

**ASSESSMENT OF THE EFFECTIVENESS OF PERFORMANCE
APPRAISAL IN PRIVATE SECONDARY SCHOOLS:THE CASE OF
MAWENGI SECONDARY SCHOOL**

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APPRAISAL IN PRIVATE SECONDARY SCHOOLS: THE CASE OF
MAWENGI SECONDARY SCHOOL**

**By
Irene E. Sanga**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the
Degree of Master of Science in Human Resource Management (MSc HRM) of
Mzumbe University**

2013

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **Assessment of the Effectiveness of Performance Appraisal in Private Secondary Schools: The Case of Mawengi Secondary School**, in (partial)fulfilment of the requirements for the degree of Master of Science in Human Resource Management of Mzumbe University



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DEDICATION

I dedicate this dissertation to my lovely Parents: Mr. Edifferick Juma Sanga and Mrs. Angelina for laying the foundation of my academic life.

ABBREVIATIONS

HR	Human Resource
MSS	Mawengi Secondary School
OOCL	Oryx Oil Company Limited
OPRAS	Open Performance Review and Appraisal System
WWI	First World War
WWII	Second World War
MBO	Managing By Objectives
MBWA	Managing By Walking Around
MIE	Managing Individual Effectiveness

ABSTRACT

The aim of this study was to investigate the effectiveness of Performance Appraisal System in private secondary schools. The study was carried out at Mawengi Secondary School in Dar es Salaam using case study design. The sample size was 35 respondents from teaching and non-teaching staff. Sampling techniques used were purposive and random sampling methods. Data collection techniques were questionnaire administration, personal interview, Focus Group Discussions (FGDs) and documentary review. Data collected were analyzed using Statistical Package for Social Sciences (SPSS) version 20.0. Simple frequency analysis and tabulations were used.

The findings revealed that majority of respondents at Mawengi Secondary school were aware of the Performance Appraisal System and performance appraisal was mentioned to be effective. The result also shows that employees at Mawengi Secondary School had positive attitude towards the Performance Appraisal System and the way it is implemented.

It is recommended that that in order for Performance Appraisal System to be more effective the top management must give enough support to ensure that Performance Appraisal System is under control. There should be good and proper training of the employees in case there are problems of failure to attain their objectives to improve the employee's competence. Also, Performance Appraisal at Mawengi Secondary School should be fair to the employees rather than being biased and lastly, management decision on promotion, transfer, demotion and wage increase should rely on the performance report. This will help employees to develop a positive attitude on the Performance Appraisal System.

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CHAPTER ONE

1.1 The Background Information

Performance Appraisal is an old and most universal practice of management. It refers to all formal procedures used in working organization to evaluate the personalities and contribution and potential of the members (Tripath, 2005). Moreover Performance Appraisal was introduced in China whereby an imperial later used to appraise the performance of members of the official family. However, in India and New York Performance Appraisal was adopted after the World War I (WWI) and World War II (WWII) and this two countries used performance appraisal for the purpose of training and development, provide feedback to the employees and personnel research (Ghosh, 2005). Performance Appraisal in the formal ways has been adopted by most of the organizations particularly in business organization. Thus, Performance Appraisal has existed in old days and it is an ancient art, rooted in the early 20th century.

Today, Performance Appraisal is widely used in societies. Most of the companies especially those in the public sector adopted performance appraisal system. It is adopted in systematic way for instance in assessing the performance of workers in groups or individually. This evaluation and opinion may be about quality, behaviour and way of working. The information is in determining salary increase, promotions, transfer of the employees, etc. Many large organizations have designed performance appraisal system in which manager and supervisors are constantly observing the manner in which their subordinates are performing their job hence assigning a performance value/rate. The appraisal system may be annual, biannual (six monthly), quarterly, or monthly by using many different methods like ranking methods, paired comparison, grading, forced distribution methods, checklist methods, and critical incidence methods (Gupta, 2005).

In many organizations, Performance Appraisal is poorly done and often it does not always receive the attention it deserves (Ngirwa, 2004). Many managers cite Performance Appraisal as task they dislike most; that is why they don't apply this

idea of appraising their subordinates and sometime put off until the last minutes. Further, while open Performance Appraisal has been very much promoted in the public sector, little has been documented on the application of the open performance appraisal system in the private sector. This study therefore aims at intends to assess the effectiveness of employee Performance Appraisal in the private sector in order to explore the perception of employees and the management on the process of Performance Appraisal and its usefulness. Mawengi Secondary School is a private school which aims to provide quality and excellent education to the students and to develop teachers' skills according to their career. Functional Performance Appraisal system at Mawengi Secondary school in an important aspect needed to archive organization goal as well as development of staff. Also, it helps the management to motivate individuals and facilitate their goals achievement.

1.2 Statement of the problem

The practice of the Performance Appraisal in many organizations is high but the rate of its impact on performance of the organization has been perceived to be low by some organizations, but in others it has been mentioned to be effective in improving the Performance of the organization (Mutahsingwa, 2006). Nevertheless, human resource managers are expected to perform this function well not only because its primary objectives is to improve organizational performance but also it forms the basis for the employee's rewards and career performance (Gupta, 2005). Previous studies have indicated that, current Human Resource (HR) Performance Appraisal practices have been mentioned to be incompatible with quality management percept and demands.

Findings from Ngirwa (2004) suggest that one of the most poorly performed human resource function is Performance Appraisal. In another study (Josephat, 2009), employees identified personal objectives in line with corporate and team objectives, plus identification of staff development as areas where good performance appraisal can contribute to.

The performance appraisal faces obstacles such as lack of fairness in its execution, no two way communication, and also it is said to be old fashioned and out of date. Also the study done by Massawe (2006) noted that Performance Appraisal has not been successful in achieving its objectives because of the system not been fair due to lack of Performance objective, employees were not involved in setting annual objectives, exchange of views between manager and non-mangers was poor, and managers were not trained on how to conduct Performance Appraisal.

Based on these observations, this research assesses the effectiveness of performance appraisal system at Mawengi Secondary School in Dar es Salaam. The study explores the institutionalization of performance appraisal system at Mawengi secondary school and how performance appraisal is conducted. More over the study investigates the perception of management and employees towards Performance Appraisal practices at Mawengi Secondary School.

1.3 Objectives of the Study

The objective are categorized in two categories namely, general and specific objectives.

1.3.1 General Objective

The general objective of the study was to investigate to the extent of Performance Appraisal in secondary Schools especially in the private secondary schools.

1.3.2 Specific Objectives

This study addresses the following specific objectives:

1. To describe the Performance Appraisal system applied at Mawengi secondary school.
2. To describe the perceptions of employees, managers and supervisors on Performance Appraisal
3. To identify techniques employed by the organization in implementing the results of Performance Appraisal.

4. To identify the challenges of applying Performance Appraisal system in secondary schools.
5. To explore the differences between the Performance Appraisal system applied in the public and private spheres.

1.4 Research Questions

- i. What are the features of the Performance Appraisal systems applied at Mawengi secondary school?
- ii. What are the attitude and perception employees, managers and supervisors concerning performance appraisal?
- iii. Which techniques are employed by the organization /management to implement the results of Performance Appraisal?
- iv. What are the challenges of applying performance appraisal system in secondary schools?
- v. What are the differences between the Performance Appraisal system applied in the public and private spheres?

1.5 Significance of the Study

The results from this study will help to raise the awareness to the organization on areas of Performance Appraisal in Secondary Schools, and will also help to improve Performance Appraisal system for the benefit of all in the organization. The study will also help to increase knowledge to the employees and employers about Performance Appraisal weakness in order to benefit the employees and employers in accomplishing the organizational development plan. Moreover, this study will help and encourage other researchers to conduct the research on the areas which this study will not be able to cover.

1.6 Scope of Research

The study was confined in analyzing how the Performance Appraisal are practice in secondary Schools especially in the private secondary school. The study was focus only on private secondary schools due to insufficient resources including money and

time. The study will be conducted within six months, which is not enough time to conduct research in all private secondary schools. Nor does the researcher have the financial resources to conduct a national study. Therefore, the study will be conducted in Dar es Salaam.

1.7 Organization of the Dissertation

The dissertation is organized in five chapters as follows:

Chapter one presents a general introduction, background information, statement of the research problem, research objectives and significance of the study. Chapter Two presents the literature review pertaining to the research topic, different theories, empirical reviews and their findings. Chapter Three details with the research methodology employed in this research. It presents the research design, data analysis, methods used to collect data on assessment of the effectiveness of performance appraisal in private secondary schools, Chapter Four presents the research findings and data analysis and Chapter five presents the summary, conclusion and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews both theoretical and empirical literature on the subject matter. The content of the chapter includes the conceptualization of performance appraisal, purpose of Performance Appraisal, factors affecting Performance Appraisal, its main characteristics, and its objectives, performance appraisal methods, the problems of the Performance Appraisal, and the essentials of an effective of Performance Appraisal system.

2.2 Conceptualizing Performance Appraisal

According to Ghosh (2005) the Performance Appraisal is the process of defining the value of the worked one by an individual. This scholar argues that the use of Performance Appraisal in the organization can be used as main control mechanism for the performance which happen or conducted periodically to assess work performance, potential of the employees (person) and administration of discipline of the employees.

The scholar further argues that performance appraisal act as tools of true measurement of an employee's effectiveness on the job because manager will judge subordinate through appraisal system and through this system will not be biased. In order for the organization to apply performance appraisal system, they should make sure that performance standard and objectives are clear enough to be understood and they can be measured. Establishment of Performance Appraisal should go together with communication between employee and employer and it should be the duty of the employees to argue on what is expected to him, but communication should be effective and well understood when passing information from one place to another place.

Graham *et al.* (1988) argue that the application of the Performance Appraisal to any organization is good for the manager to make judgment of the employee

performance; sometimes Performance Appraisal system used in personnel management so as to prescribe the uniform manner at a certain time. The organization will apply Performance Appraisal system for the sake of the employee and employer and for the employee it will help to measure or determine the amount of salary increase or decrease on the ground of the merits. However, performance appraisal help to determine the future needs and indicate training needs for the workers. Application of performance appraisal will help to act as motivation for the employees.

Prasad (2006) defines the performance Appraisal as the evaluation of the performance and qualification of an employees in terms of the requirement of the job for which he is employed for the purpose of administration including placement, selection for promotion, providing financial rewards and action which require differential treatment among the members of group distinguished from action affection all member equally. This is important in order to ascertain employee eligibility for promotion and however it is merit rating because one individual is ranked as better or worse in the comparison to the other. He explains more that, performance appraisal is a systematic evaluation of personnel by the superior or other familiar with their performance.

Moreover, Performance Appraisal aims at both judgmental and developmental efforts whereby under developmental employee are helped to identify their weakness and take steps like training or shift to another department to overcome them. Performance Appraisal is systematic when it evaluates all performance in the same approaches so that appraisal of different person is comparable and such an appraisal is taken periodically according to plan.

According to Suri et al., (2009), Performance Appraisal is the process of evaluation of employee performance on a job in terms of its requirement. He explains that Performance Appraisal will help a manager to develop criteria for salaries adjustment, promotion, and transfer. Also, it helps to provide the employee with diagnostics feedback (positive or negative which may result their job

performance),informing individual employee to improve their performance in case there is demerits and awarding them in case there is merit of performance. He further argues that performance appraisal is an old system of managing performance and discipline, because it starts from the childhood where parent provides feedback to children by rewarding and punishing their action and therefore children learn that appropriate behaviour will either result in a reward or avert negative consequences.

Also, conducting Performance Appraisal will provide knowledge on how effectively the job has been performed and fostering positive behaviour among employees in an organisation. The use of Performance Appraisal in any organization will make supervisor fill more comfortable because it is easy for the organization to attain its objectives. Gupta (2006) explains the meaning of the Performance Appraisal as the process of assessing the performance and process of an employee of a gap of employee on a given job and his potential for the future development. Performance Appraisal has been elaborated that it consists of all formal procedure used in working in an organization to evaluate personality's contribution and potential of the employees.

Performance Appraisal focuses on the performance and future potential of the employees and it provides information so that important decision can be taken and feedback is given for future development of the staff and to clarify expectation to take part in the development of the each system and give management the opportunity for the communication. Also, it provides opportunity for the organization to evaluate and take stock of its human resources.

Tripath (2005) defines Performance as all procedures used in working organization to evaluate the personalities and contribution and potential of group members. In ancient days performance appraisal put more emphasis on evaluation of the merits of the individual in his worth as a person but now- days Performance Appraisal is in the direction of attempting to measure what the man does (performance appraisal) and rather than what he is (merit rating).He further argues that performance appraisal is purposively done so as to avoid job bias change or promotion, to identify the

strength and weakness to the employees, to serve as feedback to the employees, also it provides a national foundation for the payment of piece –work wages and bonus and last to serve as an important incentive to all the employees .

Bhatia (2007) argues that Performance Appraisal is a systematic, periodic and an important rating of an employee performance on his present job and to his potentiality for a future job. He more explains that Performance Appraisal is used as a simple confidential rating of the employee by his boss for the purpose of giving remarks on promotion and in most of the organizations; performance appraisal is used as an instrument for developing employees. , he further argues that the main objectives of the Performance Appraisal are to develop the employee and build condition of trust between the employee and his employer.

Thus, Performance Appraisal is potential system so as to measure potential of an individual to determine today what he could accomplish tomorrow. In most of the organizations, people are promoted based on their past performance which is considered as a good indicator of future job success. However, the objectives of potential appraisal are to help identify the potential of a given employee so as to occupy higher position in the organization hierarchy and undertake higher responsibilities. Mathias (2005) elaborates the meaning of Performance Appraisal as the process of evaluating how well employees perform their job as compared to a set of standards He explains that Performance Appraisal usually forms an integral part of an organization. Performance

Armstrong (2005) defines the Performance Appraisal as the formal assessment and rating of individual by the manager and usually, an annual review meeting. He argues that Performance Appraisal always operates in the form of top-down system and largely bureaucratic system own by human resource department rather than a line manager. It is there to backward looking; concentrating on what had gone wrong rather than looking forward to future development needs. He more explains that some of the managers consider Performance Appraisal as time consuming but most

of the employees enjoy Performance Appraisal so as to receive correct promotion and motivation according to their responsibilities.

Dessler (2005) view Performance Appraisal as means of evaluating an employee's current, past performance related to his or her performance standard. He says that Performance Appraisal assumes that performance standard have been set and is there to give employee feedback and incentives to help him or her eliminate performance deficiencies or continuous to perform above part. Appraisal is just an element in the process of improving employee performance through this manager take as an integral part by taking an employee into training, setting clear goals and lastly rewarding them where there are merits or punishment for demerits.

King (1984) noted that in any organization which practices Performance Appraisal employee will gain clear knowledge of what is expected from them. However, performance review system provide a sense of recognition of their effort and feelings of participation in decision making. Moreover, employee get specific information on how they should improve and most important employees get realistic ideas on their own strength and weakness.

Lloyd (1995) defines Performance Appraisal as organization system of assessing its staff so that work related administrative issues and decision can be carried out with highest of precision, accuracy, promptness and fairness. Furthermore, Schuler and Huber (1990) define Performance Appraisal as a formal system of measuring, evaluating and influencing employees job-related attributes, behaviour and outcome as well as the level of absenteeism, to discover how productive the employee is and whether he or she can perform more effectively in the future, so that the employee, the organization and society all benefit. Michael (2006) defines Performance Appraisal as a tool that is used to determine if the person meets the job specification, is able to perform the work in the job description.

2.3 Theoretical Review

Theoretical framework is a conceptual model of how one theory can make logical sense of the relationship among the several factors that have been identified as important to the problems (Sekaran, 2003). “The Role Behavior Theory” by Prachaska et al. (1982) explains the and predict the behaviour of the individual and teams in the organization which inform manager for the purpose of decision making and what steps they take on people management as well as expected consequences. This theory aimed at improving working environment and stimulate the employee new behaviour so as they can cope with new demand. However the theory will be supportive to my study whereby application of the Performance Appraisal will help to change the behaviour of the employees through evaluation of their work by manager upon their objectives given under employment contract, for example some of the employees are very lazy to perform their duty, therefore through the control of Performance Appraisal their behaviour may change.

Another theory is “Institutional theory” where by institutional means different things to different people depending on academic and professional orientation (Peter, 2000). However it is a discipline that combine politics, law, psychology, public administration and economics amongst other things in order to explain why certain decision are made or actions taken their impact on the organization. The theory is relevant with my study because in order for the institution or organization which contain different professional workers manager should introduce good ways of managing performance such as Performance Appraisal which will make evaluation to every professional worker according their duties given, this simplify manager’s duty on promoting and motivating an employees in case there is merits and controlling certain action in case there is demerits.

The theory of “strategic contingency by Kamuzora (2004) Peter and Water (1982) is also important for my study. There is a growing body of knowledge stipulating that since an organization operates and thrives in a complex environment, managers must adopt specific strategies which will maximize gains and minimize risks from the environment. Moreover the theory can help to support my study where as a manager

should be strategically to prepare ways to manage performance of the organization like application of Performance Appraisal in the improving performance of the organization.

2.4 Knowledge on how Employees are evaluated

The employees have rights to know how they will be evaluated by their supervisors and the instruments which will be used for the evaluation. The author further explains that, it is important to find out what the job is and how your success at performing the job will be determined. A prospective employer does not have written evaluation, then you will learn something valuable that how does the employer will decide to retain the employee or not. He argues that employee obtains information from the employee to as whether he wants to work under that condition. Therefore employees will use certain criteria in evaluation form. Those criteria include attitude, compatibility, dependability, job knowledge and efficiency and organisation.

Through attitude, an employee will be able to agree on which people have bad altitude. It is harder to rate people with great, excellent or average altitude. Bad attitude maybe commonly agreed upon one that a negative with result to the won the employer, co-workers. Through compatibility co-workers are more important than the ability to work well. Working well with others can enhance your Performance Appraisal and your chance for reviewing key assignment and promotion compatibility is a criterion that influences evaluation whether or not it is explicitly mentioned.

Dependability is reliability especially in being present for work or completing work on time, dependability may be the single most important evolution, given that the person had adequate job knowledge. It sometimes appears on some evaluation or it may be accounted with evidence, tardiness or ability to complete work on time. Job knowledge is important for obvious reasons, no matter what other traits you have and even if you are there every day with great attitude if you cannot do the work the

evaluation reflects that. Efficiency and organization are related but not similar. The person cannot be efficient without being in an organization.

2.5 Effective Performance Appraisal

2.5.1 Overview

Effectiveness is the process whereby an organization archives its set objectives at the desired outcome. The effectiveness of Performance Appraisal of the organization is determined by the degree to which it realizes its goals, objectives purpose, mission, aim and task (Milanzi, 2003). Effective Performance Appraisal contains how basic the system operates in conjunction with an evaluation of system and feedback system. The main aim of the evaluation system is to identify the performance gap (if any). The gap is the shortfall that occurs when performance does not meet the standard set by organization. The main aim of the feedback is to inform the employee about the quality of his or her performance. However, the information flow is not exclusively one way. The appraiser also receives feedback from the employee about their job problem. Ngirwa (2004) outlines the following specific purpose of performance appraisal.

- a) It provides employees with feedback about his or her performance during the period of appraisal.
- b) Performance Appraisal is a management information tool which provides input into all its core functions of human resource management such as recruitment, training, development, and compensation labour relation health and safety.
- c) Performance Appraisal provides a bias for judging whether the organization recruited the right people for its job. It also provides a feedback to the organization as to whether the performance system set is correct and attainable or not.
- d) Performance Appraisal is the basis from which the organization can judge whether the section process produces the right quality of employee in terms of the job recruitment.
- e) Performance Appraisal suggests the organization's training and development needs.

2.5.2 The Purpose of Performance Appraisal

In order for the organization to develop and archive its objectives, managers should apply the use of performance appraisal so as to make control of individual performance by evaluating their performance and if the goal has been achieved as it was planned before. Therefore, the following are the purpose of Performance Appraisal system in organization:

- a) It can save as a basis for job change or promotion by establishing whether the workers can contribute more in different or a higher job and help in suitable promotion and placement.
- b) By identifying the strength and weakness of an employee; it serves as a guide in order to formulate suitable training and development programmes.
- c) It serves as an important incentive to all the employees who are by existence of an appraisals system assured of the managements' continuous interest in them and their continuous possibilities to develop.
- d) It serves as a feedback to the employees by letting the employees know how well they are doing or where they stand with their superiors.
- e) The existence of a regular appraisal system tends to make the superiors and executives more observant of their subordinates.
- f) Performance Appraisal often provides the rational foundation for the payment of piece work wages, bonus, etc. The estimates of the relative contribution of the employees help to determine the rewards and privileges.
- g) Performance Appraisal records of employees help management to do planning without relying upon personal knowledge of superior who may be shifted.

2.5.3 The Main Characteristics of Performance Appraisal

Performance Appraisal process consists of a series of steps whereby the appraisal begins. The criterion of Performance Appraisal is specified with the help of job analysis which reveals the contents of job, communicates the standards the employees and it measures performance by comparing the actual with the standards. Furthermore, Performance Appraisal is there to discuss the appraisal and take

corrective actions, through mutual discussions with the employees, the steps required to improve performance are identified and initiated, training, coaching and counselling.

2.5.4 The Objectives of Performance Appraisal

Performance Appraisal provides feedback to employees so that they come to know where they stand in the organization when his/her performance is being compared to other employees and how an effort is contributing to the achievement of organizational objective and how to improve it. Not only that but also Performance Appraisal provides a valid database for personnel decisions concerning placements, pay, promotion, transfer, salary increase and punishment. Furthermore Performance Appraisal diagnoses the strengths and weaknesses of individuals so as to identify further training needs to overcome those weakness for the betterment of employees and employers. On top of that it provides coaching, counselling, career planning and motivation to subordinates. Performance Appraisal develops positive superior-subordinate relations and thereby reduces grievances. Not only has that performance appraisal facilitated research in personnel management. Furthermore Performance Appraisal tests the effectiveness of recruitment, selection, placement and induction programmes.

2.5.5 The Essentials of an Effective Performance Appraisal System

To be effective a Performance appraisal system should satisfy the following:

Mutual: An atmosphere of mutual trust and confidence should be created in the organization before introducing the appraisal system, such an atmosphere is necessary for frank discussion of appraisal; it also helps to obtain the faith of employee in the appraisal system.

Clear Objective: The objectives and uses of Performance Appraisal should be made clear and specific. The objectives should relevant, timely and open. The appraisal system should be fair so that it is beneficial to both the individual employee and the organization. The system should be adequately and appropriate linked with other subsystems of human resources management.

Standardization: Well-defined performance factors and criteria should be developed. These factors as well as appraisal form, procedures and techniques should be standardized. It will help to ensure uniformity and comparison of ratings. The appraisal techniques should measure what they are supposed to measure. These should also be easy to administer and economical to use. The appraisal system should be performance based and uniform. Employee should be made fully aware of performance standards and should be involved in setting the standard.

Training: Evaluator should be given training in philosophy and techniques of appraisal. They should be provided with knowledge and skills in documenting appraisals, conducting post appraisal interviews, rating errors.

Job Relatedness: The evaluator should pay attention on job-related behaviour and performance of employees. In order to focus attention on behaviour under the employee's control, rates must become familiar with the observed behaviour. It also necessary to prepare a checklist so as to obtain and review job performance related information. Ratings should be tied up with actual performance of units under the rate's control. The information generated through evaluators should be tailored to the needs of the organization, performance requirements and norms of behaviour. Multiple criteria should be for appraisal and appraisal should be done periodically rather than once a year.

Documentation: The rates should be required to justify their ratings. Documentation will encourage evaluators to make conscious efforts minimizing personal biases. It will also help to impart accountability for ratings.

Feedback and participation: Arrangements should be made to communicate the ratings to both the employees and the ratter's. The employees should actively participate in managing performance and in the on-going process of evaluation. The superior should play the role of coach and counsellor. The overall purpose of appraisal should be developmental rather than judgmental.

Individual differences: While designing the appraisal system, individual differences in organizations should be recognized. Organizations differ in terms of size, nature, needs and environment. Therefore; the appraisal system should be tailor-made for the particular organization. The needs of ratter's in terms of feedback, mobility, confidence and openness should also be considered.

Post appraisal interview: After appraisal, an interview with the employee should be arranged. It is necessary to supply feedback, to know the difficulties under which employees work and to identify their training needs. The later should adopt a problem-solving approach in the interview and should provide counselling for improving performance.

Review and appeal: A mechanism for review of ratings should be provided. The review may be made by a committee consisting of line executives and personnel experts. The committee will see whether the ratters are unusually strict or lenient. It may compare ratings with operating results and may require the ratter's to give specific examples or tangible proof. Differences if any are discussed and dissent is recorded. Provision must be made for and appeal in case employee/rate is not satisfied with the rating.

2.6 Factors Affecting Performance Appraisal System

In order for the performance appraisal to exist in any organization and give good results to the management and to the employee, a manager should know those factors. Factors that affect performance appraisal are the following:

In order for the Performance Appraisal to exist in any organization and give good results to the management and to the employee, a manager should know those factors. Factors that affect performance appraisal are the following:

Organizational leadership: This should be looked into as the nature of leadership at the top determines to a lager extent the loyalty and communication of employees on the goals of organization.

Environmental constraint: There are several environmental constraints which may be outside the control of workers and to ignore these facts in judging employees performance would be injustice.

Interdependence of sub-systems: Every organization is composed of a number of interdependent sub-systems. The success or failure of any one sub-system has to be interpreted in the context of all other sub-systems to which, it is related.

Application of any new system in organization may face various challenges and therefore below are challenges for application of the performance appraisal system in the organization.

Errors in rating: Performance appraisal is not valid indicator of performance and potential of employees due to the following types of errors.

Halo effect: It is the tendency to rate an employee consistently high or low on the basis of overall impression. One trait of the employee influences the rate's appraisal on all other traits, for example an employee may be rated high on performance just because he sits on until late evening. Similarly, a person who does not shave regularly may be considered lazy at work and may be underrated. This error may be minimized by rating all employees on one trait before taking up another trait.

Stereotyping: This implies forming a mental picture of a person on the basis of his age, sex, caste or religion or tribe.

Central tendency: This means assigning averages ratings to all the employees in order to avoid commitment or involvement. This does not use justified rating system as a result, the ratings are clustered around midpoint.

Constant error: Some evaluators tend to be lenient while others are strict in assessing performance.

Personal bias: Performance appraisal may become invalid because the ratter dislikes an employee and such biases or prejudices may arise on the basis of religion, interpersonal conflict, and recent experiences of first impression.

Spill over Effect: This arises when past performance affects assessment of present performance, for instance, recent behaviour or performance of an employee may be used to judge him.

Lack of reliability: Reliability implies stability and consistency in the measurement. Lack of consistency over time and among different ratter's may reduce the reliability of performance appraisal. Inconsistent use of measuring standards and lack of training in appraisal techniques may also reduce reliability. Different qualities may not be given proper weight age. Factors like initiatives are highly subjective and cannot be quantified.

Incompetence: Ratters may fail to evaluate performance accurately due to lack of knowledge and experience.

Negative Approach: Performance Appraisal loses most of its value when the focus of management is on punishment rather on development of employees.

Multiple objectives: Ratters may get confused due to too many objectives or unclear objectives of performance appraisal.

Resistance, trade union may resist Performance Appraisal on the ground that it involves discrimination among its members. Negative ratings may affect interpersonal relations and industrial relations particularly when employees/unions do not have faith in the system of performance appraisal.

Lack of knowledge: The staff appraising performance of employees might not be trained and experienced enough to make correct appraisal.

2.7 Empirical Studies on Performance Appraisal

Storey (2005) argued that in comparison in the Human Resources Management function, there have been more systematic, longitudinal surveys on its use even though the role of evaluation may be uncomfortable for them. Storey (1995) asserted that judgments of performance appraisal are needed if performance contains decision, ranging from termination to pay increase and promotion is to have any sort of rating bias. Similarly, in a detailed examination of the performance management issue in quality focused organizations. He came up with the finding that an inappropriate Performance Appraisal could be a major cause of failure in the implementation of Total Quality Management.

Stone (1998) has carried out the findings to observe the relationship between individual outcomes and strategy business objectives. One of the findings was that companies which manage Performance Appraisal outperform companies that do not, with higher profit, better cash flows, strong stock market performance, production gain, higher sales, growth per employee and better financial performance overall. Companies with Performance Appraisal had scored higher on equity, sales, growth and sales as well as income per employee than those companies.

Furthermore, there is another study which was done in England, by Pearle in 1995 on the role of Performance Appraisal practices toward organizational efficiency. The case of municipal councils, found out that 86 percent of the respondents agree on the notion that Performance Appraisal is the tool for organizational efficiency. However, the study indicates that in spite of the current ubiquitous use of Performance Appraisal systems, there is considerable contention over its efficiency and usefulness. The findings indicate that there is a relative lack of satisfaction toward the effectiveness of Performance Appraisal systems in both private and public organizations.

Various studies have also been carried out in Tanzania. Mutahsingwa (2006) carried out a study on the assessment of employees' perceptions on the open performance review appraisal system in Tanzania work organizations: a case study of Public Service at

Tanzania Police Force Dar es salaam Headquarter He found that the employees perception on OPRASS was not influence by their position in the organization. The result was that the Performance Appraisal was fair and level of trust in and satisfaction with the appraiser is related to the fact that regardless of the position they held even the management is subjected to this system at the end of the day too have to be appraised or evaluated by their boss.

There was research which was done in Tanzania by Josephat (2009) on effectiveness of employee performance A practice in Tanzania, the case study at KPMG the findings was, there is Performance Appraisal system at KPMG, due to every employee identify personal objectives in line with corporate and team objectives, plus identifications of staff development required to support this.

Furthermore there was another research by Nashilla (2009) on an assessment of the Role of Performance a practice in the promoting organization efficiency, the case of the state university of Zanzibar. The Performance Appraisal has obstacles such as lack of fairness in execution of Performance appraisal function, no two way communication, Performance Appraisal is this was old fashioned and out of date.

Not only that but also there was the research by Kahalwe, (1999)on An assessment of employees involvement in the Performance Appraisal system in Parastatal sector, the case of Bank of Tanzania, the finding was emphasized on the employee involvement in Performance exercise for the appraisal to be effect.

On top of that there was the researcher by Massawe, (2005) on factors affecting the effectiveness of employee Performance Appraisal in Tanzania the case study of ORYX Oil Co. the finding was performance appraisal was not effective, was unsatisfactory, according to this research at ORYX.

2.8 Research gap

Open Performance Review and Appraisal System (OPRAS) is the current ways of managing the employee performance in the organization so as to improve

performance of the organization and of the employees but this method is more usefully in public servants including secondary schools teachers but it not clear on whether the same system is applied for the teachers in private secondary schools. Therefore my study will be on private sectors to find out whether teachers in private sectors are treated the same as public sectors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to systematic way applied to solve the research problem (Kothari, 1990). In this chapter, research design and research approaches are explained. Furthermore, the study area, population, sample and sampling procedures and data collection methods have been elaborated. The chapter is concluded by elaborations on the data analysis procedures.

3.2 Research Design

Research design is the plan showing the approach and strategy of investigation aimed at obtaining relevant data, which fulfils the research objectives and answers to the research questions (Kothari, 2002). Case study design was employed during the study due to the following merits: the design is frequently used in studying few cases within an organization. Furthermore, case studies are greatly comprehensive and reliable because of their ability to explore instance in-depth (Bell, 1993); and employment of case study design during the study enables the researcher to get information, which is purposive and comprehensive (Tuckman, 1978).

3.3 The Study Area and Population

The study was conducted at Mawengi Secondary School which is operating as private school. This school is chosen because it is among Secondary Schools in the Private Sector which practice performance appraisal for a long time. Thus, the researcher expected to get quality, quantity and reliable data. The population of this study was comprised teachers and non teachers which make a total of seventy (70) of people. The sample was drawn from 35 Teachers and non Teachers of Mawengi Secondary School which is located at Mbezi Beach in Dar es Salaam Region, Tanzania,

3.4 The Sample and Sampling Techniques

The sample was obtained from the population and included School managers, Director of the School and the Staff Teachers. The total sample was (35) of the teachers and non Teachers, both purposive and random sampling methods were used to get the required number of respondents.

According to Kamuzora (2004), purposive sampling is defined as a judgmental sampling where the researcher chooses only that element that he believes will be able to deliver the required data. This was used to select fifteen(15) teachers with the following qualification: The school manager as a person who apply and practice Performance Appraisal, the head of the school who act as frontline manager and work nearly with the teachers, the Second Master who sometime take part of management when the head of school is absent, Academic Master who is very important also because handle heart of the school which is education and other eleven (11) teachers who hold different positions within the school, for example heads of the department, class teachers and every teachers according to the lesson that found there.

Random sampling is the probability sampling whereby all members in the population have equal chance of being selected to form a sample (Kamuzora, 2004). In this study, simple random sampling technique was used to select non staff teachers. Simple random sampling technique was proper since it provides equal chance in the selection of respondents. Thus, simple random sampling was adequate, representative and appropriate for this study.

3.5 Data Collection Methods

Interviews, observations and documentary review research methods were used to collect data. Interview is a method of collecting information through oral or verbal communication between the researcher and the respondents. Personal interviews were used during data collection. In this case, the research was the main player as well as the moderators in the process of interviewing interviewees. Interview method

has been chosen because it is quite flexible, adaptable and can be applied to many people and information can be obtained in detail and well explained.

Interviews were facilitated by interview research question instrument (questionnaire). During the study, both open ended and closed questions were administered to respondents. This provided freedom to respondents and provided much answers as they have managed. Appendix 1 presents the questionnaire used in this study.

This study also used Focus Group Discussion (FGDs) to gather more consistent and relevant data and information on the nature of mining activities at Katente mining site. Kothari (2004) indicate that, focus group discussion is an interview whereby multiple research questions are asked to participants simultaneously and which produce data from small group of people on a specific topic. In addition, Bhalalusesa (1993) asserts that, focus group discussion promotes interaction among the participants, stimulating them to air feelings, perceptions and beliefs that they would not express if interviewed individually. In this study, the researcher conducted focus group discussion of 4-5 people. The focus group discussions included both women and men.

Documentary review is a process of reading various extracts found in offices or places dealing with or associated with the issue related to what the researcher is investigating (Miles and Huberman, 1996). Documentary review guide was designated in order to ensure that all-important documents are available for the exercise. However, documents reviewed were identified before designing documentary review. In my study documentary review was a document from Mawengi Secondary School of which was contained about performance management of the school.

3.6 Data Analysis

The open-coding procedure was used during data analysis. The open-coding procedure is the analysis that pertains specifically to the naming and categorizing of phenomena through case examination of data (Econ, 1998). Data was put into small

groups, closely examined, compared for similarities and for differences. The process was enabled the data to be reduced into small portions, which were easy to be analyzed. Data analysis was done based on the research objectives and it was presented according to the research objectives and research questions. The data was analysed through the use of tables and percentages as illustrations to make them be clear.

3.7 Study Limitations

The study was limited by finance, the researcher could not afford to collect data all over the country due to financial matters in transport cases, stationary costs and accommodation cost for the given time of research schedule, other problems associates with questionnaires administration and respondents fail to answer questions by the limit of time due to administration duties, and sometimes despite proper appointment the researcher would find the respondents out of the office. The study was designed to investigate to what extent Performance Appraisal in Secondary Schools especially in the Private Sector it influences the performance of the organization. The study concentrated on Mawengi secondary school as case study, the data collection through questionnaires and interviews was expected to be easy due to availability of transportation and accessibility to the researcher.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

The main purpose of the study was to assess the effectiveness of Performance Appraisal in managing the organization especially in private secondary schools. This chapter brings the presentation and discussion of the analyzed research findings obtained from personal interview, questionnaire and documentary review. The findings presentation starts with demographic characteristics of respondents (Teachers and non teaching staff) particular age, marital status, gender education level and working experience. The chapter goes further to present the analysis of data and the discussion of findings.

4.2 Demographic characteristics of respondents

The purpose of presenting the demographic characteristics of respondents is to enable the readers to know the nature of the people who participated in this study; the key characteristics of the respondents include the profile, age, gender, education levels, marital status and working experience.

4.2.1 Profile of respondents

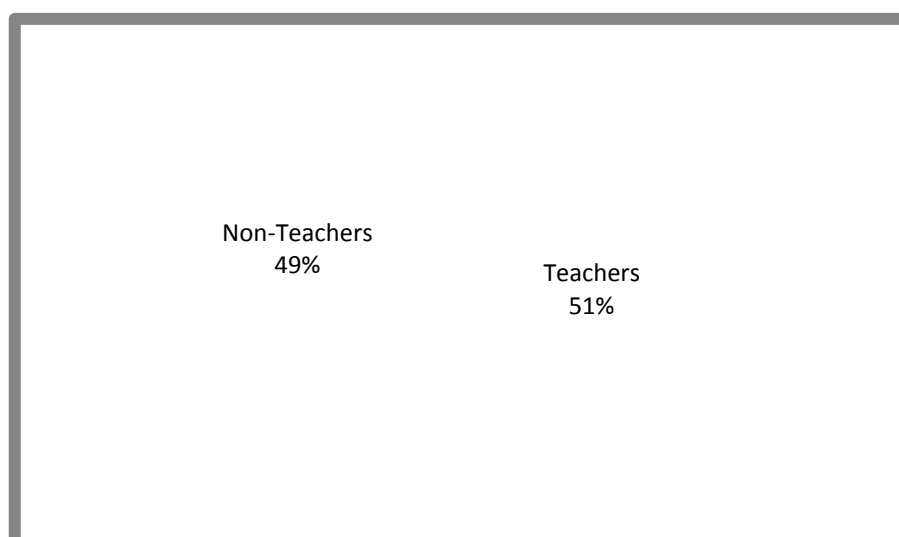
Table 4.1 provides a summary of the respondents, in this study two categories of respondents were involved in the study namely: - (i) Teachers and (ii) non teaching staff. With analysis, the overall study findings on table 4.1 show that a high proportion of respondents 18(51.4%) belonged to the first category. There are remarkable gender differences among male and female respondents in this category as 13(59%) were men and 5(38.5%) were women respectively. This situation can be attributed to patriarchal system which favored male and discouraged females in education. Another respondents 17 (48.6%) belong to the second category include non staff teachers comprising of 11(52.4%) of male and female 6(42.9%). Another respondents 17 (48.6%) belong to the second category include non staff teachers comprising of 9(41%) of male and female 8(61.5%).

Table 4. 1: Percentage Distribution of respondents involved in the study with regard to Gender

Category of Respondents	Gender				Total	Total %
	Male		Female			
	N	%	N	%		
Teachers	13	59	5	38.5	18	51.4
Non Teaching staff	9	41	8	61.5	17	48.6
Total	22	100	13	100	35	100

Source: Field Data, (2012)

Figure 4. 1: The distribution of respondents



Source: Field Data, (2012)

4.2.2 Age of respondents

Table 4.2 provides a summary of respondents who participated in this study with regard to age factor. Age was categorized into five groups, the grouping were from the age 18 years to 56 years and above. This grouping was based on the consideration that the economically active and productive group in Tanzania is from the age of 15 years old to 64 years (URT 1991). The overall study findings on table 4.2 reveal that the majority of respondents 10 (28.6%) belonged to the age category 36- 45 years, followed by the age category 9(25.7%) 46-55 years. In the former age category 6(27.3%) respondents were men while women were 4(30.8%).The later the study findings show that in the age category 46-55years there were men 5(22.7%)

and women 4(30.8%).The age group of 26-35 comprised 5 (22.7%) of men and 3(23%) of women whereas the age group of 18-25 years comprised 4 (18.2%) of men and 2 (15.4%) of women. Surprisingly, the majority of the age group of above 50 years 2(9.1%) were men.

The results imply that majority of the respondents are in the middle age group, which fall within the economically active and productive group, at this age groups includes people who are just starting to develop economically and require financing for their lives or businesses. According to Basnayake and Gunaratne (2002), the age of a person usually is a factor that can explain the level of production and efficiency. Age influence experience, wealth and decision-making all of which has an effect on the working capabilities of an individual and therefore individual's productivity.

Table 4. 2: Percentage Distribution of Respondents' Age with regards to sex

Age of Respondents	Sex				Total	Total %
	Male		Female			
	N	%	N	%		
18-25 Years	4	18.2	2	15.4	6	17.1
26-35 Years	5	22.7	3	23.0	8	22.9
36-45 Years	6	27.3	4	30.8	10	28.6
46-55 Years	5	22.7	4	30.8	9	25.7
Above 50 Years	2	9.1	0	0.0	2	5.7
Total	22	100	13	100	35	100

Source: Field Data, (2012)

4.2.3 Marital status of Respondents

Marital status was included as a variable in the study to determine the proportion of different individuals to see how they are participating in this study. Table 4.3 provides a summary of the marital status of respondents who participated in this study. The survey findings revealed that in the married category, 7(53.8%) of teachers were male and 3(60%) were female and 7(77.8%) of non staff teachers were male and 6(75) were female. This implied that the sample population was split between single and married.

Table 4.3: Percentage Distribution of Respondents showing their marital status

Marital Status	Teachers				Non Teaching staff				Total	Total %
	Male									
	N	%		%		%		%		
Single	6	46.2	2	40	2	22.2	2	25	12	34.3
Married	7	53.8	3	60	7	77.8	6	75	23	65.7
Total	13	100	5	100	9	100	8	100	35	100

Source: Field Data, (2012)

4.2.4 Education level of Respondents

Education is always regarded and valued as a means of liberation from ignorance. It is perceived as among the factors that influence an individual's perception of an intervention before making decision to take part. Table 4.4 provides a summary of respondents who participated in this study with regard to education level. Respondent's education were classified under four categories as follows primary, secondary certificate, ordinary diploma, Bachelor Degree and Masters Degree.

Overall study findings on table 4.4 show that out of 35 respondents, 10(28.6%) had attained Bachelor Degree. There was a gender differences between men and women in this category where by women account of 7(53.8%) and 3(60%) men. Likewise the findings show that the majority 8(22.9%) of respondents attained O-level education, where 5(55.6%) respondents were male and 3(37.5%) respondents were women from the group of non staff teachers.

Those who had attained certificate education consisted of two 2(22.2%) of male and 3(37.5%) of women from the group of non staff teachers. Three 3(8.9%) of respondents had attained primary, were one 1(11.1%) of respondents were male and 2(25%) were women. The remaining 2(5.6%) of respondents had attained master degree and were from the group of teachers. Surprisingly, the majority of respondents who had attended Bachelor Degree and master's degree were teachers and who had attended primary school, O-level and Certificates were non staff teachers.

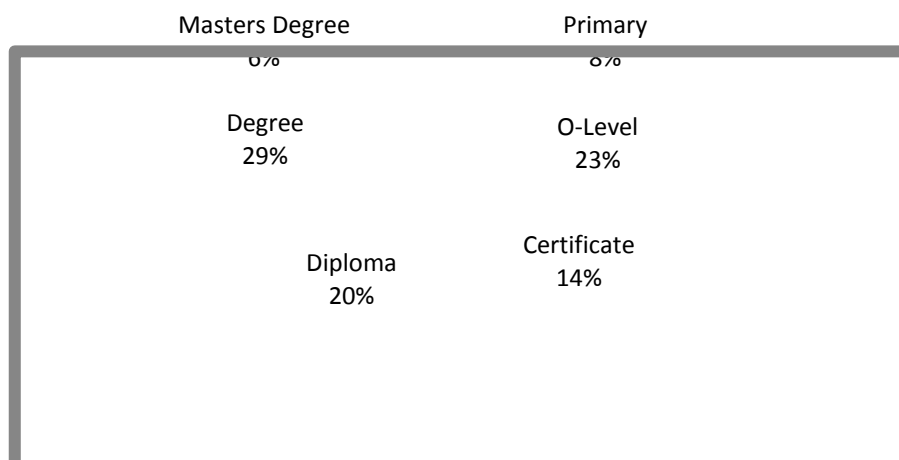
The findings suggest that, majority of the respondents were educated. Given the level of education, it is evident that the respondents were able to read and understand the questionnaire used in this study appropriately, and were consequently able to provide the right answers. Also this means that most teachers at Mawengi secondary school are competent enough to teach/perform and therefore the question of incompetence during the appraisal system may not occur.

Table 4. 4: Percentage Distribution of Respondents by Level of Education

Education levels	Teachers				Non Teaching staff				Total	Total%
							Female			
		%	N	%		%		%		
Primary	0	0	0	0	1	11.1	2	25	3	8.6
O-Level	0	0	0	0	5	55.6	3	37.5	8	22.9
Certificate	0	0	0	0	2	22.2	3	37.5	5	14.3
Diploma	4	30.8	2	40	1	11.1	0	0	7	20
Bachelor	7	53.8	3	60	0	0	0	0	10	28.6
Masters	2	15.4	0	0	0	0	0	0	2	5.6
Total	13	100	5	100	9	100	8	100	35	100

Source: Field Data, (2012)

Figure 4. 2: Respondents Education level



Source: Field Data, (2012)

4.2.5 Work Experience of the Respondents

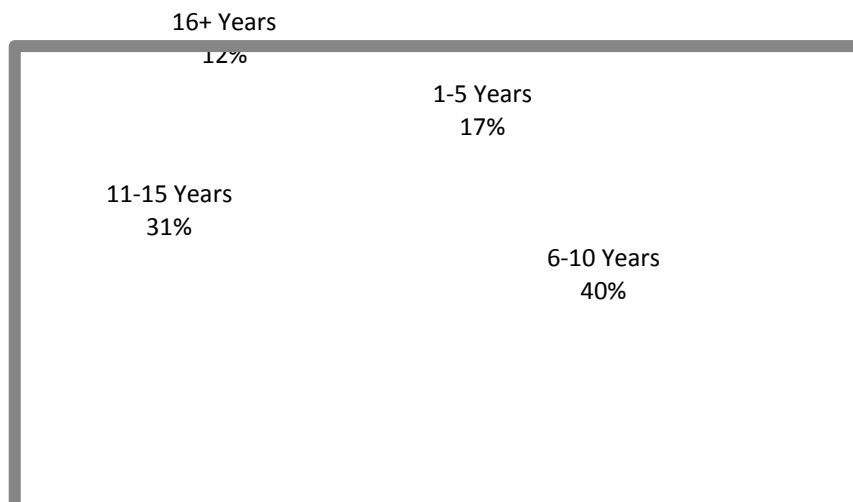
Table 4.3 shows that 4 (22.2%) of teachers and 2 (11.8%) of non staff teachers had one to five years of working experience, 8 (44.4%) of teachers and 6 (35.2%) of non staff teachers had working experience between 6 and 10 years, 4 (22.2%) of teachers and 7(41.2%) of non staff teachers had working experience between 11 and 15 years, 2 (11.2%) of teachers and 2(11.8%) of non staff teachers had working experience between 16 and above years,

Table 4. 5: Percentage Distribution of Respondents showing number of years with regard to their working experience by category

Working experience in Year	Teachers		Non Teaching staff		Total	Total %
	N	%	N	%		
1-5 Years	4	22.2	2	11.8	6	17.2
6-10 Years	8	44.4	6	35.2	14	40
11-15 Years	4	22.2	7	41.2	11	31.4
16 + Years	2	11.2	2	11.8	4	11.4
Total	18	100	17	100	35	100

Source: Field Data, (2012)

Figure 4. 3: Respondents Working experience



Source: Field Data, (2012)

4.3 Performance Appraisal System at Mawengi Secondary School

4.3.1 Introduction

This section intended to examine the Performance Appraisal system applied at Mawengi secondary school. The various variables relating to the first research objective are analyzed and discussed.

4.3.1.1 Performance Appraisal Process

Through open-ended and closed questions respondents 'views' were explored to find out the level of knowledge and awareness on Performance Appraisal system. A standard structured question was designed to collect the required information where five point likely type scale were used. The ratings used are explained as follows: - 1- Strongly Disagree; 2- Disagree; 3-Neutral; 4-Agree and 5-Strongly Agree. Responses were classified and summarized by category as shown in table 4.6.

In response to the statement I am aware of the appraisal system in my school majority of 30 (85.7%) of respondents agreed or strongly agreed while 5(14.3%) of respondents remained neutral. Regarding to the statement that I am involved in appraising system 24(68.6%) either agreed or strongly agreed while 11(31.4%) were remained neutral. 35 (100%) of the respondents agreed or strongly agreed with the statement that Departmental heads are involved in the appraisal system. In response to the statement All Staff are subjected to the appraisal system 35 (100%) of the respondents agreed or strongly agreed. Lastly, 30(85.7%) of the respondents agreed or strongly agreed with the statement that All school managers participate in the appraisal process, while the remaining 5(14.3 %) remained neutral. This implies that majority of respondents at Mawengi Secondary School were aware with Performance Appraisal system.

Table 4. 6: Percentage Distribution of Respondent’s Knowledge and Awareness on Performance Appraisal System

Response on Awareness	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
I am aware of the appraisal system in my school	0	0	0	0	5	14.3	10	28.6	20	57.1	35	100
I am involved in appraising system					11	31.4	16	45.7	8	22.9	35	100
Departmental heads are involved in the appraisal	0	0	0	0	0	0	21	60	14	40	35	100
All Staff are subjected to the appraisal system	0	0	0	0	0	0	18	51.4	17	48.6	35	100
All school managers participate in the appraisal process	0	0	0	0	5	14.3	10	28.6	20	28.6	35	100

Source: Field Data, (2012)

The second question required a respondent to answer the question, which asked that what are the processes undergoes to carry out the Performance Appraisal at Mawengi secondary school?The results in table 4.7 show that majority 74.4% of respondents declared that all of the above (Self-appraisal system, Subordinate evaluation and Peer or Co-workers evaluation system) are the process undergoes to carry out the Performance Appraisal at Mawengi Secondary School, 11.4% of respondents declared that Self-appraisal system are the process undergoes to carry out the Performance Appraisal, 8.6% of respondents declared that Peer or Co-workers evaluation system are the process undergoes to carry out the Performance Appraisal and only 5.7% of respondents declared that Subordinate evaluation system are the process undergoes to carry out the Performance Appraisal.

This implies that at Mawengi secondary school Self-appraisal system, Subordinate evaluation and Peer or Co-workers evaluation system are the main process to carry out the Performance Appraisal as supported by 74.4% of respondents. Also through

focus group discussion one respondent claimed that, Organization is doing well on Performance Appraisal by following systematic process whereby employees set annual performance goals which are going to be evaluated every after three months to see if have been achieved by the workers. And contended that manger and headmaster allow workers to participate in the discussion and agreed in the performance goal, exchange of views and meet to review performance. [Field data, 2012].

The results confirm study findings by Nkata and Maicibi (2004) whose present that three common Performance Appraisal system that are frequently used by managers to measure actual performance are Self-appraisal, Subordinate evaluation and Peer or Co-workers evaluation. Each has its strengths and weakness; however a combination of them increases and the probability of receiving reliable Performance Appraisal of employees. Also through focus discussion

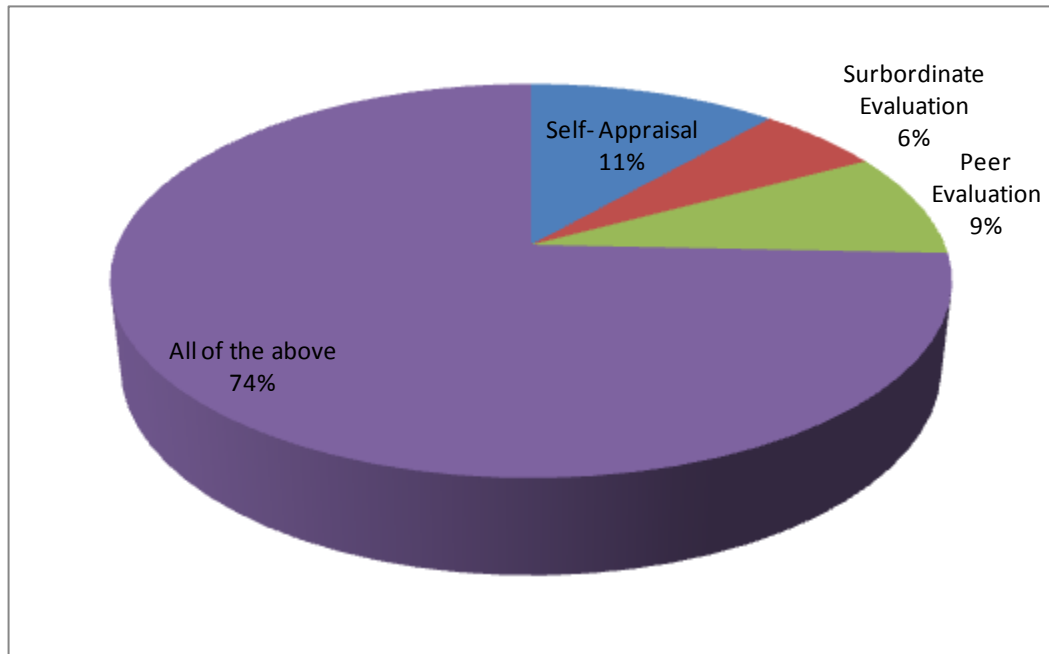
Finally through focus group discussion and interview the findings show that most of the respondents agreed that Performance Appraisal is implemented at Mawengi Secondary school since they reported to have been submitting their job properties like class lesson notes, subjects log book, scheme of work, lesson plan, syllabus, person class time table and some few exercise books from teachers lesson notes to the school manager who conducts discussions with teachers. If the employees have problems on his performance they discuss with the school manager.

Table 4. 7: Distribution of respondent’s view on Performance Appraisal System

Performance Appraisal system	Number of	Percent
Self-Appraisal	4	11.4
Subordinate evaluation	2	5.7
Peer or Co-workers evaluation	3	8.6
All of the above	26	74.4
Total	35	100

Source: Field Data, (2012)

Figure 4. 4: Distribution of Respondents View on Performance Appraisal



Source: Field Data, (2012)

More questions were asked with regard to the Performance Appraisal system. The question was open-ended and required the respondent to mention the outcomes of Performance Appraisal system. The findings in table 4.8 showed that 34.3% of respondents mention that Promotion is the outcomes of Performance Appraisal system, 34.3% of respondents mention that Rewards is the outcomes of Performance Appraisal system, 25.7 % of respondents mention that Probation is the outcomes of Performance Appraisal system and finally only 5.7% of respondents mention that Salary progression is the outcomes of Performance Appraisal system.

This situation was also supported by one respondent during focus group discussion who said that; “There are some of the employees who were promoted according to their hardworking, whereby a management agreed for his performance and motivate him by increase of his salary or giving him/her incentive (amount of money) as motivation and sometime other employees were send for training in case management observe that an employee is not competent in his career especially teachers who are the core function of the organization.

Management during evaluation usually evaluates the employees according to the skills and objectives which were given under contract of employment, for example the computer teachers, and needle work teachers and other worker were promoted by giving them bonus and appreciation letter of doing certain activities for the benefits of the school Therefore, the discussion which will be given by the manager always is fair to all employees and there is no any employees who will give out his or her complain that the evaluation and decision is not fair.

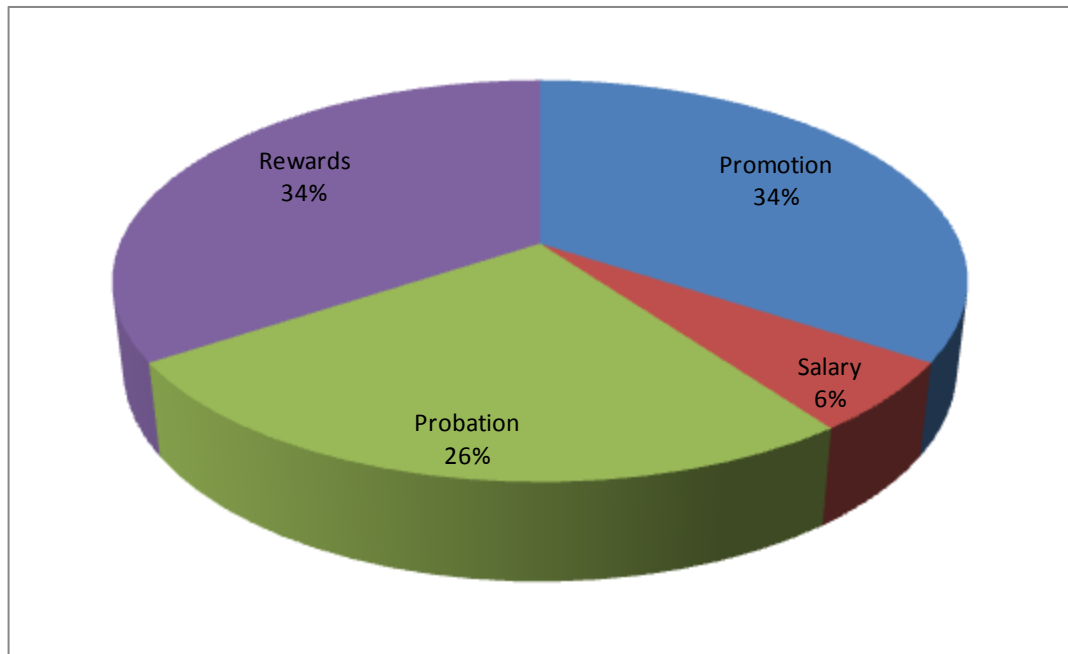
The above findings confirm the arguments by scholars such as; Kaganda, (1991), Helmsing and Kolstee, (1993); and Gaidzanwa, (1993) who find that appraisal model can provide educational leaders with a basis for making career decisions regarding staff, such as promotion, evaluate individual educators for salary progression, grade progression, and affirmation of appointments and reward incentives. Educators were rewarded after being evaluated.

Table 4. 8: Distribution of respondent’s view on outcomes of Performance Appraisal System

Outcomes of Performance	Number of	Percent
Professional development	0	0.0
Promotion	12	34.3
Salary progression	2	5.7
Probation	9	25.7
Nothing done	0	0.0
Rewards	12	34.3
Total	35	100

Source: Field Data, (2012)

Figure 4. 5: Distribution of Respondents View on Outcomes of Performance Appraisal System



Source: Field Data, (2012)

4.3.1.2 The Effectiveness of Performance Appraisal at Mawengi Secondary School

Through open-ended and closed questions, respondents' views were explored to find out effectiveness of Performance Appraisal at Mawengi Secondary School. Respondents were asked to indicate the effectiveness of Performance Appraisal whether is high or low effectiveness. Basing on the respondents' answers, in table 4.9 below, 97.1% of respondents declared that Performance Appraisal was High Effectiveness and only 2.9% of respondents declared that Performance Appraisal was Low Effectiveness. This implies that Performance Appraisal at Mawengi Secondary School is an important step towards improving school education, helping educators work more effectively and ensuring all learners get the best opportunities for success.

Through focus group discussion and interview one of respondent said that; "Performance appraisals at Mawengi is very essential in managing the employees' performance so as to attain the goal stated by the organization, through these current

performance appraisal system, help to observe the weakness of the employees and took them into a training so as they could gain more knowledge about their skills whereby that skills will help in development of the organization by upgrading the students' performance and could be their benefit for their future needs. There were some teachers who were not able to write scheme of work and lesson plan. However the headmaster decided to send them for training for about one week at Shaaban Robert Secondary School at Upanga, Dar es Salaam. There after those teachers are now more competent on writing lesson plan and scheme of work”[Field data2012].

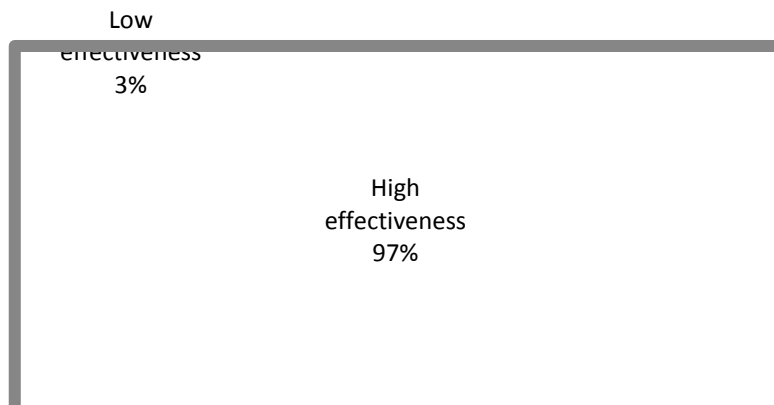
These findings are similar to what was observed by Makombe et al. (1999), who had found that Performance Appraisal was high desirable as measure of human resource planning achievements and also achievement of organization goals. Application of Performance Appraisal system led to the improvement of employee's performance because through appraisal system, the employers will be free from bias on promotion matters and working condition, however every employees will be treated the same as other employees. He concluded that Performance appraisal is an important aspect in the development of the organization especially in our organization because through Performance Appraisal helps to increase the competence on doing work among the employees so as to speed up the development of the organization.

Table 4. 9: Distribution of respondent's view on effectiveness of Performance Appraisal

Responses	Number of	Percent
High Effectiveness	34	97.1
Low Effectiveness	1	2.9
Total	35	100

Source: Field Data, (2012)

Figure 4. 6: Distribution of respondent’s view on effectiveness of Performance Appraisal



Source: Field Data, (2012)

4.3.1.3 Factors Contributed the Effectiveness of Performance Appraisal

In this view, the respondents were asked the questions concerning factors contributed the Effectiveness of Performance Appraisal depending on whether he/she strongly disagrees, disagrees, neutral, agree or strongly agrees. A summary of the response rate for each of the statements are shown in Table 4.10.

In response to the statement whether Clear performance criteria and effective rating instrument the measure performance is very clear and well understood is the one of the factors contributed the Effectiveness of Performance Appraisal depending majority of 30 (85.7%) of respondents agreed or strongly agreed while 5(14.3%) of respondents remained neutral. Regarding to the statement that the appraisers have high level of skills and trained in objectives setting and able to set an objectives goals 24(68.6%) either agreed or strongly agreed while 11(31.4%) were remained neutral. 35 (100%) of the respondents agreed or strongly agreed with the statement that the manager at Mawengi Secondary School has enough knowledge on performance appraisal as he appraises their workers all of them become in the safe position.

In response to the statement Good working relationship between the appraisers and appraise, 35 (100%) of the respondents agreed or strongly agreed. Lastly, 30(85.7%) of the respondents agreed or strongly agreed with the statement that a manager and his department have satisfied with the condition of appraise the employees and

rewarding according to their merits and demerits, while the remaining 5(14.3 %) remained neutral.

Table 4. 10: Distribution of respondent’s view on effectiveness of Performance Appraisal

Factors	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Clear performance criteria and effective rating instrument the measure performance is very clear and well	0	0	0	0	5	14.3	10	28.6	20	57.1	35	100
The appraisers have high level of skills and trained in objectives setting and able to set an objectives goals					11	31.4	16	45.7	8	22.9	35	100
The manager at Mawengi Secondary School has enough knowledge on performance appraisal as he appraises their workers all of them become in the safe position.	0	0	0	0	0	0	21	60	14	40	35	100
Good working relationship between the appraisers and appraise.	0	0	0	0	0	0	18	51.4	17	48.6	35	100
A manager and his department have satisfied with the condition of appraise the employees and rewarding according to their merits and demerits	0	0	0	0	5	14.3	10	28.6	20	28.6	35	100

Source: Field Data, (2012)

4.4 Perceptions of Employees, Managers and Supervisors on Performance Appraisal

This section intended to examine perceptions of employees, managers and supervisors on Performance Appraisal. The various variables relating to the second research objectives are analyzed and discussed in relation to this objective:-

4.4.1 Overview

The study intended to find out the level of perception of the employees towards Performance Appraisal the organization. Respondents were asked to indicate their levels of agreement or disagreement with various statements aimed to gather information on employees, managers and supervisors' perceptions on Performance Appraisal. A summary of the response rate for each of the statements are shown in a Table 4.10 and analyzed as follows:-

In response to the statement that the training I received on the procedures of Performance Appraisal was sufficient, majority of 85.7% of respondents agreed or strongly agreed that training was sufficient while 14.3% of respondents remained neutral. This implies the majority of employees feel that the training regarding Performance Appraisal was sufficient.

The majority of the respondents regarded educators who evaluated them as being competent, 68.6% totally agree with the statement and there are 31.4% who regard educators who evaluated them as being incompetent. This is so because the majority of educators have been in the teaching profession for a long time. These educators have come across appraisal before and should know the successes and failures of appraisal. The majority of the respondents agree that The school development team is effective, 60% strong agree with the statement while 40% agreed, 85.7% of the respondents feel that they are part of the whole Performance Appraisal process. These are the employees, who clearly understand the procedures and processes for Performance Appraisal.

The 14.3% who do not regard themselves as part of Performance Appraisal are the employees who have developed a negative attitude towards Performance Appraisal. The success of Performance Appraisal lies in the positive attitude and active participation of all employees.

If employees are not actively involved, the implementation of Performance Appraisal may be negatively affected and finally the majority of the respondents were satisfied with their performance during the Performance Appraisal evaluation, 80% were satisfied but 20% believed that they could have done better. This implies that the majority of employees regard Performance Appraisal at Mawengi Secondary School as a step in the right direction.

In discussion in some of employees it seems that some of the subordinate were also evaluating their manager and their views should not be ignored. According to Ngirwa (2004) argues "Subordinate are also well placed to be good appraiser of their superior" This shows after one of the employees from Mawengi Secondary School "Our manger is good and competent as well as known a lot about how to appraise employee performance".

In addition the data shows that large numbers of the employees have affirmation (positive) attitude of about performance of the employees and more application of this Performance Appraisal gives merits to the employees by increasing the accurate of the employees in performing their objectives. However those evaluations will help management to make promotion without bias because each worker will be awarded accordingly to what he /she deserve.

Regarding to the statement that the Performance appraisal improves the relationship between superior and subordinates majority of 85.7% of respondents agreed or strongly agreed while 14.3% of respondents remained neutral. This implies that there is positive attitude towards employee's Performance Appraisal system to Managers of Mawengi secondary school because the application of performance appraisal helps

them to observe many weaknesses from the employees and understand ways of helping them so as to improve their job performance.

Also, performance appraisal helps managers in planning for example employees leave cycle, new recruitment needs for employee, trainings as well as to know different behaviour of the employee at work place. More over the use of performance appraisal system help managers to handle the status of the organization and maintain it so that it should not run bankrupt. This situation is aptly portrayed by one of the headmaster as he stated, "It improves the teaching-learning situations at our school, and also gives me the opportunity to realize my weak points, and I can now identify areas where I still want to improve."

The findings confirm what was concluded by White (1991) in Bangladesh Performance appraisal improves the relationship between superior and subordinates, by doing so improves and uplifts the standard of evaluation. As an appraise, you are not ashamed to tell your weaknesses so that your peers could be able to support you. The Performance appraisal evaluation should continue taking place at schools."

Table 4. 11: Distribution of respondent’s view on Perceptions of Employees, Managers and Supervisors on Performance Appraisal.

Response on perceptions	Strongly Disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
The training I received on the procedures of Performance Appraisal was sufficient.	0	0	0	0	5	14.3	10	28.6	20	57.1	35	100
Educators who evaluated me were competent.	11	31.4	0	0	0	0	16	45.7	8	22.9	35	100
The school development team at my school is effective.	0	0	0	0	0	0	21	60	14	40	35	100
I feel that I am part of the whole Performance Appraisal process.	0	0	5	14.3	0	0	10	28.6	20	57.1	35	100
I was satisfied with my performance during Performance Appraisal evaluation.	0	0	7	20	0	0	18	51.4	10	28.6	35	100
Performance appraisal improves the relationship between superior and subordinates	0	0	0	0	5	14.3	10	28.6	20	57.1	35	100

Source: Field Data, (2012)

4.5 Techniques Employed by the Organization in Implementing Results from Performance Appraisal

This section intended to examine techniques employed by the organization in implementing the results of performance appraisal. In this section, the various variables relating to the third research objective are analyzed and discussed:-

4.5.1 Performance Appraisal Techniques

The researcher here wants to assess techniques that employed at Mawengi secondary school to implement the results of Performance Appraisal. The researcher therefore asked the respondents to mention the techniques that employed in Performance Appraisal. The findings in table 4.11 were; 94.3% of respondents said Self-review and Peer review are techniques that employed in Performance Appraisal while only 71.1% of respondents said Upward Assessment. This implies that the main dominate techniques Performance Appraisal at Mawengi secondary school are Self-reviews and Peer review. Self-reviews are based on the idea that employees are most familiar with their work, and that their involvement is essential.

Employees rate themselves on a number of criteria, usually with a formal survey form, and suggest improvements. They help to clarify their own goals, and expose areas of weakness so they may be worked on. The manager may be left out of the process, although an exchange of views between the worker and manager may help their relationship, and boost the employee's own understanding. According to Robert (2002) argue that Requesting that the teacher being appraised evaluates his or her own performance is essential, as self-appraisal encourages teachers to reflect on the personal, organizational and institutional factors that have an impact on their teaching.

Peer reviews may work best if all parties know that the reviews will not be used for setting pay, promotion possibilities, or disciplinary actions. However, a peer review system with the power to give promotions, raises, or disciplinary actions might be workable in some businesses, if the employees think it's a good idea.

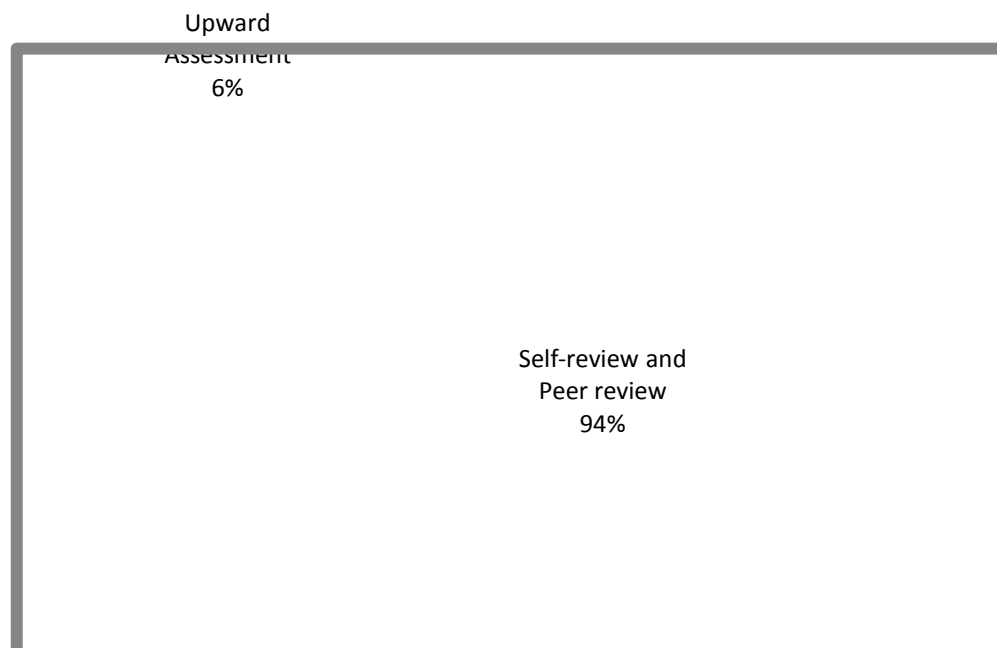
Also the findings through focus group discussion shows that the management of Mawengi Secondary School has designed a document which keeps records of the evaluation of the years and it includes the evaluation of employees who are doing well and those who are not. It is important to award employees because it is part motivation to them and to respect their noteworthy contribution to the organization. The Manager is responsible to conduct performance appraisal so as to observe if the organization goals are achieved or not. Performance Appraisal is essential for appropriate personnel action, rewarding noteworthy performance and taking action to improve less successful performance.

Table 4. 12: Respondents on views of Performance Appraisal Techniques

Responses	Number of	Percent
Self-review and Peer review	33	94.3
Upward Assessment	2	5.7
Total	35	100

Source: Field Data, (2012)

Figure 4. 7: Respondents on views of Performance Appraisal Techniques



Source: Field Data, (2012)

4.6 Challenges of applying Performance Appraisal System in Secondary Schools

Despite noticeable efforts management made towards applying Performance Appraisal System in private and public Secondary Schools, there are still some embedded forces that are militating against the process. When asked to indicate factors which inhibited the success of applying Performance Appraisal System, the sampled respondents gave a summary of challenges which they are facing on both private and public Secondary Schools.

4.6.1 Challenges in Public Secondary Schools

Table 4.12 shows the distribution of respondents showing Challenges of applying Performance Appraisal System in Secondary Schools. The results show that most of the respondents (51.5%) cited Rigid participatory and rigid Performance Appraisal system as the dominate challenges. It was revealed from majority of the respondents that by putting in place open performance Appraisal instead of confidential, rigid participatory and rigid Performance Appraisal system realization of the organization objectives will be seen. One of the strongest shortcomings of current performance appraisal is the weak application of results of performance appraisal which is contributed through the way performance management process is conducted and linked to improvement of individual department and organization performance.

Whereas, 25.6% of respondents mentioned Inadequate in participation and 22.9% of respondents said that Lack of enough knowledge and training on performance appraisal process being the challenge towards conducting applying Performance Appraisal System in Secondary Schools.

In adequate time used, inadequate preparation and improper between conflict between manager and line manager, less confidence to manager how have to make decision and poor performance due to Performance Appraisal System which does not build on its results implication is wrong promoting wrong termination of the employment and Performance Appraisal related pay it end up by increase compensation to wrong staff, This contribution to low performing team as well as organization which cannot achieve its strategic purposive.

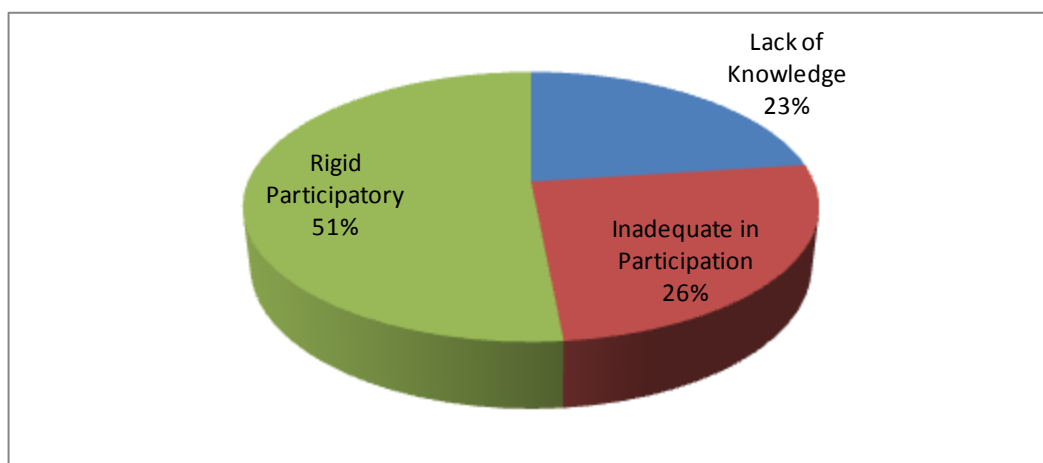
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Table 4. 13: Distribution of respondents by challenges in Performance Appraisal System

Challenges	Number of Respondents	Percentage
Lack of enough knowledge and training on performance appraisal process	8	22.9
Inadequate in participation	10	25.6
Rigid participatory and rigid Performance Appraisal system	17	51.5
Total	35	100

Source: Field Data, (2012)

Figure 4. 8: Distribution of Respondents by Challenges in Performance Appraisal System



Source: Field Data, (2012)

4.6.2 Challenges in Private Secondary Schools

Table 4.12 shows the distribution of respondents showing Challenges of applying Performance Appraisal System in Secondary Schools. The results show that most 22.9% of the respondents cited that Lack of management support as the dominate challenges. This implies that if management will not support strong the implementation of performance evaluation in one way of another application of performance appraisal will be difficult. 20% of respondents mentioned different perception of the employees and Time management.

Evaluation sometimes took three times per year while managers have lot of things to do for development of the organization and under this circumstances manager fail to conduct evaluation effectively due to lack of enough time and accumulation of goal to achieved. Concerning different perception of the employees is that some of the employees perceive differently in such that the application of performance appraisal to the management. Other employees perceive that the application of performance appraisal is a disturbance to their private activities, and other perceive it is an instrument which was introduced by the management because they don't trust them and they do not appreciate what they are doing.

Sometime it becomes very difficult to perform performance evaluation to employees due to lack of funds because evaluation meeting needs allowance for evaluator and it will be difficult to evaluate the employees who have not been paid salary more the two months. The findings show that 17.1% of respondents said that financial problem is the one of Challenges of applying Performance Appraisal System in private secondary school. Some managers they do not have enough knowledge on application of performance appraisal, this could led to raise problems because of poor evaluation and the result to locate the promotion to the underperformed employee. The findings revealed that 17.1% of respondents said that financial problem is the one of Challenges of applying Performance Appraisal System in private secondary school.

In most cases the change is welcome with fear and negative attitude. It is not possible to change organization which does not accept changes; the findings revealed that 8.6% of respondents said that financial problem is the one of Challenges of applying Performance Appraisal System in private secondary school.

Table 4. 14: Distribution of respondents by challenges in Performance Appraisal System

Challenges	Number of Respondents	Percentage
Poor implementation of performance	4	11.4
Different perception of the employees	7	20
Financial problem:	6	17.1
Time management	7	20
Lack of management support	8	22.9
Resistance to change attitude of organization	3	8.6
Total	35	100

Source: Field Data, (2012)

4.7 Differences between the Performance Appraisal Systems Applied in Public and Private Spheres

4.7.1 Performance Appraisal in Private Sectors

The researcher wanted to know if there is a different method in implementing the performance appraisal system in both private and public sectors. However findings show that there is some sort of different with appraisal system which is applicable in private sectors and those which is applicable in Public Sectors. Performance Appraisal system which is applicable in Public Sector is known as OPRAS while in private sectors there is no specific name but they generally called evaluation form and that not all private sectors practice performance appraisal system and some top management have no enough knowledge on performance appraisal system.

Private sectors which practice performance appraisal system their appraisal system which is applicable to employees effective because boss want to use their employees effective on their skills according to their position he has employed so that the

organization can attain their objectives at the end of the day and sometimes one who works in private sectors will have jealous with those payment to employees and therefore he wants to use their manpower effectively while in public sectors the OPRAS regulates that. In most of private sectors especially in secondary school performance appraisal is conducted by the school Managers, Headmasters or Headmistresses while in public secondary schools the Performance Appraisal is conducted by the Human Resource Manager or head of school and sometime ministry will send their worker for evaluation.

After evaluation ministry will prepare and send letter of appreciation to the teachers who performed very well. Therefore that evaluation will help the ministry responsible to make promotion to their workers and addition of salaries of every year. Performance Appraisal system of Privates and Public Sectors are in the same aim which is to make the employee more accurate and work effectively in their objectives so as to attain the organization goals but they are different in that the public sector uses OPRAS while the private sector does not use.

4.7.2 Performance Appraisal in Public Sectors

The researcher wants to know whether performance appraisal in public sectors is applicable or not applicable. The findings show that performance appraisal in public sectors is applicable in some extent, especially in secondary schools where by the Headmaster/headmistress who is aware of what is known as OPRAS, sometimes where there is different from which must be distributed to every employee, and those forms have various particulars which is important for evaluation and it aims on judging the effectiveness and efficiency of the employees. Through evaluation it will help to know the competent efficient and effectiveness of the employees on to achieve the organization objectives.

Some of the respondent said that application of OPRAS in Public Sector can help the management to remove and avoid bias from the superiors to the subordinates. In previous before introduction of performance appraisal system there were scarcity of promotion to employees and wrong payment to the employees because sometime the

government were paying salaries to the employees who has already passed away (died), this was due poor information from other superior to the place where it is responsible. Moreover the application of OPRAS facilitate the government to see gaps or absenteeism of the worker especially teachers whereas enable them to make or arrange plan so as recruit another workers so as to fill those gaps left by those workers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Study Findings

The study was conducted at Mawengi Secondary School which is a private school situated at Mbezi beach, Africana in Kinondoni District, in Dar es Salaam city. The study aims to investigate the effectiveness of performance appraisal in managing the private organizations especially in Mawengi Secondary School .The study was carried out at Mawengi Secondary School, at Mbezi Beach in Kinondoni District in Dar es Salaam City in Tanzania. The General objective of the study was to assess the extent of performance appraisal in the private secondary school influences the performance appraisal of the organization.

The results or finding of the study showsthat majority of respondents at Mawengi Secondary school were aware with Performance Appraisal system and is still implemented. Another findings shows that Self-appraisal, Subordinate evaluation and Peer or Co-workers evaluation are the common Performance Appraisal system that are frequently used by Mawengi Secondary school to measure actual performance of employees.The findings indicate that the performance appraisal at Mawengi Secondary School is more effective, and this has been proven by the majority of the employees whereby it was agreed by the manager that in Mawengi there is effectiveness of performance appraisal system and it is very simple for the Manager to implement it.

Also, findings revealed that employees at Mawengi Secondary School had positive attitude towards the performance appraisal system and the way it is implemented. The positive attitude towards employees is due to the fact that the feeling of trust and through these performance appraisal it helps the employees to gain more knowledge about their profession where the evaluation it could prove that there is weakness and manager will send them for more training or conducting different seminars for their carrier development.

Many factors were found to have inhibited private and public secondary schools in conducting of Performance Appraisal System. The leading inhibiting factors were: Lack of enough knowledge and training on Performance Appraisal process, Inadequate in participation, Rigid participatory and rigid Performance Appraisal system, Poor implementation of performance appraisal, Different perception of the employees, Financial problem, Time management and Lack of management support. Also the finding shows that there is no strong effect between performance Appraisal in private sector and in Public sector but the small difference is in terms of effectiveness where as in private sectors Performance Appraisal is very effective and sometimes it is used threaten workers do not meet their objectives but in public sectors [OPRAS] is not much effective because employees can focus of his obligation and also she could have other activities to do and no anyone can ask him

5.2 Conclusion

According to the study, the following conclusion can be drawn. The manager needs to adhere to the principles and ethics of governing the management field when executing the system of performance appraisal to the employees. Moreover, the manager should make sure that after every period of evaluation should provide the feedback from the evaluation which has been done. This is because the feedback has the motivation effects towards the performance of the employee.

If the Performance Appraisal of the employee is appraised in satisfactory manner moreover Performance Appraisal becomes recognition for good work done and an expression of gratitude from the employer and therefore it encourage the employee to work hard. However if the performance appraisal is conducted poorly and led to unsatisfactory of the employees mean while performance appraisal become a sign of failure of practice by the employer and the manager who is concern will counsel the employee to improve their performance unless otherwise the punishment will be imposed to employee who are not serious.

Mawengi Secondary School as a private sector uses the Performance Appraisal as a weapon to fulfil the objective sated. Performance appraisal at Mawengi Secondary

School helps to fulfil the organization stated goals. In order for employees to work hard and complete his/ her objectives, there must be estimated time or job time limitation that is the starting and the finishing time for them to end up with activities given during contract of employment unless otherwise few of the employees will fail to reach the goals of the organization. The management of Mawengi Secondary School should work with strong evaluation so as to make sure those teachers and non-teachers or other supporting workers performing their duties on time and fulfilling the organization goals.

The improvement of the performance of certain organization depends on how the Management set the tools to measure that performance, therefore in Most cases the employees are employed with little experience of the job since their coming from the collages, therefore Management of Mawengi Secondary school have ample time or another time for new employee to be screened and make evaluation so as to observe weakness of their employees in order to assist them on improve their ability of performing their job, the assistance can be sending them for training and development so as to improve experience, For example in 2009-2011 most of the teachers were sent for training and development in different cases such as on how to write lesson plan ,Scheme of work or service and how to manage the student of this generation.

The stimulation the effectiveness of the employees on performing their job perfectly or fulfil their objectives can be done through the measurement of performance appraisal. Lack of enough experience may leads to the weak performance of the organization objectives, therefore, if management want their workers to be effectives on performing their objectives, he should have enough time for evaluation of each employee according to what they have done, and is it relating to the goal agreed in the contract of employment? However the Manager at Mawengi Secondary School applies the Performance Appraisal evaluation to each employee so as to make the organization attain her objectives.

Application of the Performance Appraisal at Mawengi Secondary School is very important so as to avoid bias among employees, the management can motivate according to merits which will see upon each employee rather than using guessing methods. Rewards are provided to those who perform well and in case of punishment the employees will be punished on clear mistakes and not on bias moreover performance appraisal used to provide rights to the employees.

Presence of Performance Appraisal at Mawengi Secondary School it help to ensure the freedom and democracy in the organization because through Performance Appraisal manager will understand and observe the weaknesses of every employees, after the evaluation period the employee they are able to sit down themselves so as they can discuss what to do in order to raise their performance. Management will take the employee's views and make evaluation if it will help to attain on the sport or them that will be more applicable.

The Performance Appraisal magnifies the understanding of employees and the employer. Through performance appraisal most of the employees become more competent on their skills because manager will advise them and sometime to show what do in the carrier so that they can attain the organization objectives, in this case there if there is possibility of failure to understand how to do, there will be decision on taking them for the further training and development.

The Performance Appraisal encourages the conducive or good working environment. performance appraisal help to encourage the employees on good working condition due the appreciation meeting because some of the employees admire and make appreciation on their effort through that it will courage them effectively

Performance Appraisal helps to overcome bureaucracy in the organization. The MSS used the Performance appraisal system. It helps most of the employees to provide service on time to the customer because they afraid to lose the opportunity when they fail to fulfil the objectives of the organization, and the employees therefore they

become hasty and hasty to conduct their job in sequence in order to fulfil their objectives.

Performance Appraisal helps to increase accuracy in a work, also performance appraisal system helps very much to increase the high understanding of the employees on their professional due to their hard working in order to finish up their objectives and perform well so as to appear in a good merits and not punishment after the evaluation of the employees.

5.3 Recommendations

Hereunder are general recommendation provided so as to improve Performance Appraisal practice at Mawengi Secondary School. These recommendation Mawengi should take in to serious and apply one recommendation after another it can help to improve the effectiveness of performance appraisal and through this every year the employees will attain well their objectives.

- (a) Top management should /must give support to the performance appraisal system and ensure that appraisal system is under good control.
- (b) There should be good and proper training for employees in case there are problems of failure to attain their objectives so as to improve the employee competence
- (c) Performance Appraisal at Mawengi secondary school and other private sectors should be transparent and fair. To the employees rather than having favouritism and bias. That means manager should no evaluation according to the closeness of the worker instead they should evaluation as a part and parcel of the employees.
- (d) Performance counselling. Headmaster of Mawengi secondary school agree that there is no counselling to the employees after performance appraisal to be applicable, therefore, manager of Mawengi school should have cancelling of employees after evaluation to be taken place

- (e) Management decision on promotion, transfer, demotion salaries and wages increases should vary on the performance report. It will help employees to develop a positive attitude on the performance appraisal system.

The Management of Mawengi secondary school should look forward in order to successes in daily activities by employing the Performance Appraisal techniques; this can help the organization in measuring the effective performance. Performance Appraisal is a vehicle to validate and refine organizational actions (e.g. selection, training); and provide feedback to employees with an eye on improving future performance. In order for the Management of MSS to have good success on Performance Appraisal the following recommendations are hereby;

The Management of MSS should make sure that the employees get the time for conducting the training and development as per schedule of training.

The Management of MSS should make sure that the employees have right to participate in conducting the Performance Appraisal. In adequate time used, inadequate preparation and improper relationship between employee and employee or the manager and the subordinate may make the conflict between manager and line manager, less confidence to manager how have to make decision and poor performance due to Performance Appraisal System which does not build on its results implication is wrong while promoting, wrong termination of the employment and Performance Appraisal related pay it end up by increase compensation to wrong staff, This contribution to low performing team as well as organization which cannot achieve its strategic purposive.

It was revealed from majority of respondents, by putting in place open performance Appraisal instead of observing the rules of confidentiality, rigid participatory and rigid Performance Appraisal system but also realization of organization objectives. Lastly one of the strongest shortcomings on current performance appraisal is the weakness of application of results of performance appraisal which is contributed

through the way performance management of MSS and the process is conducted and linked to improvement of individual department and organization performance.

The management of MSS should ensure that there is no Poor implementation of performance appraisal, some managers they do not have enough knowledge on application of performance appraisal, this could led to raise problems because of poor evaluation and the result to locate the promotion to the underperformed employee. Therefore the management should create the training programme to managers as well as staffs.

The management of MSS should have the way of representing the Performance appraisal to the employee. This will avoid the wrong perception of the employees, some of the employees perceive differently in such that the application of performance appraisal to the management. Other employees they perceive that the application of performance appraisal it act as disturbance instrument which make them not engaging on other activities especially private economic activities, and other perceive it is an instrument which are introduced by the management because they don't trust them and their not appreciating with what they're doing although some of them enjoys the application of performance appraisal system, and this is because it help them to make self-evaluation and it help them to gain an experience of their professional skills but the problem will be to those who perceive in different ways the application of performance appraisal and sometime the application become weaken and led into conflict between management and the employee or employees and employers.

The management of MSS should have the an alternative way of finding the source of fund in order to overcome the financial problem while conducting the Performance appraisal sometime become very difficult to perform performance evaluation to be conducted to employees due to lack of funds because evaluation team needs allowance for evaluation process and it will be difficult to evaluate the employees who have not paid salary more the two months through challenge most of the employees performance will be poor due to stresses.

The management of MSS should have enough time allocated so as to give ample time for the management to conduct the Performance Appraisal. The evaluation sometime took three times per year while manager have lot of things to do for development of the organization and under this circumstances manager fail to conduct evaluation effectively due to lack of enough time and accumulation of goal to achieved. The management of MSS should make sure that there is enough support from the employee while conducting the Performance appraisal in order to avoid the Lack of management support during evaluation and assessment period, If management will not be supported enough the implementation of performance evaluation in one way of another, this will led into big challenge on application of performance appraisal as we have seen later by 30(85%) of the employees who said that lack of enough support from top management on performance evaluation at Mawengi Secondary school.

The management of MSS should have the technique that will make the employee change according to the environment when attending or conducting the Performance appraisal. It is possible to change organization which does not accept changes, as we have seen the case of Mawengi secondary school.

5.4 Areas for Further Studies

- (i) How to administer effective performance appraisal for both public and private organization
- (ii) The operational effectiveness of high performance in work place for both public and private organizations
- (iii) How to deliver effective performance appraisal in both public and private organizations
- (iv) How to build effective and meaningful relationship in the workplace in both public and private organizations
- (v) Factors affecting the effective performance appraisal system in both public and private organizations
- (vi) The comparison of effectiveness performance appraisal processes in both public and private organizations

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**QUESTIONNAIRE FORM FOR EMPLOYEE'S PERFORMANCE
APPRAISAL PRACTICE AT MAWENGI SECONDARY SCHOOL**

INTERVIEW QUESTIONS

SECTION 1. BACKGROUND INFORMATION,

- i) Respondent's position.....
- ii) Gender.....
- iii) Department.....
- iv) Profession.....
- v) Age.....
- vi) Educational level.....
- vii) Work experience

SECTION 2. PERFORMANCE APPRAISAL QUESTIONS,

1. Is performance appraisal carried out in your School?

If yes, how many times is it carried?

.....
.....

2. Do the Teachers/employees participate in setting targets and standards of his or her? Job role

(a) If yes, or no give reasons.

.....
.....

(b) If no, who sets the standard /objectives for you?

.....

SECTION 3: FACTORS ASSOCIATED WITH EFFECTIVENESS OF EMPLOYEE'S PERFORMANCE APPRAISAL?

3. To what extent do Employee and Supervisor agree on the performance standards?

.....
.....
.....

4. How do you and the supervisor agree on the issue affecting your performance?

.....

5. How much does performance review meeting involve exchange of views?

6. Do you feel that the appraisal system in Mawengi Secondary School targets to improving employees performance?.

.....

7. Do employees at Mawengi Secondary School need performance appraisal adjustment in order to provide more supportive role in improving their performance.

.....

8. Do top management participate in the execution of performance appraisal?

.....
.....

9. Are there any factors that lead to effectiveness of employee performance appraisal?

If yes, Mention them.....

10. Do you think the performance appraisal practices are fair at Mawengi Secondary School?

If yes, give reasons.....
.....

If no, give reasons.....

.....

Give out the possible solutions

.....

If no, mention the factors that leads to effectiveness of employees performance appraisal practice at Mawengi Secondary

School.....

11. If you feel that the performance appraisal is not conducted in an utmost accuracy and fairness what are your reasons for judging so?

12. Do you think that performance appraisal result is used for management decisions like Promotions, salary increase, training and bonus?

.....

.....

This decisions is it fair to all employee.....

If yes, give reasons.....

.....

If no, give reasons.....

.....

13. Is a current performance appraisal system assisting your School to realize its objective? For motivating employees.

.....

.....

14. Does the performance process improve your relationship with the subordinate?

Yes or no, How.....

.....

15 Do you think performance appraisal system at Mawengi Secondary School is achieving its objectives of employee's development?

16. Is there any situational culture or historical factors influencing its application carrying out the performance at Mawengi Secondary School?

a) Yes.....

b) No.....

If yes (specify).....

SECTION 4. COMMUNICATION OF FEEDBACK TO EMPLOYEES

17. Do you have any feedback mechanism in place in the performance appraisal process?
18. How do the employees get the results of their performance appraisal?
19. Do you think that performance appraisal result is used for management decision like? Promotions, like salary increase and training? Give explanation.
20. Do you think performance appraisal at Mawengi secondary school is act as tool for achieving its objectives of employee's development?