

Staff Appraisal and Teachers' Performance: A Case of Secondary Schools in Oyam District

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Background: This study was about staff appraisal and teachers' performance, a case of secondary schools in Oyam District Local Government. The general objective of the study was to examine the relationship between staff appraisal and teachers' performance in secondary schools in Oyam District, the study sought to establish whether all the three independent variables of self-appraisal, management appraisal and appraisal feedback had any significant relationship with teachers' performance in the secondary schools in the district.

Methods: The study applied both quantitative and qualitative methods and cross-sectional survey design was used on a population of 100 with a sample size of 80 respondents and probability proportionate to size was used to generate the sample frame. Quantitative data was analyzed using SPSS ver.23 and descriptive, inferential and regression statistics was presented in tables while qualitative data was analyzed using content analysis and integrated in the overall discussion of the result.

Results: The findings indicate a weak, insignificant positive relationship between staff self-appraisal systems and teachers' performance while managerial appraisal has a strong positive significant relationship with teachers' performance followed by appraisal feedback which had a moderate significant relationship with teachers' performances in Oyam District. However, overall, the regression model showed a strong, positive significant relationship between staff appraisal ($r=0.692$, $p<0.05$) and teachers' performance with the coefficient of determination ($r^2=0.479$) implying that 47.9% of observed variation in teachers' performances is explained by staff appraisal and others by other factors not included in the study.

Recommendations: The study recommended that E-assessment template be designed to avoid bias in score as well as regular and termly feedback to all teachers is needed.

Keywords: *Staff Appraisal, and Teachers' Performance*

