Performance Appraisal System on Teachers' Performance in Selected Private and Government Aided Secondary Schools in Gulu City; A Comparative Study.

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A Dissertation Submitted to the Directorate of Research and Graduate Studies for Examination in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Education Management off Gulu University

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Declaration

I, Lamunu Scovia declare that this research dissertation entitled; "Performance Appraisal System on Teachers in Selected Private and Government Aided Secondary Schools in Gulu City; A Comparative study" is my original work and has not been submitted to any institution of higher learning for any academic award.

Signature.....

Date.....21st/10/2026.....

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Approval

This research dissertation entitled; *"Performance Appraisal System on Teachers in Selected Private and Government Aided Secondary Schools in Gulu City; A Comparative study"*, produced under our guidance, has been duly reviewed and forwarded for consideration with our approval.

Signature..... Date....21/10/2026.....

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Signature..... Date....21/10/2026.....

Prof. Wilfred Lajul

Dedication

I dedicate this dissertation to my beloved parent, Mr. Odur Tarasiso and Mrs Lakot Mary Odur, whose unwavering love, sacrifices, and encouragement have been a constant source of strength throughout my journey.

I also dedicate this work to my dear Children Ocakacon Jacob and Ocakacon Levi, for their steadfast support, patience, and inspiration, which have greatly contributed to the completion of this study.

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List of Abbreviations

ACR	Annual Confidential Report
ANOVA	Analysis of Variance
df	Degrees of Freedom
GES	Ghana Education Service
GLSS	Ghana Living Standards Survey
ICT	Information and Communication Technology
KII	Key Informant Interview
KPI	Key Performance Indicator
MBO	Management by Objectives
MoES	Ministry of Education and Sports
N	Total Number of Respondents (Sample Size)
PAS	Performance Appraisal System
PINDICS	Performance Indicators for Continuous Improvement of School
SPAF	Staff Performance Appraisal Form
SPSS	Statistical Package for Social Sciences
Std. Dev.	Standard Deviation
UNEB	Uganda National Examination Board
USE	Universal Secondary Education

Abstract

The study investigated the impact performance appraisal system on teachers' performance in selected private and government aided secondary schools in Gulu City, northern Uganda. The study was guided by the following specific objectives; (1) examine the current performance appraisal systems used in selected private and government aided secondary schools in Gulu City. (2) assess the effectiveness of these performance appraisal systems on teachers in selected private and government aided secondary schools in Gulu City**.** (3) analyze the relationship of performance appraisal systems between selected private and government aided secondary schools in Gulu City. The study used mixed method approach with convergent mixed method research design. Data was collected from 202 respondents and participants using questionnaires and interviews. Quantitative data were analyzed using SPSS version 27.0, while qualitative data were analyzed thematically. The findings revealed a high level of performance appraisal system on Teachers' performance in selected private and government secondary schools in Gulu City. Additionally, a very strong, positive, and statistically significant relationship was established between performance appraisal system and teachers' performance. It was concluded that performance appraisal system is one of the strong determinants of teachers' performance in both private and government aided secondary schools in Gulu City. It is therefore recommended that continuous and frequent performance appraisal system by all administrators should be strengthened and that the appraisal system and monitoring tools be reviewed.

Chapter One:

Introduction

1.1 Overview

Education is a progressive process in a constantly shifting environment. People need access to high-quality education to create positive change in the world and foster long-term growth (Stronge et al., 2015). One of the most significant resources in charge of maintaining the high standard of the educational system is the teacher. Teachers are responsible for facilitating the learning of all students, planning and designing lessons, connecting with the community, assisting in the school's growth, creating a supportive learning environment, and continuing to be active in their professional development activities. Without teachers, institutions cannot accomplish their goals and purposes. Because education is important to human development, the Ugandan government, through the Ministry of Education and Sports (MoES), has continuously invested in expanding access to quality education, particularly through the Universal Secondary Education (USE) policy introduced in 2007. The policy aimed at making secondary education accessible to all learners of school-going age, regardless of socioeconomic background. Hence, governments and education policy-makers often stress the need to invest more funds in education, guarantee that educational systems are handled effectively, and ensure that there is value for money. To achieve value for money, teachers' effectiveness in the classroom must be evaluated more frequently by governments, stakeholders, and institutions for accountability, transparency, and quality education by assessing teachers' work output through a performance appraisal system.

A performance appraisal system (PAS) is a set of procedures designed to track, evaluate, and improve workers' contributions to the organization's growth (Achaa (2023). It entails a methodical and formal approach and a process of establishing the strengths and weaknesses related to the employee's roles and functions through observing, identifying, developing, measuring, and recording. In the Ghana Education Service (GES), performance appraisal allows for accurate competence assessments. It establishes certain targets for improvement, data recording, and information analysis, and it also helps administrators reward teachers based on their work output. The process begins with setting clear performance objectives, followed by establishing performance standards and their communication with employees, then analyzing employee

performance on the job and honest discussion of their evaluations (Kyei & Junior, 2021). The GES is responsible for appraising teachers once or twice a year through the Circuit Supervisors and head teachers, based on reviewing teachers' lesson plans, grading student work, monitoring teachers' attendance, etc. (Kyei & Junior, 2021). Lubega et al. (2022) emphasize that performance appraisals provide employees with a sense of recognition, which can motivate them to enhance their work performance. They also suggest that when appraisals are fair and transparent, teachers are more likely to remain committed and engaged in their roles. However, scholars like Mugenyi (2021) point out that in some Ugandan organizations, the effectiveness of performance appraisals is hindered by subjective biases and a lack of proper training for appraisers. This can lead to negative outcomes such as reduced employee morale and dissatisfaction.

Teachers are the most important school-level factor in learner achievement, yet their performance depends largely on how it is evaluated, communicated, and rewarded. In Uganda, secondary school teachers face large classes, limited resources, and rising accountability for UNEB results. Under these conditions, a performance appraisal system is meant to do more than rate teachers. When it works, it gives fair evaluation, timely and constructive feedback, and recognition that sustains motivation.

Gulu City is a compelling setting. Schools there are still rebuilding after the long conflict in northern Uganda, which disrupted education and strained the teaching workforce. The city has both government-aided and private schools, such as Gulu SSS, Layibi college, Sir Samuel Baker, Sacred Heart, and Nile Progressive. They differ in funding, governance, and appraisal practice, so a comparison across them is informative. Little empirical work has examined how appraisal practices relate to teacher performance here.

1.2 Background of the study

This background section of the study covers the historical, theoretical, conceptual, and contextual perspectives on the impact of performance appraisal system on teachers.

1.2.1 Historical Perspective

Performance appraisal, as a formal mechanism for evaluating employee performance, began gaining traction in Uganda during the late 20th century, as part of broader efforts to improve educational standards and ensure accountability in schools (Kato, 2019). In the early years, the

focus of appraisals was mainly on student outcomes, but over time, attention shifted towards the assessment of teachers' professional performance as a critical factor in enhancing educational quality. By the early 2000s, with the rise of private schools in Uganda, there was an increasing recognition of the importance of systematic performance appraisal for teachers to improve job performance, motivation, and satisfaction Murwaningsih (2024). However, these early appraisals were often informal and lacked standardized frameworks, leading to inconsistencies in how teachers were assessed and managed.

Performance appraisal systems in education are designed to evaluate and enhance teacher effectiveness, accountability, and professional growth. Globally, these systems have evolved to align with educational reforms and quality assurance mechanisms. In Uganda, particularly in Gulu City, the appraisal of teachers has gained momentum in both private and government-aided secondary schools due to increasing demands for quality education and institutional accountability.

Government-aided secondary schools in Gulu City have historically relied on standardized appraisal systems administered by the Ministry of Education and Sports. These systems often include annual performance reviews, lesson observations, and feedback mechanisms. However, studies such as Okumu, J. B et al (2021) highlight that while mentoring and feedback practices have improved teacher performance, challenges remain in consistency and implementation across schools in the Acholi sub-region. Key developments include: Introduction of mentoring feedback programs to support instructional improvement, Use of cross-sectional surveys to assess teacher effectiveness and Emphasis on professional development through policy interventions.

Private secondary schools in Gulu City tend to adopt more flexible and competitive performance appraisal systems. These often include student feedback, peer reviews, and performance-based incentives. According to Barbieri, et al (2023), private schools in similar contexts use multi-source evaluations, including digital monitoring and stakeholder surveys, to assess teacher performance. While both school types aim to improve teacher performance, their approaches differ significantly, Government-aided schools focus on standardized procedures and policy-driven evaluations, often constrained by bureaucratic limitations. Private schools emphasize agility, competition, and results-oriented appraisals, which can lead to higher motivation but also increased pressure on teachers.

A study by Atugonza (2017) in Kagadi District, though slightly earlier, provides foundational insights into how formal appraisal systems differ between public and private institutions in Uganda. More recent research in Gulu suggests that job satisfaction closely tied to appraisal system is a key determinant of teacher performance.

1.2.2 Theoretical perspective

This draws upon various human resource management and educational theories, which provide frameworks for understanding how performance appraisal system affects teachers' performance.

One dominant theory is *Herzberg's Two-Factor Theory* according to Bevins (2018), Herzberg's theory emphasizes that factors such as recognition and personal growth (motivators) lead to higher satisfaction and performance, while factors like inadequate working conditions (hygiene factors)

cause dissatisfaction (Herzberg, 1959). Motivators (intrinsic): achievement, recognition, the work itself, responsibility, advancement, and growth. When present, they raise satisfaction and drive performance.

Hygiene factors (extrinsic): salary, school policy and administration, supervision, working conditions, job security, and interpersonal relations. When poor, they cause dissatisfaction, but improving them only prevents discontent.

This aligns with the concepts of this research, where motivation, feedback, and evaluation were among the key parameters of the performance appraisal system. Appraisal is the mechanism that can deliver motivators. The objectives test whether evaluation, feedback, and motivation within appraisal systems predict creativity and innovation, commitment, and classroom management. The theory predicts a positive relationship when appraisal delivers recognition and growth, and a weak or absent one when it only meets hygiene or compliance needs.

In Gulu City, performance appraisals serve not only as a tool for assessing employee performance but also as an avenue for motivating teachers by offering recognition and professional development opportunities. Private and government-aided schools differ in pay, governance, and supervision (hygiene conditions). Herzberg's framework lets the study argue that appraisal quality, not just pay, explains performance differences between them.

Critique to acknowledge: the theory has been criticized for relying on self-reports and for treating pay as purely hygiene, which may not hold in low-resource settings. Source: Herzberg, Mausner & Snyderman (1959), *The Motivation to Work*.

Mugenyi (2022) highlights that teachers who receive constructive feedback and opportunities for growth through regular appraisals report higher levels of job satisfaction and increased motivation to improve their teaching effectiveness. In the context of Gulu, teachers who receive regular, positive reinforcement through appraisals are more likely to take ownership of their professional development and engage in continuous improvement (Achan & Luyombya, 2022). Therefore, the performance appraisal system in both private and government aided secondary schools was not merely evaluative but served as a powerful tool for enhancing teachers' performance.

1.2.3 Conceptual Perspective

The concept dwells around the idea that performance appraisal is not only a tool for assessing employee output but also a mechanism for fostering continuous professional development and aligning individual goals with organizational objectives. Scholars have conceptualized performance appraisals as systematic processes that involve the assessment of teachers' performance through established criteria, which could include instructional quality, student outcomes, and teacher engagement. These evaluations are intended to identify strengths and areas for improvement, thereby enhancing overall teaching effectiveness and student performance Stronge (2006). a

Private schools in Gulu City often adopt performance-driven appraisal systems. These systems are: Frequent and structured**,** with regular feedback loops, linked to incentives, such as bonuses or promotions, focused on outcomes, including student performance and innovation in teaching. Teachers in private schools are typically held to higher accountability standards, which can lead to increased motivation but also pressure. Studies like Atugonza (2018) show that private institutions emphasize individual performance and institutional competitiveness.

Government-aided schools tend to use appraisal systems for administrative accountability rather than developmental feedback. Key features include: Annual confidential reports (ACRs) or standardized forms like PINDICS**,** Limited linkage to rewards or sanctions**,** Bureaucratic oversight, often with delayed feedback. According to Michael (2022), government-aided schools

in Uganda face challenges such as resource constraints**,** lack of training for evaluators**,** and minimal integration of appraisal outcomes into professional development.

The effectiveness of appraisal systems directly influences teacher performance. In private schools, Teachers are more likely to engage in self-improvement and innovative practices, Appraisal outcomes are used to guide career progression**.** In contrast, government-aided schools may experience, Low morale due to lack of recognition, Limited professional growth opportunities and Resistance to appraisal due to perceived unfairness or lack of transparency. Elliott (2015) argues that appraisal systems must balance performance measurement with developmental support to be truly effective.

1.2.4 The contextual Perspective

Performance appraisals are influenced by factors such as local educational policies, school management practices, and the specific needs of teachers and students in the region. The appraisal process is not solely focused on academic performance, but also on the broader role of teachers in fostering a conducive learning environment, ensuring student engagement, and maintaining discipline (Kamugisha, 2023).

In Gulu City, many of private schools have limited resources, which can affect the development and implementation of formal appraisal systems (Komakech, 2021,). Despite these constraints, schools are striving to adopt appraisal systems that are not only fair and transparent but also tailored to the specific needs of their staff. The cultural context of Gulu, where community values and relationships play a significant role, also affects the way performance appraisals are perceived and conducted. As Mugenyi (2022,) points out, teachers in Gulu tend to value personal relationships with school management, which can sometimes influence the objectivity of performance appraisals. However, schools that have introduced more formalized and structured performance management systems are beginning to reduce such biases and focus on measurable performance indicators.

Because appraisal-related interactions between supervisors and employees may influence more than task performance, the authors considered the potential effects of social and interpersonal processes in performance appraisal on contextual performance. They hypothesized that performance appraisal process and system facets were associated with employees' contextual performance as well as with their perceptions of appraisal accuracy. After controlling relevant

variables, they found that appraisal process facets explained variance in contextual performance and perceived accuracy beyond that accounted for by the system facets. However, when the order of entry for the process and system variable sets was reversed, only for perceived appraisal accuracy, as hypothesized, did the system facets account for variance beyond that explained by the appraisal process facets. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

1.3 Statement of the Problem.

According to Maimela, et al (2016), people were responsible for the management and direction of organizations, and it was through the efforts of individuals that goals and objectives established in the organizations are achieved. Therefore, many private and government aided secondary schools in Gulu City were known to have faced challenges in implementing effective appraisal systems. Common concerns include inconsistent lesson delivery, weak innovation in teaching, variable commitment, and poor classroom control. Appraisal is often done irregularly, for compliance rather than development, with unclear criteria, little or no feedback, and weak links to recognition or reward. Teachers may therefore not see appraisal as fair or useful, which undermines the motivation it is meant to build. If this continues, teacher morale and retention will weaken, instructional quality will fall, and learners' outcomes will suffer.

Despite these concerns, there is limited empirical evidence on how evaluation, feedback, and motivation within appraisal systems affect teacher performance in this context.

Therefore, it was on this gap that this study investigated the performance appraisal system on teachers' performance in private and government-aided secondary schools in Gulu City, to inform school leaders, the City Education Office, and policymakers. *(As supported by UNEB pass rates for Gulu or teacher absenteeism data.).*

1.4 Purpose of the Study

The main objectives were to investigate the performance appraisal systems on Teacher’s performance in selected private and government aided secondary schools in Gulu City.

1.5 Specific Objectives

i. To examine the current performance appraisal systems used in selected private and government aided secondary schools in Gulu City.

ii. To assess the effectiveness of these performance appraisal systems on teachers in selected private and government aided secondary schools in Gulu City**.**

iii. To analyze the relationship of performance appraisal systems between selected private and government aided secondary schools in Gulu City.

1.6 Research Questions

i. What are the current performance appraisal systems used in private and government aided secondary schools in Gulu City?

ii. How effective are the current performance appraisal systems on teachers in selected private and government aided secondary schools in Gulu City?

iii. What is the relationship between performance appraisal systems in selected private and government-aided secondary schools in Gulu City?

1.7 Scope of the Study

1.7.1 Content scope

The study was limited to only five selected private and government aided secondary schools both Day and Boarding in Gulu City. These schools were chosen because of their unique characteristics, including varying levels of resources, different management structures, and the specific challenges they face in implementing effective appraisal systems. The respondents consisted of administrators and teachers.

This study examined the performance appraisal system currently in use in selected private and government aided secondary schools in Gulu City, the effectiveness on teachers**.** (Saunders & Lewis (2020)**.** This includes evaluating whether these systems contributed to improved teacher performance, job satisfaction, and professional development or demotivates them and the relationship of performance appraisal system between selected private and government aided secondary schools.

1.7.2 Geographical Scope

The study was conducted in secondary schools in Gulu City, which is located in the Northern part of Uganda, about 340 Kilometers North of the Capital City, Kampala. The city is located 20'46'20-65 44"N and 32'17'17.0628"E. Its boundaries are shared by Amuru District in the West, Gulu District in the North and Omoro District to the East and South. The two divisions that make up

Gulu City are Pece-Laroo Division in the East and Bardege -Layibi division in the West which is the center of investigation.

1.7.3 Time scope

An eight-year timeframe (2019-2026) was taken in to consideration while conducting the study. This was done in order to provide the researcher the time to fully understand the relationship of performance appraisal system on teachers in secondary schools.

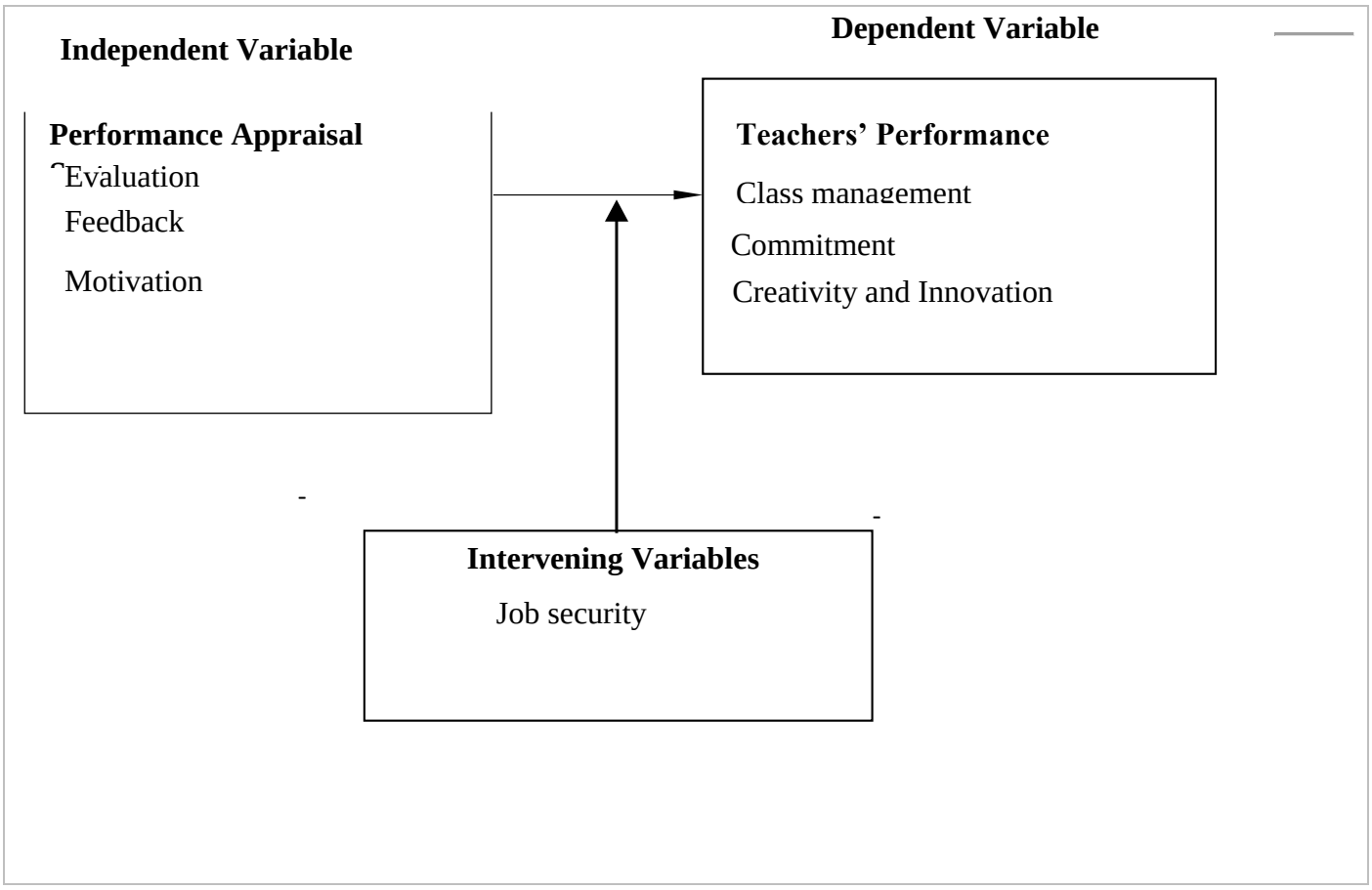
1.8 Significance of the Study

This study lies in its potential in contributing valuable insights to the field of educational management, specifically in improving the effectiveness of teacher evaluations and ultimately enhancing educational outcomes. The study would provide a clearer understanding of the current performance appraisal systems on teachers in selected private and government aided secondary schools, identifying their strengths and weaknesses. The study was significant in evaluating the impact of performance appraisal system on teachers and professional development it served as powerful tools for motivating teachers, providing constructive feedback, and fostering professional growth. The study would help school management assess whether appraisals contribute to improving teaching quality. The findings could be used by policymakers and educational leaders to fine-tune appraisal practices, making them more relevant and focused on improving teacher effectiveness in the classroom. Moreover, this study will highlight the challenges faced by school administrators in implementing effective performance appraisal systems.

1.9 Conceptual framework

The conceptual framework was adapted from Herzberg's Two-Factor Theory (Herzberg et al., 1959). It presents performance appraisal system as the independent variable, measured through evaluation, feedback, and motivation. These dimensions represent the motivator-oriented elements that appraisal can deliver: recognition, achievement, responsibility, and growth. Teachers' performance is the dependent variable, measured through creativity and innovation, commitment, and classroom management. The framework proposes that a well-designed appraisal system raises teacher performance. The study context was private and government-aided secondary schools in Gulu City. The conceptual framework shows how performance appraisal system directly affected teachers’ performance

Figure 1: A Conceptual Framework Showing the Relationship between performance appraisal System and Teachers' Performance.



Explanation: According to Smith (2019), performance appraisal system was crucial in setting clear expectations, providing feedback, and motivating teachers. In his study of teachers in Ugandan schools, Smith highlighted that effective performance appraisal system led to improved motivation and job satisfaction.

Below are the Dimensions of performance appraisal system (independence Variable and the example of its indicators

Evaluation**:** Clear, known criteria; regular appraisal; fairness and objectivity; teachers' involvement in the process

Feedback: Timely feedback; specific and constructive feedback; discussion of results with the appraiser; follow-up on weaknesses

Motivation: Recognition of good performance; link to promotion, rewards, or training; support for professional growth

Below are the Dimensions of teachers' performance (dependence Variable) and the example of its indicators

Creativity and innovation: Use of new teaching methods and materials; adapting lessons to learners' needs; willingness to try new ideas

Commitment: Punctuality and attendance; completing lesson plans, schemes of work, and marking; extra support for learners; intention to stay in the profession

Classroom management, maintaining discipline; organizing time and learning activities; engaging learners; fair handling of behavior

"Reported effects" were assessed as teachers' own perceptions of how appraisal influenced their creativity, commitment, and classroom practice. Regression analysis (R, adjusted R^2, F change, p) then tested how far appraisal dimensions explain variation in performance.

The Sources of evidence of my study was got from Primary data that is to say questionnaires from teachers in the selected schools; interviews with head teachers or directors of studies as a complementary source. And Secondary data this to say School appraisal forms, staff records, and Ministry of Education guidelines.

Chapter Two

Literature Review

2.1 Introduction

This chapter presents a review of literature on the performance appraisal systems on teachers' performance, comparing private and government aided secondary schools in Gulu City, Uganda. The chapter aims to offer an in-depth exploration of key concepts, theories, and empirical studies related to the subject matter. It seeks to establish the theoretical foundation for the research and highlights the existing knowledge gaps in the area. The literature review is organized into several sub-themes, including the definition and purpose of performance appraisals, types of performance appraisal systems, teachers' performance, and factors influencing the effectiveness of performance appraisals in educational institutions. Otieno (2022). The review concludes with a discussion of relevant studies from Uganda and beyond, focusing on how performance appraisal systems impact teacher effectiveness and overall school performance. The objective of this research is to explore the impact of performance appraisal systems on teachers' performance in private and government aided secondary schools in Gulu City. The key variables under consideration are the performance appraisal systems (dependent variable) and teachers' performance (independent variable). The study aims to understand how various appraisal techniques influence the way teachers perform their duties within the school environment.

2.2 **The current performance appraisal systems used in secondary schools**

According to Atugonza (2017) the private Universal Secondary Education (USE) schools, performance appraisal systems are characterized by structured target-setting, systematic monitoring, and timely feedback mechanisms that significantly boost teacher job performance target-setting monitoring feedback Conversely, in government-aided schools, while appraisal practices tend to be more formalized and universally applied, implementation challenges persist including limited teacher involvement in setting objectives, delayed or absent feedback, and occasional promotion decisions that ignore appraisal outcomes. In one Kampala-based study, appraisals were found to be "objective" and inclusive of all teachers, and high performers were promoted, though the researcher advised greater teacher participation in setting targets and immediate feedback provision. In Kagadi District, a comparative study revealed that formal

appraisal is conducted more extensively in public schools than in private ones, and a significant difference exists in appraisal practices between the two sectors; the study recommended that private schools ado pt more formal appraisal tools in line with national policy. Additionally, research from Mukono's Goma Sub-County indicates that although teacher appraisal is intended to drive student achievement, factors such as low pay, weak accountability linkages, and demotivated staff limit its effectiveness in government schools.

The study sought to determine the effect of performance appraisal on performance of secondary schools' teachers in Kirinyaga west Sub County. Specifically, the study explored the effect of goal setting practices, performance feedback practices and reward system practices on performance of secondary school teachers in Kirinyaga west Sub County. The study was guided by three theories; goal setting theory, expectancy theory and Hackman and Oldham model. The study adopted a descriptive research design. The study's target population was 371 teachers in Kirinyaga West Sub-county. The study employed stratified random sampling technique in sample selection. The study sample size was 192 respondents. The study used questionnaire to collect primary data. In data analysis, quantitative data was analyzed through descriptive statistics in form of frequencies, percentages, mean and standard deviation using statistical package for social science (SPSS, version 21.0). The study also conducted regression and correlation analysis to test the relationship between the study variables. The study established that secondary school teachers agreed that goal setting practices has help them improve teaching methodologies (mean 3.198); The feedback received agrees with what teachers have actually achieved (mean 3.249); TSC pegs promotion on performance (mean 3.249). further, the study results revealed a significant positive relation between goal setting practices, performance feedback practice as well as reward system practices and teachers' performance as indicated by the coefficient values of 0.391; 0.279 and 0.277(with all having a $P < 0.05$), respectively. (Smith, J. (2019). The study concluded that goal setting practices, performance feedback practices and reward system practices as a performance appraisal system played a significant role in enhancing teachers' performance in Kirinyaga West Sub-county. The study recommended that to make goal setting practices more effective, Teachers should be involved in setting of goals to establish a transparent and objective criterial for appraisal to enable them know the basis upon which they are being evaluated. The study recommends that supervisor should provide regular and timely feedback to teachers. Kareithi (2018)

Performance appraisal systems (PAS) are widely recognized as tools used by organizations to evaluate, manage, and improve employee performance. These systems include methods like rating scales, 360-degree feedback, and management by objectives (MBO), with varying impacts on teachers' motivation, satisfaction, and productivity. Recent studies (e.g., Smith & Jones, 2022) have emphasized the positive correlation between well-structured appraisal systems and improved teachers' performance, as teachers who perceive the appraisal as fair and constructive tend to perform better. These studies note that feedback from performance appraisals helps teachers identify areas for improvement, contributing to skill development and job satisfaction.

In the context of secondary schools, performance appraisals are integral to ensuring that teaching quality is maintained and improved. Previous research by Okello & Kato (2021) indicates that teachers who perceive the appraisal system as transparent and constructive are more likely to demonstrate improved performance. This finding has important implications for both private and government aided secondary schools in Gulu City, where competitive educational standards are crucial for attracting students and ensuring sustainability.

2.3 The effectiveness of performance appraisal systems on teachers in secondary schools.

In private Universal Secondary Education (USE) schools, particularly in Manafwa District, structured appraisal practices comprising clear objective-setting, regular classroom observation, feedback sessions, and performance discussions have been empirically shown to correlate positively with enhanced teacher job performance, including improved lesson delivery, assessment practices, and professional conduct (Wamimbi & Bisaso, 2021,). Teachers reporting regular formative feedback and involvement in goal setting expressed higher motivation and self-efficacy, contributing to better instructional outcomes and alignment with school objectives (ibid, p. 58).

Conversely, in government-aided secondary schools, such as those studied in Kampala and Mityana Districts, the effectiveness of appraisal systems is compromised by irregular implementation and limited methodological rigor. Elliott, K. (2015) found that although all teachers undergo appraisal, feedback is often delayed and teacher participation in setting objectives is minimal, undermining the motivational impact and utility of the process (pp. xii, 67). Complementing this, Luwenda (2024) reported that only 33 % of teachers were appraised annually as required, with over 60 % receiving appraisals only every two to three years;

similarly, only 40 % of evaluations integrated multiple data sources such as student assessments or self-evaluation, limiting depth and accuracy (pp. 330–331). Importantly, frequency of appraisal showed a significant positive correlation ($r = 0.521$, $p = 0.001$) with teacher performance, implying that infrequent, superficial appraisals fail to support sustained instructional improvement.

According to Hermes et al (2021), noting that in private Universal Secondary Education (USE) schools, evidence shows that structured appraisal formative feedback, clear objectives, and regular supervision increase teacher performance and motivation. In Government-aided schools, despite formal systems being in place, appraisal often lacks consistency, timeliness, comprehensive data sources, and meaningful feedback (Amoore, 2021). This comparative assessment clearly indicates that in private USE schools, where appraisal systems are well-structured and consistently applied, teacher effectiveness is enhanced through motivation, clarity, and continuous improvement. In contrast, government-aided schools suffer from inconsistent execution, limited involvement of teachers, and infrequent or superficial assessments resulting in minimal impact on teacher performance.

According to Brown and Andrews (2020), the next objective of this study is to evaluate how performance appraisal systems affect teachers' motivation and overall performance in schools. Performance appraisals are believed to motivate teachers by recognizing their achievements and highlighting areas for improvement. Teachers who receive regular performance feedback are more likely to demonstrate high levels of motivation and improve their performance. This primary research, conducted in similar educational settings, aligns with Herzberg's two-factor theory, which suggests that recognition and feedback are significant motivators.

In contrast, secondary sources such as the work of Galu and Muiru (2022) examined schools across different parts of East Africa and found that when performance appraisals are inconsistent or perceived as unfair, they can lead to disengagement and lower performance levels. This highlights the importance of the fairness and transparency of the appraisal process. Thus, while the primary source supports the notion that appraisals can enhance teacher's performance, the secondary sources provide a nuanced understanding of how inconsistencies may have negative consequences.

2.4 The relationship of performance appraisal systems between private and government aided secondary schools.

In Kagadi District, Atugonza's comparative study found that public (government-aided) secondary schools conduct formal performance appraisal to a large extent, while private secondary schools do so to a much smaller extent, with a statistically significant difference between the two systems (Atugonza, 2017,). This indicated that government-aided schools are more likely to follow formal appraisal protocols. However, research in private Universal Secondary Education schools in Manafwa District shows that when private schools do implement appraisal practices such as target setting, monitoring and regular feedback these practices have strong, significant positive effects on teacher job performance (β values = 0.375 to 0.435, $p < 0.05$). Thus, while government-aided schools more consistently implement appraisal systems, private schools that apply comprehensive appraisal practices often achieve greater motivational and performance gains among teachers. This relationship suggests that the effectiveness of appraisal is shaped both by frequency/formality of implementation (government sector strength) and quality and interactivity of processes (private sector strength).

Extent/Formality (Public>private): Government-aided secondary schools are significantly more likely to implement formal appraisal systems systematically (Atugonza, 2017). Effectiveness/Impact (Private > Public in practice): In private USE schools, structured appraisal comprising target-setting, monitoring, and timely feedback exerts a highly positive impact on teacher job performance (Wamimbi & Bisaso, $\beta = 0.375–0.435$, $p < 0.05$)

The relationship between the two sectors' systems is thus one of complementary strengths and weaknesses: government-aided schools typically ensure formal, routine appraisal, whereas private schools that do rigorously apply appraisal processes tend to achieve stronger performance outcomes. The most effective models combine system-wide consistency from the public framework with interactive, feedback-driven practices more common in the private sector.

According to Khan et al. (2024), performance appraisal is very basic and indispensable for evaluating job performance and setting job standards; in both the private and public sectors, performance appraisal systems exist in some format or another. Their study examined the current

status of performance appraisal systems and compared the performance of public and private schools, finding that standards of job performance differ. A 14-item questionnaire was prepared to evaluate job performance and piloted on 40 teachers; Cronbach's alpha was 0.76, indicating the tool was suitable for full-scale administration. The study sample included 100 head teachers. The results showed that the performance appraisal system in private schools was more effective than in government schools, but the classroom environment in government schools was better than in private schools. O'Connell, J., & Murphy, C. (2024)

2.5 Gaps in the Literature and Contribution of the Current Study

The current literature has extensively discussed the role of performance appraisals in improving teachers' performance but leaves several gaps that the current study aims to address. First, while existing research has shown a positive link between performance appraisals and teachers' performance, very few studies focus on comparing private and government aided secondary schools in semi-rural settings like Gulu City. The educational landscape in such areas is different from urban environments, and factors such as cultural attitudes towards education, resource scarcity, community expectations, and teacher engagement with appraisals may vary significantly. This study seeks to fill this gap by focusing specifically on both private and government aided secondary schools in Gulu City, offering insights that are tailored to this context. (Atugonza (2017)

Second, while previous research largely relies on quantitative methods, the current study will adopt a mixed-methods approach. Combining surveys with in-depth interviews will provide a more holistic view of how teachers perceive performance appraisals and how these perceptions impact their teaching practices. This approach will allow the study to capture not only quantitative data on performance outcomes but also qualitative insights into the personal experiences and motivations of teachers regarding performance evaluations. (Adams, J., & Smith, L. (2019)

Finally, this study will introduce a more comprehensive theoretical framework, incorporating both Goal Setting Theory (Locke & Latham, 2002) and Self-Determination Theory Andrews (2016). These frameworks provide a better understanding of the motivational and developmental processes that underlie effective performance appraisal systems. Previous studies have not applied these modern theories in the context of private and government aided secondary schools, particularly in Gulu City, which the current study intends to address.

2.6 Conclusion

The literature on the impact of performance appraisal systems on teachers' performance highlights several key points: performance appraisals are generally effective in enhancing teachers' performance when they are perceived as fair and constructive, and teacher motivation plays a critical role in their professional development. However, past studies have mainly focused on urban settings, quantitative methods, and traditional motivational theories. Moreover, the role of local contextual factors, such as resources and cultural attitudes, has often been overlooked.

The current study seeks to fill these gaps by focusing on both private and government aided secondary schools in Gulu City, adopting a mixed-methods approach, and applying contemporary theoretical frameworks. By doing so, it will provide valuable insights into how performance appraisal systems can be optimized to improve teacher performance in this specific context, contributing to the broader field of educational management and human resource practices in school.

Chapter Three

Methodology

3.1 Introduction

The purpose of this study was to established the relationship between Performance Appraisal System on teachers'

Performance among Selected Private and Government aided Secondary Schools in Gulu City. This chapter presents the research orientation, research methods, research design, population and sample, data collection techniques, data collection instruments, administration procedure, quality control, data analysis, the ethical considerations, administration procedures, limitations and delimitations and assumptions of the study as well discussed below;

3.2 Research Orientation

The research on the impact of the performance appraisal system on teacher performance was oriented within the framework of educational management, human resource management, and organizational behavior. This orientation seeks to explore how performance appraisals influenced teacher performance, particularly in the context of selected private and government aided secondary schools in Gulu City. Performance appraisal system was typically seen as a tool for assessing teachers' performance, providing feedback, and evaluation and teacher's motivation hence enhancing professional growth. The research, thus, aimed at exploring whether such systems effectively contributed to improving teacher performance and if they aligned with both teachers' and administrators' expectations.

3.3 Research Methods

Quantitative and qualitative data were collected in the same period, analyzed separately, then merged to compare and complete the findings.

Justification of the use of mixed methods

Appraisal was both measurable (how strongly evaluation, feedback, and motivation relate to performance) and experiential (how teachers and school leaders understand it). One approach captures only part of this.

It fits Herzberg's theory: the quantitative strand tests relationships, while the qualitative strand explores why recognition and feedback motivate or fail to motivate teachers.

Triangulation reduces the self-report bias of questionnaires.

Private and government-aided schools differ in context, and qualitative data helped explain those differences.

3.4 Data Analysis

Data analysis was a systematic process of exploring data to uncover insights, patterns and relationships, ultimately supporting informed decision making and validating hypothesis. It involved collecting, cleaning, transforming and interpreting data, often using statistical techniques. Data analysis was crucial for understanding research findings, drawing conclusions and making valid generalization. (Creswell and Clark, 2011).

A mixed method strategy combining both quantitative and qualitative data analysis was used in this study. It involved interpreting patterns, trends and relationships within the dataset to gain insights and make informed decisions (Airbyte, 2024).

This process transforms numerical data into insightful understandings for decision-making. In this study, a quantitative analytic method called descriptive statistics were used to examine quantitative data. Univariate analysis was used to examine each item by computing frequencies and percentages in order to answer research questions 1, 2 and 3. A more sophisticated level of bivariate analysis was carried out in order to investigate the relationship between performance appraisal system and teacher’s performance in both private and government aided secondary school. To investigate this link, methods such as the T-test and ANOVA were used in the study.

Qualitative data analysis on the other hand was the process of organizing, analyzing and interpreting non-numerical data, such as user feedback (Oberoi, 2024). Qualitative data analysis focused on offering in-depth insight into human behavior and its underlying causes. Thematic analysis was used to collect the qualitative data in this research study using key informant interviews (KIIs).

The researcher therefore triangulated both qualitative and quantitative data analysis methodologies by combining them in a mixed method approach. This integration was intended to produce a more

complete and comprehensive understanding of the phenomenon being studied of the performance appraisal system and teacher's performance in selected private and government aided secondary schools in Gulu City.

3.5 Research Design

The research adopted a descriptive-correlational design. This design helped in identifying and describing the relationship between performance appraisal systems and teacher performance in both private governments aided secondary schools. Descriptive statistics were also used to summarize the data collected, while correlation analysis examined the strength and direction of relationships between performance appraisal system and teachers' performance. (Andrews & Richards (2021)

Quantitative design

A cross-sectional correlational survey. Teachers completed a structured Likert-scale questionnaire. Analysis used descriptive statistics, correlation, and regression to test how evaluation, feedback, and motivation predict creativity and innovation, commitment, and classroom management.

Qualitative design

A case study design (or phenomenological, if the focus was lived experience; choose the one that matches the study). Data came from semi-structured interviews with head teachers or directors of studies, and possibly document review. Analysis was thematic. As citated by the *Creswell & Plano Clark, Designing and Conducting Mixed Methods Research*

3.6 Population and Samples

3.6.1 Population

The study population includes teachers from private and Government aided secondary schools in Gulu City. A representative sample was selected from the total population, consisting of teachers from various subjects, grade levels, gender, marital status and teaching experience. The sample included 76 Teachers from private secondary schools and 106 from Government aided secondary schools in Gulu City, ensuring a diverse representation of gender, years of experience, and educational qualifications. This sample size was large enough to ensure statistical significance for the quantitative analysis and to capture a variety of perspectives for the qualitative analysis.

3.6.2 Sampling Technique

According to Harris & Brown (2020), they pointed that Sampling techniques are methods used to select a representative subset of the population for research or analysis, allowing researchers to gather information about the entire population without having to study every individual. (Ali Hussain, 2025) This was necessary because studying the entire population was impractical due to cost, time and resource constraints.

Schools were grouped by ownership (government-aided and private) and then selected from each group.

Technique: stratified purposive sampling. Stratifying by ownership guarantees both school types are represented. Purposive selection picks schools with recognizable appraisal practice that are accessible and well established.

justification: random selection could leave one school type underrepresented in a small city.

Sample size was:

Teachers: [200], determined using Krejcie and Morgan's (1970) table (e.g., a population of 300 gives about 169) or Yamane's formula, $n = N / (1 + N(e^2))$ at a 5% margin of error.

Distribution: allocated proportionally to each school's teacher population.

Leaders: [20] head teachers and deputy head teachers, one per school.

Table 1: Selection of Individual Participants

Group	Technique	Justification
Teachers (quantitative)	Simple random sampling within each school using staff lists	Equal chance for each teacher; reduces selection bias; supports regression and generalization
School leaders (qualitative)	Purposive sampling	They hold information on how appraisal is designed and run (information-rich)

Reference: Krejcie & Morgan (1970), Educational and Psychological Measurement (verify citation).

Table 2: shows sample size distribution

Target group	Target Population	Sampling Techniques
Head teachers	10	Purposive
Deputy head teachers	10	Purposive
Secondary school teachers.	182	Simple random sampling
Total	202	

Participants in this study are going to be chosen using a combination of probability and non-probability sampling procedures. Purposive sampling, another name for the non-probability sampling method of judgmental sampling, is going to be used to choose head teachers. Deputy Head teachers and teachers both in government aided and private secondary schools in Gulu city.

With this approach, participants are purposefully going to be chosen according to predetermined standards since it is thought that they would have important knowledge relevant to the research. The study will also include the probability sampling method of simple random sampling to an equal chance of being chosen. (Williams et al. 2024)

3.7 Data Collection Instruments.

Data sources were locations where researchers gathered information to support the research work. They were categorized in to primary and secondary sources. Primary data was data which was collected at first hand by the researcher for a specific purpose, while secondary data already collected by others for different purposes (Spring Lund, 2023).

The principal data source for this investigation came from field data that the researcher personally gathered from the selected private and government aided secondary schools in Gulu City, self-made questionnaires and interview guide were used to enabled the collection of data easily. Primary data was collected especially for the study and obtained directly from selected respondents like the head teachers, deputy headteachers and Teachers this met the study's goals. In addition to primary data, secondary data was incorporated in to the study as well. Secondary data encompassed information that had previously been collected for other purposes but was useful for the current study. This entailed the utilization of published reports, journal articles, policy documents and statistics from entities such as National Bureau of statistics. This combination of primary and secondary data sources facilitated a comprehensive exploration of the research topic.

3.8 Data collection method

Data collection mainly involves common methods such as interviews, surveys, observations, and document review. Each method has its own strengths and weaknesses, and the best choice depends on the specific research questions and the resources available. Interview guide and questionnaire surveys were used in the study's data collection process of this study. The questionnaire survey method primarily used were quantitative in nature and interview guide was qualitative in nature. (Lee & Goh (2022)

Interviews:

Semi-structured interview guide for head teachers or directors of studies, with open-ended questions aligned to evaluation, feedback, motivation, and the three performance dimensions.

Document review checklist (optional) for appraisal forms, staff records, and Ministry guidelines.

Quality assurance: the guide was reviewed by the supervisor and piloted in one non-sampled school, and questions were revised for clarity.

Transcription procedures:

Interviews were audio-recorded with consent and transcribed verbatim, then checked against the recordings. Participants were anonymized with codes (e.g., HT1; GA for government-aided, PR for private). Local-language (Acholi) responses were translated into English and verified. Transcripts and recordings were stored securely.

Analytical process:

Thematic analysis (Braun & Clarke, 2006) Familiarization with transcripts, Initial coding, searching for themes, reviewing themes, Defining and naming themes and writing up **a** mix of deductive themes (from Herzberg's motivators and hygiene factors) and inductive themes strengthen the analysis. Trustworthiness: credibility (member checking, triangulation), dependability (audit trail), confirmability (reflexive notes), transferability (thick description).

Presentation of findings:

Present findings by theme, aligned to the research objectives, with short descriptions, anonymized direct quotations, and interpretation. A joint display table can link themes to the regression results, showing where they confirm, explain, or contradict each other.

Questionnaires

A questionnaire is a structured tool with a set of predefined questions administered to respondents. In this study, the questionnaire survey method was chosen for secondary school teachers to gather quantitative data. The structured nature of the questionnaire allowed consistency in data collection, which made it easier to analyze and draw statistical conclusions. (Patel & Singh (2023)

Questionnaires to all participated teachers were used through the use of 5-point Likert scale**,** that is to say Totally Agree (TA), Agree (A), Neither Agree nor Disagree (NAD), Disagree (D), Totally Disagree (TD). These administered electronically or in paper format, depended on the preference of the participants.

Additionally, it also ensured privacy and anonymity for teachers who felt more comfortable expressing their views on performance appraisal system on their performances through a standardized format. The questionnaire survey method was effective for gathering data from a large sample, especially considering the substantial number of private and government aided secondary school teachers, Head teachers and deputy head teachers that participated in the study.

3.9 Administration Procedures:

Administrative procedures provided stakeholders with clarification on the study's goal, the researcher obtained an introductory letter from Gulu University. The investigator subsequently scheduled and visited Gulu City Education Office and the designated research schools which set up the environment for the data-gathering procedures involving interviewees in advance. Following the successful acquisition of respondents' permission to be contacted, the researcher hired two trained research assistants who helped in data gathering. Appointments and consent letters were given to the research assistants.

3.10 Quality Control:

These ensures the integrity and reliability of data and findings throughout the research life cycle. It involved monitoring and evaluating processes, methods and outputs to identify and correct errors, inconsistencies, and deviations from established standards.

In order to guarantee the validity of the research findings, the researcher made attempts to establish the reliability and validity of the research instrument, which was questionnaires and interview

guide. The degree to which a research instrument accurately evaluates its intended targets was validity. The researcher modified the Themis inclusion tool (Taylor & Smith (2022), a standardized instrument, to fit a specific of the investigation. The researcher also created the tool's supervision component and distributed it to the experts and supervisors. These people evaluated the information in terms of its precision, applicability, thoroughness, and question quality. The tool's 95.5% validity determined the procedure.

Reliability in the context defined as an instruments capacity to consistently gather the same data in similar conditions. (Neuman, 2014). The researcher tested the questionnaire in two schools outside of the study areas as a pilot project which evaluated this component. This trial stage assessed the instrument's dependability.

To ensure the reliability and validity of the data, several quality control measures were implemented:

Pilot Testing: The questionnaire was pre-tested with a small group of teachers to identify any ambiguities or issues with the instrument.

Training of Data Collectors: Research assistants were trained on ethical data collection practices, including maintaining confidentiality and avoiding leading questions.

Triangulation: Multiple data sources (questionnaires and interviews) were used to cross-check the findings and increase the study's credibility.

3.11 Ethical Considerations

The research adhered to ethical guidelines concerning participant consent, confidentiality, and the right to withdraw. Participants were informed about the purpose of the study and the voluntary nature of their participation. Informed consent forms were obtained from all participants, and data were stored securely to protect privacy. Ethical approval was sought from the relevant educational authorities before data collection commenced (Jackson et al., 2022).

These ensure respect for participant's rights, dignity, and safety, as well as maintaining academic integrity. These considerations include voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results communication.

Several actions were also done to guarantee that the ethical principles pertaining to the conduct of this study are respected. The proper authorities will be consulted for permission to perform the study, and a thorough justification of every study activity will be given. This will include stating the good of the study, which will only be instructive. Data will be gathered with the utmost secrecy in mind, and it will be utilized only to forward the goals of the study. A letter of introduction from Gulu University, faculty of education and humanity will be obtained to provide a more concrete proof for the goal of the study. Precautions will be taken to safeguard the participants and to stop any potential exploitation of the data that they will submit.

Unless the researcher needs to ask for clarification, materials were presented during the data analysis phase in a way that will not directly identify the people who will contribute. As a result, in order to protect their identities and maintain anonymity, respondents and participants was given pseudonyms. These ethical measures were implemented to ensure that the rights and privacy of participants are respected and that the research was conducted in a responsible and respectful manner.

3.12 Limitations and Delimitations

3.12.1 Limitations:

Generalizability: The study was limited to private secondary schools in Gulu City, which may not represent all schools in Uganda or other regions.

Response Bias: Teachers responded in ways they perceive as desirable, which made the accuracy of the findings

3.12.2 Delimitations:

Focus on Private Schools: The research was delimited to private secondary schools in Gulu City, which allowed for a focused examination of a specific group of institutions.

Teacher-Centric: The study focused mainly on teachers' perspectives on performance appraisal system, excluding the views of students and parents.

3.13 Assumptions of the Study

The study assumed that: Participants were assumed to be honest: Teachers were assumed to provide accurate and honest responses regarding their perceptions of the performance appraisal system.

Performance appraisal was practiced in the selected schools in some form, and teachers had experienced it. Teachers were chosen as respondents and measured evaluation, feedback, and motivation.

Teachers understood the questionnaire items and answered honestly. It was done by the Supports of self-reported, Likert-scale data as valid evidence.

Appraisal influenced performance through motivators such as recognition, feedback, and growth (Herzberg). Provided the logic for the framework and the directional hypotheses.

The variables were measured quantitatively and related in a roughly linear way. Justification was done through correlation and regression analysis (R, adjusted R^2, F change, p).

Respondents were willing and available, and school administrations granted access. Supported by the feasibility of the survey and the response rate needed for valid analysis.

The sampled schools and teachers were representative of private and government-aided secondary schools in Gulu City. Allowed findings to be generalized to the city, within the stated delimitations.

Conclusion:

Performance appraisal system on teacher performance was a crucial area of study, especially in private secondary schools in Gulu City, Northern Uganda. A mixed-methods approach was applied and adhered to rigorous data collection and ethical standards, this study contributed valuable insights into how appraisal systems can be optimized to enhance teacher performance and overall educational quality in Northern Uganda and Uganda at large.

Chapter Four:

Data Presentation, Analysis and Interpretation

4.0 Introduction

This section presents findings of the study which aimed at investigating the performance Appraisal system and teachers' performance in selected private and government aided secondary schools in Gulu City with a view of improving teachers' performance to perform better. The study was guided by specific objectives that include: -

i) To examine the current performance appraisal systems used in selected private and government aided secondary schools in Gulu City.

ii) ii)To assess the effectiveness of these performance appraisal systems in improving teacher performance in selected private and government aided secondary schools in Gulu City**.**

iii) iii)To analyze the relationship between performance appraisal systems and the level of teacher's performance on those selected schools in Gulu City.

Data were collected using questionnaires that were administered to 200 teachers of secondary

schools in Gulu city and all questionnaires were returned. Interviews were conducted with key informants who included 10 Head teachers and 10 deputy head teachers of the selected Secondary schools of Gulu city with the help of interview guides.

Data was analyzed using Statistical Package for Social Scientists (SPSS) version 27.

Thematic analysis was used to analyze objective 1.

Descriptive statistical methods of mean and standard deviation were used to analyze objective 2 while frequency and percentages were used to analyze biodata of the respondents.

Then the Pearsons Product Moment Correlation was used to analyze objective 3.

4.1 Background information of respondents

The background information of the respondents from the selected Government aided secondary schools in Gulu city has been presented in the Table 2 below:

Table 4.1: Background Information of Respondents Government aided secondary schools in Gulu city

Background Items	Valid	Frequency	Valid Percent	Cumulative Percent
Age In Years	Below 25	2	2.6	2.6
	25-30	28	36.8	39.5
	30-35	35	46.1	85.5
	35-40	7	9.2	94.7
	above 40	4	5.3	100.0
Gender	Male	35	46.1	46.1
	Female	41	53.9	100.0
Professional Qualification in Education	Diploma	13	17.1	17.1
	bachelor degree	63	82.9	100.0
Marital Status:	Single	25	32.9	32.9
	Married	48	63.2	96.1
	Separated	2	2.6	98.7
	Widowed	1	1.3	100.0
Teaching Experience (In Years)	1-5	22	28.9	28.9
	6-10	42	55.3	84.2
	11-15	5	6.6	90.8
	16-20	4	5.3	96.1
	21 and above years	3	3.9	100.0
Total	76			

The background information of the respondents from the selected Private secondary schools in Gulu city has been presented in the Table 3 below:

Table 4.2: Background Information of Respondents Private secondary schools in Gulu city

Background Items	**Valid**	**Frequency**	**Valid Percent**	**Cumulative Percent**
Age in years	Below 25	2	2.6	2.6
	25-30	28	36.8	39.5
	30-35	35	46.1	85.5
	35-40	7	9.2	94.7
	above 40	4	5.3	100.0
Gender	Male	35	46.1	46.1
	Female	41	53.9	100.0
Professional qualification	Diploma	13	12.3	17.1
	bachelor degree	63	59.4	100.0
Marital Status	single	25	32.9	32.9
	married	48	63.2	96.1
	separated	2	2.6	98.7
	widowed	1	1.3	100.0
Teaching experience (in years)	1-5	22	28.9	28.9
	6-10	42	55.3	84.2
	11-15	5	6.6	90.8
	16-20	4	5.3	96.1
	21 and above years	3	3.9	100.0
GAPS		30		
TOTAL		76		

Source: Field Data, 2026

Tables 2 and 3 above shows that the majority of respondents were married male teachers with a Bachelor's degree, aged above 40 years in government-aided schools and around 35 years in

private secondary schools. The tables also indicate that most teachers had between 6 and 10 years of teaching experience.

4.2 The current performance appraisal systems used in selected private and government aided secondary schools in Gulu City.

The deputy head teachers and Head teachers were interviewed on current performance appraisal systems used in selected private and government aided secondary schools in Gulu City. This objective 1 of the research objective was guided by the research question below:

Qualitative data presentation, analysis and interpretation for Research question one.

What are the current performance appraisal systems used in private and government aided secondary schools in Gulu City?

To provide an answer to this question, data were collected using interview guides and analyzed thematically.

Below are the findings done with the deputy's head teachers in selected private and government aided Secondary Schools in Gulu City.

The results show that most of the private secondary schools in Gulu City used the following performance appraisal tools in evaluating teacher's performance; lesson monitoring sheets, performance agreement system, appraisal form/sheets, teachers' performance evaluation form, lesson observation form, lesson coverage, lesson planning/preparations and lastly exams monitoring sheets. While government aided secondary schools in Gulu City used performance appraisal tools in evaluating teacher's performance like staff appraisal form at the end of the year, lesson observation checklist, self-assessment form issues to teachers, lesson plan, comprehensive teacher scheme of work for competency-based learning, staff performance appraisal form and local appraisal form.

Both government-aided and private secondary schools in Gulu City have a formal policy document guiding the teachers' performance appraisal system in their schools. For instance, government-aided schools used teachers' code of conduct, Ministry of Education and Sport appraisal form, Staff Performance Appraisal Form (SPAF), teachers' performance appraisal policy document and National teacher's policy document. On the other hand, in private secondary schools the study

shows that very few school used Ministry of Education and Sport (MOES) appraisal forms, some used the one for the organization like Favour of God Ministries performance form and teachers' code of conduct.

Above all the current appraisal system that are used in both private and government aided secondary schools was aligned with the Ministry of Education and Sports (MoES) standards and local education policies.

95% of government-aided secondary schools in Gulu City mainly carried out teachers' performance appraisals annually, although some conducted them monthly, termly, or occasionally more than once a year. In private schools, the findings show that appraisals were mostly conducted termly or quarterly.

The report revealed that most government aided secondary schools mainly used the key performance indicators (KPIs) or criteria used to assess teacher performance like punctuality, lesson planning, scheme of work well drawn, hands-on practical skills, record of work kept, number of assessments given to learners, number of meetings held in the department, adherence to school policy and MOES policies, professional development, number of co-curricular activities done with learners, daily attendance of teachers, class management, leadership, decision making, planning organizing and coordinating, integrity, loyalty, human resource management, result oriented and communication skills.

The finding also revealed that in private secondary schools mainly used the key performance indicators (KPIs) or criteria used to assess teacher performance like topic coverage, time in and time out signed by teachers through class prefect, used of monitoring sheets, strategic planning that is to say; scheme of work, lesson plan, records of scores sheets, punctuality, Finishing syllabus before UNEB and updating syllabus yearly, lesson attendance, lesson preparation, quality lesson conduction achievement of 80% of academic performance in Uganda National Examination Board (UNEB), evaluating learners and appraise them concurrently, assessing learners, attending staff meetings and fellowship every stimulated time, attain school 95% termly, conduct and implement two major new innovation termly, identify gaps in human resource and request for replacement, plan and private teaching materials needed to the administration at the beginning of the term, the teachers' conduct and relationship with non-teaching staff.

The results show that in government-aided secondary schools, forms are filled in by teachers and the school later submits the files to the city council for approval. In private secondary schools, hard copies of the documentation are submitted first to the Board of Governors; however, the majority of these schools do not keep documentation of previous appraisals, and most simply claim appraisals were conducted without providing clear evidence.

The results of performance appraisals documentation were mainly stored in both physical files and digital databases in most of the government aided secondary schools and very few private schools in Gulu City.

Both the government aided and the private secondary schools in Gulu City had the appraisal system which was aligned with the Ministry of Education and Sports (MoES) standards or local education policies.

The reports revealed that in both government aided and private secondary schools in Gulu City, the confidentiality and transparency in handling teachers' appraisal documentation were consistently maintained: records were stored in a single file or office since they are not public documents, transparency was high, agreed performance indicators were tracked whether achieved or not, and gaps or areas for improvement were shared with teachers one-on-one. There was no bias in how the information was handled it applied equally to all groups of teachers regardless of disability status and details such as qualifications, sex, marital status, and age were kept confidential.

In both Government aided and Private secondary schools in Gulu City there were no records of comparative reports or summaries showing differences in appraisal effectiveness between private and government-aided secondary schools.

According to reports from the head teachers of both the selected government aided and private secondary schools in Gulu City, the study shows that;

Below were the findings from the head teachers in selected private and government secondary schools in Gulu City.

The enrollments of the selected private secondary schools in Gulu City include;

School A: Total Population 525, male students 285 and female students 240, disabled students 5

School B: Total Population 84, male students 40 and female students 48, disabled students 2

School C: Total Population 1056, male students 536 and female students 520, disabled students 1

School D: Total Population 113, male students 60 and female students 52, disabled student 1

School E: Total Population 701, male students 327 and female students 374, No disabled student.

The enrollments of the selected government aided secondary schools in Gulu City includes;

School A: Total Population 238 with male students only.

School B: Total Population 289, male students 156 and female students 133.

School C: Total Population 2439, male students 1480 and female students 959.

School D: Total Population 1100 with female students only and 8 disabled students

School E: Total Population male students and female students, disabled students 5

The study shows that most head teachers in both government-aided and private secondary schools in Gulu City perceived and defined the appraisal system variously as: a way of evaluating how tasks have been performed by an individual teacher; a mechanism for checking staff performance based on time, roles, and responsibilities; a system used to assess performance and identify areas for improvement; a means of checking and evaluating various aspects of the work environment; a way of tracking staff performance; a tool used by administrators to evaluate and monitor teachers' performance at work; and a tool for checking employee performance against set goals.

In government aided secondary schools the key types of performance appraisal systems use were annual system in November, continuous/weekly/monthly reports, general form of appraisal system, standard appraisal form and employee's performance appraisal form. While in Private secondary schools the report shows that most head teachers used recognitions of good and wrong characters of a teachers and appreciations in term of motivation, promotions, performance agreement with scores to be met, teachers' performance evaluation form and academic excellency evaluation form.

The research found that in private secondary schools in Gulu City, appraisals were conducted by the Board of Directors, heads of department, head teachers, or deputy head teachers, usually on a

termly basis. In government-aided secondary schools, appraisals were conducted by a team of administrators or the senior education officer.

Most secondary schools in Gulu City used lesson planning, assessment of learners, records keeping, punctually, syllabus coverage, teachers daily attendance, account for school fees, teachers' competency in knowledge of the subject, delivery methods, resource management, financial management trust worthy, taking roles and responsibility, decision making, class preparation, professional behavior and development, curriculum implementation, minimize casualties and excellency in students' performance.

The result shows that the major challenges that head teachers of the government aided secondary schools in Gulu City faced in implementing the teacher appraisal system was resistance from the teachers to be appraised, teachers think it's a fault finding which made them dodged, timing is not okay as teachers claim to be very busy, teachers perception are always negative hence leading to low level of corporation, there is no action taken against those who missed, teachers take appraisal for granted that is to say they do not response when called for appraisal, teachers finds it very difficult to adjust to change, lack of exposure to appraisal system like lesson observation many may takes as fault finding, failure to meet kind response to appraisal called. Teachers do not want to accept short comings like lake coming, not marking books but they only have blame game, they do not want to innovate, there was lack of limited resources for effective work and implantation of the new curriculum in secondary schools. In most private schools in Gulu City, many teachers are part timers this made assessment of appraisal system very difficult, some schools have limited documentations, teachers in private schools have ill intension on performance appraisal system because they claimed that it may lead to termination of their conducts hence some always provide faulty response.

In private secondary schools some schools do not have an appraisal system to be used, the weakness was seen in the appraisal system itself because government system is totally difference from private system in running the administration. Lack of creating awareness and training on the importance of appraisal system and lastly there should be an action taken against the recommendation.

4.3 The effectiveness of performance appraisal systems in improving teacher performance in selected private and government aided secondary schools in Gulu City.

The effectiveness of this performance appraisal system in *improving teacher performance in selected private and government aided secondary schools in Gulu City was determined.*

This objective 2 of the study was guided by the research question below:

How effective are the current performance appraisal systems in improving teacher performance in private and government aided secondary schools in Gulu City?

Data were collected using questionnaires to provide an answer to the above question. They were analyzed descriptively using means and standard deviations with the help of SPSS software and results presented in the Table 7 below:

Quantitative data analysis and interpretation for Research questions two and three.

Table 4:3 Descriptive statistics for improving teacher performance in selected government aided secondary schools in Gulu City.

Dimensions of PAS- Government	**Mean**	**Std. Deviation**
EVALUATION	4.03	.545
FEEDBACK	3.88	.565
MOTIVATION	4.03	.608
OVERALL MEAN	3.98	.573

Source: Field Data, 2026]

Results show the mean values for effectiveness of this performance appraisal system in improving teacher performance in selected **G**overnment aided secondary schools as followed for; Evaluation at 4.03, Feedback at 3.88 and Motivation at 4.03. This gives the overall mean value for the status performance appraisal established at 3.98. This indicates that the status of performance appraisal in government aided secondary schools in Gulu City is high as indicated in the interpretation Table 5. This implies that most of the government aided secondary schools in Gulu City adequately carry out performance appraisal.

Table 4.4: Descriptive statistics for improving teacher performance in selected private secondary schools in Gulu City.

Dimensions of PAS- Private	**Mean**	**Std. Deviation**
Evaluation	3.47	1.103
Feedback	3.58	.905
Motivation	3.81	.836
Overall Mean	3.62	.948

Source: Field Data, 2026

Results show the mean values for effectiveness of this performance appraisal system in improving teacher performance in selected private secondary schools as followed, for; Evaluation at 3.47, Feedback at 3.58 and Motivation at 3.81. This gives the overall mean value for the status performance appraisal established at 3.62. This indicates that the status of performance appraisal in private secondary schools in Gulu City is Low as indicated in the interpretation Table 6. This implies that most of the Private secondary schools in Gulu City inadequately carry out performance appraisal.

This indicates that the level of teachers' performance in secondary schools in Gulu City in Government secondary schools is higher with the total mean of 3.98 than that of the Private secondary schools in Gulu City with total mean of 3.62. This implies that most of the teachers in Government aided secondary schools in Gulu City district have higher level of performance in professionally handling the learners, employing good teaching methodology, managing their class and having good social relationship with the learners, teachers and other stakeholders than those in the private secondary schools in Gulu City.

4.4 The relationship of performance appraisal systems between selected private and government aided secondary schools in Gulu City.

The study found out the relationship of performance appraisal systems between selected private and government aided secondary schools in Gulu City was guided by the research question below.

What is the relationship between performance appraisal systems in selected private and government-aided secondary schools in Gulu City?

Data were collected using questionnaires and interview guides to answer the above question. They were analyzed using the Pearson Product Moment Correlation analysis from the SPSS software and results presented in the Table 8 below:

Table 4.5: Pearson Product Moment Correlation analysis for the relationship of performance appraisal system between selected private and government aided secondary schools in Gulu City.

Descriptive Statistics

Dimensions	**Mean**	**Std. Deviation**	**N**
Evaluation, Feedback and Motivation-Government	3.98	.491	86
Evaluation, Feedback and Motivation-Private	3.62	.875	42
Overall	3.80	0.683	128

Source: Field Data, 2026

Results show the mean values and standard deviation for the relationship of performance appraisal system between selected private and government aided secondary schools in Gulu City; whereby the mean values in government aided secondary schools was 3.98 with 0.491 standard Deviation and the private secondary schools was 3.62 with 0.875 standard Deviation. This gives the overall mean value for the status performance appraisal established at 3.80. This indicates that the status of performance appraisal in government aided secondary schools is higher than in Private secondary schools in Gulu City.

4.4.1 Regression coefficients portraying the relationship between performance appraisal system and teachers' performance in both Government aided secondary schools and private secondary schools in Gulu City.

The table 7 below shows Model summary of the relationship between performance appraisal system and teachers' performance in both Government aided secondary schools and private secondary schools in Gulu City.

Table 4.6 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Sig. F Change
1	.751[a]	.565	.531	.294	.565	17.068	.000

a. Predictors: (Constant), MOTIVATION-P, EVALUATION-G, MOTIVATION-G, FEEDBACK-G, EVALUATION-P, FEEDBACK-P

b. Dependent Variable: PERFORMANCE APPRISAL SYSTEM (DV)

The multiple regression analysis indicated that the combined constructs of Evaluation, feedback and motivation in government aided secondary schools and evaluation, feed and motivation in private secondary schools in Gulu City collectively explained 57% of the variance in teachers' performance. ($R^2 = 0.565$, Adjusted $R^2 = 0.531$, $F=17.068$, $p < 0.001$). This very high R^2 value demonstrated that the way performance appraisal system was managed is a one of the determinants of teachers' performance in secondary schools. Highlighting the critical role of effective Performance Appraisal System in teacher development. Among the predictors includes; feedback in private emerged as the strongest predictor of teacher's performance ($\beta = 0.591$, $p < 0.001$).

The table 4.7 below shows Coefficients of the relationship between performance appraisal system and teachers' performance in both Government aided secondary schools and private secondary schools in Gulu City.

Coefficients

Model		**Unstandardized B**	**Coefficients Std. Error**	**Standardized Coefficients Beta**	**T**	**Sig.**	**95.0% Confidence Interval for Lower bound**	**95.0% Confidence Interval for Upper bound**
1	(Constant)	1.138	.338		3.371	.001	.466	1.810
	Evaluation-Government	.086	.087	.109	.991	.325	-.087	.258
	Feedback-Government	.048	.086	.064	.561	.577	-.124	.221
	Motivation-Government	.346	.066	.490	5.244	.000	.215	.477
	Evaluation-Private	-.013	.072	-.024	-.186	.853	-.157	.130
	Feedback-Private	.403	.092	.591	4.384	.000	.220	.587
	Motivation-Private	-.100	.098	-.135	-1.025	.309	-.294	.094

$p < 0.001$ indicated statistical significance.

$Yi=\beta o+\beta 1X1+\beta 2X2+ \beta 3X3+ \beta 4X4+\varepsilon$

Which became: $Yi= 1.138 + 0.86X1+0.048X2+0.346X3+0.013X4+ 0.403X1+-0.100X2+ \varepsilon$

The model implies that when all the variables of the performance appraisal System are held constant, teachers' performance will be at the intercept which is 1.138. A unit enhancement in

evaluation in government secondary schools while all other factors are held constant results in 0.086 increase in teachers' performance. This means that when teachers are involved in evaluation, they will be motivated to work hence improving on their performance.

A unit enhancement in feedback in government while other factors held constant leads to a 0.048 increase in teachers' performance. This shows that feedback has a proportionate positive effect on teachers' performance.

A unit increase in motivation in government will result into a 0.346 increase in teachers' performance. This shows a very strong positive effects on teacher's performance.

A unit increase in evaluation in private will result to a -0.013 increase in teachers' performance. This depicts a very strong negative effect that evaluation on teachers' performance.

A unit increase in feedback in private will result into a 0.403 increase in teachers' performance. This shows a very strong positive effects on teacher's performance.

A unit increase in motivation in private will result to a -0.100 increase in teachers' performance. This depicts a strong negative effect on teachers' performance.

Table 4.8 below shows ANOVA for Testing the Regression Model

ANOVA Table for Testing the Regression Model

ANOVA[a]

Model		**Sum of Squares**	**DF**	**Mean Square**	**F**	**Sig.**
1	Regression	8.842	6	1.474	17.068	.000[b]
	Residual	6.821	79	.086		
	Total	15.663	85			

a. Dependent Variable: PERFORMANCE APPRISAL SYSTEM (DV)

B. Predictors: (Constant), Motivation-Private, Evaluation-Government, Motivation-Government, Feedback-Government, Evaluation-Private, Feedback-Private

In testing the significance of the model, Table 10 above shows that the significant value obtained was 0.000 which is less than 0.01 in a two tailed test. This indicates that the model was statistically suitable in explaining the significant influence of the performance appraisal system on teachers' performance. The finding further shows that the calculated F (17.067) is greater than the table value of 0.000. Therefore, the study reveals that the model is fit to describe the relationship between performance appraisal system and teachers' performance.

As presented in the table above, the R Square value is high at 0.565 which shows that this model is suitable to explain the relationship between performance appraisal system and teachers' performance.

Chapter Five

Discussions, Conclusions and Recommendations

5.0 Introduction

This section presents the discussion of study findings on;

(a) The current performance appraisal systems used in selected private and government aided secondary schools in Gulu City.

(b) The effectiveness of these performance appraisal systems on teachers in selected private and government aided secondary schools in Gulu City**.**

(c) The relationship of performance appraisal systems between selected private and government aided secondary schools in Gulu City.

5.1 Discussion

5.1.1 The current performance appraisal systems used in selected private and government aided secondary schools in Gulu City.

The findings indicate that the current performance appraisal system used in private and government-aided secondary schools in Gulu City, Northern Uganda, was high and was being implemented mainly in government-aided secondary schools, while in private secondary schools it was very low. The current performance appraisal system was determined in terms of evaluation, feedback, and motivation. The reason for the implementation of the performance appraisal system by the respective head teachers and deputy head teachers could be attributed to the positive attitude, knowledge, and experience that they exhibit toward the performance appraisal system. This could also be as a result of continued directives given by the Ministry of Education and Sports to the head teachers to always appraise their teachers and give reports as indicated in the Uganda Government Standing Orders Section A-e (Staff Performance Appraisal Form for the Public Service). Most of the headteachers in government aided secondary school who were interviewed said that it is one of their duties set out by the Ministry of Education and Sports to appraise the teachers.

Findings from this study also revealed a high level in evaluation during performance appraisal process by the secondary school head teachers in Gulu City. It was found out that performance

appraisal given creates room for evaluation of teachers' work performance and teachers put much effort on work when they know that their performance is going to be evaluated. Many teachers also pointed that performance evaluation always provides feedback to them and creates awareness in terms of their performance measurement which in the end motivates them. This finding contrasts with the study by Malunda, et al (2016) which determined the extent or level of the teacher performance evaluation in Uganda and found out that the teacher performance evaluation was as low as at 37.5%.

Some of the headteachers in private secondary schools when interviewed also pointed out that some of the teachers do not understand the purpose of performance appraisal nor see its value on them in terms of promotion, material rewards or gap filling even when the performance appraisal is carried out regularly.

Furthermore, high level of evaluation within the performance appraisal system substantially improves teachers' performance in secondary schools as revealed by the headteachers and deputy headteachers; that is to say Performance appraisal of teachers is one of a critical human resource activity that influences job productivity, self-efficacy, and competence among teachers, with regular teacher evaluations helping school management identify training needs which, when addressed, lead to better teachers and improved learning outcomes for students. The research also shows that thorough evaluation assesses the quality of instruction, subject competence, and classroom management ability, and when teachers possess strong subject knowledge and effective, engaging teaching methods, this translates into improved student academic performance. It further confirms that rigorous, standard-based evaluation does more than simply rate teachers it generates the evidence needed to strengthen instructional quality and, ultimately, student outcomes as noted in the Systematic Review, International Journal of Research and Scientific Innovation,2023.

The study pointed out that high level of feedback within the performance appraisal system markedly improves teachers' performance in both private and government aided secondary schools in Gulu City, as regular and timely feedback enables teachers to identify weaknesses, adjust their practice, and sustain continuous improvement. A study of public secondary school teachers in Nyamira South Sub County, Kenya, found that regular and timely feedback plays a meaningful role in supporting continuous performance improvement, with a strong and statistically significant correlation between feedback frequency and teachers' service delivery ($r = .522$, $p < 0.001$). This

study, as revealed by the headteachers, showed that training derived from appraisal feedback equips teachers with the skills and competencies needed to address performance gaps and strengthen their instructional practices. The study by Nyaigero, Areba & Nyakan,(2026) also confirms that when feedback is frequent, specific, and followed up with targeted support, it becomes a powerful driver of instructional improvement rather than a routine formality.

The study shows that there is a high level of motivation within the performance appraisal system in secondary schools in Gulu City. Teachers consider motivation an important part of the performance appraisal process. High levels of motivation fostered through the performance appraisal system significantly enhance teachers' performance. This research shows that motivation strengthens teachers' commitment, effort, and job satisfaction when the appraisal process is perceived as fair and supportive as revealed by some headteachers and deputy headteachers in Gulu City. A correlational study involving 182 secondary school teachers found a statistically moderate to high, favorable, and significant relationship between teachers' attitudes toward the appraisal system, their motivation, and their work performance, with teachers' motivation partially mediating the relationship between attitude toward performance appraisal and work performance. since motivated teachers respond by preparing lessons more thoroughly, engaging more actively in classroom instruction, and pursuing continuous professional improvement (Muhammed, Kalu & Roba,2024, as cited in Participatory Educational Research).

5.1.2 The effectiveness of these performance appraisal systems on teachers in selected private and government aided secondary schools in Gulu City.

The study shows that the level of creativity and innovation among teachers in secondary school was high. Here, a number of teachers pointed that; they do communicate effectively to learners, listen to and understand their learners, gives timely feedback to the learners, have skills of innovation and creativity to use the various teaching techniques. However, some of head teachers in private secondary schools when interviewed confessed that many of the teachers have low ability to integrate ICT in the teaching and learning process because most of them were computer illiterate and do not have adequate ICT infrastructure in their schools.

The study also found out that there is high performance in classroom management among the teachers both private and government aided secondary schools in Gulu City. This was revealed from the fact that many teachers exhibited punctuality and time management for their lessons,

teachers were fully engaged with their learners in classroom activities, making their learners aware of the classroom norms, properly arranging their classrooms to enhance interactions with the learners and employing the skills to respond effectively to students' individual behaviors during the teaching and learning processes. This finding concurs with results of the study by Musoke (2017) which shows that teachers' classroom management skills is a powerful motivator of students' learning in secondary schools in Luewero district. Besides, results of the study by Musoke (2017) revealed that the effective classroom management techniques included constant engagement of students in activities, use of innovative instructional strategies by teachers, teachers acting as role models, monitoring, effective communication, stimulating classroom environment and regular use of questions during instructions.

Finding revealed the high level of Commitment among many teachers of secondary schools in Gulu City. The study shows that most of the teachers were emotionally stable in response to the behaviors of some learners, they have good relationship with their learners, have good relationship with their supervisors and fellow teachers and lastly, they have good knowledge about the parents and the communities of their schools. This finding is a leap away from the result of Semuyiga 2016) who found that there was low level of teachers' commitment in Northern Uganda.

5.1.3 The relationship of performance appraisal systems between selected private and government aided secondary schools in Gulu City.

The study found out that there was a strong, significant, positive relationship between performance appraisal and teachers' performance in private and government-aided secondary schools in Gulu City. This implies that teachers' performance can improve substantially through the implementation of a performance appraisal system, and that any improvement in the performance appraisal system will lead to a proportionate improvement in teachers' performance. This positive relationship may be explained by the fact that teacher appraisal fosters a happier workforce and demonstrates that staff are valued, as teachers are motivated to avoid sanctions for poor performance or to earn rewards for meeting set targets, leading to a positive change in attitude and, ultimately, greater teacher effectiveness and performance.

The majority of headteachers and deputy headteachers interviewed said that the performance appraisal system also encourages teachers to perform their delegated duties well, in addition to

working on their professional growth, improving their pedagogical skills, and enhancing their creativity in lesson delivery.

This finding concurs with the results from Tayebwa, et al., (2021) that teachers in Western Uganda had improved greatly in different areas of performance as a result of the appraisal system. These include professional knowledge and skills in understanding learners, knowledge of curriculum, subject content, teachers' role, teaching skills, communication and engaging skills, time management, classroom management skills, team work and collaborative teaching, creativity and innovativeness, motivation, commitment, professional growth and duty performance.

A T-test study result of a study by Tayebwa, et al., (2021) revealed (95% level of confidence) that there is a stronger significant relationship between teacher performance appraisal system and teacher performance (2-tailed p-value of 0.00) in secondary schools in Rukungiri District.

In this study, the ANOVA test for the regression model revealed that the model was statistically suitable in explaining the significant influence of the performance appraisal system on teachers' performance and that the model is fit to describe the relationship between performance appraisal system and teachers' performance.

5.2 Conclusions

This study concludes that the performance appraisal system is being conducted at a higher level in government-aided secondary schools than in private secondary schools in Gulu City, but it is sometimes conducted late and irregularly, and many teachers understand it in a negative way and do not value it hence some of them end up not being appraised.

The high level of teachers' performance in selected private and government aided secondary schools in Gulu City conforms to the demand for quality teaching and learning standards, except many teachers had low level of ICT integration and creativity as revealed by many headteachers and deputy headteachers.

This study contributes theoretically by applying Herzberg's Two-Factor Theory to performance appraisal in private and government-aided secondary schools in Gulu City, showing that [evaluation, feedback, and motivation significantly predicted teachers' creativity and innovation, commitment, and classroom management]. It extends the theory to a post-conflict educational setting where empirical evidence was limited. Practically, the findings give school leaders and education authorities evidence for designing appraisal systems that emphasize [feedback and

recognition], rather than compliance alone, and highlight differences between school types that call for tailored support."

This study also concludes that performance appraisal system enhances teachers' Performance mostly in Government aided secondary schools than in Private secondary schools in Gulu city.

5.3 Recommendations

Based on the conclusions, the study recommends the following:

The Ministry of Education and Sports, through the District Inspectors of Schools and District Education Officers, should design sensitization mechanisms mainly for private secondary schools to inform teachers about the importance of the performance appraisal system. This will help them understand its purpose, role, and significance in a positive way.

The school administrators should initiate programs of Continuous Professional Development for teachers in their schools. This will help teachers to receive continuous training that will keep them up-to-date with the ICT integration appropriate to the competence-based curriculum.

T**he study recommends further research on**;

(1) Comparative studies across regions/districts in performance appraisal system and Teachers' performance.
(2) Teachers' perceptions and psychological effects on performance appraisal system.

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APPENDICES

Appendix 1: Questionnaires for Teachers

I am Lamunu Scovia, a student of Gulu University undertaking research on the Performance appraisal systems on Teachers in selected private and government aided secondary schools in Gulu City: A Comparative Study. The research is being undertaken in partial fulfillment of the requirement for the award of a Master degree of Education in Educational management from Gulu University. Thank you for accepting to complete this anonymous survey questionnaire, which should take less than twenty minutes. Please feel free to indicate your opinion honestly.

Name of the research assistant: Mr. Okello Brian and Mrs. Akot Mirriam Okot O.

Name Of School…….....

Section A: Personal information by means of a tick (√) please indicate as appropriate

1. Age in years:

   Below 25 [ ] 25-30 [ ] 30-35 [ ]

   35-40 [ ] Above 40 [ ]

2. Gender:

   Male [ ] Female [ ]

3. Your present professional qualification in Education:

   Diploma [ ] Bachelor Degree [ ] Master Degree [ ]

Others specify ….....

4. Marital status:

i) Single [ ] ii) Married [ ] iii) Divorced [ ]

iv) Separated [ ] v) Widowed [ ]

5. Teaching experience (in years):

i) 1-5 [ ] ii) 6-10 [ ] iii) 11-15 [ ]

iv) 16-20 [ ] v) 21 and above years [ ]

(Please select the response that best reflect how much you agree or disagree with the statements,

1= Totally Disagree, 2= Disagree, 3= neither disagree nor agree

4= Agree, 5= Totally Agree).

SECTIONS	DIAMENSIONS	TD	D	ND/NA	A	TA
Section A	**EVALUATION**					
1.	The goals and objectives of the performance appraisal system are clearly communicated to me.					
2.	The criteria used in evaluating my performance are fair, relevant, and transparent.					
3.	The appraisal process accurately reflects my teaching performance and responsibilities.					
4.	The appraiser (e.g., school head or supervisor) are well trained and conducts the process professionally.					
5.	The appraisal process is conducted regularly and consistently in my school.					
6.	I receive timely feedback after each appraisal					
Section B	**FEEDBACK**	**TD**	**D**	**ND/NA**	**A**	**TA**
1.	The performance appraisal system in my school clearly defines performance expectations.					
2.	I receive regular and timely feedback from my supervisors regarding my teaching performance.					
3.	The appraisal process fairly evaluates all aspects of my professional responsibilities (e.g., teaching, classroom management, lesson +planning).					

4.	The criteria used in the appraisal process are transparent and consistently applied.					
5.	I feel that the performance appraisal system is free from personal bias or favoritism.					
Section C	**MOTIVATION**					
1.	The performance appraisal system motivates me to improve my teaching practices.					
2.	I feel more committed to my job after receiving positive appraisal feedback.					
3.	Recognition through performance appraisal increases my job satisfaction.					
4.	The performance appraisal system makes me feel valued as a teacher.					
5.	Incentives linked to performance appraisal (e.g., promotions, rewards) motivate me to perform better.					
PART II	**TEACHERS' PERFORMANCE**	**TD**	**D**	**ND/NA**	**A**	**TA**
Section A	**CLASS MANAGEMENT**					
1.	The appraisal system adequately evaluates my classroom management skills.					
2.	I maintain a well-organized and structured classroom environment.					
3.	I am able to manage student behavior effectively during lessons.					
4.	The appraisal process recognizes my efforts in managing diverse student needs and behaviors.					
5.	The feedback I receive on classroom management helps me improve in this area.					

Section B	**COMMITMENT**	**TD**	**D**	**ND/NA**	**A**	**TA**
1.	I am committed to achieving the educational goals of my school.					
2.	I regularly go beyond my official duties to support student learning.					
3.	I feel a strong sense of loyalty to my school.					
4.	The performance appraisal system encourages me to remain dedicated to my work.					
5.	I willingly take on additional responsibilities when needed.					
6.	I actively participate in school activities beyond the classroom					
Section C	**CREATIVITY AND INNOVATION**	**TD**	**D**	**ND/NA**	**A**	**TA**
1.	I regularly incorporate new teaching methods to make my lessons more engaging.					
2.	I encourage students to think outside the box and approach problems in unique ways.					
3.	I often design original activities or materials to enhance student learning.					
4.	I use technology creatively to deliver and improve my teaching.					
5.	I modify lesson plans based on student needs and learning styles.					
6.	I seek out professional development opportunities that promote creativity and innovation.					
PART III	**INTERVENING VARIABLES (IV)**	**TD**	**D**	**ND/NA**	**A**	**TA**

Section A	**JOB SECURITY**					
1.	The appraisal system gives me clear feedback that helps me improve and maintain job stability.					
2.	I trust that the performance appraisal outcomes are used objectively in employment decisions.					
3.	Changes in the performance appraisal system make me uncertain about my job future.					
4.	My job feels less secure when the appraisal system lacks transparency.					
5.	The current appraisal system motivates me to perform better because it aligns with job retention and promotion policies.					

The end

Thanks for responding.

APPENDIX 2. Interview Guide for Head teachers

Dear Sir/madam.

I am Lamunu Scovia, a student of Gulu University undertaking research on the performance appraisal systems on Teachers in selected private and government aided secondary schools in Gulu City: A Comparative Study. The research is being undertaken in partial fulfillment of the requirement for the award of a Master degree of Education in Educational Management. You have been chosen to participate in this study as a key stakeholder in the provision of education and your positive response will be highly appreciated.

Thank you for accepting to participate in this interview, which should take thirty minutes of your time. Please feel free to share your opinions as honestly as possible as information given here will be treated with utmost confidentiality and only be used for the study purposes.

Date of interview..... Title. ……..

Division. ……...

Background information

- How long have you served as a teacher before promotions to headship?

  Below 5 years [ ] between 5-8 years [ ]

  Between 8-10 years [ ] above 10 years [ ]

- How long have you served as a Head teacher?

  Below 3 years [ ] 3-5 years [ ] 5-8 years [ ] 9-12 years [ ] above 12 yrs.

- How long have you been in this school as a head?

  1- 3 years [ ] 4-8 years [ ] 9-12 years [ ] above 12 yrs. [ ]

Interview questions

1. What is the enrollment in your school? (Male, female and learners with disability).
2. How would you define appraisal systems in your own words?
3. What are the key types of performance appraisal systems use in your school?
4. Who is responsible for conducting the appraisals, and how frequently are they done?

5. What performance indicators or criteria are used to assess teachers in your school?
6. What challenges do you face in implementing the teacher appraisal system effectively?
7. Are there any gaps or weaknesses in the current system that you believe need to be addressed?
8. How do teachers in your school perceive or respond to the appraisal process—positively, negatively, or indifferently? Why?
9. What improvements or changes would you suggest to make the teacher performance appraisal system more effective and fairer?

Appendix 3. Interview guides for Deputy Head teachers

Dear Sir/madam.

I am Lamunu Scovia, a student of Gulu University undertaking research on the performance appraisal systems on Teachers in selected private and government aided secondary schools in Gulu City: A Comparative Study. The research is being undertaken in partial fulfillment of the requirement for the award of a Master degree of Education in Educational Management. You have been chosen to participate in this study as a key stakeholder in the provision of education and your positive response will be highly appreciated.

Thank you for accepting to participate in this interview, which should take thirty minutes of your time. Please feel free to share your opinions as honestly as possible as information given here will be treated with utmost confidentiality and only be used for the study purposes.

Date of interview..... Title. ……..

Division. ……...

Background information

- How long have you served as a teacher before promotions to headship?

  Below 5 years [ ] between 5-8 years [ ]

  Between 8-10 years [ ] above 10 years [ ]

- How long have you served as a Head teacher?

  Below 3 years [e] 3-5 years [ ] 5-8 years [ ] 9-12 years [ ] above 12 yrs.

- How long have you been in this school as a head?

  1- 3 years [ ] 4-8 years [ ] 9-12 years [ ] above 12 yrs. [ ]

Questions

1. What official performance appraisal tools are used in your school for evaluating teachers' performance?
2. Is there a formal policy document guiding the teacher performance appraisal system in your school?

3. How frequently are teacher performance appraisals conducted (e.g., termly, annually)?
4. What are the key performance indicators (KPIs) or criteria used to assess teacher performance.
5. Is the appraisal system aligned with the Ministry of Education and Sports (MoES) standards or local education policies?
6. What documentation exists to show the implementation and outcomes of previous appraisals?
7. How are the results of performance appraisals documented and stored (e.g., physical files, digital databases)?
8. How is confidentiality and transparency handled in the documentation of performance appraisals?
9. Are there comparative reports or summaries showing differences in appraisal effectiveness between private and government-aided schools in your records?

Thanks for responding

Appendix 4: Consent letter

STUDY TITLE:

Performance Appraisal System on teachers in Selected private and Government Aided Secondary Schools in Gulu City; a Comparative Study.

I am Lamunu Scovia, pursuing a course leading to an award of the Degree in Master of Education in Education Management of Gulu University. I wish to introduce to you the above-mentioned study in which you are requested to participate. The findings of this study will help to improve on performances of teachers in secondary schools. The study is conducted in partial fulfillment of the requirements for an award of the Degree in Master of Education in Education Management of Gulu University.

Benefits

There are no financial benefits for participating in this study. You will only be acknowledged in the final report when this study is done.

Willingness

There is no penalty if you do not participate. You are free to withdraw your participation in this study at any time if you feel uncomfortable.

Security risks and costs

There is no security risks related to this study, and no costs will be incurred on your side.

Confidentiality

The data collected from you shall be kept and treated with strict confidentiality. Codes and not your full names shall be used. In case of any questions, please feel free to contact the researcher on Tel: 0781497441

STATEMENT OF CONSENT

I……. have read and understood this document and I therefore agree to take part in this study.

Signature: …… Date: …….

Contact: ……..…… Sex: ……

Appendix 6: Sample size determination using Krejcie and Morgan (1970) Table

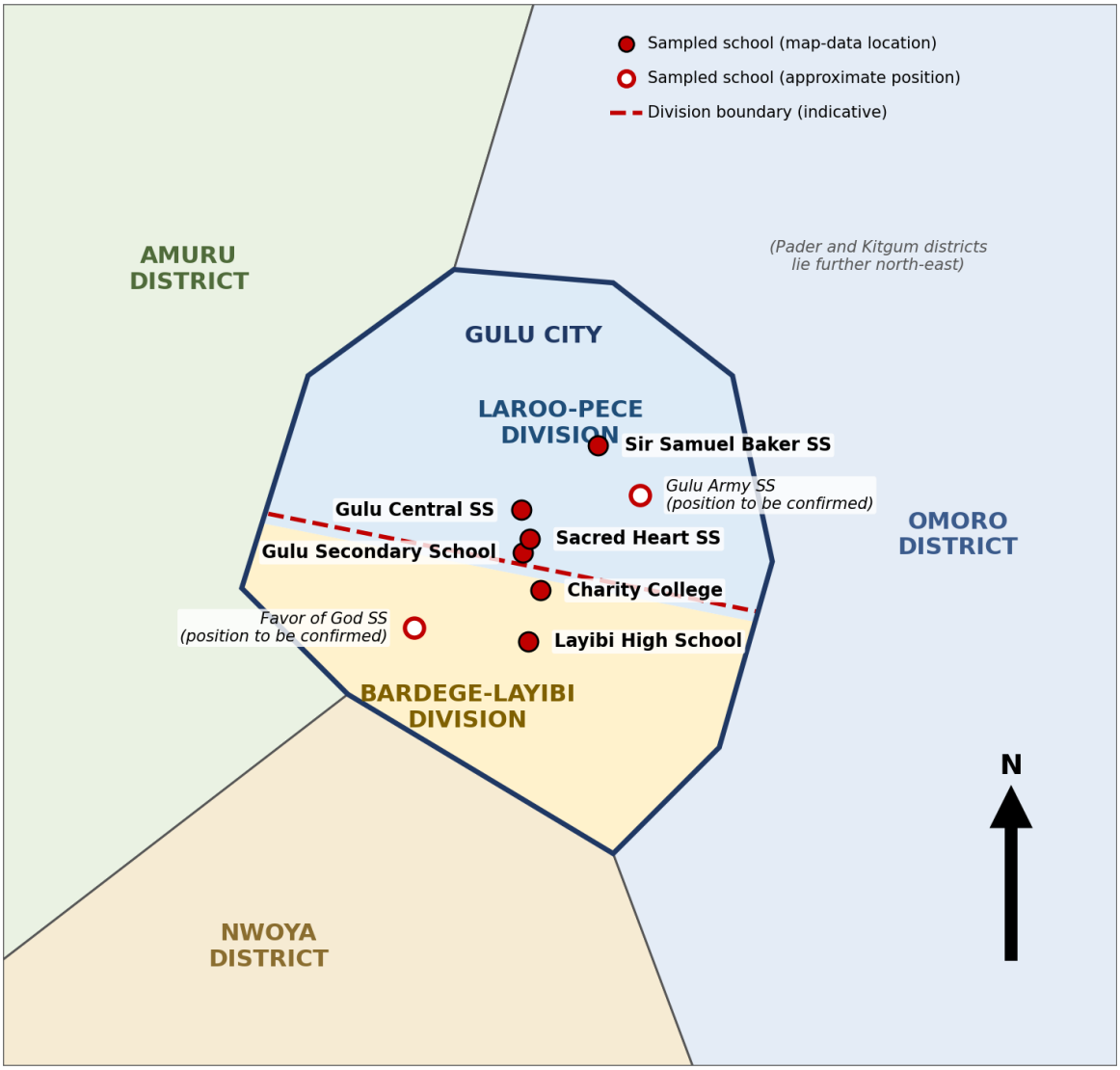
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note. N* = POPULATION; S=sample size. Adapted from "Determining sample size for research activities, "by Krejcie R.V. & Morgan D.W. (1970) in S.Sarantakos (1998), Social Research, 607 – 610, London: Mac Millan Press Ltd.

Quantitative and qualitative data were collected in the same period, analyzed separately, then merged to compare and complete the findings.

Appendix 7: Map of Gulu City, Uganda, Showing the Study Area

Sketch Map of Gulu City Showing the Two Divisions, Neighbouring Districts and Selected Study Schools



Schematic sketch, not to scale. District and division boundaries are indicative only. Source: adapted by the researcher (2026).

Appendix 8: Recommendation letter from the office of the Dean and faculty of Education

GULU UNIVERSITY
P.O BOX 166 GULU
TEL: +256471432922

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

23nd September 2025

TO : WHOM IT MAY CONCERN

This is to introduce to you Ms. Lamunu Scovia (Reg No. 23/U/0661/MED/PS) a student pursuing a programme of study leading to an award Master of Education in Education Management of Gulu University, Master of Gulu University.

He is undertaking research on the Topic:

IMPACT OF PERFORMANCE APPRAISAL SYSTEM ON TEACHERS PERFORMANCE IN SELECTED PRIVATE AND GOVERNMENT AIDED SECONDARY SCHOOLS IN GULU CITY: A COMPARATIVE STUDY

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to her in relation to this research work will be highly appreciated.

GULU UNIVERSITY
21 SEP 2025
FACULTY OF EDUCATION AND HUMANITIES

Yours faithfully,

Dr. Denis Thaddeus Ofoyuru

Dean, Faculty of Education and Humanities