secondary schools in Rubaga division. Both descriptive analysis and inferential analysis were employed to provide answers to the study phenomenon. The study revealed that performance planning has a strong positive and statistically significant relationship with staff performance in universal secondary schools in Rubaga division, Kampala district. The study also revealed that performance monitoring has a strong positive and significant relationship with staff performance in universal secondary schools in Rubaga division, Kampala district. Further, the study revealed that performance evaluation has a strong positive and statistically significant relationship with staff performance in universal secondary schools in Rubaga division, Kampala district. Therefore, the study concludes that performance appraisal practices in terms of performance planning, performance monitoring, and performance evaluation have a statistically significant association with staff performance in universal secondary schools in Rubaga division, Kampala district. Therefore, a significant increase in the different aspects of performance appraisal practices resultantly leads to an improvement in staff performance in universal secondary schools in Rubaga division, Kampala district. The study recommends that the school administrators should develop clear and quantifiable performance metrics to assess staff performance where possible as well as provide opportunities for staff members to develop the skills necessary to meet their performance goals such as formal training, mentoring, or on-the-job

**learning which could contribute to an improvement in staff performance in universal secondary schools in Rubaga division, Kampala district.**

**Keywords:-** Performance Appraisal Practices, Performance Planning, Performance Monitoring, Performance Evaluation, Staff Performance, and Universal Secondary Schools.

## I. INTRODUCTION

### ➤ Background to the Study

Staff appraisal began way back in the USA, between 1990 and 1930, when Taylor was a student at the Scientific Management School, studying motion and time. Following his investigation, he recommended businesses to pay employees who are more productive at a greater rate than others adopting a strategy that would be advantageous to both employees and the organization because he believed that leadership and employees had a mutual interest in raising productivity. Therefore, in order to receive higher compensation, employees must perform above expectations (Stonner 2019).

Globally, staff appraisal is known among the most challenging aspects of managing human resources (HR) (Allen & Mayfield, 2013). Supervisors, employees, and HR administrators are usually not happy with their organisation's performance appraisal procedures (Smith, 1996) and see the process as a pointless administrative exercise having a negative impact on the relationship between staff and supervisors (Momeyer, 2016). This is undoubtedly the case for the majority of companies, preferably in the USA, where studies usually show that people are generally unhappy with the way the appraisal process is handled. Managers are hesitant to give up staff appraisals in spite of these accusations since they still see it as a crucial tool for HR administration (Meyer, 2018).

In African context however, it is believed that Performance appraisal practices started as straightforward means of justifying revenue. In other words, appraisals can be utilised to determine whether a worker's pay or salary was appropriate (Armstrong, 2018). Results are connected to the process. This method has been employed by most

African countries to get best results for example Ghana, Nigeria, Cameroon, Zambia, Congo, Rwanda, Kenya, Tanzania and many other countries. If the staff's performance was determined to be subpar, there would be a wage reduction. A salary increase is necessary if their performance exceeds the supervisor's expectations. The outcomes of staff appraisals are used, either directly or indirectly, to influence incentive decisions. In other words, the results of the appraisals are used to determine which employees are performing at the highest level and should receive the bulk of merit-based pay raises, bonuses, and promotions. Additionally, the outcomes of appraisals are utilised to determine whether underachievers require training, demotion or dismissal.

In East Africa, according to Fletcher (2014), staff appraisals provide a valuable opportunity to concentrate on objectives and tasks, recognise and address current issues, and promote improved performance going forward. As a result, employee performance across the board is increased. In Kenya, management by objectives is the preferred method for staff appraisals over the balance scorecard, along with upward, peer, and self-assessments. According to Khan (2017), the main goal of staff appraisals is to make it easier for management to make administrative choices like hiring, terminating, promoting, and raising salaries.

In Uganda, performance appraisal practices are essential for evaluating performance of workers within any business. In this education sector for Uganda, performance appraisal practices have been in place to assess the performance of teachers and other staff members in various institutions. The system aims at improving the quality of education by ensuring that teachers are accountable, motivated, and committed to their work (Mulindwa, 2021). The performance appraisal practice in Uganda has evolved over the years, with different scholars providing varying perspectives on its effectiveness. According to Nabushawo. (2020), the performance appraisal practice in Uganda has been influenced by various factors, including colonialism, globalisation, and the need for accountability in the education sector. Historically, the system was introduced during the colonial era to monitor the performance of teachers and ensure that they were adhering to the curriculum (Kakinda & Bagonza, 2021).

Rubaga Division is located within the city of Kampala, which serves as both the Uganda's largest and capital city. It lies in this Central Region within the country and is part of Kampala District. The division occupies an area of approximately 17 square kilometers and has a population of over 200,000 people. The exact address for Rubaga Division can be found at Plot 1-7 Rubaga Road, Kampala, Uganda. The USE schools under consideration shall be; Mackay Memorial College Nateete, Nateete Moslem High school, and Kitebi Secondary School. Rubaga Division will be chosen because USE schools have challenges related to services, particularly education and administrative challenges as revealed by District and Division reports. In Rubaga Division, Kampala District, Uganda, the implementation of a robust performance appraisal practice is

essential for ensuring the quality of education provided to students. In Rubaga Division, Kampala District, Uganda, the performance appraisal practices play a crucial role in evaluating and improving the performance of staff members within the education system. It is therefore against this background that I am interested to examine a connection amongst performance appraisal practices plus staff performances within universal secondary education schools in Rubaga Division, Kampala District, Uganda.

#### ➤ *Problem Statement*

In today's highly competitive working environment, Staff appraisal has become a critical management tool that can increase staff performance. According to Kennedy & Dresser (2020), Staff appraisal ensures continued efficiency and effectiveness in organizations. In USE schools in Rubaga Division, Kampala District efforts are being put in place by the management to appraise staff performance. Staff appraisal practice at universal secondary education schools in Rubaga Division, Kampala District attracted criticism for the supervisors' incompetence, subjectivity, bias, favoritism, as well as their lack of ongoing documentation and delayed delivery of comments which has affected performance of staff in USE schools. But due to evidence at the schools, there seems to be poor staff performance that continue to manifest in form of poor academic performance, untimely delivery of services, decline in staff performance and the school as a whole (Division performance report 2022). If no measures are taken, USE schools in Rubaga Division, Kampala District might experience high staff poor performance and general decline in delivery. It is therefore against this background that another person conducting the inquiry was keen to investigate the connection connecting performance appraisal practices to staff performance in universal secondary education schools in Rubaga Division, Kampala District, Uganda.

#### ➤ *Purpose of the Study*

The study's goal was to investigate the connection between performance appraisal practices as well as staff performances in universal Secondary Schools in Rubaga Division, Kampala District.

#### ➤ *Objectives of the Study*

- To examine the relationship between performance planning and staff performance in Universal Secondary Schools in Rubaga Division, Kampala District.
- To analyse the relationship between performance monitoring and staff performance in Universal Secondary Schools in Rubaga Division, Kampala District.
- To examine the relationship between performance evaluation and staff performance in Universal Secondary Schools in Rubaga Division, Kampala District.

### ➤ Study Hypotheses

- **H<sub>01</sub>:** There is no significant relationship between performance planning and staff performance in Universal Secondary Education Schools in Rubaga Division, Kampala District, Uganda.
- **H<sub>02</sub>:** There is no significant relationship between performance monitoring and staff performance in Universal Secondary Education Schools in Rubaga Division, Kampala District, Uganda.
- **H<sub>03</sub>:** There is no significant relationship between performance evaluation and staff performance in Universal Secondary Education Schools in Rubaga Division, Kampala District, Uganda.

### ➤ Significance of the Study

This study was significant for several reasons. Firstly, it might contribute to the existing body of knowledge by

providing empirical evidence on the effect of performance appraisal practices on staff performance in Universal Secondary Education Schools. Secondly, the findings might be useful for school administrators and policymakers in designing and implementing effective performance appraisal practices to enhance staff performance. Lastly, this investigation might serve like references for upcoming scholars who might be fascinated by exploring similar topics.

### ➤ Conceptual Framework

The conceptual framework helped enlighten on how the independent and dependent variables are operationalized within this investigation. It shows a connection amongst staff performances that is the dependent variable and the independent variable which is performance appraisal practices.

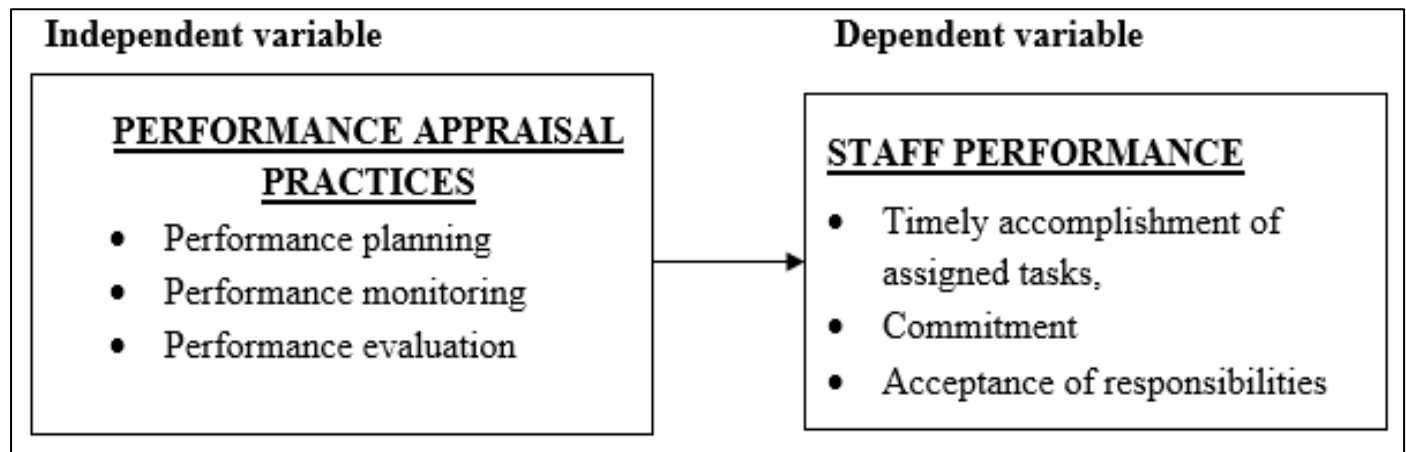


Fig 1 Conceptual Framework

Source: Adopted from Akata, (2003), and Modified by the Researcher (2024)

This conceptual structure illustrates a relationship between performance appraisal practices and staff performance at Rubaga Division, Kampala District, Uganda. Performance appraisal practices as an independent variable with dimensions; performance planning, performance monitoring, and performance evaluation. Staff performance on the other hand as the dependent variable which is measured in terms of timely accomplishment of assigned tasks, commitment and acceptance of responsibilities.

### ➤ Operational Definition of Key Terms

#### • Performance Appraisal Practices:

In this study, the term staff performance refers to a the process when an assignment is completed to a specific degree of standards, as specified by Thomas (2017).

## II. LITERATURE REVIEW

### ➤ Theoretical Review

Several theories are in place to explain performance appraisal practices on staff performance. This study was formed by Goal-setting theory. The theory was founded by Edwin A. Locke in 1968. It states that clear, precise,

measurable and difficult goals are more motivating and the productivity of workers increases when feedback relating to these goals is given. The theory was modified by Locke and Latham in 1990 and came up with elements of goal setting theory which include clarity, challenge, commitment, feedback and job/task complexity. The set goals should be SMART (specific, measurable, achievable, realistic and time bound).

According to the theory goals which are clear, specific and measurable are motivating and better understood compared to ambiguous goals which are hard to understand. Accordingly, clear goals guide school administrators and teachers on what should be done and eliminate misunderstandings. This is captured in planning.

Besides clarity, the theory emphasises setting goals that are challenging so as to motivate workers and stretch them to accomplish such goals. However, they should not be too difficult to achieve to avoid making them a demotivating factor to workers. The demanding goals promote creativity among teachers and increase their focus on given tasks in order to achieve such goals. This is also an activity in planning.

Also commitment is stressed whereby the set goals should be accepted by the workers through the effort of an inspirational team leader. However, members are usually more committed to goals bearing their contributions and/or when these goals are achievable. The theory also supports setting own goals by team members which should be aligned in the general institutional goals thus empowering and making workers more committed. Likewise, teachers need to be inspired to accept goals which are set for them but willingly own goals with their input, and their individual and departmental goals are aligned in school goals for better outcomes. This connects to planning as goals are being set and strategies to achieve them are designed. In this study, therefore, the theory was used for guidance on how to handle and implement them for Management by Objective, 360-degree appraisal and Performance ratings effectiveness.

#### ➤ *Conceptual Review*

The concepts reflecting the study variables were reviewed in this section. These concepts are as follows:

#### ➤ *The Concept of Performance Appraisal Practices*

According to Armstrong & Taylor (2020), a performance appraisal practice is a formal and systematic process utilised through an organisation towards evaluating the performance of the workforces. This system involves setting performance expectations, assessing performance against these expectations, providing feedback, and identifying areas for improvement. In the view of Schraeder. (2021), a performance appraisal practice is a crucial tool for organisations to manage and develop their employees. It involves regular assessments of employee performance, identification of training and development needs, and linking individual performance to organisational goals.

According to Mathis & Jackson (2022), a performance appraisal practice is a method utilised through an organisation towards evaluating the performance of the workforces in order to make decisions about promotions, rewards, and training. This system helps in identifying high performers, addressing performance issues, and improving overall organisational effectiveness. Ulrich. (2023) define performance appraisal practices as a process used by organisations to measure and evaluate employee performance, provide feedback, and make decisions about career development and compensation. This system helps in aligning individual performance with organisational goals and ensuring that employees are contributing effectively to the success of the organisation.

#### ➤ *The Concept of Staff Performance*

Staff performance refers to the way employees carry out their duties and responsibilities in the workplace (Robbins & Judge, 2020). It includes the level of productivity, quality of work, adherence to policies and procedures, and overall effectiveness in contributing to organisational goals. Brown and Smith (2021) define staff performance as the extent to which employees meet or exceed the expectations and standards set by their supervisors or the organization. It includes both quantitative and qualitative aspects of job performance. In the view of

Armstrong and Taylor (2022), staff performance could be evaluated using a variety of techniques, including performances appraisals, feedback from supervisors and colleagues, key performance indicators (KPIs), and goal achievement. It is essential to the management of human resources for enhancing organisational effectiveness. According to Latham and Locke (2023), staff performance is strongly influenced by motivation, skills, training, and organisational support. Effective performance management processes and systems are essential for driving employee engagement and high performance.

#### ➤ *Performance Planning and Staff Performance*

The relationship between performance planning and staff performance is a crucial aspect in Universal Secondary Schools. Performance planning refers to the setting up processes that are time-bound (SMART), relevant, achievable, measurable, accompanied by specific goals for staff members to achieve within a given timeframe. Effective performance planning has been shown to have a positive impact on staff performance, leading to improved job satisfaction, motivation, and productivity (Wang., 2020).

A study conducted by Elenurm (2020) found that staff members who received regular performance feedback and coaching as part of their performance planning process show significant improvement in their job performance and job satisfaction compared to those who do not receive such feedback. Additionally, research by Zhang (2022) found that staff members who are involved in the goal-setting process during performance planning report higher levels of autonomy, competence, and relatedness, which are key components of motivation.

Performance planning can also have a positive impact on staff development and career advancement. A study by Korman (2023) found that staff members who receive performance feedback and coaching as part of their performance planning process are more likely to report feeling prepared for future career advancement opportunities. Similarly, Lee (2021) found that staff members who are involved in the goal-setting process during performance planning report higher levels of career satisfaction and intention to stay with their current employer.

Effective performance planning can also help to improve communication between supervisors and staff members. A study by Yang (2022) found that staff members who receive regular performance feedback and coaching as part of their performance planning process report improved communication with their supervisors, which result in lower intention to leave and higher work satisfaction.

Effective performance planning can also help to reduce staff stress and burnout. A study by Chen (2022) found that staff members who receive regular performance feedback and coaching as part of their performance planning process report lower levels of stress and burnout compared to those who did not receive such feedback. Similarly, research by Huang (2021) found that staff members who are involved in



the goal-setting process during performance planning report higher levels of job autonomy, which is negatively correlated with burnout.

Performance planning can also help to improve staff collaboration and teamwork. A study by Lee (2022) found that staff members who receive performance feedback and coaching as part of their performance planning process report higher levels of team cohesion and collaboration compared to those who do not receive such feedback. Additionally, research by Wang (2023) found that staff members who are involved in the goal-setting process during performance planning, report higher levels of trust and commitment to their teams.

Effective performance planning can also help to improve staff retention and turnover rates. A study by Kim (2023) found that staff members who receive regular performance feedback and coaching as part of their performance planning process are more likely to report being satisfied with their job and less likely to consider leaving their current employer. Similarly, research by Li (2022) found that staff members who are involved in the goal-setting process during performance planning report higher levels of job satisfaction and lower levels of turnover intention.

Performance planning can also help to improve staff engagement and motivation. A study by Cho (2022) found that staff members who receive performance feedback and coaching as part of their performance planning process, report higher levels of engagement and motivation compared to those who do not receive such feedback. Similarly, research by Gao (2023) found that staff members who are involved in the goal-setting process during performance planning report higher levels of intrinsic motivation and self-efficacy.

Effective performance planning can also help to improve school-wide outcomes. A study by Kim (2024) found that schools that implement a comprehensive performance planning system show significant improvements in student achievement and school climate compared to schools that do not implement such a system. Similarly, research by Lee (2024) found that schools that emphasize teacher autonomy and goal-setting during performance planning show significant improvements in student engagement and academic achievement.

#### ➤ *Performance Monitoring and Staff Performance*

The relationship between performance monitoring and staff performance is a crucial aspect in Universal Secondary Schools. Performance monitoring refers to the systematic process of collecting, analysing, and using data to assess employee performance and make informed decisions (Kweskin, 2020). In Universal Secondary Schools, performance monitoring will be used to evaluate teacher performance, student achievement, and school-wide performance.

Research suggests that performance monitoring can have a positive impact on staff performance. A study conducted by the National Center for Education Statistics (2020) found that teachers who receive regular feedback and evaluation are more likely to improve their instructional practices and student outcomes. Another study published in the Journal of Educational Administration (2022) found that schools that implement a comprehensive performance monitoring system will have significant improvements in teacher morale, job satisfaction, and student achievement.

Effective performance monitoring involves setting clear goals, providing regular feedback, and using data to inform instruction (Hargreaves & Fink, 2020). In Universal Secondary Schools, strategy entails creating SMART goals time-bound, relevant, achievable, measurable, and specific for teachers plus staff, providing regular coaching and feedback, and using data to identify areas of strength and weakness. Additionally, performance monitoring should be fair, transparent, and unbiased to avoid teacher burnout and demotivation (Ladson-Billings, 2022).

Despite the benefits of performance monitoring, some challenges remain. Teachers resist or feel anxious about being monitored due to fear of evaluation or retaliation (McLaughlin & Talbert, 2020). Therefore, it is essential for school administrators to establish a culture of trust, open communication, and support to ensure that teachers feel comfortable with the monitoring process.

Effective performance monitoring also helps to identify areas where staff may need additional support or professional development. A study published in the Journal of Educational Psychology (2020) found that teachers who receive targeted professional development based on their performance data show significant improvement in their instructional practices and student outcomes. In Universal Secondary Schools, this means providing training and coaching on specific skills or strategies, such as differentiated instruction, technology integration, or culturally responsive teaching.

Promotion of a culture of accountability and transparency. When staff know that the performance has to be monitored and evaluated, they're more inclined to accept responsibility of their work as well as strive to improve. A study published in the Journal of Educational Administration (2021) found that schools with high levels of accountability saw significant improvements in student achievement and teacher morale. In Universal Secondary Schools, this means establishing clear expectations and consequences for meeting or exceeding performance standards, as well as recognizing and rewarding outstanding performance.

Performance monitoring can also help to reduce bias and unfair treatment of staff. A study published in the Journal of Teacher Education (2022) found that teacher evaluation systems that use multiple measures of student achievement and peer review reduce bias and improve teacher job satisfaction. In Universal Secondary Schools,

this means using multiple measures of student achievement, such as standardized test scores, grades, and observational data, as well as seeking feedback from peers and students.

#### ➤ *Performance Evaluation and Staff Performance*

This connection between performance evaluation and staff performances is a crucial aspect in Universal Secondary Schools, as it directly impacts the overall effectiveness of the institution. Performance evaluation is a systematic process that assesses the job performance of employees against predetermined standards and criteria. Research has consistently shown that performance evaluation has a positive impact on staff performance, motivation, and job satisfaction (Kwamie & Ackah, 2020).

A study conducted by Adelabu (2022) found that regular performance evaluation in Universal Secondary Schools can lead to improved reduced turnover rates, increased job satisfaction, and employee performance. The study will reveal that teachers who receive regular feedback and evaluations report higher levels of job satisfaction and commitment to their work. Moreover, the study found that principals who provided regular feedback and evaluations were more likely to have higher-performing schools (Adelabu, 2022).

Research has shown that performance evaluations can also have a positive impact on student outcomes. A study by Nkomo (2020) found that schools with high-quality performance evaluations have better student achievement outcomes compared to schools with low-quality evaluation. The study suggests that this is due to the fact that high-quality evaluation leads to improved teacher morale, motivation, and job satisfaction, which in turn positively impact student learning outcomes (Nkomo, 2020).

However, it is important to note that the quality of performance evaluation is crucial in determining its impact on staff performance. A study by Osei (2022) found that poor-quality evaluation can lead to decreased job satisfaction, increased turnover rates, and negative impact on student outcomes. The study recommends that schools should prioritize the development of high-quality evaluation systems that are fair, transparent, and provide constructive feedback (Osei, 2022).

A study by Tettey (2022) found that teachers who receive regular feedback and evaluation are more likely to engage in professional development activities and improve their teaching practices. The study recommends that schools should prioritize providing regular feedback and evaluation to support teacher growth and development (Tettey, 2022). Similarly, a study by Asante (2021) found that performance evaluation can help identify areas of strength and weakness for teachers, allowing them to set goals and improve their performance. The study suggests that regular evaluations can also help to promote a culture of continuous improvement and accountability in schools (Asante, 2021).

According to research, performance evaluations can have a positive impact on school leadership. A study by

Wiredu (2022) found that principals who receive regular feedback and evaluation are more likely to engage in strategic planning and decision-making, leading to improved school performance. The study recommends that schools should prioritize providing regular feedback and evaluation to support school leaders in their roles (Wiredu, 2022). Furthermore, a study by Owusu (2022) found that school leaders who receive regular evaluation are more likely to have higher levels of job satisfaction and commitment to their work. The study suggests that this is due to the fact that regular evaluation provides leaders with a sense of direction and purpose (Owusu, 2022).

#### ➤ *Research Gap*

While previous studies have explored a connection amongst performance appraisal practices as well as staff performances within various settings, there is a lack of research specifically focusing on universal secondary education schools in Rubaga Division, Kampala District, Uganda. This contextual gap will highlight the need for a study that addresses the unique challenges and opportunities faced by schools in this specific geographical location. Many existing studies on performance appraisal practices and staff performance have relied on quantitative research methods, such as surveys and statistical analysis. There is a need for more qualitative research techniques to give a more thorough grasp of the mechanisms, such as case studies and interviews through which performance appraisal practices impact staff performance in secondary schools. Additionally, there is a need for longitudinal studies towards assessing this long-term effect towards different appraisal systems upon staff performance. Through this study, this researcher wanted to contribute to the existing literature on performance appraisal practices and staff performance in Universal Secondary Education Schools in Rubaga Division, Kampala District, Uganda.

### III. METHODOLOGY

#### ➤ *Research Design*

A research design was defined to refer to a blueprint used in the study (Marczyk, DeMatteo & Festinger, 2021). For this study, a correlational research design was employed with a mixed research approach. The correlational design allowed for examining the relationship between the staff appraisal system and staff performance in Universal Secondary Education Schools in Rubaga Division, Kampala District, Uganda. The A mix methodology was used to gather data that was both qualitative and quantitative to gain a comprehensive understanding of the research problem.

#### ➤ *Study Population*

Trochim (2023) explains the study population as the group of individuals or elements that are the target of a research investigation. The population of interest comprised of secondary school teachers and head teachers from 3 Universal Secondary Schools in Rubaga Division. The universal secondary schools under consideration were; Mackay Memorial College Nateete, Nateete Moslem High school, and Kitebi Secondary School. The target population was estimated to be 95 individuals.

➤ *Sample Size*

Chen (2021) defines sample size as the number of participants included in a study or survey. A sample size of

76 participants was determined for this study (See Appendix III). This sample included 73 secondary school teachers, and 3 head teachers from 3 selected schools.

Table 1 Selection of Study Participants and Sample Size

No	Category	Population	Sample	Sampling Technique
1	USE School Teachers	92	73	Simple Random Sampling
2	School Head Teachers	3	3	Census Inquiry
<b>Total</b>		<b>95</b>	<b>76</b>	

Source: Researcher (2024) for sampling method and sample determination, and School records for population

➤ *Sampling Techniques*

According to Salkind (2020), sampling techniques refer to the methods used to select a subset for an individual as of bigger populace to partake within the research investigation. These techniques are essential for ensuring that the sample accurately represents the population and allows researchers to make generalisations based on the sample. The study adopted both simple random sampling, and census inquiry.

➤ *Simple Random Sampling*

Brown and White (2024), simple random sampling is defined as a Method of sampling in which there is an equal chance of selection for all members of the general public. This method was employed towards selecting this secondary school teachers from the population. Each teacher has a comparable likelihood of being a part of the population being studied.

➤ *Census Inquiry*

Census inquiry is a type of non-probability sampling technique that involves selecting every individual from a target population (Creswell, 2012). This technique was used to select three head teachers from the three selected secondary schools in Rubaga Division. All head teachers were included in the study.

➤ *Data Collection Methods*

- **Questionnaires:** Questionnaires were used to collect data from the secondary school teachers. The questionnaire included closed-ended questions to gather quantitative data.
- **Interviews:** Interview guides were utilised to conduct interviews with the head teachers. The interviews allowed for in-depth exploration of their perspectives on the performance appraisal practices and staff performance.

➤ *Quality Control*

For data quality, several measures were put in place. The questionnaires and interview guides were carefully designed and reviewed for clarity and relevance. Pilot testing was conducted with a small sample of teachers to identify and address any issues with the instruments. The researcher provided clear instructions to the participants and

was available to clarify any questions during data collection. Data collection sessions were conducted in a conducive and private environment to encourage open and honest responses. The researcher maintained an objective and neutral stance during data collection to minimize bias.

➤ *Data Analysis*

Techniques of analysis for inferential and descriptive were employed in the data analysis process. In order to summarise the answers, descriptive statistics like frequencies and percentages were used to assess the quantitative data from the surveys. The study utilised inferential statistics, namely correlation analysis, to investigate the connection between staff performance and performance appraisal procedures. For quantitative data analysis, the Statistical Package for Social Sciences (SPSS) program was utilised.

Qualitative data obtained from the interviews was analysed using thematic content analysis. The data was coded, transcribed and later categorised into themes and sub-themes. The researcher identified patterns, relationships, and commonalities in the qualitative data to gain a deeper understanding of the research topic. Data was presented in form of verbatim quotations.

➤ *Ethical Considerations*

The whole research process put into account ethical considerations. Each participant had to give consent before any data was collected. Participants were assured of confidentiality and anonymity, and their personal information was kept secure. The study adhered to ethical guidelines, ensuring the rights, privacy, and dignity of the participants.

➤ *Study Findings*

These investigation findings accessible within current sector include; descriptive statistics on the demographic characteristics of respondents and analysis of correlation to offer solutions for the research goals.

➤ *Findings on the Demographic Characteristics*

The investigation assessed the demographic characteristics of respondents who participated in the study from universal secondary schools in Rubaga division and the findings are presented in Table 2.

Table 2 Demographic Characteristics of Respondents

Demographic Characteristics			
Category	Items	Frequency	Percentage
Gender	Male	44	60.3
	Female	29	39.7
	<b>Total</b>	<b>73</b>	<b>100.0</b>
Level of Education	Certificate	9	12.3
	Diploma	19	26.0
	Bachelors	41	56.2
	Masters	4	5.5
	<b>Total</b>	<b>73</b>	<b>100.0</b>
Marital Status	Single	31	42.5
	Married	39	53.4
	Widowed	3	4.1
	<b>Total</b>	<b>73</b>	<b>100.0</b>

Source: Field data, 2024

These results in Table 2 revealed that out of 73 respondents who participated in the study, majority 44 (60.3%) of the respondents were male and 29 (38.0%) of the respondents were female. The study results also revealed that out of 73 respondents who participated in the study, the biggest proportion 41 (56.2%) of the respondents had attained a bachelors' degree level of education, followed by 19 (26.0%) of the respondents who had attained a diploma level of education, then 9 (12.3%) of the respondents who had attained a certificate level of education, and the least proportion 4 (5.5%) of the respondents had attained a masters' degree level of education.

In addition, the study results revealed that out of 73 respondents who participated in the study, majority 39 (53.4%) of the respondents were married, followed by 31

(42.5%) of the respondents who were single, and a few 3 (4.1%) of the respondents were widowed.

#### ➤ Findings on the Study Objectives

This section presents the findings in relation to the study specific objectives.

#### Relationship between Performance Planning and Staff Performance in Universal Secondary Schools in Rubaga Division, Kampala District

The study sought to examine the relationship between performance planning and staff performance in Universal Secondary Schools in Rubaga Division, Kampala District. The relationship was analysed using Spearman's Rank correlation analysis and the findings are presented in Table 3.

Table 3 Correlation Analysis on the Relationship between Performance Planning and Staff Performance in Universal Secondary Schools in Rubaga Division, Kampala District

		Performance Planning	Staff Performance
Performance Planning	Spearman's Correlation Coefficient	1.000	.553**
	Sig. (2-tailed)	.	.000
	N	73	73
Staff Performance	Spearman's Correlation Coefficient	.553**	1.000
	Sig. (2-tailed)	.000	.
	N	73	73

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data, 2024

The study results in Table 3 revealed that performance planning has a strong positive and statistically significant relationship with staff performance in universal secondary schools in Rubaga division, Kampala district ( $r = 0.553$ ,  $N = 73$ ,  $P\text{-value} = 0.000$ ) at a 0.01 level of significance. The findings imply that an increase in performance planning strongly and significantly leads to an improvement in staff performance in universal secondary schools in Rubaga division, Kampala district.

In regards to the influence of performance planning on staff performance in universal secondary schools in Rubaga division, Kampala district, some of the key informants asserted that;

*"Performance planning enables managers outline what is anticipated from staff. When staff members know exactly what they need to achieve, they are more focused and directed in their efforts which improves their performance."* (Head Teacher 002)



*“Performance planning enables staff members to know their roles and responsibilities both in and outside school, which reduces confusion and makes everyone know their role in achieving school goals hence influencing staff performance.” (Head Teacher 001)*

*“Performance planning often includes identifying resources and support systems that staff members can rely on to meet their goals, further reducing stress and enabling better staff performance at the school.” (Head Teacher 003)*

*“Performance planning also helps in setting realistic and achievable goals and timeliness, which can prevent staff members from overextending themselves and burning out,*

*leading to sustainable high performance.” (Head Teachers 002)*

#### **Relationship between Performance Monitoring and Staff Performance in Universal Secondary Schools in Rubaga Division, Kampala District**

The study also sought to analyze the relationship between performance monitoring and staff performance in Universal Secondary Schools in Rubaga Division, Kampala District. The relationship was analyzed using Spearman’s Rank correlation analysis and the findings are presented in Table 4.

Table 4 Correlation Analysis on the Relationship between Performance Monitoring and Staff Performance in Universal Schools in Rubaga Division, Kampala District

		Performance Monitoring	Staff Performance
<b>Performance Monitoring</b>	Spearman’s Correlation Coefficient	1.000	.671**
	Sig. (2-tailed)	.	.000
	N	73	73
<b>Staff Performance</b>	Spearman’s Correlation Coefficient	.671**	1.000
	Sig. (2-tailed)	.000	.
	N	73	73

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data, 2024

The study results in Table 4 revealed that performance monitoring has a strong positive and significant relationship with staff performance in universal secondary schools in Rubaga division, Kampala district ( $r = 0.671$ ,  $N = 73$ ,  $P\text{-value} = 0.000$ ) at a 0.01 level of significance. The findings imply that an increase in performance monitoring strongly and significantly leads to an improvement in staff performance in universal secondary schools in Rubaga division, Kampala district.

In accordance to the influence of performance monitoring on staff performance in universal secondary schools in Rubaga division, Kampala district, some of the key informants had this to say;

*“Regular monitoring makes staff members more aware that their work is being observed and monitored, which can increase their sense of responsibility and commitment to meeting expectations which influences an improvement in staff performance.” (Head Teacher 001)*

*“...continuous performance monitoring allows school administrators to provide real-time feedback, helping staff members correct mistakes or adjust their approaches quickly, which prevents small issues from becoming major problems thus improving staff performance.” (Head Teacher 002)*

*“Performance monitoring provides a basis for tracking progress in specific goals, enabling both staff members and school administrators to assess how well tasks are being done. This helps in maintaining commitment towards achieving objectives hence improving staff performance.” (Head Teacher 003)*

*“Continuous monitoring allows for the early detection of performance issues, enabling staff members and administrators to address them before they escalate, reducing the risk of failure or underperformance in the different school operations.” (Head Teacher 001)*

*“Performance monitoring enables staff members stay focused on their main responsibilities without straying, which leads to more valid and consistent performance among the staff members at school.” (Head Teacher 003)*

#### **Relationship between Performance Evaluation and Staff Performance in Universal Secondary Schools in Rubaga Division, Kampala District**

The study further sought to examine the relationship between performance evaluation and staff performance in Universal Secondary Schools in Rubaga Division, Kampala District. The relationship was analysed using Spearman’s Rank correlation analysis and the findings are presented in Table 5.

Table 5 Correlation Analysis on the Relationship between Performance Evaluation and Staff Performance in Universal Secondary Schools in Rubaga Division, Kampala District

		Performance Evaluation	Staff Performance
Performance Evaluation	Spearman's Correlation Coefficient	1.000	.594**
	Sig. (2-tailed)	.	.000
	N	73	73
Staff Performance	Spearman's Correlation Coefficient	.594**	1.000
	Sig. (2-tailed)	.000	.
	N	73	73

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data, 2024

The study results in Table 5 revealed that performance evaluation has a strong positive and statistically significant relationship with staff performance in universal secondary schools in Rubaga division, Kampala district ( $r = 0.594$ ,  $N = 73$ ,  $P\text{-value} = 0.000$ ) at a 0.01 level of significance. The findings imply that an increase in performance evaluation strongly and significantly leads to an improvement in staff performance in universal secondary schools in Rubaga division, Kampala district.

In relation to the influence of performance evaluation on staff performance in universal secondary schools in Rubaga division, Kampala district, some of the key informants argued that;

*“Performance evaluation offers staff members a clear understanding of how their work is perceived and where they stand in relation to their goals. This feedback can validate their efforts or highlight areas needing improvement thus improving staff performance.” (Head Teacher 002)*

*“Regular performance evaluation makes staff members accountable for their performance. Knowing that their work will be formally reviewed can motivate staff members to maintain high standards and stay committed to their responsibilities which improves staff performance.” (Head Teacher 001)*

*“Performance evaluation helps identify specific areas where teachers need to improve, such as skill gaps or behavioral issues. This information is crucial for designing targeted training and development programs aimed at improving teacher performance.” (Head Teacher 003)*

*“Performance evaluation provides an avenue of communication between staff and administrators. This dialogue strengthens the staff-administrator relationship, builds trust, and improves teamwork which fosters an improvement in staff performance.” (Head Teacher 001)*

#### IV. CONCLUSION

The study concludes that performance appraisal practices in terms of performance planning, performance monitoring, and performance evaluation have a statistically significant association with staff performance in universal secondary schools in Rubaga division, Kampala district.

Therefore, a significant increase in the different aspects of performance appraisal practices resultantly leads to an improvement in staff performance in universal secondary schools in Rubaga division, Kampala district.

#### RECOMMENDATIONS

The study recommends that the school administrators and stakeholders should ensure that they set goals that are specific, measurable, achievable, relevant, and time bound. This clarity would help staff members understand what is expected and how their performance will be evaluated and this would resultantly influence staff performance in the different universal secondary schools in Rubaga division, Kampala district.

The study also recommends that the school administrators should develop clear and quantifiable performance metrics to assess staff performance where possible as well as provide opportunities for staff members to develop the skills necessary to meet their performance goals such as formal training, mentoring, or on-the-job learning which could contribute to an improvement in staff performance in universal secondary schools in Rubaga division, Kampala district.

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