

## **Performance Appraisal Practices and Teachers' Job Performance in Private Universal Secondary Schools in Manafwa District, Uganda**

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### **Abstract**

*The study examined the effect of performance appraisal practices on teachers' job performance, and sought to investigate the effect of 1) target setting 2) performance monitoring and 3) employee feedback on teachers' job performance. A cross-sectional survey design with a mixed-method approach was adopted. The target population of the study was composed of 211 respondents spread across four private universal secondary schools; 207 teachers and four head teachers; and a sample size of 189 respondents with 185 teachers and four head teachers selected using a simple random sampling approach coupled with a fish-bowl technique, while census inquiry was adopted to select head teachers. A self-designed closed-ended questionnaire was administered to collect data from teachers while an interview guide was adopted to collect data from head teachers. The CVI obtained for the instrument was .90 and a reliability index of 931 Cronbach alpha co-efficient. Data was analyzed using frequencies, percentages, and simple regression. Findings indicate that target setting ( $\beta = 0.375, p < 0.05$ ), performance monitoring ( $\beta = 0.435, p < 0.05$ ) and employee feedback ( $\beta = 0.375, p < 0.05$ ) had very strong significant effect on teachers' job performance. The study concludes that performance appraisal practices can significantly aid teachers' job performance in private USE schools if well handled in terms of comprehensiveness, clarity and timeliness. It recommends that target setting should involve teachers and their individual differences be reflected; academic meetings should be held monthly and performance support should be extended to teachers; whilst feedback given to teachers ought to be timely, comprehensive and interactive.*

*Keywords:* performance appraisal, performance management, performance monitoring, teacher appraisal, target setting, employee feedback

Performance appraisal is the assessment of the performance of an individual in relation to the objectives, activities, outputs, and targets of a job over a given period of time. In organizational setting, performance appraisal is

defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (McNamara, 2011).

Performance appraisal is one of the key human resource management activities as it is continuous in the organisation that seeks for the best from its human resources. However, in most organisations, performance appraisal is the least popular as most managers do not enjoy doing it and some employees view it as a time to be pinned for all the wrongs and threatened about their existence in the organisation. However, despite the poor record of appraisal systems within organizations, it is an acceptable fact that performance can be measured, monitored, controlled and the issues regarding employee work can be addressed through appraisals.

In organisations, performance appraisal systems (PAS) began as simple methods for deciding whether or not the salary of an employee was justified. Later on, empirical studies showed that pay rates were not the only element that had an impact on employee performance but other issues, such as morale and self-esteem. That resulted in progressive rejection of emphasis of performance appraisal on reward outcomes, and in the 1950s, in the United States, its potential as a tool for motivation and development was recognized (Hal & Taylor (2002).

Similarly, Armstrong (2003) notes that performance management has risen from the old-established but somewhat discredited systems of merit rating and management by objective and that many of the more recent developments in performance appraisal have been absorbed into the concept of performance management which aims to be a much more wider, more comprehensive and more natural process of management. Performance appraisal has too often operated as a top down and largely discredited bureaucratic system owned by the personnel department and this has limited its intended value.

Teachers' job performance occupies a central role in the school system. In recent times, there has been a growing concern for better teacher performance in secondary schools in Uganda, more so in Manafwa District. The reasons for this concern are not baseless because most secondary schools have greatly deteriorated in terms of their goals and objectives, while most of them are recording high student failure rates in local and national examinations.

In Manafwa District, teacher morale and motivation to work is very low as witnessed; teachers often absent themselves and dodge classes. The report also pointed out that most teachers come late to school and leave the students unattended to, do not adequately prepare for lessons, do not regularly evaluate students' performance and do not complete the tasks assigned to them in time (Manafwa District Educational Office, 2019).

There could be several factors contributing to this phenomenon but given the fact that teachers are very instrumental in the performance of students,

this paper looks into an aspect of teacher appraisal in relation to student performance in secondary schools in Manafwa District.

Most of the schools world over, have implemented annual discussions between school leaders and teachers to evaluate the fulfillment of the personal objectives set up during the previous year and to establish further personal objectives (UNESCO, 2014). This implies that teachers' job performance must be evaluated at considerably realistic intervals and schedules if performance of the teachers and that of the schools is to improve or be maintained. Studies show that teachers who receive a satisfactory performance review progress well along the professional structure, while those that are not periodically evaluated are clearly underperforming (Baron, 2018).

In Uganda, performance appraisal system is at the center of performance of all organizations especially in this era of stiff competition. Consequently, all organizations are looking for ways in which to enhance the employee performance in terms of responsiveness, morale, quality and quantity of production, customer satisfactions (Ali & Opatha, 2008). It is an indispensable management tool, and, in most cases, the objective measures appraisal system is adopted by especially educational institutions but its effect on teachers' job performance more so in secondary schools needs to be established.

The major aim of teacher appraisal is to develop teachers to improve their service delivery in schools. Educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of the society (Akampurira, 2010). For teachers to do this, however, they ought to make schemes of work, prepare lesson plans, supervise learners' discipline, supervise co-curricular activities and conduct assessment and evaluation of learners to produce the desired holistic learner.

In a study carried out by Muweesi (2018) on appraisal practices and performance of teachers in Kampala, it is indicated that most teachers do not want to be appraised and as a result, there is no forum for discussing and making plans for their performance. The study report adds that this has constrained their performance both in class and outside class. Also, from the teachers' expressions, there seemed to be a link between carrying out appraisals and its main intention of changing teachers' attitude towards work. Those appraising mainly focused on the process of appraising rather than the outcomes of the appraisal exercise and this caused suspicion about the appraisal process.

It was feared that if this trend of affairs is not checked, teachers may continue to negatively perceive the purpose of carrying out performance appraisals and this may adversely affect their output or work. Since it is acceptable that staff performance appraisal is a legitimate activity in secondary schools, there is need for concern on its effectiveness, fairness and its relationship with teachers' performance.

Performance appraisal practices therefore, ought to have a clear target setting mechanism in such a way that everyone in the institution gets to know what is expected of them in terms of accomplishment as well as when the accomplishment is to be realized. Meanwhile, performance monitoring ought to be done to establish whether activities are moving in the right direction as planned. Finally, employee feedback is required to lend direction to what is being done as well as guiding the employee on what to be done. These aspects are herein being coined as the key elements of the independent variable by the study. Different types of appraisal systems abound and include; ranking comparisons, rating scales, checklists, objective measures, narratives or written essays, and 360 Appraisal systems where employers and employees appraise each other in an organization in relation to job performance.

This study, therefore, explored the effect of performance appraisal practices on teacher's job performance in private universal secondary schools in Manafwa District.

### **Problem Statement and Research Questions**

The basic aim of every school is to achieve its objectives, goals or targets successfully. In Uganda, the major determinant of educational output is teachers' job performance which is reflected in supervision of learners' discipline, supervision of co-curricular activities, instructional performance and assessment of learners. However, several complaints have been expressed by different stakeholders regarding teachers' job performance, bad behavior and conflicts between teachers and school administrators which have negatively affected the smooth running of secondary schools in Uganda. On the other hand, teachers have been expressing their dissatisfaction with the management practices that make their work challenging (Lydia & Nasanga, 2015).

In Manafwa district, some teachers are no longer part of the usual practices expected of them in the shape of supervision of learners' discipline, supervision of co-curricular activities, instructional performance and assessment of learners. Accordingly, educators, governments, students, parents and the public are worried that the deteriorating levels of teachers' job performance in the district have led to poor student performance in examinations, with most of the universal private secondary schools having poor performance in 'O' and 'A' level examinations (Government of Uganda, 2017).

Equally, available official records from the chairman Manafwa District education service commission indicate that teachers have not been performing to the expected levels (ESC, 15/ 105/2016). Among the challenges highlighted by the commissioner secondary education in the 2016 end of year report was the issue of poor appraisal system in most secondary schools. Performance appraisal thus, occupies a critical position in the education and school system and all stakeholders are inclined to instituting an effective performance appraisal system with laudable practices. Nevertheless, the effect of performance appraisal on teachers' job performance remains crowded in mystery despite the obsession brought to bear on it by educationists and

researchers alike since no studies have alluded to exploration and measurement of the same within local settings. This study, therefore, sought to investigate the effect of performance appraisal practices on teachers' job performance in universal private secondary education schools in Manafwa District. The study was guided by three specific objectives informing three research questions as follows:

1. What is the effect of target setting on teachers' job performance in private USE Secondary Schools in Manafwa District?
2. What is the effect of performance monitoring on teachers' job performance in USE Secondary Schools in Manafwa District?
3. What is the effect of employee feedback on teachers' job performance in USE Secondary Schools in Manafwa District?

The conceptual framework that guided the study was developed by the researchers basing on the work of Armstrong (2006). In the framework, the important aspects of the appraisal system; target setting, performance monitoring and feedback (independent variable) are believed to possess a telling effect on teacher's job performance as reflected in; supervision of learners' discipline, supervision of co-curricular activities, instructional performance and assessment of learners (dependent variable). However, factors like; level of teacher motivation and school leadership style can affect teachers' job performance even without the role of performance appraisal (intervening variables). The researchers sought to bring out such factors so that conclusions made from the findings are not misleading but representative.

The study covered the period between 2011 and 2016 as it was the period of increased evaluation of the effectiveness of universal secondary education and also coincided with complaints regarding the performance of teachers which also informs the performance of students. Findings of the study are expected to give insight to Ministry of Education and Sports on the staff appraisal practices used that offer a competitive edge in secondary schools as well as identifying the loopholes within staff appraisal system so that appraisals become an effective tool for increased performance.

### **Literature Review**

In terms of target setting and performance of teachers, Muhammad (2013) contends that for any organization to be successful, the employer and employee must set and agree on the performance standards that will apply to each activity as well as how the standards will be achieved. Meanwhile, Aswathappa (2003) asserts that setting effective performance standards energizes and empowers the employee to take ownership of their positions yet the employers also become energized and inspired.

Notably, target setting involves setting goals that outline what employees are expected to accomplish, and a review and an agreement of a psychological contract because goals are crucial for initiating engagement to stimulate energy, focus, and intensity (Ganimian, Alejandro, & Murnane, 2014).

In support of this, Chimombo, Meke, Zeitlyn, & Lewin, (2014) hypothesized that goal setting would impact employee engagement positively, and engagement would positively impact workplace optimism, which in turn would have a positive relationship with individual performance. To this end, Glewee and Muralidharan (2015) state that there should be an alignment between individual goals and organizational goals for engagement to occur to ensure that employees engage themselves in tasks that are important to achieve organizational goals.

In fact, Armstrong (2006) suggests that employees should be allowed to have a say in setting goals to increase the likelihood of producing engagement as this, claim Ganimian et al. (2014) stimulates energy, focus, and intensity or the feeling of engagement. Knight et al. (2001) opine that target setting and employee outcomes have positive impact and make employees efficient within the organizations. Indeed, management functions are characteristics of goal setting (Mehtabul & Kingdon, 2015). The right goal for the right person should be set otherwise curiosity may set in and Loewenstein (2004) relates curiosity with natural human instinct to solve mysteries.

Performance monitoring and performance of teachers is home to a multiplicity of studies; in general, Cardy (2014) found that there has been a general shift in use of information on performance away from primarily being used for internal management control purposes towards use of these data for external accountability and control. Performance data has been increasingly used to mediate contractual relations. The in-depth, periodic, detailed, process and outcome performance monitoring type can encourage non-productive activity. On the other hand, regular summary, outcome-based indicators can be 'corruptible' and 'corrupting' (Busingye, 2016). This means that the indicators themselves can be altered, and that they change behavior, possibly in dysfunctional ways.

Examples abound in the public sector: truancy rates in UK education, waiting lists and treated cases in UK healthcare (Agesa, 2012) and unnecessary changes in the timing of graduation of workfare enrollees from schemes in the US (Courty & Marschke, 2007). In economic terms, these indicators can be 'gamed'. This allows formative evaluation of progress though there is need to avoid misrepresentation and misinterpretation. Agesa (2012) offers performance indicators as a key aspect of performance monitoring. The effectiveness of these various control options has been examined primarily in the context of the Chief executive officer/owner relationship (Glewwe & Muralidharan., 2016). Overall, mutual monitoring is something that should result in positive outcomes for an organization but this cannot occur until individual workers decide to engage in this activity. This means that the individuals involved play a dual role. Despite this clear explanation and picture of how performance monitoring influences teachers' job performance, such theories remain untested in a real field setting.

Employee feedback and performance of teachers has been examined in varying degrees; performance appraisal results can be used to motivate, direct

and develop subordinates (Lutheran,2011). While Omoeva and Gale (2016) also stated that performance appraisal can be a primary source of information and feedback for employees, which is the key for their future development. Maintaining the stand, Armstrong (2009) also stated employees' feedback and development functions as a continuous and evolutionary process in which performance improves overtime. Feedback also promotes engagement because it fosters learning, which increases job competence and the likelihood of being successful in achieving one's work goals (Singh & Rana, 2014). Providing supportive feedback allows employees to know that managers care about their performance and success, which increases their levels of engagement (Muhammad, 2013) Indeed, reactions to feedback not feedback *per se*, are presumed to influence future job performance (Lutheran, 2011) as well as job and organizational attitudes. Satisfaction with appraisal feedback is regarded as one of the most consequential of the reactions to appraisal feedback since it is a significant determinant of future behavior and job and organizational attitudes (Selvarajan & Cloninger, 2011).

Although studies have shown that employee performance appraisal is correlated with organizational outcomes, (Glewwe, & Muralidharan (2016) argue that researchers have not examined employee appraisal as a mechanism that connects employee characteristics and organizational factors to job performance. This study makes an entry to explore the effect of performance appraisal practices in terms of target setting, performance monitoring and appraisal feedback on employee job performance.

### **Methodology and Procedure**

The researchers adopted a cross-sectional survey design which featured both quantitative and qualitative approaches. The target population for the study was 211 respondents consisting of all the four head teachers, and 207 teachers in USE secondary schools in Manafwa District (Manafwa DLG, 2016). Head teachers were considered because they deal with performance appraisal of teachers and teachers are being targeted because it is their performance being studied. In effect, from a target population of 207 teachers and 4 head teachers, all the 4 head teachers were selected for this study as well as 185 teachers. The researchers adopted census inquiry for head teachers and simple random sampling for teachers by adopting a lottery technique. A self-designed Likert-scale questionnaire was used to capture quantitative data from teachers while an interview guide was used to obtain information from head teachers. These instruments were preferred due to their greater convenience in the context of time, stability, uniformity and consistency. To obtain validity, the instrument was discussed with colleagues to obtain their views, ratification by the supervisor as well as consultation with three independent expert judges in the field of Educational Management. The instrument was found to be suitable given a CVI of .90. In terms of reliability of the instrument, a pilot study was conducted on a representative sample and Cronbach's alpha co-efficient was found to be .931. Quantitative data was analyzed using descriptive statistics like

frequencies and percentages while simple regression analysis was used to establish the effect of elements of the independent variable on the dependent variable. Qualitative data from interviews and questionnaires was categorized to come up with key themes. Content analysis was done to make sense of the qualitative data.

**Findings and Discussion**

The findings are presented in order of descriptive statistics in terms of frequencies and percentages whilst regression analysis results are brought to bear on the presentation. However, it was imperative to first explore the demographic characteristics of the respondents and accordingly, the ones analyzed included; sex, age, number of years respondents had spent in the schools under study and their education qualification as reflected in Table 1:

Table 1  
*Demographic Characteristics of Respondents*

<b>Demographic Variable</b>	<b>Indicators</b>	<b>No.</b>	<b>%</b>
Sex	Male	108	58.4
	Female	77	41.6
Age	20 and 30 years	88	45.4
	31-40 years	73	39.5
	41 and above	28	15.1
Length of Time Spent in a School	1-5 years	100	54.1
	6-10 years	59	31.9
	11 years and above	26	14.1
Highest Educational Qualification	Diploma	105	56.8
	Bachelor’s Degree	70	37.8
	Master’s Degree	10	5.4

Source: Field Data 2018

Table 1 indicates that the study drew on perspectives of both male and female respondents. Also, the various age levels were probed implying that respondents were well positioned in terms of age to respond to the items in the instrument. The findings also indicate that respondents had spent a lengthy time in the schools which positioned them in great stead to make telling responses and the study elicited views from respondents of varying educational qualification. There is evidence of significant relationship between demographic characteristics of employees and their commitment towards organizational activities (Affum-Osei, Acquaaah, & Acheampong, 2015).

**Descriptive Findings on Teachers’ Job Performance**

A summary of findings in line with the elements of teachers’ job performance is presented in Table 2:



Table 2  
*Responses on Teachers' Job Performance*

Item	SD		D		UN		A		SA	
	F	%	F	%	F	%	F	%	F	%
Preparation of schemes of work is done adequately	35	18.9	48	25.4	19	10.3	32	17.3	52	28.1
Content delivery is effectively done by teachers	31	16.8	43	23.7	22	11.9	37	20	52	28.1
Syllabus coverage is accomplished in time	30	16.2	36	19.5	24	13.0	42	22.7	53	28.6
Supervision of co-curricular activities is done by teachers on a weekly basis	34	18.4	41	22.2	33	17.8	37	20	40	21.6
Assessment of learners is done on a weekly basis	29	15.7	33	17.8	12	6.5	48	25.9	63	34.1

Source: Field Data 2018

As per Table 2, it is clear that preparation of schemes of work being done adequately in the school had 45% affirmative answers implying a low adherence, content delivery being effectively done by teachers in the school (48%), syllabus coverage being accomplished in time by teachers in the school (51%) and supervision of co-curricular activities being done by teachers on a weekly basis (42%) all indicated an alarming level of performance on the part of teachers. However, on assessment of learners being done on a weekly basis by teachers in the school, the 60% agreement was an indicator of better effort on the part of teachers. Overall, the responses vindicate the problem of the study earlier on argued since teachers were found to be performing poorly in terms of their specified tasks that define the teaching job.

#### **Effect of Target Setting on Teachers' Job Performance in USE private Schools in Manafwa District**

This section of the study provides information on the items in the instrument regarding performance appraisal target setting that were favourably rated by the teachers or otherwise. The findings imply that schools are not at the same level of practice regarding critical aspects of the school system since some of them define their performance targets while it cannot be doubted that in some, the performance targets are not well defined by the school authorities as represented by the 49% agreement to this element.

On engagement of teachers in setting performance appraisal targets (33%), the implication is that teachers as stakeholders in the school system are largely side-lined in the critical processes of school management. Meanwhile, proper communication of performance appraisal targets to the teachers (41%) indicates that schools studied differ in terms of how they communicate their performance targets. Some do communicate effectively while others are largely inefficient in this area.

Regarding performance targets being reflective of individual teacher differences (35%), the implication is that performance appraisal targets are simply standardized and general without considering the individual differences of the teachers involved. This 'one size fits all' approach to appraisal leaves a lot to be desired since people are not the same, schools are not the same and certainly the appraisers are not the same. And on the review of performance targets to promote relevance (47%), it is clear that there is no clear review of performance targets in the schools studied. The researchers contend that some schools may not have the required competence to handle performance appraisal practices while others may simply be negligent since the level of development of the schools studied differed while the competence and qualification of the managers of the schools also varied significantly.

A simple regression analysis relating to the effect of performance appraisal practices on teachers' job performance was computed to determine the effect of performance appraisal target setting on teachers' job performance in private USE secondary schools in Manafwa district. The results are accordingly presented in Table 3:

Table 3  
*Simple Regression Analysis Regarding the effect of Performance Appraisal Target Setting on Teachers' Job Performance*

<b>Coefficients<sup>a</sup></b>		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	8.389	.949		8.841	.000
	Performance Appraisal Target Setting	.401	.073	.375	5.478	.000

a. Dependent Variable: Teacher Job Performance

Source: Field Data 2018

Results in Table 3 revealed that performance appraisal target setting has a significant improvement on teacher job performance ( $\beta = 0.375$ ,  $p < 0.05$ ) suggesting a statistically significant contribution. The beta score implies that a 37.5% improvement in teachers' job performance in private Universal Secondary Education schools in Manafwa district can be explained by effective performance appraisal target setting. This contribution could be because teachers get to know what is expected of them and channel their efforts to realizing the expectation. It also creates cohesion among the teachers as they are guided by a similar course of action, yet teachers also get to feel as part of the school system in the process.

Realistically, knowing where to go aids the process of getting there. The researchers believe that school heads and all those charged with authority in private USE schools in Manafwa district ought to prioritize target setting in performance appraisal to be able to bring teachers on board. This helps in

creating an open system born of accessibility and transparency which all lead to efficient accountability. Equally, all stakeholders hold knowledge of the school system. The findings of the study are consistent with the views of Kerwin, Jason, & Rebecca Thornton (2017) who examined the relationships among goal setting, employee engagement, workplace optimism, and individual performance. They hypothesized that goal setting would impact employee engagement positively, and engagement would positively impact workplace optimism, which in turn would have a positive relationship with individual performance. Setting performance targets enables all those in the school system to be on the same page regarding expectations, ushers in responsibility and ownership on the part of all stakeholders in the school and education system.

The study also provides the qualitative aspect of the findings by presenting highlights of some of the views put across by the head teachers interviewed at some stage in the process of data collection. The researchers made general inferences from the interviews as follow: The head teachers who believed that the performance appraisal target setting process is efficient reasoned that there are many dynamics within the field of education, knowledge and management which a school head cannot entirely know, bring to the fore and expose to the appraisee. This implies that a lot will be left out in the process. When asked about the strategies engaged by schools to realize target setting, the interviewees pointed to putting in place proper lesson plans and schemes of work, ensuring teachers' attendance, close supervision of teachers, enabling competition among teachers towards rewards, having academic meetings with HODs as well as staff meetings. The interviewees also responded to the question on the effect of target setting on teachers' job performance. Accordingly, the respondents argued that team work spirit can be realized to achieve the goals and aims of the institution, better results are achieved through competition and target setting creates a better working environment through motivation of teachers.

#### **Effect of Performance Monitoring on Teachers' Job Performance in USE private Schools in Manafwa District**

This section answers research question two and provides information on the items in the instrument regarding performance appraisal performance monitoring that were favourably rated by the teachers or otherwise. The findings indicate that reports on performance monitoring related issues (44%) are not written regularly and not even monthly in most of the schools studied implying that evidence of performance monitoring cannot be established. It was also established that schools endeavour to review schemes of work prepared by teachers monthly as a performance monitoring gimmick represented by 52% agreement though a lot is left wanting and lesson plans prepared by teachers are always followed-up by school authorities in the schools studied indicated by 51% agreement although this remains largely low. The findings also show that schools do not have consistency in terms of holding academic meetings to discuss performance issues as a performance monitoring aspect. If done, they

are not regular as represented by the 49% agreement by teachers in the study. It is also clear that schools do not consistently give performance support to teachers as a performance monitoring aspect as reflected in the 47% level of agreement obtained. The researchers contend that, while having targets and performance expectations set is good, it may not be enough to spell success of the education system; teachers ought to be involved and given support to be able to perform their duties more effectively and this should be regular and consistent.

A simple regression analysis was computed to determine the effect of performance appraisal performance monitoring on teachers' job performance in private USE secondary schools in Manafwa district. The results are accordingly presented in Table 4:

Table 4  
*Simple Regression Analysis Regarding the Effect of Performance Appraisal Performance Monitoring on Teachers' Job Performance*

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	6.459	1.089		5.931	.000
	Performance Appraisal Performance Monitoring	.502	.077	.435	6.537	.000

a. Dependent Variable: Teacher Job Performance  
Source: Field Data, 2018

Results in Table 4 revealed that performance appraisal performance monitoring has a very strong significant improvement on teacher job performance ( $\beta = 0.435$ ,  $p < 0.05$ ) suggesting a statistically significant contribution. The beta score implies that a 43.5% improvement in teachers' job performance in private Universal Secondary Education schools in Manafwa district can be explained by effective performance appraisal performance monitoring. This strong contribution could be because of support performance given to teachers to perfect their work. Moreover, the stakeholders are all aware of developments which allow formative interventions to take place and improve on the performance of teachers along the way. With performance monitoring, there is a chance of detecting faults in the performance of teachers and then give them performance support to do the very best possible. It is also the belief of the researchers that all key stakeholders in private USE schools in Manafwa district ought to engage performance monitoring in performance appraisal to be able to bring the best out of teachers in the school system. Such a critical responsibility should not be left to the head teachers only since it demands a lot. This makes the education and school system largely realistic in the sense that whatever goes on will not only be known but well documented and given a chronological flow.

Glewee and Muralidharan (2015) found that employees were more likely to remain at their company and recommend the company as a good place to work when their managers regularly checked in with them. The performance monitoring according to the above view, shows employees that their presence is known, their performance tracked, and their value shown. Otherwise, when left on their own, apprehensiveness creeps in the minds of teachers which may knock their confidence and affect their performance both in the short and long run.

The qualitative aspect of the findings on some views put across by the head teachers interviewed is presented by highlighting key aspects. The head teachers were asked about strategies adopted by schools in establishing performance monitoring and the key responses elicited included; daily attendance book for teachers, academic meetings with HODs and reports on teachers, results and performance at the end of the year, lesson plans and schemes of work and record of work, close supervision of teachers, competency at work and level of qualification and team work spirit and positive relationship with open members of staff. Meanwhile, on the effect of performance monitoring on teachers' job performance, respondents pointed to the following aspects; better results through competition, syllabus coverage through close supervision, proper lesson planning and schemes of work, team work spirit is promoted, and attendance and record of work is achieved. This would imply that when performance monitoring is not done, a school loses out on those key transformation aspects. Generally, the head teachers who believed that the performance appraisal performance monitoring process is efficient reasoned that there are many dynamics within the field of education, knowledge and management which a school head cannot entirely know, bring to the fore and expose to the appraisee. This implies that sometimes the monitoring may not be as the appraisee expects it to be.

#### **Effect of Employee Feedback on Teachers' Job Performance in USE private Schools in Manafwa District**

This section addresses research question three and accordingly provides information regarding performance appraisal employee feedback as follows: Teachers are given specific feedback regarding previous performance in the schools studied as represented by the 61% agreement and the few who disagreed may mean that either teachers do not necessarily understand the concept of feedback or the specific feedback is not given as per their expectation. On feedback being timely (46%) there was an element of inconsistency between schools studied in terms of giving timely feedback. While most of the respondents had agreed that feedback was specific enough, there was a contrasting setting regarding the timeliness of the feedback. There is also an indication that the feedback system and process in schools studied lacked a defined pattern as signified by the 39% agreement level. So, whereas the feedback is specific according to previous responses of teachers, it has no clear pattern. Equally, schools do not have a comprehensively laid out feedback

policy as reflected in the paltry 39% agreement level and findings also indicate that schools do not have an interactive feedback policy as signified by the highly low 37% agreement by teachers studied and where responses show that the feedback is quite interactive, it may only be in the schools where such respondents came from while it can also be claimed that some respondent teachers understood interactive-ness of the feedback differently.

A simple regression analysis was computed to determine the effect of performance appraisal employee feedback on teachers' job performance in private USE secondary schools in Manafwa district. The results are accordingly presented in Table 5:

Table 5  
*Simple Regression Analysis Regarding the Effect of Performance Appraisal Employee Feedback on Teachers' Job Performance*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	9.788	.959		9.301	.000
	Performance Appraisal Employee Feedback	.491	.077	.385	5.488	.000

a. Dependent Variable: Teacher Job Performance  
Source: Field Data, 2018

Results in Table 5 revealed that performance appraisal employee feedback has a very strong significant improvement on teacher job performance ( $\beta = 0.385, p < 0.05$ ) suggesting a statistically significant contribution. The beta score implies that a 38.5% improvement in teachers' job performance in private Universal Secondary Education schools in Manafwa district can be explained by effective performance appraisal employee feedback. This contribution could be because of teachers being able to know the status of their performance on a regular basis. This kind of feedback helps teachers to find out what to maintain and what to change. It also brings out specific and personalized feedback that indicates where each individual teacher is placed in terms of performance. This enables key transformations that define improvements in individual performance. The researchers believe that all those charged with authority in private USE schools in Manafwa district set a clear apparatus for employee feedback in performance appraisal to be able to keep teachers abreast with developments in their eservice delivery. This feedback should take cognizance of attributes of effectiveness in the performance of the teachers' job. Nevertheless, the school heads should desist from mismanagement of the employee feedback process since any negativity whatsoever may breed inconsistency and incoherence within the system. Certainly, disagreements may also crop up between the appraiser and appraisee. Glewee and Muralidharan

(2015) support these results by ascertaining that performance feedback has the potential to influence future performance of individuals and organizations at large. They are supported by Ali (2012) who revealed that satisfaction with appraisal feedback among staffs is regarded as one of the most consequential of the reactions to employee performance. However, in an exhaustive meta-analysis, Horvath (2015) concluded that although feedback generally improved performance, in more than one third of the studies feedback lowered performance. Ganimian et al. (2014) suggest that to enhance engagement, employees need to perceive that appraisals and feedback are provided in a fair manner. Gichuk (2014) stated that trust and fairness are the foundation for employees to feel and act engaged. The implication of the above views is that well-crafted feedback improves performance and mismanaged feedback lowers performance of employees.

The qualitative aspect of the findings is presented by highlighting some of the views put across by the head teachers interviewed. They were asked about the strategies used by schools to enable employee feedback and the key aspects from their responses include the following; holding regular meetings, communication via school and staff room notice boards, writing official communications to individual teachers, summoning individual teachers concerned and utilization of peer structures where a teacher talks to a friend about something seemingly wanting. Equally, the head teachers were asked to describe the effect of employee feedback on teachers' job performance and their responses featured the following major ones; quality of work improves, work is done in time, professionalism improves, team work is achieved, discipline among teachers improves, better accountability among teachers can be achieved, lesson plans and schemes can be done in time and motivational techniques can be improved. Generally, the head teachers who believed that the performance appraisal employee feedback process is efficient reasoned that there are many dynamics within the field of education, knowledge and management which a school head cannot entirely know, bring to the fore and expose to the appraisee. This implies that a lot will be left out in the process. Moreover, the participants also opined that performance appraisal may have both positive and negative aspects. That is why they argued that if not used well, it can mislead the teachers and the learners as well as the entire school system but if it is well used, it can lead to professional development of teachers in the field of education and development of knowledge, skills on the side of learners and development of research.

### **Conclusions and Recommendations**

This study made a distinctive and systematic analysis of the respondents' views regarding the effect of performance appraisal practices and teachers' job performance in private USE schools in Manafwa district. In line with objective one, the study concludes that managers in schools differ in the way they handle target setting yet some even lack the required knowledge and skills for the same. In tandem with objective two, the study concludes that

private USE schools in Manafwa District handle performance monitoring processes differently with varying results. And in view of objective three, it is being concluded that key differences exist in employee feedback settings in the schools studied. The differences are both from an inter and intra teachers' perspective.

The study has made recommendations for improvement of performance appraisal practices and thus employee performance in the long run; teachers should be engaged more in setting the performance appraisal targets, performance appraisal targets should be well communicated to the teachers and performance targets should be made reflective of individual teacher differences. Also, academic meetings should be held monthly to discuss performance related issues with teachers while offering them performance support. And finally, feedback given to teachers about their performance should always be timely, comprehensive and interactive. Drawing from the explorations of the study therefore, the researchers seek to recommend that impending studies focus on other elements of appraisal other than target setting, performance monitoring and employee feedback be done to widen the scope of effect of appraisal practices on teachers' job performance, a purely qualitative study and a comparative analysis of private and public secondary schools.

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