

**PERFORMANCE APPRAISAL AND WORK PRODUCTIVITY OF  
ADMINISTRATIVE STAFF IN SELECTED SECONDARY  
SCHOOLS IN LIRA MUNICIPALITY,  
NORTHERN UGANDA**

---

**A Thesis**

**Submitted to the College of Higher Degrees and Research  
Kampala International University  
Kampala, Uganda**

---

**In Partial Fulfillment of the Requirements for the Award of a  
Master of Educational Management and Administration**

---

**By:**

**John Wilson Eputai  
MED/42609/92/DU**

**Oct, 2012**

## **DECLARATION B**

"I confirm that the work contained in this thesis was compiled by the candidate under my supervision".

\_\_\_\_\_  
Name and Signature of Supervisor

Date \_\_\_\_\_

### APPROVAL SHEET

This thesis entitled "Performance appraisal and work productivity of administrative staff", prepared and submitted by **Eputai John Wilson** as a partial fulfillment of the requirements for the award of a degree Master of Educational Management and Administration; has been examined and approved by the panel on oral examination with a grade of.....

---

Name and Sig. of Chairman

---

Name and Sign of Supervisor

---

Name and Sign of Panelist

---

Name and Sig. of Panelist

---

Name and Sign. of Panelist

Date of Comprehensive Examination: \_\_\_\_\_

Grade: \_\_\_\_\_

---

Name and Sign of Director, CHDR

---

Name and Sign of DVC, CHDR

## **DEDICATION**

To Almighty God who has guided me from birth up to now. To my mother, Ayayo Rose, who not only funded me but also encouraged me to expand my horizons and be that I am. To my family, especially my loving wife Among Josephine for all the financial, moral support and prayers she has rendered to me throughout this course.

## **ACKNOWLEDGEMENTS**

This research is the result of combined efforts from a number of people whom the researcher wishes to express my gratitude.

The researcher would like to express his gratitude to my supervisor Dr. Ssemugenyi Fred, whose positive critique, advice and comments was of great importance towards the completion of this work. The researcher is very grateful to him to have been available whenever his help was needed. The researcher also wishes to thank his family; his wife Among Josephine, his sons Alunga Daniel and Edau Peter and his daughter Ayayo Elizabeth, for the financial burden that he imposed on them yet they were always willing to face it.

The researcher would also like to express his sincere thanks to all KIU postgraduate lecturers, especially those in the Open and Distance Learning department. Special thanks go also to all the head teachers and teachers of the schools who participated in this study, especially Mr. Okello Alfred (the head teacher, Lango College) for their support and provision of necessary information for this study.

Finally, thanks go to the researcher's mentor, Mr. Bua John Charles, for inspiring him as well as the 2010/2011 academic year KIU post-graduate students, especially Ombiro-Otaro Albert, who was of great help and inspiration to the researcher.

## **TABLE OF CONTENTS**

<b>One</b>	<b>THE PROBLEM AND ITS SCOPE</b>	<b>1</b>
	Background of the Study	1
	Statement of the Problem	2
	Purpose of the Study	3
	General objective	3
	Specific Objectives	3
	Research Questions	4
	Null Hypothesis	4
	Scope of the Study	5
	Significance of the Study	6
	Definition of operational terms	6
<b>Two</b>	<b>REVIEW OF RELATED LITERATURE</b>	<b>8</b>
	Concepts, Opinions, Ideas from Authors/Experts	8
	Theoretical Perspectives	13
	Related Studies	17
<b>Three</b>	<b>METHODOLOGY</b>	<b>28</b>
	Research Design	28
	Research Population	28
	Sample Size	28
	Sampling procedure	30
	Research instruments	30
	Validity and Reliability	30
	Data gathering procedures	31
	Data Analysis	31
	Ethical Considerations	32
	Limitations in the Study	32

<b>Four</b>	<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS</b>	<b>34</b>
<b>Five</b>	<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>	<b>45</b>
	Findings	45
	Conclusions	46
	Recommendations	48
	Areas for Further Research	49
	REFERENCES	50
	APPENDIX I: TRANSMITTAL LETTER FOR THE RESPONDENTS	53
	APPENDIX II: INFORMED CONSENT	54
	APPENDIX III: Questionnaires for selected Respondents	55

## **LIST OF TABLES**

<b>Table</b>	<b>Page</b>
Respondents of the study 1	29
Profile of Respondents 2A	35
Profile of Respondents 2B	36
Level of Performance Appraisal 3	38
Level of Work Productivity 4	41
Significant difference between work productivity and Gender 5	43
Significant Relationship between Performance Appraisal and Work Productivity 6	44



## **ACRONYMS / ABBREVIATIONS**

PAs	-	Performance Appraisals
USE	-	Universal Secondary Education

## **ABSTRACT**

The purpose of this study was to establish whether there is a significant relationship between Performance appraisal and Work Productivity. It was guided by five specific objectives, which included: i) to determine the demographic characteristics of respondents in terms of gender, age, highest education qualification, field of specialization, terms of employment, experience in service, marital status and appointment authority, ii) to determine the level of Performance appraisal; iii) to determine the level of Work Productivity, iv) to establish whether there is a significant difference between work Productivity and gender among the administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda, v) Significant relationship between performance appraisal and the levels of work productivity of administrative staff in selected secondary schools in Lira municipality. The study employed descriptive, comparative and correlational survey designs, to describe, compare and correlate between performance appraisal and work productivity of administrative staff. The researcher used Questionnaires were used in collecting the data. The findings indicated that most respondents were male (60%), between 25-29 years of age, over 40% were Bachelor's degree holders and these specialized in teaching (65%), over 60% had contract jobs and these had an experience of 6-10 years (50%), 55% were single and were appointed by Public service commission (50%). The level of Performance appraisal is generally low and this was indicated by the average mean of 2.44, the level of work Productivity was also found to be generally low with the overall mean of 2.40, indicated a negative significant difference between work Productivity and gender among the administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda, and a positive significant relationship, positive significant correlations between Performance appraisal and Work Productivity, since the sig. value was less than or equal to 0.05. From the findings and the conclusions of the study, the researcher recommends there is need to uplift the competencies of Administrative Staff in selected Secondary Schools in Lira municipality, Northern Uganda since most of them were found to be bachelors' degree holders not masters, there is need to train more females in order to close the gap that is there between male and female administrative staff in selected Secondary Schools in Lira municipality, the management should still provide the administrative staff with adequate accommodation near the school to enable them do their work best ,the management should try to give financial support to administrative staff who want to go for further education and this can be in terms of salary loans and bonuses, and the management should make working resources available to the administrative staff in selected Secondary Schools in Lira municipality.

## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the Study**

Productivity is a revealing indicator as it offers a dynamic measure of economic growth, competitiveness, and living standards within an economy. It is the measure of productivity (and all that this measure takes into account) which helps explain the principal foundations that are necessary for both economic growth and social development (Alexander, 1998). Although the ratio used to calculate productivity provides a measure of the efficiency with which inputs are used to produce goods and services, it can be measured in various ways. Productivity is equal to the ratio between a volume measure of output and a measure of input use (the total number of hours worked or total employment).

The measure of input use reflects the time, effort and skills of the workforce. Denominator of the ratio of productivity, the input measure is the most important factor that influences the measure of labor productivity (Robbins, 2003). Labor input is measured either by the total number of hours worked of all persons employed or total employment (head count). There are both advantages and disadvantages associated with the different input measures that are used in the calculation of productivity.

It is generally accepted that the total number of hours worked is the most appropriate measure of labor input because a simple headcount of employed persons can hide changes in average hours worked, caused by the evolution of part-time work or the effect of variations in overtime, absence from work or shifts in normal hours (Mejia, Balkan & Cary, 2003). However, the quality of hours-worked estimates is not always clear. In particular, statistical establishment and household surveys are difficult to use because of their varying quality or hours-worked estimates and their varying degree or international comparability.

In contrast, total employment is easier to measure than the total number of hours worked. However, total employment is less recommended as a measure of labor productivity because it neither reflects changes in the average work time per employee nor changes in multiple job holdings and the role of self-employed persons (nor in the quality of labor). Productivity is one of the main concerns of organizational management (Mejia, Balkan & Cary, 2003). Practically all organizations have established procedures for collecting, analyzing and reporting the necessary data. Typically the accounting department has overall responsibility for collecting and organizing and storing the data, but some data normally originates in the various departments.

Measurement of partial productivity is the measurement solutions which do not meet the requirements of total productivity measurement, yet, being practicable as indicators of total productivity (Ssekamwa, 2000). In practice, measurement in production means measures of partial productivity. In that case, the objects of measurement are components of total productivity, and interpreted correctly, these components are indicative of productivity development. The term of partial productivity illustrates well the fact that total productivity is only measured partially – or approximately. In a way, measurements are defective but, by understanding the logic of total productivity, it is possible to interpret correctly the results of partial productivity and to benefit from them in practical situations.

### **Statement of the Problem**

The introduction of Universal secondary education (USE) by the government saw a considerable increase in enrolment in secondary schools all over the country. The overwhelming increase in the number of students then shifted the attention of education policy makers from enrolment (numbers or quantity of students in school) to quality of education provided, and on this, the figures show a trend of poor performances especially from northern Uganda, according to Nyankori (2010). And in a bid to evaluate the causes of poor performance, there have been efforts to re-examine every aspect of the education system, including management and administrative standards.

The productivity of administrative teams in any organization is very crucial to its success, and so it's important to carry out productivity measures. Performance appraisal for administrative staff is one of the ways of examining the productivity of school administrators, since by carrying out regular appraisals, it helps bring out a clearer picture about the productivity of administrative teams in schools, which in turn will enhance the general performance of the institution (school). Therefore, in view of the above, it's necessary to examine the level of performance appraisal and how it determines the productivity of administrative staff, in order to establish the relationship between the two variables. This is what prompted the researcher to conduct this study.

### **Purpose of the Study**

The purpose of this study was to test the hypothesis of no significant difference between performance appraisal and work productivity of administrative staff; to identify the strengths and weaknesses of the respondents, bridge the knowledge gaps between administrative staff appraisal and the productivity in secondary schools; validate the already existing body of knowledge in line with performance appraisal and the level of administrative staff productivity; and to generate new knowledge on performance appraisal and work productivity in selected secondary schools in Lira municipality, Northern Uganda.

### **General objective**

The general objective in this study was to determine the correlation between performance appraisal and work productivity of administrative staff in selected secondary schools (both private and government-aided) in Lira municipality, Northern Uganda.

### **Specific Objectives**

This study was aimed at achieving the following objectives;

1. To determine the demographic profiles / characteristics of respondents in terms of age, gender, specialization, academic qualification and experience.
2. To determine the level of performance appraisal in selected secondary schools in Lira Municipality.
3. To determine the level of staff productivity in selected secondary schools in Lira municipality.
4. To compare productivity between male and female administrative staff in selected secondary schools in Lira municipality, Northern Uganda.
5. To determine a significant relationship between performance appraisal and the levels of work productivity of administrative staff in selected secondary schools in Lira municipality.

### **Research Questions**

In order to achieve these objectives, the following guiding questions were set:

1. What are the demographic profiles / characteristics of respondents in terms of age, gender, specialization, academic qualification and experience?
2. What is the level of performance appraisal in selected secondary schools in Lira Municipality?
3. What is the level of staff productivity in selected secondary schools in Lira municipality?
4. What is the comparison between productivity in male and female administrative staff in selected secondary schools in Lira municipality, Northern Uganda?
5. What significant is the relationship between performance appraisal and the levels of work productivity of administrative staff in selected secondary schools in Lira municipality?

### **Null Hypothesis**

There is no significant difference between performance appraisal and work productivity of administrative staff in selected secondary schools in Lira Municipality.

There is no significant relationship between performance appraisal and work productivity of administrative staff in selected secondary schools in Lira municipality.

### **Scope of the Study**

#### **Geographical Scope**

The study was carried out in Lira municipality, in northern Uganda. Lira District is bordered by Pader District to the north, Otuke District to the northeast, Alebtong District to the east, Dokolo District to the southeast, Apac District to the southwest and Kole District to the west. The main municipal, administrative and commercial center in the district, Lira, is located 110 kilometers (68 mi), by road, southeast of Gulu, the largest city in Northern Uganda. The coordinates of the district are: 02 20N, 33 06E (Latitude: 02.3333; Longitude: 33.1000).

#### **Content Scope**

The study focused on assessment of the various performance appraisal tools used in secondary schools in Lira district and the determinants of administrative staff productivity. It was specifically concentrated on examining the relationship between performance appraisal and the productivity of administrative staff in Lira municipality.

#### **Time Scope**

The study was limited to the performance evaluation processes in the selected secondary schools over the past four years, from 2008 to 2011, and was carried out in two month (60 working days).

#### **Theoretical Scope**

The study was guided by the Douglas McGregor's X and Y Theory, which according to McGregor, states that the average human being has an inherent dislike of work and will avoid it if he can. Because of their dislike for work, most people must be controlled and threatened before they will work

hard enough. In this case, performance appraisal acts as the measure of efficiency and productivity in relation to the desired goals of the organization.

### **Significance of the Study**

The findings of the study are beneficial to many different categories of people and in many different ways:

1. To generate new knowledge: this means that the study on the effect of performance appraisal role and the administrative staff productivity will bring new findings which will improve human resource performance.
2. Validate knowledge: This means that this study will help to check on existing knowledge on the performance appraisal role and productivity. It will prove or disprove this validity (is performance appraisal real to improve employee productivity or not).
3. Refine knowledge: this means that the study on performance appraisal role will help to improve existing knowledge as already brought in by other researchers on the similar study.
4. The study findings will help both the government (ministry of education and sports and the employees all to achieve organizational and the employees objectives because the existing gaps will be bridged.
5. It helps the government in making decisions like giving promotions, salary increments demotions, etc.
6. The managers will be able to know the weaknesses and the strong holds of each employee hence can give a necessary help as to achieve the goals of the organization.
7. This study will benefit the researcher by helping him acquire practical research skills and will also serve as a partial fulfillment of the requirements for the award of a degree of Master of Educational Management and Administration of Kampala International University.

### **Definition of operational terms**

**Performance Appraisal** – In the context of this study, performance appraisal is the measure of effectiveness of administrative staff in relation to the expectations of their jobs.



***Productivity*** – In the context of this study, productivity is the measure of results/output per unit of input or effort. It measures the efficiency of administrative staff in their respective areas of employment.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, Opinions, Ideas from Authors/Experts Performance Appraisal**

Performance appraisal is a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives (Alexander, 1998). A performance appraisal is a review and discussion of an employee's performance of assigned duties and responsibilities. The appraisal is based on results obtained by the employee in his/her job, not on the employee's personality characteristics. The appraisal measures skills and accomplishments with reasonable accuracy and uniformity. Marmora (1995), agrees that Application in performance appraisal helps to provide a way to help identify areas for performance enhancement and to help promote professional growth. It should not, however, be considered the supervisor's only communication tool and Open lines of communication throughout the year help to make effective working relationships.

Performance appraisal is the process by which a manager or consultant when examines and evaluates an employee's work behavior by comparing it with preset standards, documents the results of the comparison, and uses the results to provide feedback to the employee to show where improvements are needed and why (Alan, 2002).

Performance appraisal would enable us lay a solid foundation to capture what the concept of performance appraisal is all about. Alexander, (1999) defines performance appraisal as a process involving deliberate stock taking of the success, which an individual or organization has achieved in performing assigned tasks or meeting set goals over a period of time. It therefore shows that performance appraisal practices should be deliberate and not by accident. It calls for serious approach to knowing how the individual is doing in performing his or her tasks. Koller,(1995) defines "performance appraisal" is the process through which organization takes

stock of its manpower in terms of its present performance, the aptitude and interest of each person, his strengths and weaknesses and his potential for growth. The data emerging from such an exercise constitutes the primary database for individual development and should be communicated to the subordinate.

Stalz (1966) stretches that **Effectiveness** in performance appraisals is always needed, when evaluating the employee's methods of work, giving a clear definition of goals and expectations of employees. In performance appraisals are employed to determine who needs what training, and who will be promoted, demoted, retained, or fired. Performance appraisals are a regular review of employee performance within organizations (Gomez, 2003).

(Gomez, 2003) explains the procedures of **Monitoring and evaluating performance appraisal** that managers have to ensure that employees in an organization should first look at the content of the appraisal form and satisfy them. This can be done by:-

- Give feedback on performance to employees.
- Identify employee training needs.
- Document criteria used to allocate organizational rewards.
- Form a basis for personnel decisions: salary increases, promotions, disciplinary actions, etc.
- Provide the opportunity for organizational diagnosis and development.
- Facilitate communication between employee and administrator.
- Validate selection techniques and human resource policies to meet federal Equal Employment Opportunity requirements.

Atiomo (2000) that performance appraisal is a system which provides organizations with a means of identifying not only what people's performance levels are but which areas those levels need to be improved if maximum use is to be made of human resource. According to Atiomo, (2000), every

organization should ensure that the individual is clearly aware of what his functions and responsibilities are to make performance appraisal effective.

### **Work Productivity**

Work productivity is a measure of the efficiency of production. Productivity is a ratio of production output to what is required to produce it (inputs). The measure of productivity is defined as a total output per one unit of a total input (Koller, 1998). Also known as "labor productivity" or "worker productivity"; value of goods and services produced in a period of time, divided by the hours of labor used to produce them (Herbert, 2000). Productivity is reported quarterly by the Bureau of Labor Statistics

Work productivity is the amount of goods and services that a worker produces in a given amount of time. It is one of several types of productivity that economists measure. Workforce productivity can be measured for a firm, a process, an industry, or a country (Robbins, 2003). It is often referred to as labor productivity because it was originally studied only with respect to the work of laborers as opposed to managers or professionals. Workforce productivity can be measured in two ways, in physical terms like Attendance, effective work plan and records of work.

**Attendance** in work productivity involves employee commitment to fulfill job tasks, exceptional commitment is reward hence encouraging workers to perform their duties (Frankline, 2003). This helps when employees are committed to fulfill job tasks, observe the working schedule. However, the intensity of labor-effort, and the quality of labor effort generally, the creative activity involved in producing technical innovations, the relative efficiency gains resulting from different systems of management, organization, co-ordination or engineering and the productive effects of some forms of labour on other forms of labor.

These aspects of productivity refer to the qualitative dimensions of labour input. If an organization is using labour much more intensely, one can assume it's due to greater labour productivity, since the output per labour-

effort may be the same. This insight becomes particularly important when a large part of what is produced in an economy consists of services. Management may be very preoccupied with the productivity of employees, but the productivity gains of management itself are very difficult to prove the quality of work.

The rate at which goods or services are produced especially output per unit of labor (Herbert, 2000). Productivity is a measurement or calculation between inputs and outputs. Inputs are the amount of time and effort spent working, while outputs are the results. If the outputs are equivalent to the inputs, the worker is considered productive.

Measuring productivity is very crucial to every organization's workforce. The more productive an organization, the better its competitive advantage, because its costs to produce a unit of output are lower. Better productivity does not necessarily mean more is produced, rather it could mean that fewer people (or less money or time) were used to produce the same amount (Ssekamwa, 2000). A useful way to measure the productivity of a workforce is the total cost of people per unit of output. In its most basic sense, productivity is a measure of the quantity and quality of work done, considering the cost of the resources it took to do the work. It is also useful to view productivity as a ratio between input and output. This ratio indicates the value added by an organization or in an economy.

At the national level, productivity is of concern for several reasons. First, high productivity leads to higher standards of living, as shown by the greater ability of a country to pay for what its citizens want (Akecho, 1995). Next, increases in national wage levels (the cost of paying employees) without increases in national productivity lead to inflation, which results in an increase in costs and a decrease in purchasing power. Finally, lower rates of productivity make for higher labor costs and a less competitive position for a nation's products in the world marketplace.

Productivity at the organization level ultimately affects profitability and competitiveness in a for-profit organization and total costs in a not-for-profit organization (Herbert, 2000). Decisions made about the value of an organization often are based on the productivity of which it is capable. Perhaps none of the resources used for productivity in organizations are so closely scrutinized as human resources. Many of the activities undertaken in a human resource system deal with individual or organizational productivity. Pay, appraisal systems, training, selection, job design, and compensation are human resource activities concerned very directly with productivity.

Productivity indicators measure the effectiveness and efficiency of a given input in the generation of output (Hersey et al., 2004). Labor productivity and capital productivity are examples of productivity indicators.

**Effective work plan** this helps to clear schedules for different activities, delegation of duties, description of job duties or tasks, termly work plans are drawn and strictly observed (Hersey et al, 2004).

Labor productivity, defined as value added per worker, is the most common measure of productivity. It reflects the effectiveness and efficiency of labor in the production and sale of the output (Hersey et al., 2004).

Capital productivity measures the effectiveness and efficiency of capital in the generation of output. It is defined as value added per dollar of capital. Capital productivity results from improvements in the machinery and equipment used, as well as the skills of the labor using the capital, processes, etc (Hersey et al., 2004).

The level of value added is also commonly used as an indicator of productivity. It represents the wealth created through the organization's production process or provision of services (Hersey et al., 2004). Value added measures the difference between sales and the cost of materials and services incurred to generate the sales.

The resulting wealth is generated by the combined efforts of those who work in the organization (employees) and those who provide the capital (employers and investors). Value added is thus distributed as wages to

employees, depreciation for reinvestment in machinery and equipment, interest to lenders of money, dividends to investors and profits to the organization (Hersey et al., 2004).

Another useful way to measure organizational human resource productivity is by considering unit labor cost, or the total labor cost per unit of output, which is computed by dividing the average cost of workers by their average levels of output (Alexander, 1998). Using the unit labor cost, it can be seen that a company paying relatively high wages still can be economically competitive if it can also achieve an offsetting high productivity level. How a given individual performs depends on three factors; ability to do the work, level of effort, and support given that person.

Recruiting and selection are directly connected to the first factor, innate ability, which involves choosing the person with the right talents and interests for a given job. The second factor, the effort expended by an individual, is influenced by many human resource issues, such as motivation, incentives, and job design (Decenzo & Robbins, 2002). Organizational support, the third factor, includes training, equipment provided, knowledge of expectations, and perhaps a productive team situation. Human resource activities involved here include training and development and performance appraisal. In work productivity, **records of work** are normally done when recording for future references, how productivity should be cumulative, high performance records from a basis for promotion (Decenzo & Robbins, 2002).

### **Theoretical Perspectives**

Douglas McGregor's X and Y Theory; According to McGregor, the average human being has an inherent dislike of work and will avoid it if he can. Because of their dislike for work, most people must be controlled and threatened before they will work hard enough. The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything (Fox, 1995). These assumptions lie behind most organizational principles today, and give rise both to 'tough' management with tight controls, and 'soft' management which aims at harmony at work. Both concepts (tough and soft management) can directly be administered through performance

appraisal, where those employees whose appraisal rating is high are rewarded and those whose appraisal rating is low are penalized.

Performance appraisal and workforce productivity can be conceptualized using a number of theoretical constructs. The purpose of theory is then to explain systems of regularities that cannot be explained with scientific laws. Theories can be considered milestones of scientific development. Theories are usually introduced when previous study of a class of phenomena has revealed a system of uniformities. Formally, a scientific theory may be considered as a set of sentences expressed in terms of a specific vocabulary. Theory will always be thought of as formulated within a linguistic framework of a clear specified logical structure, which determines, in particular, the rules of deductive inference. The study will be guided by the following theory;

The average man learns, under proper conditions, not only to accept but to seek responsibility. Performance appraisal helps him/her to reflect on the level at which he/she is fulfilling that responsibility or productivity (Ssekamwa, 2000). This helps the employees to direct his/her intellectual potentialities to fill the productivity gap that may be exposed in case of a low appraisal rating and improve further in case of a higher appraisal rating.

It is part of the administrator's job to exercise authority by setting performance targets, and there are cases in which this is the only method of achieving the desired productivity targets because subordinates may not agree that the ends are desirable (Ssekamwa, 2000). However, in situations where it is possible to obtain commitment to objectives, it is better to explain the matter fully so that employees grasp the purpose of an action. They will then exert self-direction and control to do better work - quite possibly by better methods - than if they had simply been carrying out an order which they did not fully understand.

The situation in which employees can be consulted is one where the individuals are emotionally mature, and positively motivated towards their



work; where the work is sufficiently responsible to allow for flexibility and where the employee can see her or his own position in the management hierarchy (D'souza, 2004). If these conditions are present, managers will find that the participative approach to problem solving leads to much improved results compared with the alternative approach of handing out authoritarian orders.

According to Odur & Passi, (2000), the performance appraisal process help clarify organizational expectations regarding an employee's activities, actions, and results. If an employee does not know what he has the authority to decide, what he is expected to accomplish, and how he will be judged, he will hesitate to make decisions and will have to rely on a trial and error approach in meeting the expectations of his superior. Managerial feedback informs salespeople of the expected results and their performance as it pertains to these expectations. This clarity increases focus, which in turn increases performance and satisfaction. Thus, in their clarifying role, performance appraisal reviews are often credited with reducing role ambiguity, which leads to higher levels of job satisfaction and affective organizational commitment.

Performance appraisal activities, according to Robbins (2003), can be used by organizations to communicate organizational strategies, goals and vision to their employees. Moreover, the affective and emotional aspects of super-ordinate goals may capture the hearts of employees and give people a cause they can rally around. Therefore, it is possible for employees to experience higher levels of commitment because performance appraisal activities are able to communicate super-ordinate strategies, goals and vision to them. Thus, the employees may become more effectively committed to their organization. Robbins (2003) says that working competitively involves placing high value on people, considering their experiences, ideas and preferences. Their participation in organizations seems to be necessary because employees and managers have to discuss a company's objectives together. It is fundamental to consider not only the staff specific qualifications

needed for the positions in the organizational structure, but also their knowledge, experiences, skills and results for future innovations.

According to findings by Alexander (1998), individual competences, which are identified by performance appraisal in all the hierarchical levels of an organization, are important aspects concerning the success of a company's competitive strategy. Performance appraisal activities have potential to increase employees' perceptions of being valued by the organization, a perception which is central to affective organizational commitment. Alexander (1998) also found out that employees will show higher affective commitment to the organization if they perceive that performance appraisal activities reflects employee development. Performance appraisal may be positively related to effective commitment due to the enhance employee participation and perceived clarity of goals within the performance appraisal process.

The findings from a study by Blanchard & Johnson (2004), performance appraisals can benefit employees and organizations by clarifying goals and expectations, and creating an environment of open communication. The best performance appraisals offer positive feedback and advice for improvement, and typically consist of a conversation between management and the employee. Performance appraisals help supervisors and employees to identify strengths and weaknesses of employee performance, by offering an opportunity for supervisors and employees to discuss the employee's goals for himself, the supervisor's goals for the larger department or organization and ways that the employee and the supervisor can work together by further developing skills and strengths necessary to reach these goals.

Blanchard & Johnson (2004) add that performance appraisals create a link between individual employee expectations and how the employee's work contributes to the larger organization's success. They clarify expectations that the supervisor has for the employee and help the employee prioritize his duties. Ideally, performance appraisals open the lines of communication between supervisors and employees; and also benefit the company as well as individual employees. They increase rapport between management and

employees, increase job satisfaction and improve employees' sense of loyalty toward the company. Performance appraisals assist the employee in seeing how her role in the organization contributes to the company's overall success, thus increasing employee morale. All of these lead to higher productivity among employees, which improves organizational productivity.

## **Related Studies**

### **Performance Appraisal and Work Productivity**

Each employee is entitled to a thoughtful and careful appraisal. The success of the process depends on the supervisor's willingness to complete a constructive and objective appraisal and on the employee's willingness to respond to constructive suggestions and to work with the supervisor to reach future goals (Robbins, 2003). A central reason for the utilization of performance appraisals is performance improvement. Other fundamental reasons include "as a basis for employment decisions, e.g. promotions, terminations, transfers; as criteria in research e.g. test validation; to aid with communication, e.g. allowing employees to know how they are doing and organizational expectations; to establish personal objectives for training programs, for transmission of objective feedback for personal development, as a means of documentation to aid in keeping track of decisions and legal requirements, and in wage and salary administration.

Additionally, performance appraisals can aid in the formulation of job criteria and selection of individuals who are best suited to perform the required organizational tasks. A performance appraisal can be part of guiding and monitoring employee career development (Mejia, Balkan & Cary, 2003). Performance appraisals can also be used to aid in work motivation through the use of reward systems. To collect performance appraisal data, there are three main methods; objective production, personnel, and judgmental evaluation. How performance is managed in an organization determines to a large extent the success or failure of the organization. Therefore, improving performance appraisal for everyone should be among the highest priorities of contemporary organizations.

Performance indicators are the areas that employers use to gauge how well an employee is performing. These indicators are typically general and applicable to all employees in the company, although businesses may customize their own indicators based on the business activity. According to Muhwezi (2000), performance indicators standardize evaluations, giving managers a standard they can use to analyze employees and create plans for improvement and problem solving. According to Robbins (2003), some of the indicators of performance appraisal include;

Communication; Effective communication as an indicator of performance appraisal points to the ability of employees to share information with their coworkers, customers and employer. Employees communicate using reports, email, phone conversations and face-to-face discussions (Robbins, 2003). The better an employee can communicate, the more efficiently she can do her job and the better decisions everyone around her can make.

Decision-making; Decision-making is the indicator that shows how well an employee can judge a situation and respond to it. Some businesses look for quick decision-making, the ability to make snap judgments with limited information (Robbins, 2003). Others prefer employees to think carefully and research before responding to customers or project activities. Decision making also refers to the ability of the employee to manage his time and allocate resources effectively.

Job skills; Job skills include all abilities and skills that the employee needs to successfully work at his current position. Naturally, this changes based on the job, but knowledge of current software, accounting skills, customer service abilities and knowledge of processes are all common job skills (Robbins, 2003). An employee who does not have the required job skills needs either immediate coaching or reassignment.

Work relationships; A work relationship is a more emotionally based performance indicator than communication. An employee's mental state, attitude and spirit are all vital to the success of the business and affect all

those around her (Robbins, 2003). Work relationships include not only relations between peers, but also customers and management.

Performance appraisals are conducted at least annually, and annual employee performance reviews appear to be the standard in most organizations. However, it has been acknowledged that appraisals conducted more frequently (more than once a year) may have positive implications for both the organization and employee (Ssekamwa, 2000). Regular performance feedback provided to employees may quell any unexpected and/or surprising feedback to year-end discussions. In a recent research study concerning the timeliness of performance appraisals, one of the respondents even suggested that the performance review should be done formally and more frequently, perhaps once a month, and recorded twice a year.

An organization hires a person for the purpose of employing his skills to achieve certain goals and objectives. Every so often, the employer needs to take stock and determine the value of each employee, his potential, and what his future in the company is likely to be. This is accomplished through the practice of performance appraisal (Namirembe, 2005). Performance appraisal is a clear and concise, regular and unbiased system of rating an employee's performance in her current position. It is also used to determine how far the employee can go in career development. Such an assessment is done periodically and is an important tool in determining the future of the employee in the organization. The benchmarks of such an appraisal are usually the job description in relation to the stated company objectives, and often includes rewards and incentives, a successful performance appraisal can determine what contribution the employee makes and whether there are areas they can improve to make them more valuable to the organization (Alexander, 1998). It can also determine whether the employee would be more valuable in a different position within the company, based on the appraisal's identification of strengths and weaknesses. Performance appraisals work best when an organization sets out clear standards on what is expected of employees.

Standards should be clear and easy to understand, and the evaluation system should be consistent and easily interpreted.

Performance appraisal is a systematic process to ensure that it cannot be easily manipulated and provide inaccurate results. Once information has been collected, it is used to assess the employee based on the established standards (Muhwezi, 2000). Appraisal results usually are discussed with the employee. It is at this session that the employee has an opportunity to discuss any challenges they may be facing as well as suggested solutions to problems identified in the appraisal. After this discussion, management decides whether to reward, promote, demote, or transfer to employee to another department of the organization.

Performance is documented in various ways during the appraisal stage and thereafter feedback is given. Emphasize that feedback should involve planning for the future as well. On the basis of appraisal and feedback, evaluation decisions have to be made, which include rewards or punishments (Lirri, 2008). The performance appraisal system has to be based on clearly specified and measurable standards and indicators. Goals have to be consistent and mutually decided by the employee and management. The appraisal system has to be reliable and consistent, and should include both objective and subjective ratings. The appraisal format should be practical and simple. The process should be participatory and open. It should be linked with rewards. Feedback is an important part of appraisal, and has to be timely, impersonal and noticeable. Observe that an appraisal system can be effective only if it is accepted by employees and if management is fully committed.

Performance appraisal has different objectives for management and for the employees. Employees are interested in having an assessment of their work from the viewpoint of personal development, work satisfaction and involvement in the organization (Robbins, 2003). Management assesses the performance of employees to maintain organizational control and disburse rewards and punishments to further organizational goals. Thus, a spirit of mutuality is essential in an effective performance appraisal system. For

employees, it can impart a better understanding of their job, skills and limitations, and provides an opportunity for self-reflection. It can help identify development needs. It can increase mutuality and strengthen communication between employees and management.

The self-appraisal approach relies on self-evaluation. The group approach uses evaluation by a group of persons. The trait approach uses the conventional method of evaluation against certain traits. Last is achievement-based appraisal, which compares achievements against goals set mutually during the planning process (Alan & Philip, 2002). The critical incident appraisal method uses critical incidents in evaluating performance. Management by objectives involves evaluation against mutually set, realistic goals. In the work standard approach, appraisal is for achievements against targets based on mutually agreed output standards.

Cumming (1972) identifies that performance appraisal is to improve the efficiency of an enterprise by attempting to mobilize the best possible efforts from individuals employed in it. Such appraisals achieve four objectives including salary reviews, development and training of individuals, planning job rotation and assisting in promotions. Mamoria (1995) and Atiomo (2000) agree that although performance appraisal is usually thought of in relation to one specific purpose, which is pay. It can in fact serve for a wider range of objectives which are; identifying training needs, improving present performance of employees, improving potentials, improving communication, improving motivation and aids in pay determination.

Performance appraisal has been considered as a most significant and indispensable tool for an organization, for the information it provides is highly useful in making decisions regarding various personnel aspects such as promotions and merit increases. Performance measures also link information gathering and decision-making processes, which provide a basis for judging the effectiveness of personnel sub-divisions such as recruiting, selection, training and compensation. If valid performance data are available, timely, accurate, objective, standardized and relevant management can maintain

consistent promotion and compensation policies throughout the total system, Burack, Elmer and Smith (1977).

Author Frankline (2003), found out that there are three main methods used to collect performance appraisal data, and these are; objective production, personnel, and judgmental evaluation, and that judgmental evaluations are the most commonly used with a large variety of evaluation methods. Objective production; Frankline (2003) said that the objective production method consists of direct, but limited, measures such as sales figures, production numbers, the electronic performance monitoring of data entry workers, etc. The measures used to appraise performance would depend on the job and its duties. Although these measures deal with unambiguous criteria, they are usually incomplete because of criterion contamination and criterion deficiency (Frankline, 2003). Criterion contamination refers to the part of the actual criteria that is unrelated to the conceptual criteria. In other words, the variability in performance can be due to factors outside of the employee's control. Criterion deficiency refers to the part of the conceptual criteria that is not measured by the actual criteria. In other words, the quantity of production does not necessarily indicate the quality of the products. Both types of criterion inadequacies result in reduced validity of the measure. Regardless of the fact that objective production data is not a complete reflection upon job performance, such data is relevant to job performance.

Personnel; According to Frankline (2003), the personnel method is the recording of withdrawal behaviors (i.e. absenteeism, accidents). Most organizations consider unexcused absences to be indicators of poor job performance, even with all other factors being equal; however, this is subject to criterion deficiency. The quantity of an employee's absences does not reflect how dedicated he/she may be to the job and its duties. Especially for blue-collar jobs, accidents can often be a useful indicator of poor job performance, but this is also subject to criterion contamination because situational factors also contribute to accidents. Once again, both types of



criterion inadequacies result in reduced validity of the measure (Muhwezi, 2000). Although excessive absenteeism and/or accidents often indicate poor job performance rather than good performance, such personnel data is not a comprehensive reflection of an employee's performance.

Judgmental Evaluation; Author Armstrong M, in his book "*Human Resource management*" – 8<sup>th</sup> Ed (2001), found out that judgmental evaluation appears to be a collection of methods, and as such, could be considered a methodology. A common approach to obtaining PAs is by means of raters. Because the raters are human, some error will always be present in the data. The most common types of error are leniency errors, central tendency errors, and errors resulting from the halo effect. These errors arise predominantly from social cognition and the theory in that how we judge and evaluate other individuals in various contexts is associated with how we acquire, process, and categorize information.

Armstrong (2001) further found out that an essential piece of this method is rater training. Rater training is the process of educating raters to make more accurate assessments of performance, typically achieved by reducing the frequency of halo, leniency, and central-tendency errors. Rater training also helps the raters develop a common frame of reference for evaluation of individual performance. Many researchers and survey respondents support the ambition of effectual rater training. However, it is noted that such training is expensive, time consuming, and only truly functional for behavioral assessments. Ranking Method; Robbins S.P., in his book "*Essentials of organizational behavior*" – 7<sup>th</sup> Ed (2003), found out that the ranking system requires the rater to rank his subordinates on overall performance. This consists in simply putting a man in a rank order. Under this method, the ranking of an employee in a work group is done against that of another employee. The relative position of each employee is tested in terms of his numerical rank. It may also be done by ranking a person on his job performance against another member of the competitive group (Robbins, 2003).

According to Author Alexander H., in his book *"The essence of personal management and industrial relations"* (1998), found out that there are a number of potential benefits of organizational performance management conducting formal performance appraisals. There has been a general consensus in the belief that performance appraisals lead to positive implications of organizations, performance appraisals can benefit an organization's effectiveness. Performance appraisals can often lead to giving individual workers feedback about their job performance. From this may spawn several potential benefits such as the individual workers becoming more productive. Other potential benefits include;

He, (Alexander, 1998), adds that employee training and development are crucial components in helping an organization achieve strategic initiatives. It has been argued that for PAs to truly be effective, post-appraisal opportunities for training and development in problem areas, as determined by the appraisal, must be offered. Performance appraisals can especially be instrumental for identifying training needs of new employees. He also said that performance appraisals can help in the establishment and supervision of employees' career goals. And according to Ssekamwa (2000) performance appraisal enhances employee focus through promoting trust. He adds that behaviors, thoughts, and/or issues may distract employees from their work, and trust issues may be among the distracting factors, which consume psychological energy, can lower job performance and cause workers to lose sight of organizational goals. Properly constructed and utilized performance appraisals have the ability to lower distracting factors and encourage trust within the organization, according to Ssekamwa's (2000) findings.

He (Ssekamwa, 2000) also found out that through goal setting and desired performance reinforcement, organizations find it easy to match individual worker's goals and performance with organizational goals. He adds that performance appraisals provide room for discussion in the collaboration of these individual and organizational goals. Collaboration, according to Ssekamwa's (2000) findings, can also be advantageous by resulting in

employee acceptance and satisfaction of appraisal results.

Ssekamwa (2000) also found out that well constructed performance appraisals can be valuable tools for communication with employees as pertaining to how their job performance stands with organizational expectations, adding that at the organizational level, numerous studies have reported positive relationships between human resource management practices, and performance improvement at both the individual and organizational levels. According to Matovu (2001), increasing productivity is one of the most critical goals in business. According to various findings from different authors, productivity of a workforce is determined and influenced by various factors, some of which include the following;

According to findings by Robbins (2003), high-performing and innovative employees are the foundation of productivity, adding that the most impactful factor in workforce and team productivity is hiring and retaining employees with exceptional capabilities and self-motivation. Working together, managers and human resource can attract, hire, develop, and retain individual employees who are agile, high-performing continuous learners and innovators. Unfortunately, even the best employees cannot perform without great managers, proper direction, support, tools, and resources.

And from the findings of Muhwezi (2000), a great manager/leader is the second-most important productivity factor. Leaders and managers play a critical role in defining the direction, purpose, priorities, goals, and roles of the workforce. The capability of the manager (with the support of human resources) to develop plans, hire effectively, coach, motivate, and develop employees is crucial to success. Unfortunately, many managers are the weak link in the productivity chain, so human resource must accept the role of developing great leaders/managers and identifying/removing the ineffective ones. He, (Muhwezi, 2000), adds that a competitive business strategy and strategic plan increases the chances that an organization will be successful and success builds commitment. In addition, if the plan and the strategy are clear and well communicated, not only will your employees be more motivated, but knowing the strategic direction will help them remain focused.

Corporate values that are measured and rewarded can also align behavior and build commitment. According to the findings by Ssekamwa (2000), a defined purpose for teams makes roles clear, because every business unit and team needs to understand its role. Managers and leaders need to develop a clear and communicated purpose that is both compelling and that makes members feel important. He, (Ssekamwa, 2000), adds that employees are more likely to be committed to the purpose of the unit or team if they are involved in creating it. An unclear mission will result in a lack of focus and a low level of 'engagement' and commitment toward achieving it. Having clear operational goals lets everyone know what is expected. If these goals are communicated and measurable, employees will understand precisely what is important and what is not. If stretch but reachable goals are set, employees are less likely to become complacent.

According to authors Alan and Philip (2000), setting clear priorities helps to ensure that time and resources are allocated to the most important and impactful tasks. Their findings (in their book *"The essence of personal management and industrial relations"* (1998), show that employees must be made aware of both high- and low-priority goals, tasks, processes, and customers; adding that processes must be developed to ensure that resources are allocated disproportionately to high priority tasks. Having effective metrics and reporting processes reinforces both team and individual goals (Alan & Philip, 2002). When monetary rewards are tied directly to performance and the metrics for each goal, you doubly reinforce the message about what is important. Individual and team monetary rewards, coupled with nonmonetary excitement factors, can play a major role in ensuring focus and consistent performance.

According to Okumbe (1998), team member support increases individual performance. He found out that unless employees are provided with complementary teammates, as well as the support of managers and employees outside the team, productivity is bound to suffer. His findings also show that learning by trial and error slows progress and leads to mass

duplication of effort and higher error rates. Productivity improves dramatically when others who are outside the team freely collaborate and proactively share best practices and ideas. It is the role of human resource to develop formal methods to increase cross-function collaboration and sharing.

Robbins (2003) found out that support for innovation can dramatically increase productivity; in most industries, the yearly increase in the level of productivity that is required to maintain a dominant position in the industry has increased dramatically. He said that what is needed is a continuous level of innovation both in products and in business processes. Increased efficiency for continuous improvement processes are not sufficient to provide that level of double-digit gain, so human resources must develop processes, training, measures, and incentives that result in continuous innovation workforce wide.

According to Alexander (1998), integration can increase productivity, when business processes operate independently and not in unison, it can inhibit the work flow and increase delays and error rates. His findings indicate that although most factors that impact productivity are internal to the organization, on occasion, employee productivity is negatively impacted by things that happen outside of the firm. These factors could include changes in employee's personal life and external economic, social, political, and even weather-related factors. He adds that excellent productivity processes need to be flexible so that they can adjust when these external factors begin to impact individual or team productivity.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research Design**

The study employed descriptive, comparative and correlational survey designs. Descriptive in the sense that it described the characteristics of respondents in terms of age, gender, nationality, experience among others. Correlational in the sense that it established a relationship between the independent and dependent variables. And comparative in the sense that it compared work productivity between male and female administrative staff in selected secondary schools, and survey in the sense that it covered a wide range of areas, during the time of data collection.

#### **Research Population**

The population of the study in this research comprised of 134 people, these included Head teachers and teachers, secretaries, Bursars and their assistants, librarians and their Assistants, laboratory technicians and the assistants, Nurses and the assistants. And it's from these that a study sample was drawn.

#### **Sample Size**

The sample for this study consisted of 100 administrative staff from selected secondary schools in Lira municipality.

**Table 1: Respondents of the Study**

<b>School</b>	<b>Total Population (N)</b>	<b>Sample size (n)</b>
Lango College	22	16
Town College	22	16
Almond College	22	16
St. Mary's Magdalene S.S.	22	16
New generation	22	16
Faith Sec. Sch.	24	20
Total	134	100

To determine the sample size the researcher was guided by the Sloven's sample selection formula, which is;

$$n = \frac{N}{1 + N(e)^2}$$

$$= \frac{134}{1 + 134 \left( 0.05 \right)^2}$$

$$= \frac{134}{1 + 134 \left( \frac{5}{100} \right)^2}$$

$$= \frac{134}{1 + 134 \left( 0.0025 \right)}$$

$$= \frac{134}{1.335}$$
$$\underline{n = 100}$$

### **Sampling procedure**

To get the respondents size to participate in the study, simple random sampling method was used. In this method, every subject had an equal chance of being selected, as a way of eliminating bias in sample selection. A sample needs to be carefully selected if there is to be confidence that the findings from the sample are similar to those that are among the rest of the category under investigation. In this study, a sample of 100 respondents was used. These were selected using simple random sampling technique.

### **Research instruments**

The main methods of data collection the researcher used in the field included questionnaires. The researcher designed the questionnaire in such format where there were closed questions. For closed questions, respondents were supposed to pick responses from a list, category of questions.

In some cases the researcher organized and conducted face to face interviews with respondents and recorded the findings. The interview method helped the researcher to collect information from respondents who would not have time to complete the questionnaires. It also enabled the researcher to gather detailed information from the respondents since this method involved face to face interactions.

### **Validity and Reliability**

The researcher carried out a pre-test of the questionnaire before using it in the research. The other instruments were also cross examined for approval by a research expert, to ensure that the information they would generate would be appropriate and consistent. Before going out to carry out the study, the researcher first consulted his supervisor, to make sure that these instruments would generate relevant information during the study.

To improve the validity of the data collection instruments, (mainly the questionnaire), the number of relevant questions were divided by the total number of questions, and the outcome had to be above optimal.



$$V = RQ/TQ = 32/39 = 0.82$$

Where:

V= Validity

RQ= Relevant questions

TQ= Total number of questions

From the above expression, the number of questions on the questionnaire had to be above the required 0.5 scores, in order for the instrument to be valid.

### **Data gathering procedures**

The researcher collected both primary and secondary data relevant to the study, using questionnaires. The data collection process was organized and conducted in three stages;

**Before collecting data;** In this stage the researcher made preparations based on the conditions in the field of study. The researcher made an assessment of the weather conditions, literacy levels and linguistic characteristics in the study area so as to determine the best methods to use as well as preparing questionnaires.

**During data collection;** At this stage the researcher made appointment schedules with all the respondents so as to enable him meet all respondents at the scheduled time. This helped the researcher to keep time and ensure the convenience of respondents.

**After collecting data;** At this stage, the researcher organized the data obtained from the field systematically in preparation for presentation, analysis and presentation.

### **Data Analysis**

On demographic characteristics of respondents, data was analyzed using frequency counts and percentages. The level of performance appraisal and the level of work productivity of administrative staff, data was analyzed using means. On comparison between male and female work productivity, data was

analyzed using independent t-test. To establish a relationship between the independent and dependent variables, data was analyzed using Pearson Linear Correlation co-efficient.

### **Ethical Considerations**

This involved seeking permission by the researcher from the senior officials of the selected secondary schools. Permission was also sought from the relevant authorities with respect to the respondents' views. This was important for the protection of the respondents from harm or harassment and the confidentiality of the respondents and their superiors' sensitive information.

There was also need for the researcher to use professional and ethical standards to plan, collect and process data. The researcher ensured that he was objective and used objective methods in data collection. The researcher made sure that he used only those techniques for which he was qualified by education, training and experience. Whenever in doubt, the researcher always sought clarification from the research community especially the immediate supervisor and research colleagues.

The researcher ensured that data collected was interpreted according to general methodological standard and made sure that elements that were irrelevant to data interpretation were excluded from the report. The researcher kept all the information given to him very confidential and used it only for purposes indicated in the purpose of the study.

### **Limitations in the Study**

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

Extraneous variables which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

Not all questionnaires were returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and withdrawal to participate.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

#### **Introduction**

Chapter four shows the demographic characteristics of respondents, level of Performance appraisal, level of Work productivity, the Significant difference between Work Productivity and gender among the administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda and the Significant relationship between performance appraisal and the levels of work productivity of administrative staff in selected secondary schools in Lira municipality. Therefore Respondents were asked to provide their gender, age, highest academic level, specialization, marital status and their appointing authority. Their responses were summarized using frequencies and percentage distributions as indicated in table 1A;

**Table 2A:**  
**Profile of Respondents of Gender, Age, Highest academic level,**  
**field of specialization (job title), terms of employment and**  
**experience in service**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	60	60.0
Female	40	40.0
<b>Total</b>	<b>100</b>	<b>100</b>
<b>Age</b>		
20-24	20	20.0
25-29	35	35.0
30-34	30	30.0
35-39	10	10.0
40 and above	5	5.0
<b>Total</b>	<b>100</b>	<b>100</b>
<b>Highest academic level</b>		
Certificate	20	20.0
Bachelors degree	40	40.0
Diploma	30	30.0
Masters degree	10	10.0
<b>Total</b>	<b>100</b>	<b>100</b>
<b>Field of specialization (job title)</b>		
Medical staff	15	15.0
Teaching staff	65	65.0
Other administrative staff(finance, library, secretary & laboratory)	20	20.0
<b>Total</b>	<b>100</b>	<b>100</b>
<b>Terms of employment</b>		
probation	30	30.0
Contract	60	60.0
Permanent	10	10.0
<b>Total</b>	<b>100</b>	<b>100</b>
<b>Experience in service</b>		
1-5 years	35	35.0
6-10 years	50	50.0
11 years and above	15	15.0
<b>Total</b>	<b>100</b>	<b>100</b>

Results in Table1A indicated that male respondents (60%) were higher than female respondents (40%). Regarding age group, respondents in this sample were dominated by those between 25-29 years (35%),

suggesting that most of staff members in selected Secondary Schools in Lira municipality, Northern Uganda are youths.

With respect to highest academic qualification, majority of respondents (40%) had Bachelors degree, indicating that respondents are relatively qualified. With respect to field of specialization (job title), results indicate that majority of respondents were teaching staff (65%), and this confirms that the administrative staff of selected Secondary Schools in Lira municipality, Northern Uganda is being dominated by Teaching staff.

Concerning the terms of employment, results indicate that majority of respondents (60%) in selected Secondary Schools in Lira municipality were employed basing on contracts. Concerning experience in service, majority of respondents (50%) had worked for 6-10 years, confirming the administrative staff of selected Secondary Schools in Lira municipality, Northern Uganda are relatively experienced.

**Table 2B: Profile of Respondents of marital status and appointing authority**

Category	Frequency	Percent
<b>Marital status</b>		
Single	55	55.0
Married	40	40.0
Widowed	5	5.0
<b>Total</b>	<b>100</b>	<b>100</b>
<b>Appointing authority</b>		
Public service commission	30	30.0
Parents and Teachers Association	20	20.0
Board of Governors (B.O.G)	50	50.0
<b>Total</b>	<b>100</b>	<b>100</b>

About marital status, still results indicate that the biggest portion of the respondents (50%) were single, these were followed by those who were married (40%), although there are those who were widowed (5%). Regarding appointing authority, results indicate that most of respondents (50%) were being appointed by the Public service commission.

## **Level of Performance appraisal**

The independent variable in this study was performance appraisal which the researcher wanted to determine its level. Performance appraisal was broken into three parts, application (with eight questions), effectiveness, (with eight questions) and Monitoring and evaluation (with eight questions). Each of these questions was based on the four Likert scale. Respondents were asked to rate the extent to which performance appraisal is high or low by indicating the extent to which they agree or disagree with each question and their responses were analyzed using SPSS and summarized using means as indicated in table3;

**Table 3: Level of Performance appraisal**

Category	Mean	Interpretation	Rank
<b>Application</b>		High	
Administrative staff members are informed when the appraisals are to be carried out	3.15		1
There are periodical and regular performance appraisals	3.00	High	2
Every member of the administrative staff is shown the results of the performance appraisal	2.93	High	3
There is regular monitoring and evaluation	2.86	High	4
Performance appraisal is not done to punish staff members but rather to encourage them to work harder	2.65	High	5
Administrative staff members are allowed to prepare self appraisal reports	2.35	Low	6
All administrative staff trust the results of the appraisal	2.10	Low	7
The performance appraisal process is carried out fairly and in a balanced manner	2.00	Low	8
<b>Average mean</b>	<b>2.63</b>	<b>High</b>	
<b>Effectiveness</b>		High	
Identifies areas that require more training or re-training	3.03		1
Facilitates communication, thereby easing perceptions of uncertainty	3.00	High	2
Gives a clear definition of goals and expectations of employees	2.65	High	3
Rewards high performance which acts as a motivating factor	2.35	Low	4
Evaluates the employees' methods of work	2.34	Low	5
Enhances employee focus through promoting mutual trust	2.32	Low	6
Aids goal setting and reinforces desired performance	1.68	Very low	7
Gives performance feedback to employees, encouraging improvements in individual performances	1.49	Very low	8
<b>Average mean</b>	<b>2.35</b>	<b>Low</b>	
<b>Monitoring and evaluation</b>		High	
Employees are given feedback on their appraisal ratings	3.05		1
Self evaluation is done regularly	2.70	High	2
Regular appraisal meetings are held	2.55	Low	3
Welfare of employees is well catered for	2.30	Low	4
The administration outsources evaluation experts to avoid bias	2.20	Low	5
Tools and equipments are regularly upgraded to suit the job tasks	2.13	Low	6
Records of monitoring and evaluation are compiled and kept	2.05	Low	7
Working time schedules are strictly observed	1.87	Low	8
<b>Average mean</b>	<b>2.35</b>	<b>Low</b>	
<b>Overall mean</b>	<b>2.44</b>	<b>Low</b>	



### **Key for interpretation of means**

<b>Mean range</b>	<b>Response mode</b>	<b>Interpretation</b>
3.26-4.00	strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

Results in Table 3 the level of performance appraisal is generally low and this is indicated by the overall average mean of 2.44. Concerning application as the first contract of performance appraisal, results indicate that it was rated high and this is indicated by the average mean of 2.63, the highest rated aspect application was; Administrative staff members are informed when the appraisals are to be carried out (mean=3.15); There are periodical and regular performance appraisals (mean=3.00); Every member of the administrative staff is shown the results of the performance appraisal (mean=2.93); There is regular monitoring and evaluation (mean=2.86); Performance appraisal is not done to punish staff members but rather to encourage them to work harder (mean=2.65). Still results indicate that aspects 6 to 8 were rated low (means ranging from 2.35-2.00).

Concerning effectiveness, results show that on average this aspect was rated low (mean=2.35), the following aspects on effectiveness were agreed upon by the respondents; Identifies areas that require more training or re-training (mean=3.03); Facilitates communication, thereby easing perceptions of uncertainty (mean=3.00); Gives a clear definition of goals and expectations of employees (mean=2.65), the following aspects were rated low; Rewards high performance which acts as a motivating factor (mean=2.35); Evaluates the employees' methods of work (mean=2.34); Enhances employee focus through promoting mutual trust (mean=2.32), and the following were rated very low (mean=1.68); Gives performance feedback to employees, encouraging improvements in individual performances (mean=1.49).

With respect to monitoring and evaluation, on average this aspect was rated low (mean=2.44), yet the following aspects under monitoring and evaluation were rated high; Employees are given feedback on their appraisal ratings (mean=3.05); Self-evaluation is done regularly (mean=2.70); the following were rated low; Regular appraisal meetings are held (mean=2.55); Welfare of employees is well catered for (mean=2.30); The administration outsources evaluation experts to avoid bias (mean=2.20); Tools and equipments are regularly upgraded to suit the job tasks (mean=2.13); Records of monitoring and evaluation are compiled and kept (mean=2.05); Working time schedules are strictly observed (mean=1.87).

### **Level of Work productivity**

The dependent variable in this study was work productivity for which the researcher wanted to determine its level. Work productivity was also broken into three parts, attendance (with eight questions), effective work plan, (with eight questions) and records of work still with eight questions. Each of these questions was based on the four Likert scale. Respondents were asked to rate the extent to which work productivity is high or low by indicating the extent to which they agree or disagree with each question and their responses were analyzed using SPSS and summarized using means as indicated in table 4;

**Table 4: Level of Work productivity**

<b>Category</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
<b>Attendance</b>		High	
Strict observation of time is emphasized	3.00		1
Unexcused absenteeism is penalized	2.67	High	2
Employee commitment to fulfilling job tasks	2.48	Low	3
Regularity at work is strictly observed	2.47	Low	4
Observation of the working time is emphasized	2.38	Low	5
Regular attendance is strictly observed	2.37	Low	6
Exceptional commitment is rewarded	2.35	Low	7
Attendance registers (arrivals and departures) are kept	1.89	Low	8
<b>Average mean</b>	<b>2.45</b>	<b>Low</b>	
<b>Effective work plan</b>		High	
Description of job duties/tasks	3.07		1
Delegation of duties	2.90	High	2
Individual work schemes/plans are drawn	2.67	High	3
Termly work plans are drawn and strictly observed	2.36	Low	4
Compensation of missed duties/tasks	2.24	Low	5
Availability of working resources	2.23	Low	6
Clear schedules for different activities	2.12	Low	7
Scheduled attendance of refresher courses	1.93	Low	8
<b>Average mean</b>	<b>2.44</b>	<b>Low</b>	
<b>Records of work</b>			
Minutes from previous meetings are kept for future reference and action	2.86	High	1
Termly records of good/poor work is reflected in the annual performance report	2.50	High	2
Records are used in drawing assessment and feedback	2.48	Low	3
Productivity ratings are referred to in a cumulative manner	2.35	Low	4
Poor performance record may result into demotion or dismissal	2.33	Low	5
High performance records form a basis for promotion	2.16	Low	6
Records are used in identifying areas which require improvement	2.07	Low	7
Performance records are kept for further reference	1.92	Low	8
<b>Average mean</b>	<b>2.33</b>	<b>Low</b>	
<b>Overall mean</b>	<b>2.40</b>	<b>Low</b>	

Results in Table 4, the level of work productivity is generally low and this is indicated by the overall average mean of 2.40. Regarding attendance as the first dependent variable, on average results indicate that it

was rated low and this is indicated by the average mean of 2.45, aspects 1 to 2 were rated high (means ranging from 3.00-2.67), still results indicate that the following aspects of attendance were rated low; Employee commitment to fulfilling job tasks (mean=2.48); Regularity at work is strictly observed (mean=2.47); Observation of the working time is emphasized (mean=2.38); Regular attendance is strictly observed (mean=2.37); Exceptional commitment is rewarded (mean=2.35); Attendance registers (arrivals and departures) are kept (mean=1.89).

Concerning effective work plan, results indicate that on average this contract was rated low (mean=2.44), aspects 1 to 3 of effective work plan were rated high (means ranging from 3.07- 2.67). The following aspects were rated low; Termly work plans are drawn and strictly observed (mean=2.36); Compensation of missed duties/tasks (mean=2.24); Availability of working resources (mean=2.23); Clear schedules for different activities (mean=2.12); Scheduled attendance of refresher courses (mean=1.93).

With respect to records of work, on average this construct was rated low (mean=2.33), yet aspects 1-2 under records of work were rated high (means ranging from 2.86- 2.50). Results indicate that the following aspects were rated low; Records are used in drawing assessment and feedback (mean=2.48); Productivity ratings are referred to in a cumulative manner (mean=2.35); Poor performance record may result into demotion or dismissal (mean=2.33); High performance records form a basis for promotion (mean=2.16); Records are used in identifying areas which require improvement (mean=2.07); Performance records are kept for further reference (mean=1.92).

### **Significant difference between Work Productivity and gender among the administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda**

The fourth objective in this study was to establish whether there is a significant difference between Work Productivity and gender among the administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda. The researcher hypothesized that work Productivity

significantly differ according to gender, to achieve this objective and to test for the null-hypothesis, the researcher used the students' independent samples t-test and the results are indicated in table 5 below.

**Table 5:**  
**Significant difference between Work Productivity and gender among the administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda**

Variables	Gender	Mean	t	Sig	Interpretation	Decision on Ho
Work Productivity	Male	1.7549	-	.000	Significant difference	Rejected
	Female	3.3885	14.846			

The results in table 5 indicate that there is a negative significant difference between work Productivity and gender among the administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda, the t-value and sig-value for both male and female respondents are, ( $t = -14.846$  and  $\text{sig} = .000$ ). Therefore basing on these results, the null hypothesis is rejected leading to a conclusion that the work Productivity among the administrative staff in selected Secondary Schools in Lira municipality significantly differ.

#### **Significant relationship between performance appraisal and the levels of work productivity of administrative staff in selected secondary schools in Lira municipality**

The last objective in this study was to establish whether there is a significant relationship between performance appraisal and the levels of work productivity of administrative staff in selected secondary schools in Lira municipality, it was hypothesized that performance appraisal and the levels of work productivity are significantly correlated. To test this null hypothesis, the researcher correlated the mean indices on performance appraisal and those on work productivity using the Pearson's Linear correlation Coefficient (PLCC), results of which are indicated in table 6.

**Table 6:**  
**Significant relationship between performance appraisal and the**  
**levels of work productivity of administrative staff in selected**  
**secondary schools in Lira municipality**

<b>Variables correlated</b>	<b>R-value</b>	<b>Sig</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Performance appraisal Vs Work Productivity	.993	.000	Significant correlation	Rejected

The PLCC results in Table 6, indicated that there is significant correlation between Performance appraisal and Work Productivity, results indicated a positive significant correlation between Performance appraisal and Work Productivity ( $r = 0.993$ ,  $\text{sig.} = .000$ ). Basing on the results, the null hypothesis was rejected and a conclusion made that improvement of Performance appraisal will lead to the increase of work Productivity among the administrative staff in selected secondary schools in Lira municipality.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents a summary of major findings, conclusions and recommendations plus the suggested areas that need further research.

#### **Findings**

The purpose of this study was to establish whether there is a significant relationship between Performance appraisal and Work Productivity. The study had five specific objectives, which include: i) to determine the demographic characteristics of respondents in terms of gender, age, highest education qualification, field of specialization, terms of employment, experience in service, marital status and appointment authority, ii) to determine the level of Performance appraisal; iii) to determine the level of Work Productivity, iv) to establish whether there is a significant difference between work Productivity and gender among the administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda, v) Significant relationship between performance appraisal and the levels of work productivity of administrative staff in selected secondary schools in Lira municipality.

The findings indicated that most respondents were male (60%), between 25-29 years of age, over 40% were Bachelors degree holders and these specialized in teaching (65%), over 60% had construct jobs and these had an experience of 6-10 years (50%), 55% were single and were appointed by Public service commission (50%).

The level of Performance appraisal is generally low and this was indicated by the average mean of 2.44. The lowest aspect of Performance appraisal was; Gives performance feedback to employees, encouraging improvements in individual performances (mean=1.49), while the highest aspect was; Administrative staff members are informed when the appraisals are to be carried out (mean=3.15).

The level of work Productivity was also found to be generally low with the overall mean of 2.40, the highest aspect of work Productivity was;

Description of job duties/tasks (mean=3.07), yet the lowest aspect was; Scheduled attendance of refresher courses (mean=1.89).

The findings also indicated a negative significant difference between work Productivity and gender among the administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda, this was indicated by the  $t$  and sig-value for both male and female respondents ( $t=-14.846$  and  $\text{sig}=.000$ ), therefore the null hypothesis is rejected.

The findings still indicated a positive insignificant relationship, positive significant correlations between Performance appraisal and Work Productivity, since the sig. value was less than or equal to 0.05 ( $r = 0.993$ ,  $\text{sig} = .000$ ) which is the maximum level of significance required to declare a relationship significant.

## **Conclusions**

From the purpose of the study, the researcher generated the following conclusions;

### ***Strengths***

From the findings of the study, the researcher concluded that most respondents had Bachelors degree, meaning that most of administrative staff members are relatively qualified, still majority of teachers had stayed in service for 6-10 years.

Performance appraisal in terms of application was high where Administrative staff members are informed when the appraisals are to be carried out, still there are periodical and regular performance appraisals, every member of the administrative staff is shown the results of the performance appraisal, there is regular monitoring and evaluation and Performance appraisal is not done to punish staff members but rather to encourage them to work harder.

Performance appraisal in terms of effectiveness was high on identifying areas that require more training or re-training, Facilitates



communication, thereby easing perceptions of uncertainty and gives a clear definition of goals and expectations of employees.

Performance appraisal in terms of Monitoring and evaluation was high on employees who are given feedback on their appraisal ratings and where Self-evaluation is done regularly.

Work productivity in terms of attendance was high on strict observation of time which is emphasized and unexcused absenteeism which is penalized. Still in terms of effective work plan, work productivity was high on description of job duties/tasks, Delegation of duties and individual work schemes/plans which are drawn. In terms of records of work, work productivity was high on Minutes from previous meetings are kept for future reference and action and termly records of good/poor work which is reflected in the annual performance report

### ***Weaknesses***

There were more male teachers compared to the female, indicating a big gender gap.

Performance appraisal in terms of application was rated low on Administrative staff members who are allowed to prepare self-appraisal reports, All administrative staff trust the results of the appraisal and the performance appraisal process is carried out fairly and in a balanced manner.

Performance appraisal in terms of effectiveness was very low on Aids goal setting and reinforces desired performance and gives performance feedback to employees, encouraging improvements in individual performances.

Performance appraisal in terms of Monitoring and evaluation was also low on regular appraisal meetings are held and welfare of employees which is well catered for, the administration outsources evaluation experts to avoid bias, tools and equipments are regularly upgraded to suit the job tasks,

records of monitoring and evaluation are compiled and kept and working time schedules are strictly observed.

### ***Testing the null hypotheses***

The null hypothesis of a significant difference in the level of work Productivity between male and female teachers was rejected, although the males performed better than females. A conclusion was thus taken that male and female teachers in selected Secondary Schools in Lira municipality, Northern Uganda have performed equally.

However, the null hypothesis of a significant relationship between the level of Performance appraisal and Work Productivity was rejected. A conclusion was taken that an increase in Performance appraisal is likely to improve Work Productivity at 95% level of significance.

### **Recommendations**

From the findings and the conclusions of the study, the researcher recommends there is need to uplift the competencies of administrative staff in selected Secondary Schools in Lira municipality, Northern Uganda since most of them were found to be bachelors' degree holders not masters. The highest academic qualification as in table 2 A, of the respondents (40%) had bachelors degree and 10% we least with masters degree hence in need for more highly qualified staff for higher work productivity.

The terms of employment was higher in contracts with 60% of the respondents hence need to be put in permanent basis for higher motivation of being full time.

The management should give open chances for refresher courses and higher qualifications. This thus a lot for higher productivity.

There is need to train more females in order to close the gap that is there between male and female administrative staff in selected Secondary Schools in Lira municipality.

The management should make working resources available to the administrative staff in selected Secondary Schools in Lira municipality.

### **Areas for Further Research**

Prospective researchers and even students should be encouraged to research on the following areas:

- 1 Performance appraisal and human resource management in selected secondary schools in Lira Municipality.
- 2 Performance appraisal and individual employees' expectations in selected secondary schools in Lira Municipality.
- 3 Performance Appraisal and motivation of administrative staff in selected Secondary Schools in Lira municipality.
- 4 Motivation and Work productivity of administrative staff in selected Secondary Schools in Lira municipality.

## REFERENCES

- Alan, C & Philip J. (2002). *The essence of personal management and industrial Relations* New Delhi: Asoke K Ghosh , Prentice Hall of India
- Alexander. H (1998) *Personnel management handbook*. New Delhi: Global books and subscription services
- Armstrong, M (2001) *Human resource management* (8<sup>th</sup> edition) London: Prentice Hal, Kogan page.
- Akecho, W.F.C (1995). *Teachers in secondary schools* an unpublished master of education dissertation Makerere University
- Decenzo, A & Robbins, P (2002). *Personal /human resources, management*. New Delhi: Prentice hall of India.
- D'souza, A (2004): *leadership, Triology on Leadership and Effective and Effective Management*. Nairobi: Pauline's publishers
- Frankline T: (2003) *Principles of Management* (8<sup>th</sup> edition) New Delhi: Universal Book stalls.
- Gomez – Mejia, L.R, Balkan, D.b & Cary RL (2003) *Managing Human Resources*, New Delhi: Prentice, hall of India Private Ltd.
- Herbert, G.H (2000). *Personnel and Human Resource Management*, New Delhi: Asoke K, Prentice Hall International;
- Hersey, P. Blanchard, K.H & Johnson, D.E (2004) *Management of Organizational behavior leading human resources* ( 8<sup>th</sup> ed) New Delhi Asoke K. Ghosh, Prentice Hall International.
- Icancevich, J.M (1998) *Human Resource Management*. Boston: McGraw – hill

- Koller, P.D Fox, K. (1995) *Strategic marketing of educational institutions*  
London Prentice hall International.
- Lirri, E (2008), (March, 1) *Failure to complete syllabus is affecting performance*, Daily monitor 062. P2
- Macmillan *English Dictionary for Advanced Learner*. (2002) London:  
Macmillan publishers
- Matovu, I (2001). The influence of social amenities, on teacher's job in  
secondary schools. An unpublished master of education  
dissertation, Makerere University, Kampala
- Muhwezi, M (2000). *Assessment of academic staff evaluation at Makerere University*. An unpublished master of education dissertation,  
Makerere University, Kampala
- Namirembe, B (2005, September, 7-8<sup>th</sup>) *ministerial seminar education for rural people in Africa* policy lessons, options and priorities Addis  
Ababa Government printer.
- Nyankori, Wabukowa (2010). School characteristics and academic  
performance in Uganda; evidence from the 2009 UCE  
Examinations results.
- Okumbe, J.A (1998) *Education management theory and practice*. Nairobi  
university press.
- Olal Odur, A & Passi, F.D (2000) *Educational Administration*, Kampala:  
Makerere university , Institute of Adult and Continuing  
Education , Department of Distance education
- Robbins, S.P (2003). *Essentials of organizational behavior* (7th edition)  
New Delhi: Prentice Hall of India

Ssekamwa, J.C. (2000) *History of development of education in Uganda*,  
Kampala Fountain publishers

World Bank (2003). *African Regional Human Resources Development  
Working Papers Series Uganda Post Primary Education Sector  
Report* Washington: Author

**APPENDIX I**  
**TRANSMITTAL LETTER FOR THE RESPONDENTS**

Dear Sir/Madam,

Greetings,

I am a candidate for Masters of Educational Management and Administration of Kampala International University with a thesis on "Performance appraisal and work productivity of administrative staff in selected secondary schools in Lira municipality". As I pursue to complete this academic requirement, I humbly request you to assist me by being part of this study.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be used only for academic purposes and shall be kept with utmost confidentiality.

May I retrieve the questionnaires two weeks after you receive them? I thank you very much in advance.

Yours truly

.....

***John Wilson Epuital***

## **APPENDIX II**

### **INFORMED CONSENT**

I am giving my consent to be part of the research study for Mr. John Wilson Epuitai, that will focus on Performance appraisal and work productivity of administrative staff. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for them.

Initials: \_\_\_\_\_

Date: \_\_\_\_\_



## **APPENDIX III**

### **Questionnaires for selected Respondents**

Dear Respondent

This questionnaire is designed to seek information from you on "Performance appraisal and work productivity of administrative staff in selected secondary schools in Lira municipality". It is carried as a partial fulfillment of the requirements for the award of a degree Master of Educational Management and Administration of Kampala International University. Your contribution, opinions and experience will be highly appreciated.

Thank you very much for your assistance.

**Please tick the appropriate box or elaborate where applicable.**

#### **Background Information**

1) Gender

\_\_\_\_(1) Male

\_\_\_\_(2) Female

2) Age

\_\_\_\_(1) 20 - 24

\_\_\_\_(2) 25 – 29

\_\_\_\_(3) 30 – 34

\_\_\_\_(4) 35 – 39

\_\_\_\_(5) 40 - above

3) Highest academic level

- \_\_\_\_(1) Masters degree
- \_\_\_\_(2) Bachelors degree
- \_\_\_\_(3) Diploma
- \_\_\_\_(4) Certificate

4) What is your field of specialization (job title)?

- \_\_\_\_(1) Headteacher and teachers
- \_\_\_\_(2) Bursar
- \_\_\_\_(3) Assistant Bursar
- \_\_\_\_(4) Nurse
- \_\_\_\_(5) Assistant nurse
- \_\_\_\_(6) Secretary
- \_\_\_\_(7) Librarian
- \_\_\_\_(8) Assistant Librarian
- \_\_\_\_(9) Laboratory Technician
- \_\_\_\_(10) Assistant Laboratory Technician

5) What are the terms of your employment?

- \_\_\_\_(1) Probation
- \_\_\_\_(2) Contract
- \_\_\_\_(3) Permanent

\_\_\_\_(4) Others

\_\_\_\_(5) None

6) What is your experience in service?

\_\_\_\_(1) 1-5 years

\_\_\_\_(2) 6-10 years

\_\_\_\_(3) 11years and above

7) What is your marital status?

\_\_\_\_(1) Single

\_\_\_\_(2) Married

\_\_\_\_(3) Widowed

8) Who is your appointing authority?

\_\_\_\_(1) Public service commission

\_\_\_\_(2) Parents and Teachers Association

\_\_\_\_(3) Board of Governors (B.O.G)

9) Have been attending short term in service training and short courses (including formal or certificate of attendance and other development activities in the last three years)?

\_\_\_\_(1) Yes

\_\_\_\_(2) No

### **Performance appraisal**

Please give your response to each of the statements below as: Strongly agree, agree, disagree, strongly disagree.

#### **a) Application;**

\_\_\_\_(1) There are periodical and regular performance appraisals

\_\_\_\_(2) Administrative staff members are informed when the appraisals are to be carried out

\_\_\_\_(3) The performance appraisal process is carried out fairly and in a balanced manner

\_\_\_\_(4) All administrative staff trust the results of the appraisal

\_\_\_\_(5) Every member of the administrative staff is shown the results of the performance appraisal

\_\_\_\_(6) Performance appraisal is not done to punish staff members but rather to encourage them to work harder

\_\_\_\_(7) There is regular monitoring and evaluation

\_\_\_\_(8) Administrative staff members are allowed to prepare self appraisal reports

#### **b) Effectiveness;**

\_\_\_\_(9) Gives a clear definition of goals and expectations of employees

\_\_\_\_(10) Evaluates the employees' methods of work

\_\_\_\_(11) Rewards high performance which acts as a motivating factor

\_\_\_\_(12) Gives performance feedback to employees, encouraging improvements in individual performances

\_\_\_\_(13) Facilitates communication, thereby easing perceptions of uncertainty

\_\_\_\_(14) Enhances employee focus through promoting mutual trust

\_\_\_\_(15) Aids goal setting and reinforces desired performance

\_\_\_\_(16) Identifies areas that require more training or re-training

#### **c) Monitoring and evaluation;**

\_\_\_\_(17) Self evaluation is done regularly

- \_\_\_\_(18) Records of monitoring and evaluation are compiled and kept
- \_\_\_\_(19) Regular appraisal meetings are held
- \_\_\_\_(20) Tools and equipments are regularly upgraded to suit the job tasks
- \_\_\_\_(21) Working time schedules are strictly observed
- \_\_\_\_(22) Employees are given feedback on their appraisal ratings
- \_\_\_\_(23) Welfare of employees is well catered for
- \_\_\_\_(24) The administration outsources evaluation experts to avoid bias

### **Work productivity**

#### **a) Attendance;**

- \_\_\_\_(1) Regular attendance is strictly observed
- \_\_\_\_(2) Unexcused absenteeism is penalized
- \_\_\_\_(3) Attendance registers (arrivals and departures) are kept
- \_\_\_\_(4) Strict observation of time is emphasized
- \_\_\_\_(5) Regularity at work is strictly observed
- \_\_\_\_(6) Employee commitment to fulfilling job tasks
- \_\_\_\_(7) Observation of the working time is emphasized
- \_\_\_\_(8) Exceptional commitment is rewarded

#### **b) Effective work plan;**

- \_\_\_\_(9) Termly work plans are drawn and strictly observed
- \_\_\_\_(10) Clear schedules for different activities
- \_\_\_\_(11) Delegation of duties
- \_\_\_\_(12) Compensation of missed duties/tasks

\_\_\_\_(13) Individual work schemes/plans are drawn

\_\_\_\_(14) Description of job duties/tasks

\_\_\_\_(15) Scheduled attendance of refresher courses

\_\_\_\_(16) Availability of working resources

**c) Records of work;**

\_\_\_\_(17) Performance records are kept for further reference

\_\_\_\_(18) Productivity ratings are referred to in a cumulative manner

\_\_\_\_(19) Termly records of good/poor work is reflected in the annual  
performance report

\_\_\_\_(20) High performance records form a basis for promotion

\_\_\_\_(21) Minutes from previous meetings are kept for future reference and  
action

\_\_\_\_(22) Records are used in identifying areas which require improvement

\_\_\_\_(23) Records are used in drawing assessment and feedback

\_\_\_\_(24) Poor performance record may result into demotion or dismissal

## **CURRICULUM VITAE**

### **1. Bio data**

Name : Epuitai John Wilson  
Date of Birth : Angole/Wera-Onino Amura District  
Nationality : Ugandan  
Marital Status: Married  
Sex : Male  
Contact : 0773-119986/ 0753-119986  
E-mail : [johnwilsonepuitai@yahoo.com](mailto:johnwilsonepuitai@yahoo.com)

### **2. Academic Qualification**

Year	Institution	Award
1994-1996	National Teachers College	DES/EDUC
1999-2003	Makerere University	BED
2010/2012	Kampala International University	MED

### **3. Working Experience**

Year	Organisation	Position
1997	Agwingiri Girls Secondary School	Teacher
1998	Agwingiri Girls Secondary School	Head of Department Art/ Design
1999	Agwingiri Girls Secondary School	Incharge teacher's Welfare

#### 4. Language Spoken

English

Luo

Ateso

#### 5. Other trainings attended

Year

1998 Referee and coach, patron Red Cross

2010 Computer training

2012 Management

#### 6. Hobbies

Reading novels, Journals and Newspapers.

Watching football

Debate

Travelling