SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/v51jq629
Original Article

Performance Management Practices and Teachers' Performance in Selected Universal Secondary Education Schools in Serere District, Uganda.

Yusuf Lumago*, Dr. Muhamad Ssendagi
School of Graduate Studies and Research, Team University.

Abstract.

Background.

Effective performance management is central to strengthening teacher productivity and improving learning outcomes in secondary schools. This study examines the relationship between performance management practices and teachers' performance in selected Universal Secondary Education (USE) schools in Serere District, Uganda.

Methodology.

The study employed a correlational research design to establish the relationship between the two study variables. Data was collected from 136 teachers. Statistical analyses, including descriptive and inferential analyses, were adopted in the study. Descriptive analysis involved the use of frequencies, means, and standard deviations. Inferential analysis involved Pearson's correlation to examine the relationship between the study variables and the independent sample t-test and one-way ANOVA to compare the means of the respondents in light of teachers' performance.

Results.

Most respondents were male (59.6%), aged between 30 and 39 years (61%), degree holders (61%), and had 7–10 years of teaching experience (58.8%). Teachers exhibited generally high performance, with an overall mean of 4.1. High levels of agreement were reported regarding curriculum mastery, use of learner-centered methods, lesson preparation, and assessment. Performance planning was strongly practiced, with teachers developing individual performance plans aligned with school goals (Mean = 4.33; $r = .297$, $p < .05$), showing a significant positive relationship with performance. Performance monitoring was also positively associated with teachers' performance ($r = .184$, $p < .05$). However, performance evaluation showed no statistically significant relationship with teachers' performance ($r = .163$, $p = .058$), largely due to inconsistencies in timely feedback and implementation of review recommendations.

Conclusion.

While performance planning and monitoring significantly enhance teacher performance, performance evaluation processes require strengthening.

Recommendation.

Schools should improve the consistency, timeliness, and follow-up of evaluation feedback and ensure full implementation of review recommendations.

Keywords: *Performance management, teacher performance, performance planning, Universal Secondary Education, Serere District*
Submitted: *October 11, 2025* ***Accepted:*** *October 22, 2025* ***Published:*** *October 30, 2025*

Corresponding Author: Dr. Muhamad Ssendagi
Email: sendagimoh@gmail.com
School of Graduate Studies and Research, Team University.

Background.

Effective teachers make students feel good about their school, learning, and also lead to increased student achievement (Tucker & Stronge, 2005). The effectiveness of teachers can be enhanced through the implementation of performance management practices in schools. Accordingly, most USE schools in Serere District have adopted Performance management practices like planning, monitoring, and reviewing the performance of teachers. Despite the above practices, the level of teachers' performance remains unsatisfactory in most of the USE schools in Serere district (Muyingo, 2020). The schools' inspection reports of the department of education of Serere district (EDU/212/1, 2022) show that there is ineffective lesson preparation, a good number of individual teachers are regularly dodging lessons in schools, and there is inadequate assessment of learners' books by teachers in the USE school. In case this problem persists, the learning process will be continually hampered, resulting in low student achievement as well as continually raising a question about the quality of education offered by the USE schools. Accordingly, mitigation measures are urgently needed to

https://doi.org/10.51168/v51jq629
Original Article

curb the unsatisfactory levels of teachers' performance in the USE schools in the Serere district. Though several factors may account for the unsatisfactory levels of teachers' performance in the USE schools in Serere district, the most salient is performance management practices. Therefore, this study is set to investigate the relationship between Performance management practices and teachers' performance in USE schools.

Methodology.

Research Design.

This study employed a correlation and cross-sectional survey research design as the overall plan or strategy for conducting the research using a quantitative research approach. Through this research approach, the study collected numeric data that was statistically analyzed to find out the relationship between the two variables of performance management practices and Teachers' performance.

Study Population.

The target population was estimated at about 240 respondents, consisting of all teachers in the secondary schools under the USE programme in Serere District. For purposes of undertaking a comprehensive quantitative study, only 8 schools out of 12 schools (taking 3 from rural, 3 from semi-urban, and 2 from urban areas) were considered for the study as representative of all the USE schools in the district.

Sample Size and Selection.

From the target population of 240, a sample of 149 persons was considered to be sufficient as suggested by Krejcie & Morgan (1970). The sample consisted of 149 teachers.

Table 1: Sampling Size and Selection

Category	Accessible Population	Sample Size	Sampling Strategy
Rural school:	98	57	
Semi Urban school:	98	56	
Urban school:	44	36	
Total Respondents	240	149	Cluster Random Sampling

Sampling Techniques.

This study employed cluster random sampling. The eight schools formed the study clusters and were selected on the basis of being USE schools and located in the different sub-counties in Serere District. A total of 18 to 19 teachers were selected randomly from each school to form a total of 149 teachers.

Data Collection Methods and Instruments.

Data was collected using a survey method which involved the use of structured self-administered questionnaires. Only structured self-administered questionnaires were used.

The teachers' questionnaires were used in this study to collect quantitative data through capturing the teachers' perceptions as well as self-evaluation on the variables of Performance management practices and teachers' performance in the sampled USE schools in Serere district.

Quality Control.

To control the quality of the data collected, the researcher will ensure that the instruments for data collection are checked for validity and reliability.

Validity.

The validity of an instrument refers to the degree to which the resulting score truly represents the factor to be measured (Alden, 2007). Alden further notes that the instruments must be tested for face validity, content validity, and concurrent validity. Content validity is concerned with the extent to which instruments measure what they are designed to measure and the extent to which they cover the variables. Face validity was determined by seeking review of the data collection tools from the research supervisor, who helped the researcher make some adjustments in terms of clarity and ambiguity. This ensured that the test instruments measure the target variables. Furthermore, the instruments were given to the supervisor to evaluate the relevance of each item on the scale: very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1). Validity was arrived at after calculating the Content Validity Index as obtained using the following formula:

$$CVI = \frac{\text{No. of items judged relevant by all the judges (rated 3\& 4)}}{\text{Total number of items on the questionnaire}}$$

$$CVI \text{ (Teachers Questionnaire)} = 29/33 = 0.88$$

Given that the content validity indices of the instrument were above 0.7(which is the acceptable index), the instrument was accepted as being valid (Amin, 2005).

Reliability.

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/v51jq629
Original Article

Reliability of a research instrument refers to the degree to which an instrument consistently measures whatever it is supposed to measure. Cronbach's Alpha coefficient was used to measure the reliability of the instrument. The questionnaires were pre-tested through a pilot study, and Cronbach's Alpha Coefficient was computed using the Statistical Package for Social Sciences (SPSS). The closer the alpha value is to 1, the higher the internal consistency of the data collection instrument, as emphasized by Amin (2005).

Table 2: Results of the Reliability Tests Variable Number of Items Cronbach Alpha.

		Teachers
Performance Planning	8	0.780
Performance Monitoring	8	0.805
Performance evaluation	8	0.906
Teacher Performance	9	0.861

As seen in Table 2, the Cronbach coefficients for the scales used in the measurement of variables ranged from 0.780 to 0.906. These values meet the acceptable alpha value standard of being above 0.7. Thus, the scales used in the measurement were considered reliable.

Data Analysis.

After the questionnaires were returned, the researcher edited the raw data for completeness and accuracy. SPSS will be used to process and analyze the quantitative data using the following analysis techniques. First, inferential statistics was used to analyze data. Secondly, data were analyzed using descriptive statistics. This involved the use of percentages and measures of central tendency (means) and the measures of variability (Standard Deviation), where applicable. Mean values below 3 indicate disagreement, while mean values above 3 represent agreement. Larger values of standard deviation indicated variability of individual points from the mean.

Lastly, also under inferential statistics, Pearson's Correlation Coefficient, which shows the linear relationship between two variables, will be used. Pearson's correlation coefficient results always fall between -1 and +1.

Ethical Considerations.

An introductory letter from Team University was obtained and presented as proof of the study's purpose to the authorities in the sampled schools. Questionnaires were distributed after explaining the study objectives and getting consent from the respondents. Respondents were assured of the confidentiality of the information provided, which was used for only academic purposes. To ensure anonymity and confidentiality, individual respondents were asked not to write their names on the questionnaires. Conclusions of the study were based on both primary and secondary data, and all the information gathered was not used to the disadvantage of anybody.

Results.

Analysis of the Response Rate.

A total of 149 questionnaires were given to teachers. The respondents were encouraged to answer all the questions within a time frame of one week.

Table 3: The response rate for the study.

	Teachers	
Category	Frequency	Percent
Questionnaires Distributed	149	100
Questionnaires Returned	136	91.3

As seen in Table 3, there was a generally high response rate for both teachers (91.3%). This high response rate was because the researcher followed up with the respondents throughout the time for data collection. The response rate was deemed to be sufficient as it was above the threshold value of 50%.

Analysis according to the Background Information of the Respondents.

This section of the study discusses the socio-demographic characteristics of the respondents from the selected schools. Simple frequency tables are used in this presentation.

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/v51jq629
Original Article

Location of the School.

The study respondents were asked to indicate the location of the schools in which they teach.

Table 4: Respondents According to School Location.

		Teachers
Category	Frequency	Percent
Rural	52	38.2
Semi-Urban	50	36.8
Urban	34	25.0
Total	136	100.0

The representation of teacher respondents from the three categories of schools was as follows: 38.2% from rural USE schools; 36.8% from semi-urban USE schools, and 25.0% from Urban USE schools. This representativeness of the different school set-ups enabled the researcher to have a wide range of opinions on the performance practices being employed in USE schools in Serere District.

Distribution of Respondents According to Gender.

Table 5: Gender Distribution of the Respondents

Category		Frequency	Percent
	Male	81	59.6
	Female	55	40.4
	Total	136	100.0

The results in Table 5 show that more than half (59.6%) of the respondents were male, whereas the female respondents accounted for only 40.4%. This means that the male teachers in government USE schools could be more than their female counterparts. This is in line with the overall national trend of more male teachers in upper levels of education than female teachers.

Distribution of the Respondents according to Age.

Table 6: Age Distribution of the Respondents.

Category	Frequency	Percent
20-29 Years	20	14.7
30-39 Years	83	61.0
40-49 Years	27	19.9
50 Years and above	6	4.4
Total	136	100.0

As seen in Table 6, the majority of the respondents, accounting for 61.0% were between 30-39 years. This category was followed by those respondents in the age brackets of 40-49 years and 20-29 years, who accounted for 19.9% and 14.7% respectively. Only 4.4% of the teacher respondents were 50 years and above. From the above statistics, the cumulative percentage of teachers below the age of 40 was 75% - three-quarters of the total respondents. This implies that the USE schools have a youthful teaching force that can be easily introduced to the principles of performance management. This could be attributed to the recent efforts by the government to address staffing gaps in many of the government-aided USE schools through recruiting teachers.

Distribution of Respondents according to the Highest Level of Education.

https://doi.org/10.51168/v51jq629
Original Article

Table 7: Distribution of Respondents According to the Highest Level Attained

Category	Frequency	Percent
Diploma	52	38.2
Degree	83	61.0
Masters	1	0.7
Total	136	100.0

From Table 7, it is observed that the majority of the respondents were degree holders, followed by diploma holders and master's holders, in that order. More than half of the respondents (61.0%) were degree holders, while the diploma holders accounted for 38.2%. Only one respondent indicated having a Master's degree as the highest level of qualification. All the respondents had the qualifications required for teaching at the secondary level of education and are thus considered knowledgeable about the numerous performance management practices employed in schools.

Distribution of Respondents by Teaching Experience.

Table 8: Distribution of Respondents According to Teaching Experience

Category	Frequency	Percent
Less than 3 years	5	3.7
3-6 Years	12	8.8
7-10 Years	80	58.8
More than 10 Years	39	28.7
Total	136	100.0

Table 8 shows that the majority of the respondents, accounting for 58.8% of the total respondents, had a teaching experience of between 7 and 10 years. This category was followed by those with more than 10 years of teaching experience. The cumulative percentage of the respondents with six or fewer years of teaching experience was 12.5%.

Analysis of Teacher Performance.

Table 9: Descriptive Statistics on Teachers' Performance

Statement		SA	A	N	D	Mean	SD
I find the use of learner-based methods of teaching more user-friendly.	Freq	74	58	4	0	4.51	.558
	%	54.4	42.6	2.9	0		
I demonstrate curriculum knowledge mastery during the lesson.	Freq	70	62	4	0	4.49	.558
	%	51.5	45.6	2.9	0		
I always cover the Syllabus completely every academic year.	Freq	37	75	15	9	4.03	.807
	%	27.2	55.1	11	6.6		
It is quite easy for me to control learners during lessons.	Freq	29	84	15	8	3.99	.750
	%	21.3	61.8	11	5.9		
I mark and assess learners' books after the end of my lessons.	Freq	31	86	15	4	4.06	.675
	%	22.8	63.2	11	2.9		
	Freq	31	98	6	1	4.17	.524

https://doi.org/10.51168/v51jq629
Original Article

I appropriately prepare for all my lessons before teaching.	%	22.8	72.1	4.4	0.7		
I use appropriate and sufficient instructional materials during my lessons.	Freq	22	94	20	0	4.01	.558
	%	16.2	69.1	14.7	0		
I attend and teach all my lessons as scheduled.	Freq	14	83	35	4	3.79	.660
	%	10.3	61	25.7	2.9		
I give feedback on students' assignments and tests promptly.	Freq	11	66	42	17	3.52	.816
	%	8.1	48.5	30.9	12.5		
INDEX						4.1	.656

There was agreement from the respondents that teachers find the use of learner-based methods of teaching more user-friendly (Mean = 4.51, SD = .558). Teachers agreed that they demonstrate curriculum knowledge mastery during their lessons (Mean 4.49, SD = .558) and cover the Syllabus completely every academic year (Mean = 4.03, SD = .807). However, the respondents expressed divergent responses on covering the Syllabus completely every academic year. This was indicated by a high standard deviation value of 0.807, which tends to 1 despite a mean agreement of 4.52. This could imply that covering the Syllabus completely every academic year is not done for all subjects of all the selected USE schools.

When asked about how they find the task of class management and assessment of learners, the respondents agreed it was quite easy for them to control learners during lessons (Mean = 3.99, SD = .750) and they mark and assess learners' books after the end of their lessons (Mean = 4.06, SD = .675). The researcher asked the respondents about their lesson preparations and use of teaching/learning aids, where the respondents also agreed that they prepare for all lessons before teaching (Mean = 4.17, SD = .524) and that they use appropriate and sufficient instructional materials during my lessons (Mean = 4.01, SD = .558).

Furthermore, the researcher asked about the lesson attendance of teachers and when feedback is given to learners after tests are done. The respondents agreed that they attend and teach all my lessons as time tabled (Mean = 3.79, SD = .660) and give feedback on students' assignments and tests promptly (Mean = 3.52, SD = .816). However, the respondents expressed divergent responses on giving feedback on students' assignments and tests promptly. This was indicated by a high standard deviation value of 0.816, which tends to 1 despite a mean agreement of 3.52.

Performance Planning and Teachers' Performance.

Table 10: Descriptive Statistics on Performance Planning

Statement		SD	D	N	A	SA	M	SD
My supervisor demands that I develop my individual performance plans at the beginning of every term.	Freq	0	0	2	87	47	4.33	.503
	%	0	0	1.5	64.0	34.6		
My individual performance plans include the development of goals and targets.	Freq	0	0	2	94	40	4.28	.432
	%	0	0	1.5	69.1	29.4		
My individual performance goals are linked to the overall goals and targets of the school.	Freq	2	0	2	101	31	4.17	.591
	%	1.5	0	1.5	74.3	22.8		
My supervisor and I objectively and constructively discuss my individual performance plans before approval.	Freq	0	7	15	100	14	3.89	.640
	%	0	5.1	11.0	73.5	10.3		

https://doi.org/10.51168/v51jq629

I participate in the process of setting overall performance goals and targets for this school.	Freq	0	9	21	98	8	3.77	.655
	%	0	6.6	15.4	72.1	5.9		
I continually receive communication about the performance expectations from the administration.	Freq	0	4	33	94	5	3.74	.574
	%	0	2.9	24.3	69.1	3.7		
I implement my performance plan after being approved by the administration.	Freq	5	17	21	88	5	3.52	.894
	%	3.7	12.5	15.4	64.7	3.7		
I carry out performance planning as a continuous process throughout the academic year in this school.	Freq	9	27	15	80	5	3.33	1.05
	%	6.6	19.9	11.0	58.8	3.7		
INDEX							3.87	0.667

There was agreement from the respondents that the teachers are involved in developing individual performance plans at the beginning of every term (Mean = 4.55, SD = .503). These individual performance plans are objectively and constructively discussed by the supervisor and the respective teacher before approval (Mean 3.89, SD = .640), and the implementation of the individual performance plans is only after approval by the administration (Mean = 3.52, SD = .894).

Regarding the nature of the individual performance plans, the respondents agreed with the views that the individual performance plans involve the development of goals and targets (Mean = 4.28, SD = .432); which goals and targets are linked to the overall goals and targets of the school (Mean = 4.17, SD = .591) and that the respondents individually participate in the process of setting the overall performance goals and targets of the school (Mean = 3.77, SD = .655). Agreement on the above statements means that individual performance plans of the teachers are linked to the goals and targets of the school. This could be attributed to the perceived benefits of aligning the individual performance plans to the overall school strategic plans.

Furthermore, the researcher asked about the implementation of the performance plans established by the teachers. Respondents agreed with the statement that they continuously receive communication about the performance expectations from the administration (Mean = 3.74, SD = .574). The respondents expressed divergent opinions on the practice of carrying out performance planning as a continuous process throughout the academic year in their respective schools. This was indicated by a high standard deviation value of 1.05 despite a mean agreement of 3.33.

Performance Planning and Teachers' Performance.

The hypothesis of the study was "there is a statistically significant relationship between Performance planning and Teachers' performance in the Universal Secondary Education schools in Serere District. For purposes of testing this hypothesis, the aggregated measure of performance planning was correlated with that of teachers' performance using the Pearson Product-Moment Correlation (PPMC) test. The test was conducted using an alpha value of $\alpha = 0.05$ (Correlation significant at the 5%).

Table 11: Model Table for Hypothesis One

		Performance Planning	Teachers' Performance
Performance Planning	Pearson Correlation Sig. (2-tailed)	1	.297** .000
	N	136	136
Teachers' Performance	Pearson Correlation Sig. (2-tailed)	.297** .000	1
	N	136	136

. Correlation is significant at the 0.05 level (2-tailed).

From Table 11, the Pearson Correlation between performance planning and teachers' performance was (r = 0.297**, p = 0.000), which is positive and is statistically different from zero (p <0.05). Thus, the relationship between

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/v51jq629
Original Article

performance planning and teachers' performance is positive and statistically significant. With this, the alternative hypothesis was upheld.

Performance Monitoring and Teachers' Performance.

Table 12: Descriptive Statistics on Performance Monitoring

Statement		SD	D	N	A	SA	Mean	SD
I am comfortable with the administration's strong commitment to monitoring my individual performance in this school.	Freq	0	5	7	110	14	3.98	.551
	%	0	3.7	5.1	80.9	10.3		
The administration employs a user-friendly performance monitoring system to monitor my performance.	Freq	0	16	13	102	5	3.71	.721
	%	0	11.8	9.6	75.0	3.7		
The school administration commonly uses lesson supervision practice to monitor my performance.	Freq	0	7	16	109	4	3.81	.565
	%	0	5.1	11.8	80.1	2.9		
I am comfortable with being supervised while I am teaching.	Freq	0	6	18	112	0	3.78	.521
	%	0	4.4	13.2	82.4	0		
I am comfortable with the administration monitoring my utilization of teaching and learning materials during the teaching process.	Freq	0	12	32	92	0	3.59	.649
	%	0	8.8	23.5	67.6	0		
I am comfortable with my supervisor regularly appraising my performance.	Freq	0	23	35	78	0	3.40	.764
	%	0	16.9	25.7	57.4	0		
My supervisor objectively monitors performance in reference to the set targets and goals.	Freq	2	29	38	67	0	3.25	.841
	%	1.5	21.3	27.9	49.3	0		
Monitoring performance helps me to focus more on the core teaching activities in this school.	Freq	4	26	35	71	0	3.27	.873
	%	2.9	19.1	25.7	52.2	0		
INDEX							3.59	.685

The respondents agreed on the existence of a user-friendly performance monitoring system (Mean = 3.71, SD = .721). This system involves the school administration applying lesson supervision to monitor performance (Mean = 3.81, SD = .565) and the monitoring of the teachers' utilization of teaching and learning materials during the teaching process (Mean = 3.59, SD = .649).

The majority of the respondents reported being comfortable with: the strong commitment of administration to monitoring individual performance (Mean = 3.98, SD = .551); being supervised while the teachers are teaching (Mean = 3.78, SD = .521), and with the supervisors regularly appraising performance (Mean = 3.40, SD = .764).

When asked about the role of the supervisors, the respondents agreed that the supervisors objectively monitor performance in reference to the set targets and goals (Mean = 3.25, SD = .841). Monitoring performance was reported to help the respondents focus more on the core teaching activities in the school (Mean = 3.27, SD = .873).

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/v51jq629
Original Article

Table 13: Model Table for Hypothesis Two

		Performance Monitoring	Teachers' Performance
Performance Monitoring	Pearson Correlation	1	.184**
	Sig. (2-tailed)		.032
	N	136	136
Teachers' Performance	Pearson Correlation	.184**	1
	Sig. (2-tailed)	.032	
	N	136	136

**. Correlation is significant at the 0.05 level (2-tailed).

Table 13 shows that Pearson's Correlation Coefficient for performance monitoring and teachers' performance was (*r = 0.184**, p = 0.032)*, which is a positive and statistically significant relationship. The fact that the correlation coefficient is positive implies that as the USE schools get more involved in monitoring teachers' performance, the overall performance of the teachers equally improves. Therefore, the alternative hypothesis that stated "there is a statistically significant relationship between performance monitoring and teachers' performance was upheld.

Performance evaluation and Teachers' Performance.

The third objective of the study was to investigate the relationship between performance evaluation and teachers' performance in the USE schools in Serere District.

Table 14: Descriptive Statistics on Performance Evaluation

Statement		**SD**	**D**	**N**	**A**	**SA**	**Mean**	**SD**
I receive regular opportunities from the administration to review my performance.	Freq	0	0	18	94	24	4.04	.556
	%	0	0	13.2	69.1	17.6		
My supervisor reviews my performance based on set and agreed performance goals and targets.	Freq	0	14	40	71	11	3.58	.785
	%	0	10.3	29.4	52.2	8.1		
I am comfortable with the reward systems for good teachers' performance in this school.	Freq	1	15	54	59	7	3.41	.784
	%	0.7	11.0	39.7	43.4	5.1		
During the performance reviews meeting, my supervisors and I came up with action plans to bridge the performance gaps.	Freq	1	16	44	71	4	3.45	.768
	%	0.7	11.8	32.4	52.2	2.9		
The feedback I receive from my head of departments about my performance is constructive.	Freq	1	30	31	74	0	3.31	.839
	%	0.7	22.1	22.8	54.4	0		
Feedback on my performance is usually timely.	Freq	4	30	25	77	0	3.29	.910
	%	2.9	22.1	18.4	56.6	0		
I use the feedback on my performance to make improvements in my work.	Freq	8	18	48	59	3	3.23	.919
	%	5.9	13.2	35.3	43.4	2.2		
I implement the recommendations from performance reviews.	Freq	18	25	36	54	3	2.99	1.099
	%	13.2	18.4	26.5	39.7	2.2		
INDEX							3.84	.833

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/v51jq629
Original Article

The respondents agreed with the views that the opportunities for performance reviewing are regularly provided by the administration (Mean = 4.04, SD = .556) and that the review of performance is usually based on the set and agreed performance goals and targets (Mean = 3.58, SD = .785).

On what is involved in the performance review process, the respondents agreed that they are comfortable with the reward systems for good teachers' performance in this school (Mean = 3.41, SD = .784). They furthermore reported that during the performance reviews meeting, the supervisors work with them to come up with action plans to bridge the performance gaps (Mean = 3.45, SD = .768). These two statements highlight the value of reviewing performance in the school. Related to this is the aspect of feedback. When asked about the feedback from the performance review process, the respondents agreed that: they receive constructive feedback from their heads of department about their performance (Mean = 3.31, SD = .839); the feedback is usually timely (Mean = 3.29, SD = .910) and that the feedback is used to improve performance (Mean = 3.23, SD = .919). The high standard deviations tending towards one indicate some wide variation of opinions among the respondents, which could imply a variation of this practice in the different schools, as far as the issue of feedback is concerned.

When asked about the extent to which the recommendations from the performance reviews are implemented, the respondents disagreed with the effective implementation of these recommendations (Mean = 2.99, SD = 1.099). The high standard deviation value, which is above one, highlights the spread of opinions among the respondents. This implies that whereas some of the teachers in the selected USE schools implement the recommendations from the performance reviews, many other teachers do not. This could be attributed to the associated benefits or lack thereof that come with implementing all the recommendations of the performance reviews.

Performance evaluation and Teachers' Performance.

The third hypothesis of the study was, "there is a statistically significant relationship between performance evaluation and Teachers' performance in the Universal Secondary Education schools in Serere District."

Table 15: Model Table for Hypothesis Three

Performance evaluation	Pearson Correlation Sig. (2-tailed)	1	.163 .058
	N	136	136
Teachers' Performance	Pearson Correlation Sig. (2-tailed)	.163 .058	1
	N	136	136

Table 15 shows that Pearson's Correlation Coefficient for the two variables of performance evaluation and teachers' performance was *(r = .163, p = .058)*, which is positive, but has a probability value *(p = .058)* which is greater than the alpha value $\alpha = 0.05$ suggesting that the relationship between performance evaluation and teachers' performance is not statistically significant. Therefore, though the relationship between the two variables is positive, the alternative hypothesis has been rejected.

Discussion of results.

Performance Planning and Teacher Performance

The main finding regarding the first objective of the study is that there is a statistically significant positive relationship between performance planning and teachers' performance. The implication of this relationship is that teacher performance improves with an improvement in the performance planning practices in the organization. This is in line with the QEPU (2011) report that highlighted enhanced teacher morale and better understanding of teacher roles as important benefits of performance planning in any school setup. Consequently, these benefits are associated with enhanced teacher performance. Additionally, Coates (2000) argued that performance planning as a performance management practice involves formal organizational mechanisms aimed at setting out the performance of work tasks rationally and on a continuous basis and is associated with improved performance.

The study findings also revealed a clear process of performance planning in the USE schools. In this process, teachers are involved in developing individual plans, which are objectively and constructively discussed with their supervisors for approval before implementation. This finding is in agreement with Armstrong (2009), who argues that planning teachers' performance involves agreement between the manager (supervisor) and the individual (teacher) on what the latter needs to do to achieve objectives, raise standards, improve performance, and develop the required competencies.

The study found that the performance plans involve the development of goals and targets which are linked to the overall goals and targets of the school, and that the teachers individually participate in the process of setting the overall performance goals. This finding is supported by Kagaari et

https://doi.org/10.51168/v51jq629

al (2010), who noted that collaborative setting of performance goals is crucial in ensuring that the work allocated to individual workers is done according to the set plans and corrective actions are taken in case of any deviations based on the standards, thus planning led to improved performance. In contrast to the current study findings, Atwebembeire et al (2018) found that the staff were rarely consulted in the process of setting performance standards. In their study, they found that staff had undertaken the roles assigned to them without being allowed to align them to their personal goals and abilities; thus, planning without consulting lecturers did not improve performance.

The study findings revealed that the implementation of the performance plans involves continuous communication between the teachers and the administrators on the performance expectations. The fact that there is communication between the teachers and their respective administrators on the performance targets is in tandem with the Uganda Public Service Standing Orders that provide guidelines for effective performance of teachers according to which teachers are to be appraised by head teachers or principals who together with individual teachers plan and agree on certain performance targets each year (Ministry of Public Service, 2007). Additionally, Coates (2000) contends that effective performance planning involves the creation of a shared vision that is articulated through the organisation's objectives and well communicated to the employees.

The study found that there are weaknesses in the practice of performance planning as a continuous process. In contrast to this finding, Coates (2000) highlights that the performance planning should be periodic – yearly or half-yearly – and it should involve setting individual performance targets which are grounded in the overall organizational goals. The lack of regular planning could be attributed to several factors, key among them is the lack of understanding of this process. This view is supported by the Saber Country Report for Uganda (2012) where it is argued that while principals and/or head teachers are expected to plan, monitor and appraise (review) teachers' performance and provide support to teachers to improve instructional practice, there are no specific training requirements to ensure that they have the necessary skills to act as instructional leaders and successful managers (Jaimovich, 2012).

Based on the fact that the findings of this study are in agreement with other scholars' findings, it is therefore vital that schools should emphasize performance planning as one of the major Performance management practices so as to improve teachers' performance.

Performance Monitoring and Teacher Performance

The alternative hypothesis that stated "there is a statistically significant relationship between performance monitoring and teachers' performance" was upheld. This is the main finding under the second objective of the study. The meaning of this finding is that as the USE schools get more involved in monitoring teachers' performance, the overall performance of the teachers equally improves. This finding is in tandem with the findings by Atwebembeire et al (2018), who revealed that a weak positive relationship exists among the variables of performance monitoring and quality teaching and research among students. These scholars examined the relationship between performance monitoring and quality teaching and research in private universities in Uganda.

The study also found that the performance monitoring systems are user-friendly and involve school administrations supervising and monitoring the teaching and learning processes. The study findings revealed that teachers are comfortable with the strong commitment of the administration to monitoring and appraising performance. This finding contradicts the earlier findings by Atwebembeire et al (2018), who in their study revealed that most lecturers did not appreciate the practice of being monitored, especially through the use of students' evaluations.

The findings of the study further revealed that the monitoring of teachers' performance is in reference to the set targets and goals. This helps teachers to focus on their mandate, and thus the practice of performance monitoring serves the purpose of enhancing performance.

This finding rhymes with the views of a number of scholars like Musaazi (2006); Şencana & Karabulut (2014). For instance, Musaazi (2006) presents performance monitoring as a management strategy aimed at enhancing organizational performance through closely following what employees do at the workplace in a bid to achieve the organizational goals. Relatedly, Şencana & Karabulutb (2014) in their study on monitoring of educational performance indicators in higher education emphasize the necessity of performance monitoring because it ensures consistency between implementation and the planned strategic direction of the organization, as well as enhancing quality.

The fact that the findings of this study are in agreement with most scholars' findings about monitoring teachers' performance, it is therefore important for schools to enforce the practice of performance monitoring as one of the major Performance management practices that help to improve teachers' performance.

Performance evaluation and Teacher performance

The third objective of the study was to investigate the relationship between performance evaluation and teachers' performance in the USE schools in Serere District. The study found that although performance reviewing is positively correlated with teacher performance, the relationship between the two variables is not statistically significant. This means that the relationship between the two

https://doi.org/10.51168/v51jq629
Original Article

variables can be attributed to chance. This finding stands in sharp contrast to the views of a number of scholars. These scholars assert that performance review is important because it enhances employee motivation by providing feedback, recognition for good performance, praise, and opportunity for growth; as well as clarifying expectations and empowering workers by encouraging them to take control of their own performance and development (Armstrong, 2009; Wiener & Ariel, 2011). Similarly, the World Bank Report (2007) observes that with a focus on performance review, the levels of teacher effectiveness are said to improve.

In regard to the specific details under the practice of performance reviewing, the study found that in the selected USE schools, there are a number of opportunities for performance reviewing provided by the school administrations. With the review of performance being based on the set performance goals and targets, the study revealed that the performance review practice is complementary to the performance planning phase. This view resonates with Coates (2000), who observes that for performance management to be complete and effective, a formal review of the advancement towards the set performance targets as established at the planning stage should be undertaken. Feedback from such a review can be very helpful in the identification of training needs and other continuous performance practices.

The study equally found that feedback is a critical aspect of performance reviewing. The findings highlighted that constructive feedback is provided to the teachers about their performance, the feedback is timely, and it is important for improving performance. This is in line with the recommendation by the QEPU (2011) report that noted that during the performance review meetings, emphasis should be put on the issues of performance measurement, feedback, positive reinforcement, and exchange of ideas. In contrast to these findings, Atwebembeire et al (2018) found that the staff were not very satisfied with the feedback they obtained from their heads of departments, especially because some of the issues brought forward from the feedback were not addressed, and as such, the status of staff performance remains unchanged.

The findings of this study on the effectiveness of feedback in the performance review process are in agreement with the views of Yeoh et al (2012), who emphasized the need to give feedback to the lecturers. Feedback would enable them to understand their areas of strength and weakness and hence devise means of improvement. Spooren & Mortelmans (2006) also add that constructive feedback is an important mechanism of improving teacher effectiveness and hence contributing to quality teaching. Similarly, Obwogi (2011) found that constructive feedback is meant to help employees know if they are performing their jobs to the expectations of their employers, and if not, find better mechanisms for improving their job activities.

Based on the fact that the findings of this study are not statistically significant and in contradiction with other scholars' findings, it is therefore vital that further research is conducted to investigate why performance reviewing is not a significant predictor of teachers' performance in the USE schools in Serere.

Conclusion.

There is a statistically significant positive relationship between performance planning and teachers' performance in USE schools in the Serere district. Therefore, performance planning as a performance management practice is a significant factor in enhancing teacher performance in USE schools in the Serere district.

There is a statistically significant positive relationship between performance monitoring and teachers' performance in USE schools in Serere district. Therefore, monitoring teachers' performance is significant for the success of the teaching and learning processes in the USE schools.

Although performance reviewing is positively correlated with teacher performance, the relationship between the two variables is not statistically significant. Therefore, performance reviewing as a performance management practice is not a significant predictor of teacher performance in the USE schools in the Serere district.

Recommendations.

Schools should enforce the practice of performance planning not only at the beginning of the term but also as a continuous process throughout the academic year. This can best be achieved through top commitment and involvement of the school teachers in the planning process.

The schools should improve the practice of performance monitoring by improving the user friendliness of the performance monitoring system. This can be done through the introduction of automated/ICT-enabled performance monitoring systems in the Universal secondary education schools.

For the purposes of making the practices of performance reviewing more meaningful to the teachers, the study recommends the adoption of a performance review with feedback-based incentives by the school.

Future scholars could undertake longitudinal comparative studies of the variables of performance management and teacher performance in the rural, urban, and semi-urban areas of Uganda.

Acknowledgement.

First of all, I thank and glorify the Almighty Allah for his mercies, grace, and guidance throughout this course. Secondly, I express my appreciation to my supervisor, Dr. Ssendagi Muhamad, for the counsel and guidance given to me towards the preparation of this dissertation. I am so grateful to my wife, Swabra Yusuf, for all the support that he has rendered to me to enable me to study. I am grateful

to DEO Madam Icumar Annet Serere District for supporting me during the course. I extend my sincere appreciation to all the participants of this study for their time and responses given to the questionnaires. Lastly, I appreciate my classmates Odong Gideon and Ajalo Loyce Mary for standing with me during the course.

Acronyms and Abbreviations.

ANOVA	Analysis of Variance
CIPD	Charted Institute of Personnel and Development.
CVI	Content Validity Index
DV	Dependent Variable
EDU	Department of Education
ICT	Information Communication Technology
IV	Independent Variable
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
PMS	Performance Management System
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
USE	Universal Secondary Education
UTS	University of Technology Sydney

Source of funding

The study was not funded

Conflict of interest.

There is no conflict of interest.

Availability of data.

Data used in this study are available upon request from the corresponding author.

The author's contribution.

YL designed the study, conducted data collection, cleaned and analyzed data, drafted the manuscript, and HM supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Author's biography.

Yusuf Lumago is a student of a master's degree in education planning and management at the School of Post Graduate Studies and Research, Team University.

Dr. Ssendagi Muhamad is a research supervisor at the School of Post-Graduate Studies and Research, Team University.

References

1. Amin, E. M. (2005). *Social Science Research: Conception, Methodology, and Analysis*. Makerere University: Kampala, Uganda.
2. Armstrong, M. (2009). A Handbook of Performance Management.4thedn: London: Kogan Page.
3. Atwebembeire, J., Musaazi, J.C.S., Namubiru, S.P., & Malunda, N. P. (2018). *Performance Monitoring and Quality Teaching and Research in Private Universities in Uganda*. International Journal of Learning, Teaching and Educational Research Vol. 17, No. 10, pp. 70-85, October 2018 https://doi.org/10.26803/ijlter.17.10.5
4. Coates, G. (2000). Evaluating teachers: Student outcomes or professional inputs? *The Practicing Administrator*, 14(4), 28-32, 44.
5. Jaimovich, A. (2012). *SABER Teacher country report for Uganda* (English): System Approach for Better Education Results (SABER) Country Report, Washington, D.C. World Bank.
6. Kagaari, R. K., Munene, J. C., & Ntayi, J. (2010). *Performance management practices, information and communication technology (ICT) adoption, and managed performance.* Quality Assurance in Education. Vol. 18 No. 2 pp.106-125. https://doi.org/10.1108/09684881011035330
7. Krejcie, R. V., & Morgan, D. W. (1970). *Determining Sample Size for Research Activities.* Educational and Psychological Measurement. 30 pp 607-610. https://doi.org/10.1177/001316447003000308
8. Malunda, N.P., & Atwebembeire, J. (2018). *Instructional Resources and Teacher Effectiveness in Government-aided Secondary Schools in Uganda:*2018 International Conference on Multidisciplinary Research Track 4: Education; ISBN: 978-99949-0-384-9.
9. Ministry of Public Service (2007). *Staff Performance Appraisal in the Public Service - Guidelines for Managers and Staff. Kampala*: Ministry of Public Service.
10. Saber country report for Uganda (2012). *Teacher: System Approach for Better Education* Results. The World Bank.
11. Spooren, P., &Mortelmans, D. (2006). *Teacher professionalism and student evaluation of Teaching. Will better teachers receive higher ratings, and will better students give higher ratings? Educational Studies*, 32 (2), 201–214. https://doi.org/10.1080/03055690600631101
12. Quality Educators' Project Uganda (QEPU) (2011). Performance Management Practices for Primary Schools: Training Manual for Administrators and Supervisors.
13. World Bank Group (2007). *World Development Report Learning to Realize Education's Promise, Washington, DC.* World Bank.
14. Yeoh, S. F., Ho, J. S. Y. & Chan, B. Y. F. (2012). *Students Evaluation of Lecturer*

15. *Performance among Private University Students*.Canadian Social Science, 8(4), 236- 243.
16. Tucker. P. D., & Stronge. J. H. (2005). *Linking teacher evaluation and student learning: Association for Supervision and Curriculum Development.*Alexandria, Virginia, USA.
17. Şencana, H., & Karabulutb, T. A. (2014). *Monitoring of Educational Performance Indicators in Higher Education: A Comparison of Perceptions.*Educational Sciences: Theory and Practice. 15 (2), 359-376.
18. Obwogi, J. (2011). *Factors that Affect the Quality of Teaching Staff in Universities in Kenya*. UnpublishedPhd Thesis. Jomo Kenyatta University of Agriculture and Technology.
19. Muyingo, C. (2018). *Report on Busoga Education Conference: Are our children learning*? Camel communities and Obwakyabazinga Bwa Busoga.

PUBLISHER DETAILS:

SJC PUBLISHERS COMPANY LIMITED

Catergory: Non Government & Non profit Organisation
Contact: +256 775 434 261 (WhatsApp)
Email:info@sjpublisher.org or studentsjournal2020@gmail.com
Website: https://sjpublisher.org
Location: Scholar's Summit Nakigalala, P. O. Box 701432,Entebbe Uganda, East Africa