

**Performance Management and Teacher Motivation in Secondary Schools in Tororo
District, Uganda**

Perpetwa Adukus Asianut

BU/GS17/EDM1

**A Dissertation Submitted to the Department of Education, Faculty of Science and
Education, in Partial Fulfilment of the Requirements for the Award of the Degree of
Master of Education in Educational Leadership and Management of Busitema
University**

December 2021

Declaration

I, Perpetwa Adukus Asianut, hereby declare that I am the author of this study and that any assistance received in its preparation is fully acknowledged and disclosed. This dissertation is my original work, and to the best of my knowledge, has not been presented, published or submitted for any award in any other university or institution of learning.

Signature..... Date.....

Perpetwa Adukus Asianut

BU/GS17/EDM1

Approval

This Dissertation titled “*Performance Management and Teacher Motivation in Secondary Schools in Tororo District*” was written by Perpetwa Adukus Asianut under our guidance and supervision, and meets the requirements set by Busitema University for the award of Master of Educational Leadership and Management. It has been submitted with our approval as the university supervisors.

Supervisor

Signature.....

Date.....

David Kani Olema, PhD

Supervisor

Signature.....

Date.....

Ujeyo Margaret Stella Suubi (Mrs.)

Dedication

I dedicate this work to my beloved parents, the late Charles Okurut and Mrs Ann Okurut for their boundless love and belief in me, and for all the sacrifices they made towards my education and general wellbeing; to my children Immanuel Kadde and Ebenezer Magolo for lighting up my world and giving me reason to smile.

Acknowledgements

I owe eternal gratitude to God the almighty for the gift of life and the grace He bestowed upon me in enabling me to pursue this course to its successful end.

Special gratitude goes to my supervisors; Assoc. Prof. David Kani Olema and Mrs Suubi Margaret Stella Ujeyo for tirelessly yet patiently guiding me throughout the writing of this research report.

I wish to thank my lecturers; Dr. Edward Andama, Dr. Frederick Ssempala, Dr Charles Eryenyu, Dr. Dennis Zami Atibuni, Mr. Leonard Wamakote, Dr. Dennis Sekiwu and Dr. Kaweesi Muhamadi for having laid the foundation upon which this dissertation was eventually built.

To my colleagues in Tororo Girls' School especially those in English Language Department, thank you for the support you rendered me when I was too busy with studies to be available at school. To my classmates; Cathy Birungi, Deborah Manyiraho, James Mukhula, John Byakika, Peter Barasa and David Sidyalo, thank you for being such wonderful people who made my time in the course enjoyable. To Agnes Nabitula, I am very grateful for all the encouragement you gave me during the writing of this dissertation.

Finally, I would like to thank my dear husband, Mr. David Waniembe for always understanding, encouraging and supporting me throughout the period I was engaged with studies.

May God bless all of you abundantly!

Table of Contents

Contents

| | |
|--|------|
| Declaration..... | i |
| Approval | ii |
| Dedication..... | iii |
| Acknowledgements..... | iv |
| Table of Contents..... | v |
| List of Tables | viii |
| List of Acronyms | ix |
| Abstract..... | x |
| Chapter One | 1 |
| Introduction..... | 1 |
| Background | 1 |
| Historical Background | 2 |
| Contextual Background | 4 |
| Conceptual Background..... | 6 |
| Theoretical Background..... | 9 |
| Statement of the Problem..... | 10 |
| Purpose of the Study | 11 |
| Objectives of the study..... | 11 |
| Research Questions..... | 11 |
| Hypothesis | 12 |
| Study Scope | 12 |
| Significance of the Study | 12 |
| Conceptual Framework..... | 13 |
| Chapter Two | 15 |
| Literature Review..... | 15 |
| Introduction..... | 15 |
| Empirical Review of Literature on Objectives | 16 |
| The Level of Performance Management in Schools..... | 16 |
| The Level of Teacher Motivation in Schools..... | 19 |
| The Relationship between Performance Management and Teacher Motivation | 21 |
| Other Factors that influence Teacher Motivation | 23 |
| Gaps in literature..... | 26 |
| Chapter Three | 28 |
| Methodology | 28 |
| Introduction..... | 28 |

| | |
|--|----|
| Research Design | 28 |
| Study population | 29 |
| Sampling | 29 |
| <i>Sample size</i> | 29 |
| Sampling strategies | 30 |
| Stratified sampling | 30 |
| Purposive sampling | 30 |
| Simple random sampling | 31 |
| Data Collection Instruments | 31 |
| <i>Self- Administered Questionnaire (SAQ)</i> | 31 |
| <i>The Interview Guide</i> | 32 |
| Data Quality Control..... | 32 |
| <i>Validity</i> | 32 |
| <i>Reliability</i> | 33 |
| Data Management | 33 |
| Data Analysis | 34 |
| Ethical Considerations | 35 |
| Research Procedure..... | 35 |
| Chapter Four | 36 |
| Presentation of Results..... | 36 |
| Introduction..... | 36 |
| Demographic Characteristics | 36 |
| Objective 1: The Level of Performance Management in Tororo District Secondary Schools. | 38 |
| Objective 2: The Level of Teacher Motivation in Secondary Schools in Tororo District ... | 40 |
| Objective 3: The Relationship between Performance Management and Teacher Motivation | 42 |
| Objective 4: Other factors apart from Performance Management that influence Teacher Motivation in Tororo District Secondary Schools | 45 |
| Profession-Related Factors | 47 |
| Student-Related Factors | 47 |
| Administrative Factors..... | 47 |
| Financial Factors | 47 |
| School Environment Factors..... | 48 |
| Welfare-related factors..... | 48 |
| Stakeholder Involvement | 49 |
| Chapter Five..... | 50 |
| Discussion of Results, Conclusions and Recommendations..... | 50 |
| Introduction..... | 50 |

| | |
|---|-----|
| Discussion of Results..... | 50 |
| The Level of Performance Management in Tororo District Secondary Schools | 50 |
| The Level of Teacher Motivation in Tororo District secondary Schools | 52 |
| The Relationship between Performance Management and Teacher Motivation | 54 |
| Other Factors That Influence Teacher Motivation in Tororo District Secondary Schools .. | 55 |
| Conclusions..... | 57 |
| Recommendations..... | 59 |
| Areas for Further Study | 59 |
| Limitations of the Study..... | 60 |
| References..... | i |
| Appendix A: Letter of Permission to Collect Data | xiv |
| Appendix B: Consent Form | xv |
| Appendix C: Questionnaire to the Teachers | xvi |
| Appendix D: Krejcie and Morgan (1970) table | xxi |
| Appendix E: Interview Guide for Administrators..... | xxi |

List of Tables

| | |
|--|----|
| Table 1 Study population..... | 29 |
| Table 2 Sample size for the study..... | 30 |
| Table 3 Sampling strategies..... | 31 |
| Table 4 Score ranges of variable results..... | 34 |
| Table 5 Demographic information..... | 38 |
| Table 6 Descriptive statistics on PM | 39 |
| Table 7 Descriptive statistics on TM | 41 |
| Table 8 Pearson Product Moment Correlation between PM&TM | 44 |
| Table 9 Model summary of the SLR between PM&TM | 45 |
| Table 10 ANOVA Table..... | 45 |
| Table 11 Simple linear regression coefficient of PM& TM..... | 46 |
| Table 12 Other factors that affect teacher motivation..... | 46 |

List of Acronyms

PM Performance Management

PMS Performance Management Systems

PA Performance Appraisal

PI Performance Indicators

TM Teacher Motivation

Abstract

This study investigated performance management (PM) and teacher motivation (TM) in secondary schools in Tororo District, Uganda. The study, rooted in Locke and Latham's (1968) Goal-Setting Theory, was guided by the following objectives: to establish the levels of performance management and teacher motivation in secondary schools in Tororo District; to examine the relationship between performance management (IV) and teacher motivation (DV), and to discover other factors apart from performance management that influence teacher motivation among secondary school teachers in Tororo district. A cross-sectional survey design was used where both quantitative and qualitative methods of data collection were employed. Ten administrators and 307 teachers selected using purposive and simple random sampling techniques respectively participated in the study. A structured questionnaire was used for collecting information from the teachers while the administrators were interviewed. The results revealed a moderate ($M = 34.44$, $SD = 7.66$, $Min = 13$, $Max = 50$) level of performance management and a moderate ($M = 36.05$, $SD = 7.06$, $Min = 15$, $Max = 49$) level of teacher motivation in Tororo District secondary schools. The results also indicated a very strong correlation ($r = .765$, $p < .001$) between performance management and teacher motivation in secondary schools in Tororo District. The study concluded that both performance management and teacher motivation levels were moderate, there was a high, positive and statistically significant correlation between performance management and teacher motivation in secondary schools in Tororo. The study recommended that PM practices should be stepped up to improve teacher motivation and that its implementation should be consistent and systematic. It was also recommended that other factors such as teachers' welfare should be enhanced to improve teacher motivation.

Keywords: Performance Management, Motivation, Teacher Motivation.

Chapter One

Introduction

This chapter provides the background to the study, problem statement and study objectives.

Background

World over, organisations that consider their human resource as the core of their business and continuously strive to better the level of their employees' performance tend to be more effective (O'riordan, 2017). Such effectiveness is measured through employee morale, productivity, customer satisfaction, profitability, and marketing effectiveness (Zhao et al., 2012). To achieve effectiveness, organisational performance criteria which enhance employee performance and motivation should be adopted. According to Gungor (2011), a well-motivated and stable workforce that is competent, dedicated, and productive influences employee and organisational performance. In the same vein, Van et al., (2015) posit that the success of any organisation largely depends on its ability to accurately measure the performance of its members, and use these results objectively to optimise them as a vital resource. Thus, it is always worthwhile to keep track of how each member and group is performing to identify any gaps and ensure the overall effective performance of the organisation. However, this should be done in a way that motivates employees.

Franco-Santos and Otley (2018) contend that since organisations are run by people and organisational goals and objectives can only be realised through the workforce, the performance of any organisation is thus highly dependent on the total of its members' performance. The current trend in business is that there is stiff competition and to survive in the marketplace, organisations have to devise means of ensuring continuous peak performance of their employees (Pollitt, 2013). Given that educational institutions are organisations, they are no exception to what happens elsewhere; they must keep track of their employees' performance in their various duties and assignments.

References

- Abdulkareem, A. Y., & Oyeniran, S. (2011). Managing the performance of Nigerian universities for sustainable development using data envelopment analysis. *International journal of academic research in business and social sciences*, 1, 1.
- Aguinis, H. (2009). An expanded view of performance management. *Performance management: Putting research into practice*, 1-43.
- Aguinis, H. (2020). *Performance Management for Dummies*.
- Aguinis, H., Gottfredson, R. K., & Joo, H. (2012). Using performance management to win the talent war. *Business Horizons*, 55(6), 609-616.
- Aguinis, H., Joo, H., & Gottfredson, R. K. (2011). Why we hate performance management—And why we should love it. *Business Horizons*, 54(6), 503-507.
- Aguti, S. (2015). *School inspection and its influence in the quality development of inclusive education practices in Uganda* (Master's thesis).
- Ahmed, I., Nawaz, M. M., Iqbal, N., Ali, I., Shaukat, Z., & Usman, A. (2010). Effects of motivational factors on employees' job satisfaction a case study of University of the Punjab, Pakistan. *International journal of business and management*, 5(3), 70.
- Akyeampong, K., Lussier, K., Pryor, J., & Westbrook, J. (2013). Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? *International journal of educational development*, 33(3), 272-282.
- Ali, A. Y., Dahie, A. M., & Ali, A. A. (2016). Teacher motivation and school performance, the mediating effect of job satisfaction: Survey from Secondary schools in Mogadishu. *International Journal of Education and Social Science*, 3(1), 24-38.

- Alimohammadi, M., & Neyshabor, A. J. (2013). Work motivation and organizational commitment among Iranian employees. *International Journals of Research in Organizational Behaviour and Human Resource Management*, 1(3), 1-12.
- Al-Madi, F. N., Assal, H., Shrafat, F., & Zeglat, D. (2017). The impact of employee motivation on organizational commitment. *European Journal of Business and Management*, 9(15), 134-145.
- Alsarayrah, A. Z., & Alsarayrah, A. M. (2021). The Impact of Performance Management on Organizational Excellence in Educational Institutions and How to Strengthen it in Private Schools. *Journal of Educational and Social Research*, 11(2), 154-154.
- Amin, E.M. (2005). *Social science research: Concept, methodology and analysis*. Kampala. Makerere University Press. And teachers' performance in public secondary schools in kikuyu constituency. *African Journal of Emerging Issues*, 3(4), 1-22.
- Armstrong, C. (2015). Workplace motivation and its impact on job satisfaction & self esteem.
- Armstrong, K., Obst, P., Banks, T., & Smith, S. (2010). Managing driver fatigue: education or motivation? *Road & Transport Research: A Journal of Australian and New Zealand Research and Practice*, 19(3), 14-20.
- Armstrong, M. (2009). *Armstrong's handbook of performance management: An evidence-based guide to delivering high performance*. Kogan Page Publishers.
- Armstrong, R. (2019). Revisiting strategy mapping for performance management: a realist synthesis. *International Journal of Productivity and Performance Management*.
- Barrick, M. R., Mount, M. K., & Li, N. (2013). The theory of purposeful work behavior: The role of personality, higher-order goals, and job characteristics. *Academy of management review*, 38(1), 132-153.

- Bello, G. B., & Jakada, M. B. (2017). Monetary Reward and Teachers' Performance in Selected Public Secondary Schools in Kano State. *Journal of Education and Practice*, 8(7), 1-4.
- Burke, S. D., Sherr, D., & Lipman, R. D. (2014). Partnering with diabetes educators to improve patient outcomes. *Diabetes, metabolic syndrome and obesity: targets and therapy*, 7, 45.
- Burns, M., & Guajardo, J. (2016). Teacher motivation in low-income contexts. *Global Partnership for Education*, 2.
- Cady, M. E., Winters, K. C., Jordan, D. A., Solberg, K. B., & Stinchfield, R. D. (1996). Motivation to change as a predictor of treatment outcome for adolescent substance abusers. *Journal of Child & Adolescent Substance Abuse*, 5(1), 73-91.
- Chadha, P. (2003). *Performance Management: It's About Performing-Not Just Appraising*. Macmillan.
- Chandrasekar, K. (2011). Workplace environment and its impact on organisational performance in public sector organisations. *International journal of enterprise computing and business systems*, 1(1), 1-19.
- Christensen, R. K., Paarlberg, L., & Perry, J. L. (2017). Public service motivation research: Lessons for practice. *Public Administration Review*, 77(4), 529-542.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Crucke, S., & Decramer, A. (2016). The development of a measurement instrument for the organizational performance of social enterprises. *Sustainability*, 8(2), 161.
- Dash, M., & Sharma, K. (2019). Marketing Response Modelling: Impact of Digital Marketing for a Luxury Car Brand. *Journal of Creative Communications*, 14(3), 254-270.
- David, M. N., & Bwisa, H. M. (2013). Factors influencing teachers' active involvement in continuous professional development: A survey in Trans Nzoia West District, Kenya. *International Journal of Academic Research in Business and Social Sciences*, 3(5), 224.

- De Leeuw, E. (2008). Self-administered questionnaires and standardized interviews. *Handbook of social research methods*, 313-327.
- Decramer, A., Smolders, C., & Vanderstraeten, A. (2013). Employee performance management culture and system features in higher education: relationship with employee performance management satisfaction. *The International Journal of Human Resource Management*, 24(2), 352-371.
- DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of applied psychology*, 102(3), 421.
- DeNisi, A., & Smith, C. E. (2014). Performance appraisal, performance management, and firm-level performance: A review, a proposed model, and new directions for future research. *Academy of Management Annals*, 8(1), 127-179.
- DEO (2016). *Nakasongola District end of year report, Financial year 2015/2016*
- Du Plessis, T., & Van Niekerk, A. (2017). Factors influencing managers' attitudes towards performance appraisal. *SA Journal of Human Resource Management*, 15(1), 1-10.
- Emmanuel, H., Paul, H. J., & Kituyi, A. (2021). Effect of Motivational Factors on Job Performance in Technical Secondary Schools (TSS) in Rwanda. *Journal of Education*, 4(2), 89-102.
- Forrester, G. (2011). Performance management in education: milestone or millstone? *Management in education*, 25(1), 5-9.
- Franco-Santos, M., & Otley, D. (2018). Reviewing and theorizing the unintended consequences of performance management systems. *International Journal of Management Reviews*, 20(3), 696-730.
- Gatsinzi, P., Jesse, R., & Makewa, L. N. (2014). Work and school related variables in teacher motivation in Gasabo District, Rwanda. *Journal of education and training*, 1(2), 262-275.

- Gizem, O. G. (2013). Challenges in Achieving High Motivation and Performance in Educational Management. *International Journal of Humanities and Social Sciences*, 3, 6.
- Gliem, J. A., & Gliem, R. R. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education.
- Gokce, F. (2010). Assessment of teacher motivation. *School Leadership and Management*, 30(5), 487-499.
- Guajardo, J. (2011). Teacher motivation: Theoretical framework, situation analysis of Save the Children country offices, and recommended strategies. *Washington, DC: Save the Children*. Retrieved on December, 27, 2016.
- Guay, F., Ratelle, C. F., Roy, A., & Litalien, D. (2010). Academic self-concept, autonomous academic motivation, and academic achievement: Mediating and additive effects. *Learning and Individual Differences*, 20(6), 644-653.
- Güngör, P. (2011). The relationship between reward management system and employee performance with the mediating role of motivation: A quantitative study on global banks. *Procedia-Social and Behavioral Sciences*, 24, 1510-1520.
- Haider, M., Aamir, A., Hamid, A. A., & Hashim, M. (2015). A literature analysis on the importance of non-financial rewards for employees' job satisfaction. *Abasyn Journal of Social Sciences*, 8(2), 341-354.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1217819.
- Hettiarachchi, S. (2015). English language teacher motivation in Sri Lankan public schools.
- Hettiarachchi, S. (2015). English language teacher motivation in Sri Lankan public schools.

- Hulin, C. L., & Smith, P. A. (1967). An empirical investigation of two implications of the two-factor theory of job satisfaction. *Journal of applied psychology*, 51(5p1), 396.
- Hunjra, A. I., Chani, D., Irfan, M., Aslam, S., Azam, M., & Rehman, K. U. (2010). Factors effecting job satisfaction of employees in Pakistani banking sector. *African Journal of Business Management*, 4(10), 2157-2163.
- Ibrahim, K., & Benson, M. (2020). Monitoring & Evaluation of Teacher Effectiveness, A Case Of Teacher Performance Appraisal & Development Tool In Public Secondary Schools In Nyandarua South Sub-County, Kenya. *Advances in Social Sciences Research Journal*, 7(1), 320-329.
- Ijiwole, A. A., Olawale, O. A., & Adebayo, T. O. (2019). Job satisfaction and its influence on teachers' performance in Osun State, Nigeria. *Asian Journal of Advanced Research and Reports*, 1-8.
- Iliya, A., & Ifeoma, L. G. (2015). Assessment of Teacher Motivation Approaches in the Less Developed Countries. *Journal of Education and Practice*, 6(22), 10-17.
- Iqbal, A., Hussain, S., Parveen, S., & Javaid, Z. (2019). Effect of teachers' competencies on scholars' academic achievement and satisfaction. *European Online Journal of Natural and Social Sciences*, 8(1), pp-9.
- Iqbal, N., Ahmad, N., Haider, Z., Batool, Y., & Ul-ain, Q. (2013). Impact of performance appraisal on employee's performance involving the moderating role of motivation. *Oman Chapter of Arabian Journal of Business and Management Review*, 34(981), 1-20.
- Iwu, C. G., Gwija, S. A., Benedict, O. H., & Tengeh, R. (2013). Teacher job satisfaction and learner performance in South Africa.
- James, Z. (2018). Teacher motivation in economic crises.

- Jean-Baptiste, P. (2010). *Herzberg, Bandura, and Maslow: Analysis of their view on cognitive development and employee motivation*. Publish America.
- Jonyo, D. O. (2017). Performance management in Kenyan public schools: implications and challenges. *European Journal of Educational Sciences*, 4(3), 19-35.
- Justine, N. (2011). Motivational Practices and Teachers' Performance in Jinja Municipality Secondary Schools, Jinja District, Uganda. *Online Submission*.
- Kalule, L., & Bouchamma, Y. (2014). Teacher supervision practices and characteristics of in-school supervisors in Uganda. *Educational Assessment, Evaluation and Accountability*, 26(1), 51-72.
- Kamel, A. M. (2016). Role of faculty development programs in improving teaching and learning. *Saudi Journal of Oral Sciences*, 3(2), 61.
- Kamiti, R. K. (2014). *The effects of performance appraisal system on civil servants' motivation: a case study of the directorate of tourism 2006-2014* (Doctoral dissertation).
- Kareithi, M. W. (2018). *Effect of performance appraisal system on performance of secondary schools' teachers in Kirinyaga West sub-county, Kenya* (Doctoral dissertation, Kca University).
- Kasale, L. L., Morrow, S., & Winand, M. (2020). An institutional work perspective to performance management: The case of Botswana National Sport Organizations. *Journal of Global Sport Management*, 1-22.
- Kelemba, J., Chepkilot, R., & Zakayo, C. (2017). Influence of teamwork practices on employee performance in public service in Kenya. *African Research Journal of Education and Social Sciences*, 4(3), 1-9.
- Khan Farooqi, M. T., & Ali, W. (2019). Relationship of Workplace Environment with Secondary School Teachers' Morale. *Journal of Research & Reflections in Education (JRRE)*, 13(1).

- Khan, S. A., Javaid, M. A., & Farooq, U. (2015). Evaluation of the effectiveness of cooperative learning method versus traditional learning method on the writing ability of the students. *Asian Journal of Management Sciences & Education*, 4(1), 23-32.
- KipsegerwoKibichii, E., KimutaiKiptum, G., & Chege, K. (2016). Effects of performance management process on employee productivity: A survey of commercial banks in Turkana County.
- Klees, S. J., Stromquist, N. P., Samoff, J., & Vally, S. (2019). The 2018 world development report on education: a critical analysis. *Development and Change*, 50(2), 603-620.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Krejcie, R. V., & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3).
- Kwenin, D. O., Muathe, S., & Nzulwa, R. (2013). The influence of employee rewards, human resource policies and job satisfaction on the retention of employees in Vodafone Ghana Limited. *European Journal of Business and Management*, 5(12), 13-20.
- Kyakulumbye, S., & Katono, I. W. (2013). The management practices of ICT integration in the curriculum of the primary schools in Uganda. The 8th International Conference on e-learning Capetown University of Cape peninsular university of Technology.
- Lamb, M., & Wyatt, M. (2019). Teacher motivation: The missing ingredient in teacher education. *The Routledge handbook of English language teacher education*, 522-535.
- Lee, M., Goodman, C., Dandapani, N., & Kekahio, W. (2015). Review of International Research on Factors Underlying Teacher Absenteeism. REL 2015-087. *Regional Educational Laboratory Pacific*.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, 57(9), 705.

- Loga, P., & Chand, A. (2019). Performance appraisal systems and public sector efficiency in small island developing states: The case of Fiji. *Personnel Review*.
- Lunenburg, F. C. (2012). Power and leadership: An influence process. *International journal of management, business, and administration*, 15(1), 1-9.
- Mabaso, C. M., & Dlamini, B. I. (2018). Total rewards and its effects on organisational commitment in higher education institutions. *SA Journal of Human Resource Management*, 16(1), 1-8.
- Mavindu, P. S. (2013). *Influence of Principals' instructional supervision practices on students' performance in Kenya certificate of secondary examination in Trans-Mara west district, Kenya* (Doctoral dissertation, University of Nairobi).
- McCord, R., & Matusovich, H. M. (2013, June). Developing an instrument to measure motivation, learning strategies and conceptual change. In *2013 ASEE Annual Conference & Exposition* (pp. 23-392).
- Mr, O. S. A., Adenowo, E. A., Toyin, A. F., & Mr, O. R. School Inspection or, and Supervision Effects in Public Secondary Schools in Ogun State, Nigeria: Where are we and where do we go? By Orenaiya Solomon Adewale (Mr) Ijebu North-East Atan Local Government Area/Zonal Teaching Service Commission.
- Muchelule, M. (2015) *Influence of board of managements' motivational strategies on teachers' job performance in public secondary schools in Kakamega county, Kenya* (Doctoral dissertation, University of Nairobi).
- Mulumba, M. (2011). *Mainstreaming disability into the poverty reduction processes in Uganda: the role of the human rights-based approach to the National Development Plan* (Doctoral dissertation, Stellenbosch: University of Stellenbosch).

- Namuddu, J. (2010). *Staff appraisal systems and Teacher performance at Agakhan schools in Kampala District*. Makerere University.
- Nguyen My, L. (2017). The impact of employees' motivation on organizational effectiveness.
- Njora, G. W., & Ndegwa, P. (2020). Motivation and Employee Retention in Savings and Credit Co-Operative Societies in Nairobi City County, Kenya. *International Journal of Business Management, Entrepreneurship and Innovation*, 2(3), 87-101.
- O'riordan, J. (2017). The practice of human resource management. *Research paper*, 20.
- Odondi, R. A. (2014). *Perceived Influence of Rewards And Sanctions On Employee Performance At Kenya Power Company Limited* (Doctoral dissertation, University of Nairobi).
- Olum, Y. (2003). Public Service Reform in Uganda (1989–2002): A Critical Appraisal. *AAPAM Paper*. Available at: www.unpan1.un.org/intradoc/groups/public/documents/AAPAM/UNPAN025827.pdf.
- Omondi-Ochieng, P. (2018). USA Triathlon: A 2010–2015 case study of financial performance using effectiveness indicators and efficiency. *International Journal of Productivity and Performance Management*.
- Onyaro, C. (2016). Factors influencing teachers' attitudes towards performance appraisal. *Unpublished MBA, Dissertation University of Nairobi*.
- Osibanjo, A. O., Gberevbie, D. E., Adeniji, A. A., & Oludayo, A. O. (2015). Relationship modelling between work environment, employee productivity, and supervision in the Nigerian public sector. *American Journal of Management*, 15(2), 9.
- Oyewole, B. K., & Alonge, H. O. (2013). Principals' instructional supervisory role performance and teachers' motivation in Ekiti Central Senatorial District of Ekiti State, Nigeria. *Journal of Educational and Social Research*, 3(2), 295-295.

- Page, D. (2015). The visibility and invisibility of performance management in schools. *British Educational Research Journal*, 41(6), 1031-1049.
- Page, D. (2016). Understanding performance management in schools: A dialectical approach. *International Journal of Educational Management*.
- Parvin, M. M., & Kabir, M. N. (2011). Factors affecting employee job satisfaction of pharmaceutical sector. *Australian journal of business and management research*, 1(9), 113.
- Phillips, J., & Gully, S. M. (2012). *Strategic staffing*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Plumley, D., Ramchandani, G., & Wilson, R. (2019). Performance management in professional team sport. *Team performance management*, 158-161.
- Polit, D. F., & Beck, C. T. (2006). The content validity index: are you sure you know what's being reported? Critique and recommendations. *Research in nursing & health*, 29(5), 489-497.
- Pollitt, C. (2013). The logics of performance management. *Evaluation*, 19(4), 346-363.
- Rahman, S. N. H. A., Ajmain, M. T., & Mohamad, A. M. (2019). Management and Supervision of Education in Schools from Islamic Education Perspective. *BITARA International Journal of Civilizational Studies and Human Sciences (e-ISSN: 2600-9080)*, 2(4), 147-161.
- Rasheed, A., Khan, S. U. R., Rasheed, M. F., & Munir, Y. (2015). The impact of feedback orientation and the effect of satisfaction with feedback on in-role job performance. *Human Resource Development Quarterly*, 26(1), 31-51.
- Renard, M., & Snelgar, R. J. (2016). Measuring positive, psychological rewards: The validation of the Intrinsic Work Rewards Scale. *Journal of Psychology in Africa*, 26(3), 209-215.
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4), 44-49.

- Rubel, M. R. B., & Kee, D. M. H. (2015). Perceived fairness of performance appraisal, promotion opportunity and nurses turnover intention: The role of organizational commitment. *Asian Social Science, 11*(9), 183.
- San, O. T., Theen, Y. M., & Heng, T. B. (2012). The reward strategy and performance measurement (evidence from Malaysian insurance companies). *International Journal of Business, Humanities and Technology, 2*(1), 211-223.
- Schleicher, D. J., Baumann, H. M., Sullivan, D. W., & Yim, J. (2019). Evaluating the effectiveness of performance management: A 30-year integrative conceptual review. *Journal of Applied Psychology, 104*(7), 851.
- Shadish, W. R. (2002). Revisiting field experimentation: field notes for the future. *Psychological methods, 7*(1), 3.
- Shaikh, F. (2012). Level of primary school teachers' extrinsic and intrinsic motivation and performance in Sindh. *Pakistan Journal of Education, 29*(1-2).
- Sitti, et al., (2019). Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia. *Management Science Letters 10* (20) 235–246
- Sutanto, E. M., Scheller-Sampson, J., & Mulyono, F. (2018). *ORGANIZATIONAL JUSTICE, WORK ENVIRONMENT, AND MOTIVATION* (Doctoral dissertation, Petra Christian University).
- Talat, M., Haider, K., Shahzadi, S., Muneer, R., Afzal, F., & Ali, W. (2018). Leadership skills' development through effective teaching and co-curricular activities at college level.
- Tehseen, S., & Hadi, N. U. (2015). Factors influencing teachers' performance and retention. *Mediterranean Journal of Social Sciences, 6*(1), 233.

- Thomson, M. M., & McIntyre, E. (2013). Prospective teachers' goal orientation: An examination of different teachers' typologies with respect to motivations and beliefs about teaching. *Teacher Development, 17*(4), 409-430.
- Tumusiime, P., Mwalw'a, S., & Okemasisi, K. (2021). Principals' implementation of teacher performance appraisal and development (tpad) tool
- Tziner, A., & Rabenu, E. (2018). Beyond performance appraisal: To performance management and firm-level performance. In *Improving Performance Appraisal at Work*. Edward Elgar Publishing.
- Van Dooren, W., Bouckaert, G., & Halligan, J. (2015). *Performance management in the public sector*. Routledge.
- Vulley, D. K. (2021). Determinants of Teacher Motivation and Job Performance at Senior High Schools in Greater Accra Region, Ghana. *British Journal of Education, 9*(7), 14-29.
- Wagner, B. D., & French, L. (2010). Motivation, work satisfaction, and teacher change among early childhood teachers. *Journal of Research in Childhood Education, 24*(2), 152-171.
- Wamimbi, F., and Bisaso M. (2021) "Performance Appraisal Practices and Teachers' Job Performance in Private Universal Secondary Schools in Manafwa District, Uganda." *interdisciplinary journal of education (IJE)* 4, no. 1 (2021): 46-63.
- Wyatt, M. (2015). Language teacher motivation. *The Teacher Trainer, 29*(2), 7-9.
- Zhao, Y., Chen, K. H., Zhang, Y., & Davis, M. (2012). Takeover protection and managerial myopia: Evidence from real earnings management. *Journal of Accounting and Public Policy, 31*(1), 109-135.
- Zimin, A. V., Marçais, G., Puiu, D., Roberts, M., Salzberg, S. L., & Yorke, J. A. (2013). The MaSuRCA genome assembler. *Bioinformatics, 29*(21), 2669-2677.