

Performance Appraisal and Employee Performance at Selected National Teacher's Collages in Uganda

Ndagire Immaculate¹, Moses Agaba², Alice Ngele Mwazuna³,
Judith Asiimwe Bijurenda⁴

Kabale University, Uganda

^{1,2,4}Department of Business Studies, ⁴Department of Management Sciences

¹ORCID: <https://orcid.org/0009-0005-3720-6592>

²ORCID: <https://orcid.org/0000-0003-3867>

³ORCID: <https://orcid.org/0000-0001-7537-9391>

⁴ORCID: <https://orcid.org/0009-0001-8335-0131>

Corresponding author: Alice Ngele Mwazuna alice.ngele@gmail.com

ABSTRACT:- This study examined the effect of performance appraisal on employee performance in selected National Teachers Colleges in Uganda. The selected collages included: Kabale, Mubende and Kariro National Teachers collages. The objectives of the study were to assess the effects of performance standards, performance measurement and result dissemination on Employees' Performance in selected National Teachers' Colleges. The study employed a descriptive research design where data from 139 respondents was collected and analyzed quantitatively corroborated with qualitative analysis and frequency tables were used to present the data. At the bivariate level, a Pearson correlation matrix was conducted to ascertain the relationships between the predictor variables and the dependent variable. A linear regression model was used to fit the data. Research findings from the regression model show that performance standards (R=862), performance measurement (R=756) and result dissemination (R=829) have a positive significance on the employee's performance at National Teachers' Colleges. The main conclusion drawn from this research is that Performance appraisal is a systematic evaluation of employee performance, which is crucial in educational settings, particularly in tertiary institutions like National Teachers' Colleges. It serves multiple purposes, including enhancing employee performance, providing feedback, and identifying areas for professional development. In the context of NTCs, the effectiveness of performance appraisal systems can significantly influence overall employee performance and institutional success. Therefore, the study suggests that in order for National Teachers' Colleges to become accustomed to making financial performance, more work needs to be done on performance standards, performance assessment, and result distribution.

Keywords:- Performance Appraisal, Performance Standards, Performance Measurements, Result Dissemination, Employees Performance

I. INTRODUCTION

The origins of performance appraisal can be traced back to Robert Owen, who used wooden colored blocks to assess workers' performance at the conclusion of the workday in Scottish cotton mills (Walkowitz, 2020). During that time, it was applied as a disciplinary tool to reprimand poor labour and the appraisal system received a bad grade as a result and both the appraiser and the appraisees grew to dislike it (Lossin, 2020). The early framework changed from classical, scientific, and human relations approaches to what it is today, as well as the early history of evaluation and its brief evolution into that. The process referred to as the "appraisal system," which consists of individual assessments, staff reviews, performance evaluations, and appraisals, is not a recently developed idea. The body of knowledge regarding assessment is vast. In fact, a bibliography on merit grading and evaluation systems from the 1940s had more than 600 books, journals, and pamphlets (Mahler, 1965). The assessment method is currently used by numerous organizations worldwide since it has become so well-liked over time.

From a historical perspective, assessment is a very old art and could be the second oldest profession in the world. The first records of an assessment system date from the 1800s, when Robert Owen's New Lanark Textile Mills in Scotland employed a colour display to identify an employee's performance (Grint, 1993) which was noted by Bayon et al (2013) Then, the purpose of the assessment system was to enhance and inspire performance, promote competition, and perhaps even provide a prize for excellent work output. A major focus of the African Union's Agenda 2063 is education reform to address the socioeconomic demands of the continent.

The difficulties of getting a good education and becoming a teacher (Ministry of Public Service 2020), and the integration of technology resonate across the continent (African Union, 2014).

Obrenovic et al. (2020) asserts that employee performance as a way in which member of staff fulfils the duties of their role, completes required tasks and behaves in the workplace quality, quantity, and efficiency of work. Many businesses evaluate the performance of their staff members on an annual or quarterly basis in order to identify specific areas that require development and to promote continued success in areas where performance is on par with or better than expected. Departmental results provide details on actual results achieved against departments and agencies' plans, priorities and expected results set out in their respective Departmental Plans (Obrenovic, et al., 2020). Departmental results serve as a communication tool between managers and team members who must stay connected and work together for common goals (Ogundare, & Omotosho, 2022). Absenteeism in the workplace refers to an ongoing pattern of missing or skipping out on work without reason, impacting the availability and productivity of your workforce (Okeny, 2018). A deadline is the date and time by which a task, milestone or project is due. Deadlines represent the latest date the client or your manager expects the completed task or deliverable (Parvadavardini, et al., 2016).

In Uganda, the Ministry of Education and Sports is at the forefront of educational policy formulation. The Ugandan education system has undergone reforms to align with global standards, emphasizing competency-based education and technology integration (Muhangi, 2019). Within the country, teacher training institutions like National Teachers' Colleges are playing a pivotal role in producing qualified educators to meet national education goals. Performance management's primary objective is to increase employees' efficacy and production. Together, supervisors and staff create objectives, assess performance or make progress, educate staff members and provide regular feedback on how they are doing, carry out development plans for them, and acknowledge and honour their achievements.

The Ministry of Education and Sports has provided National Teachers' Colleges with many training sessions on appraisal forms. This underscores the government's emphasis on performance appraisal as a mandatory requirement for all government departments and agencies. It is completed annually for employees who are permanent or eligible for a pension, and every three months for those who are not (Mukili, 2012). The college's historical foundation aligns with Uganda's broader efforts to address the shortage of skilled educators and enhance the quality of education. The efficacy of performance appraisal systems has gained prominence as a critical factor in sustaining the institution's reputation for academic excellence. Recent studies, such as those by (Namuganga, Nabadda and Kigundu et al., 2021) underscore the importance of aligning performance appraisal practices with contemporary educational goals. These studies emphasize the need for institutions like National Teachers' Colleges to adapt their performance management strategies to foster continuous improvement among educators.

II. STATEMENT OF THE PROBLEM

The effectiveness of National Teachers' Colleges (NTC) is under scrutiny. According to (Byamugisha, 2023), minutes of departmental meetings as well results are missing, students are complaining, the rate of employees absenteeism is increasing every day and employees do not comply with the deadlines. The Ministry of Education Sports (2023) says that despite the government's high salary to the educators, there are reports of subpar lecturer performance, including low publication records, inefficient teaching, absenteeism and trouble landing projects. The colleges have made vain attempts to encourage lectures by investing in their capacity in various areas, including covering tuition, giving allowances and supplying study materials. Ndibuuza et al. (2021) claim that National Teachers' Colleges staff' performance is appalling and for the non-teaching staff, things are becoming even worse. Rwothumio et, al., (2021) claims that offices do not open at the appointed time and that staff members open libraries whenever they like and even so, libraries are not operating at full capacity. This might be related to lack of performance standards, performance measurement and results dissemination. National Teachers' Colleges will become meaningless if this situation persists. Since the goal of its introduction was to prepare teachers to go out and change society via education, its introduction will have been pointless.

General objective

To examine the effect of performance appraisal on employee performance at selected National Teachers' Colleges in Uganda

Specific Objectives

- i. To assess the effect of performance standards on employees' performance at selected National Teachers' Colleges in Uganda
- ii. To analyze the effect of performance measurement on Employees' Performance at selected National Teachers' Colleges in Uganda

- iii. To evaluate the effect of result dissemination on Employees' Performance at selected National Teachers' Colleges in Uganda

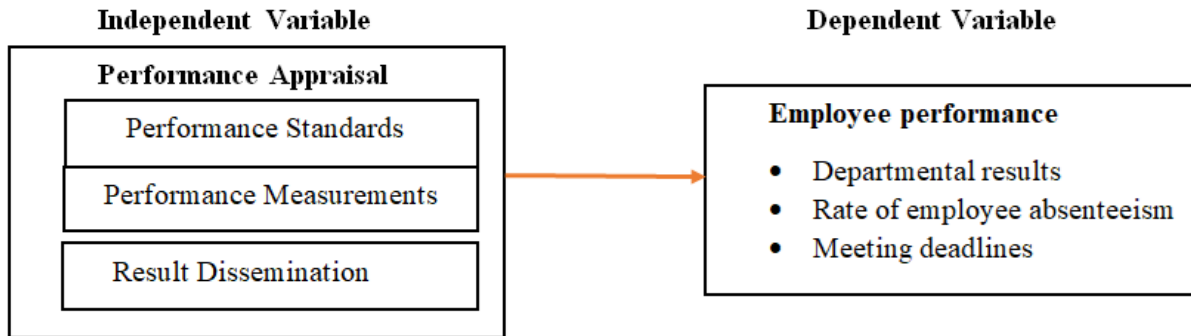
III. RESEARCH HYPOTHESIS

H₀₁: Performance standards have no significant effect on employees Performance at the selected National Teachers' Colleges in Uganda.

H₀₂: Performance measurement does not significantly affect employee's performance at the selected National Teachers' Colleges in Uganda.

H₀₃: Result dissemination does not have any significant effect on employee's performance at the selected National Teachers' Colleges in Uganda.

Conceptual Framework



Source; (Researcher, 2024)

IV. LITERATURE REVIEW

Theoretical Review

This study was guided by Expectancy theory, which was developed by Victor H. Vroom in 1964. Vroom's work primarily focused on the cognitive processes that influence how individuals make choices regarding their behaviours based on expected outcomes. Expectancy theory says that people are only motivated to work towards rewards they want and that are attainable. The expectancy theory emphasizes the connection between effort, rewards, and goals. People are motivated to work and contribute when they believe they'll achieve a positive outcome and be rewarded for their efforts. Vroom's expectancy theory assumes that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. The underlying assumptions of expectancy theory are: Followers will be motivated if they think they are capable of doing their work; if they believe their efforts will result in a certain outcome; if they believe that the payoffs for doing their work are worthwhile. Expectancy Theory argues that the strength of our motivation to act in a particular way depends on the strength of three expectations: That making more effort will improve performance. Expectancy theory's limitations in a business setting include its assumption that employees always act rationally and are aware of their wants. It neglects elements like emotions, job security, or organizational politics. Furthermore, it ignores non-performance related rewards like job satisfaction or peer acceptance. Fair performance management system that encourages and recognizes their efforts. This based on the strength of the theory to examine the effect of performance appraisal on employee performance at National Teachers' Colleges.

Critical Review of Literature

Performance appraisal

Performance appraisal is the process of gathering, evaluating and documenting data regarding an employee's relative value. It is a methodical, recurring and objective assessment of a worker's brilliance in areas related to his current position and his prospects for advancement that gives accurate information about an employee's performance benefiting management and supervisors in addition to the personnel (Boachie-Mensah & Seidu, 2012). As an annual ritual in institutions, performance reviews cause even the most seasoned and battle-hardened managers to feel anxious and uneasy" (Rwothumio et al., 2021). The quotation above captures the extent to which assessors hate the appraisal process. Then, organizations tried to make the procedures better by connecting them to other administrative concerns such as pay, promotion, training, and so forth. They argued that in addition to being measured, employee successes should also be evaluated, controlled, and quantified (Franco-Santos et al., 2012). Regardless of the historical context, assessment is universal and unavoidable. The

usefulness and application of performance Appraisal in an organizational setting have been the subject of several analyses and harsh critiques, yet as of late, no system has been able to achieve the intended outcome. This study evaluated the performance appraisal and establish how performance standards affect employee performance at National Teachers' Colleges, effects of performance measurement and employee performance and effects of result dissemination and employee performance at National Teachers' Colleges and contribution of performance appraisal processes to professional development opportunities for educators. Additionally, it aims to identify existing gaps in research, providing avenues for further investigation."

Performance standards and employee performance

Emily & Dorcus (2023) assert that performance standards are guidelines for carrying out a work. They are usually developed from the goals of the business and the requirements of a position. They make clear to employees what is expected of them what is expected of them in terms of quality and amount of work as well as deadlines and other relevant performance measures. Employees are a company's most valuable resource. Thus, it should come as no surprise to hear that a company's success or failure is greatly influenced by the everyday performance of its employees. A study conducted at Bishop Stuart University in 2023 revealed a strong correlation between employee performance and appraisal norms (Emily & Dorcus, 2023). The research also suggested that criteria for staff appraisals be raised and that all employees are in know of the standards which are always assessed so that they work towards achieving them. There are several indicators that show performance stands and these include; Quality is considered is one of the indicators of performance standards and Parvadavardini et al., (2016) defines Quality as measures used to evaluate a company's performance in terms of quality. Another indicator is speed which show the rate or time which an employee takes to accomplish a given task. Then also we have dependability where an organization has to know how available or reliable a person is. These metrics assist pinpoint areas in need of improvement by giving information on how well-established quality standards are being met (Parvadavardini et al., 2016). To continuously improve their goods and services, they must innovate in every facet of their business operations (Gonzalez & Martins, 2016). These indicators provide information on how well established quality standards are being met and help identify areas for improvement. They must constantly innovate in every aspect of their business operations for continuous improvement of their products and services (Gonzalez & Martins, 2016). Employees who adhere to performance standards are also given precise performance expectations for each ability. According to Locke & Latham, (1990), standards should be motivating, neither too easy nor too difficult to reach, communicate to employees that you are reviewing their performance, and establish a trial period in order to guarantee that they are appropriate for a given role. Establishing motivational performance criteria will increase employee inspiration to perform better. Furthermore, their motivation will increase if they can track their advancement within a project. They will therefore have a higher chance of achieving extraordinary performance levels.

Performance measurement and employee performance

In general, performance measurement is the process of regularly measuring outcomes and results in order to produce accurate statistics regarding the efficacy and efficiency of programs (Henshaw, 2022). Employee performance refers to how a worker carries out their assigned responsibilities, finishes necessary assignments and acts in the workplace. The effectiveness, speed, and quality of the work are all factors in performance evaluations and thus, it should come as no surprise to hear that a company's success or failure is greatly influenced by the everyday performance of its employees (Moseley & Dessinger, 2009). According to Sinclair and Zairi, (1995), enhancing employee performance is a continuous process that entails planning, measurement, and assessment; nonetheless, it's also an essential step in accomplishing organizational objectives. There are several ways to measure performance, including quality, speed, efficiency, and speed (Henshaw, 2022). The hardest part of the performance review process is determining an employee's real performance or the job they have finished in a given amount of time. Performance monitoring is a continuous procedure that takes place throughout the year. In order to ensure that personal bias does not influence the process's conclusion, this stage necessitates the careful selection of the proper measuring techniques. Supporting employees rather than getting in the way of their job is also required. The intended or standard performance is contrasted with the actual performance. The comparison reveals how the employees' performance deviates from the established benchmarks. The outcome may indicate that actual performance exceeded expected performance, or it may indicate a negative divergence in organizational performance when actual performance fell short of desired performance.

Result dissemination and employee performance

Dissemination is the proactive process of actively distributing interventions based on evidence to the intended audience using pre-established channels and carefully thought-out tactics where the employees are individually informed and given the opportunity to discuss the appraisal results (Doyle et al., 2013). This conversation is centered on listening and communicating. In order to solve issues and come to a consensus, the

outcomes, issues and potential solutions are discussed and positive attitude is important while providing feedback because it can impact the employee's performance going forward (Susanty & Miradipita, 2013). The process culminates in making decisions that can either enhance employee performance, implement the necessary remedial measures, or pertain to human resources, including transfers, promotions, and demotions (DEBISO, 2018). The aforementioned procedures offer a structure for the investigation aimed at assessing the effectiveness of the National Teachers' Colleges staff performance appraisal system. Performance appraisals have a very short history. Its origins in the early 20th century, but it doesn't really assist since practically everything in the subject of contemporary human resources management may be considered to have similar origins. An employee's performance is assessed through a performance review, which considers his or her recent work history. An employee's performance is proactively managed through performance management, which also makes sure the worker has completed all assigned tasks.

Employee performance

The outcome and level of productivity of an employee within a specified period in institution is termed as employee performance and it can be evaluated by indicators such as; teaching effectiveness, research output, administrative contribution and overall job effectiveness. Additionally, how effectively a worker carries out their obligations and responsibilities inside a company is referred to as employee performance (Sriadmitum, 2023). It includes a range of elements, including output, caliber of work, effectiveness, dependability, teamwork and commitment to the mission and core values of the organization. To assist people develop and successfully contribute to the success of the company, it is critical to evaluate employee performance in order to pinpoint strengths, areas for development and provide feedback (Saleem & Amin, 2013). The employee performance is determined by the Departmental results, Rate of employee absenteeism, Meeting deadlines and all these components are got out of effective performance appraisal. Management of employee performance is a crucial component of any flourishing business. It offers the input required for staff development, growth promotion and goal alignment with business objectives (Mone et al., 2018). Organizations may maximize the contributions of both individuals and teams, promote employee engagement and happiness, and ultimately improve overall organizational performance by actively managing employee performance. Okeny (2018), conducted research on the relationship between employee performance in organizations and performance appraisals: According to a case study of the local government of the Lamwo district, there is a moderate and statistically significant positive correlation ($r=0.472$) between performance standards and employees' performance and there is a moderate and statistically significant positive correlation ($r=0.460$) between employee performance and result dissemination. Therefore, it was determined that in order for Lamwo District Local Government to attain high levels of employee performance, performance criteria needed to be well-defined and articulated in order to fulfil each employee's deliverables and expectations. The results of a study conducted by Amuge on Performance appraisal and teacher performance in government aided primary schools: a case study of Namasale sub-county, Amolatar District, showed that the criteria for appraisal interviews also had a moderately positive significant relationship with teacher performance and were the second most significant predictor of the variance in teacher performance (Amuge, 2021). Although this study was conducted at a primary school, the goal of the current study is to ascertain how employee performance in tertiary institutions is related to performance appraisals. Furthermore, a study conducted in the Manafwa district by Wamimbi and Bisaso, (2021) demonstrated that when implemented properly in terms of thoroughness, clarity and timeliness, performance appraisal procedures can considerably improve teachers' work performance in private Uganda Secondary Education institutions. It suggests that instructors be included in target-setting and that their unique characteristics be taken into account; that academic meetings be held once a month and that teachers receive performance assistance; and that teacher feedback be provided in a timely, thorough and interactive manner. However, despite the fact that these studies were conducted, they were unable to determine a connection between employee performance and performance appraisals. This study aimed to establish this connection, especially in the National Teachers' Colleges.

V. RESEARCH METHODOLOGY

Research design and Approach: The study employed a cross-sectional research design which is a type of design which collects data to make inferences about a population of interest at one point in time. A mixed method approach was employed where both quantitative and qualitative approach were used to understand the research problem.

Population and sample size: the study population was 282 which was the total number of employees in the three selected collages. Slovin's formula was used and out of 282 a sample size of 173 was selected.

Table 1: Target population and sample size

Respondents	Target population	Sample Size	Sampling technique
Administration	12	12	Purposive sampling
Lectures	168	100	Simple random sampling
Non-Teaching Staff	102	61	Simple random sampling
TOTAL	282	173	

Data collection: Structured questionnaires and interview schedule were used to collect both quantitative and qualitative data respectively. The questionnaires were used to collect data from the lecturers and the non-teaching staff while the interview schedule was used for the administration.

VI. RESULTS AND DISCUSSIONS

Response rate

The researcher targeted to get information from the various respondents. A response rate of 80% was achieved for the survey across all respondent groups. According to Amin (2005), a minimum of 70% is required for research to be considered valid.

Performance standards on Employees' Performance

This first objective aimed at assessing effect performance standards on Employees' Performance at the selected National Teachers' Colleges in Uganda.

Table 2: Performance standards on Employees' Performance

Response	Agree		Undecided		Disagree	
	F	%	F	%	F	%
There is a criteria of setting performance standards	130	93.5	00	00	9	6.5
The performance standards are clear	135	97.1	00	00	4	2.9
The performance standards are specific to my roles	139	100	00	00	00	00
The performance standards fit purpose of my roles	139	100	00	00	00	00
The performance standards empower me to perform	139	100	00	00	00	00
Performance standards espouse working hard	130	93.5	00	00	9	6.5
The Performance standards are central on my roles	135	97.1	00	00	4	2.9
Performance standards draw my strength and weaknesses on my job	139	100	00	00	00	00

Table 2 above provides analysis of the eight statements given to respondents to gauge the effect performance standards on Employees' Performance at the National Teachers' Colleges. When respondents were asked if there is a criteria of setting performance standards, 93.5% of them agreed with the statement, while only 6.5% disagreed. Respondents were also asked if the performance standards are clear, 97.1% of the respondents agreed with this statement, while 2.9% disagreed. When asked if the performance standards are specific to their roles, 100% of respondents agreed. Furthermore, respondents were asked if the performance standards fit purpose of their roles, 100% of the respondents agreed with the statement. Once more when respondents were asked whether the performance standards empower them to perform, 100% of the respondents agreed with the statement. When asked if Performance standards espouse working hard, 97.1% of the respondents agreed compared to 2.9% who disagreed; and, lastly respondents were asked if performance standards draw their strength and weaknesses on the job, all respondents agreed. This is an indication that performance standards affect Employees' Performance at the National Teachers' Colleges. Given the kind of responses and the descriptive statistics presented above, it is clear that there were Performance standards on Employees' Performance based on the fact that all respondents agreed with the assertions chosen to represent Performance standards. The qualitative findings on Performance standards are shown below.

Responses from One respondent:

"Performance standards are very important because they guide us all during filling of performance appraisal. It helps employees to understand their strength and weakness. When this is known, it helps employees to improve on their performance."

The study confirmed that there was a relationship between quantitative and qualitative findings after doing a qualitative data analysis. The two data sets agreed, and it was obvious that qualitative data supported quantitative data.

Hypothesis testing

H₀₁: Performance standards have no significant effect on employees Performance at the selected National Teachers' Colleges in Uganda.

Table 3: Correlation analysis for performance standards

		Employee performance	Performance standards
Employee performance	Pearson Correlation	1	.862**
	Sig. (2-tailed)		.000
	N	139	139
Performance standards	Pearson Correlation	.862**	
	Sig. (2-tailed)	.000	
	N	139	139

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data 2024

There is a correlation coefficient displayed in Table 3 above. The correlation coefficient between employee performance and performance standards is at 0.862. In order to ascertain the strength of the association between performance standards and employee performance, or how much of the variance in the independent variable would affect the dependent variable, a regression analysis was thus conducted.

Table 4: Showing the model summary of performance standards

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862 ^a	.925	.924	.15216

a. Predictors: (Constant), Performance standards

The coefficient of determination .862 suggests that performance standards have an impact on employee performance. Consequently, there is a statistically positive significance. This implies that the stronger the employee performance, the more performance standards there are. As a result, performance standards provide 92.5% to National Teachers' Colleges.

Table 5: Regression output summary on, National Teachers' Colleges

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.385	.134		2.882	.005
Performance standards	.921	.030	.862	30.953	.000

a. Dependent Variable: Employee performance

Source. Field data 2024

The outcome again showed a regression coefficient of 862 at a 0.01 level of significance, indicating a significant difference in favor. With a Beta value of 0.962 at a 95% level of confidence, the results further demonstrate that Performance standards have an impact on employee performance. The null hypothesis, according to which "performance does not affect employee performance at the selected National Teachers' College," was thus rejected by the researcher.

Performance measurement of Employees' Performance

The second objective was aimed to analyze the effect of the performance measurement on Employees' Performance at the selected National Teachers' Colleges in Uganda.

Table 6: Performance measurement of Employees' Performance

Responses	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Performance measurement uses standard techniques	139	100	00	00	00	00
Performance measurement is done with clarity	139	100	00	00	00	00
Performance measurement is done confidentially to me	139	100	00	00	00	00

Performance measurement is unbiased to me as an individual	130	93.5	9	6.5	00	00
Performance measurement espouses working hard	139	100	00	00	00	00
Performance measurement delivers a true picture to my performance	139	100	00	00	00	00
Performance measurement offers value to work	130	93.5	9	6.5	00	00
Performance measurement is a useful exercise to me	134	96.4	5	3.6	00	00
Performance measurement reveals causes and effect of poor Performance	139	100	00	00	00	00

Source: Primary data 2024

The four assertions in Table 6 above were used to gauge how the performance measurement affects employee performance at National Teachers' Colleges. When respondents were asked if Performance measurement uses standard techniques, 100% of them agreed with the statement; when asked if Performance measurement is done with clarity 100% of them agreed with the statement. When asked again whether performance measurement is done confidentially to me all respondents agreed with the statement 100%. Moreover respondents were questioned on whether Performance measurement is unbiased to me as an individual 6.5% of respondents were unsure, leaving 93.5% of respondents in agreement with the statement. Respondents were asked if performance measurement is espouses working hard to me as an individual, 100% of the respondents agreed with the statement. Once more respondents were asked whether, Performance measurement delivers a true picture to my performance, 100% of the respondents agreed with the statement. When respondents were asked if Performance measurement offers value to work 93.5% agreed with the statement compared to 6.5% who were undecided. When asked whether Performance measurement is a useful exercise to me, 96.4% of the respondents agreed with the statement, compared to 3.6% who were undecided. Finally, when asked if Performance measurement reveals causes and effect of poor Performance, 100% of the respondents agreed with the statement. This shows that performance measurement is essential to the operations of National Teachers' Colleges.

The qualitative findings related to the performance measurement are shown below.

One key informant noted that;

"Performance measurement is the process of regularly measuring outcomes and results in order to produce accurate statistics regarding the efficacy and efficiency of programs. Employee performance refers to how a worker carries out their assigned responsibilities, finishes necessary assignments, and acts in the workplace. The effectiveness, speed, and quality of the work are all factors in performance evaluations.

Second respondent:

"Performance measurement is a continuous procedure that takes place throughout the year. In order to ensure that personal bias does not influence the process's conclusion, this stage necessitates the careful selection of the proper measuring techniques. Supporting employees rather than getting in the way of their job is also required."

The study confirmed that there was a relationship between quantitative and qualitative findings after doing a qualitative data analysis. The two data sets agreed, and it was obvious that qualitative data supported quantitative data.

Hypothesis Testing

H₀₂: Performance measurement does not significantly affect employee's performance at the selected National Teachers' Colleges in Uganda.

Table 7: Correlation analysis performance measurement on employee performance

		Financial performance	Performance measurement
Employee performance	Pearson Correlation	1	.756**
	Sig. (2-tailed)		.000
	N	139	139
Performance measurement	Pearson Correlation	.756**	1
	Sig. (2-tailed)	.000	.000
	N	139	139

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data 2024

The correlation coefficient in Table 4.8 above is 756**, significant at the 0.01 level, indicating a very strong significant positive link. Thus, in order to ascertain how performance measurement might impact employee performance at the National Teachers' Colleges, a regression analysis was conducted. This shows the degree to which the dependent variable might be impacted by the independent variable's volatility.

Table 8: Model summary performance measurement

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.099	.087	.32040

a. Predictors: (Constant), performance measurement

Source: field data 2024

The determinant's coefficient .756 suggests that performance measurement has an impact on the employee performance at National Teachers' Colleges. This implies that the employee performance will increase as performance measurement usage increases. As a result, performance measurement has a 75.6% impact on National Teachers' Colleges' performance.

Table 9: Regression output summary of performance measurement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.680	.507		5.282	.000
1 Budgetary challenge	.362	.124	.756	2.928	.004

a. Dependent Variable: employee performance

Source: Field Data 2022

Results again showed a significant connection with a regression coefficient of .456 at the 0.01 level of significance. With a Beta value of 0.756 at 95% confidence, the findings further demonstrate that performance measurement have an impact on employee performance at National Teachers' Colleges. The research hypothesis that "Performance measurement has no effect on employee performance at the selected National Teachers' Colleges' it is therefore rejected by the researcher.

Result dissemination on Employees' Performance

The third objective aimed at evaluating the effect of result dissemination on Employees' Performance at the selected National Teachers' Colleges in Uganda.

Table 10: Result dissemination on Employees' Performance

Statements	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Feedback concerning me is done confidentially	137	98.6	2	1.4	00	00
Feedback on my results is given to clearly	139	100	00	00	00	00
Feedback on my results is key to my performance	139	100	00	00	00	00
Feedback espouse my working hard	139	100	00	00	00	00
Feedback by my supervisor is done efficiently	139	100	00	00	00	00
Feedback helps me to understand my expectations	139	100	00	00	00	00

Source: Primary data 2024

When asked whether the "Feedback concerning me is done confidentially", 98.6% of respondents agreed with the statement, compared to 1.4% of respondents who disagreed with it. This question was part of an effort to gauge the impact of result dissemination on employees' Performance. When asked again if Feedback on my results is given to clearly all respondents, 100% agreed with the statement. When more respondents were questioned about whether Feedback on my results is key to my performance, 100% of them agreed with the statement. When asked if Feedback "espouse my working hard", respondents said "agreed" with a score of 100%. Last but not least, when asked if Feedback "helps me to understand my expectations", 100% of respondents agreed with the statement. This shows that result dissemination has an impact on Employee performance at National Teachers' Colleges. After conducting quantitative data analysis, qualitative analyses were performed on qualitative data that had been generated through key informant interviews. On the effect of

result dissemination on employee performance at National Teachers' Colleges, qualitative findings are presented hereunder.

Respondent

"Dissemination is the proactive process of actively distributing interventions based on evidence to the intended audience using pre-established channels and carefully thought-out tactics. The employees are individually informed and given the opportunity to discuss the appraisal results"

Second respondent

"The process culminates in making decisions that can either enhance employee performance, implement the necessary remedial measures, or pertain to human resources, including transfers, promotions, and demotions."

Mostly, all the model on the effects of result dissemination show that they work hand in hand for employee performance. The study confirmed that there was linkage between quantitative and qualitative findings. There was agreement between the two data sets and it was clear that qualitative data reinforced quantitative data.

Hypothesis Testing

H₀₃: Result dissemination does not have any significant effect on employee's performance at the selected National Teachers' Colleges in Uganda.

Table 11: Correlation analysis on result dissemination and employee performance

		Employee performance	Result dissemination
Employee performance	Pearson Correlation	1	.829**
	Sig. (2-tailed)		.000
	N	139	139
result dissemination	Pearson Correlation	.829**	
	Sig. (2-tailed)	.000	.000
	N	139	139

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data 2024

The correlation coefficient in Table 11 above is 829**, significant at the 0.01 level, indicating a very strong significant positive link. In order to ascertain the extent of the impact of the result dissemination on the employee performance at National Teachers' Colleges, a regression analysis was conducted. This shows the degree to which the dependent variable might be impacted by the independent variable's volatility. Thus, to ascertain the contribution and influence of the relationship between result dissemination on employee performance at National Teachers' Colleges, regression analysis was conducted.

Table 12: Model summary of the result dissemination

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.829 ^a	.159	.154	.14749

a. Predictors: (Constant), result dissemination

Source field data 2024

The coefficient of determination 899 implies that result dissemination affects employee performance at National Teachers' Colleges by 82.9%, thus, a significant relationship.

Table 13: Regression output summary on result dissemination

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.941	.219		13.460	.000
1 Budgetary Control	.299	.054	.829	5.593	.000

a. Dependent Variable: **Employee performance**

Source: Field data 2024

Findings revealed a regression coefficient of 829 at 0.01 significant level, hence a significance relationship. Results further confirm that result dissemination affects employee performance with a Beta value of 0.829 at 95% of confidence. Therefore, the researcher rejects the research hypothesis which states that, "result dissemination does not effect on employee performance at National Teachers' Colleges."

VII. CONCLUSIONS

Performance standards on Employees' Performance at National Teachers' Colleges

The first goal of this research was to assess the effect of performance standards on Employees' Performance at National Teachers' Colleges. The findings showed that there was a significant and positive association between the two variables. Qualitative results demonstrated the impact of performance standards on employee performance at National Teachers' Colleges. This is in agreement with (Emily & Dorcus, 2023). Performance standards are guidelines for carrying out a work. They are usually developed from the goals of the business and the requirements of a position. They make clear to employees what is expected of them what is expected of them in terms of quality and amount of work as well as deadlines and other relevant performance measures (Emily & Dorcus, 2023)

Performance measurement on employee performance

The second objective of this research was to analyse the effect of the performance measurement of Employees' Performance at National Teachers' Colleges. The findings of the data collection and analysis showed that there was a significant and positive association between the two variables. Qualitative results demonstrated the effect of performance measurement on employee performance. This is in line with Henshaw, (2022) In general, performance measurement is the process of regularly measuring outcomes and results in order to produce accurate statistics regarding the efficacy and efficiency of programs. Employee performance refers to how a worker carries out their assigned responsibilities, finishes necessary assignments, and acts in the workplace.

Result dissemination on Employees' Performance at National Teachers' Colleges.

This study evaluated the effect of result dissemination on Employees' Performance at National Teachers' Colleges. It was also discovered that there was a positive and significant relationship with Qualitative findings from key informant interviews confirmed and reinforced quantitative findings. These findings are confirmed and supported by other researchers and scholars that result dissemination on Employees' Performance at National Teachers' Colleges. This is in agreement with Doyle et al. (2013). Dissemination is the proactive process of actively distributing interventions based on evidence to the intended audience using pre-established channels and carefully thought-out tactics.

RECOMMENDATIONS

Performance standards and employee performance at National Teachers' Colleges.

To improve employee performance, the report advises National Teachers' Colleges to place more focus on the use of performance standards. If it is completely employed as intended, National Teachers' Colleges, will offer high-quality services to employees.

Performance measurement on employee's performance National Teachers' Colleges

The study suggests that employees of National Teachers' Colleges, is significantly impacted by its performance measurement. This suggests that for this to be accomplished in accordance with ministry requirements, NTC management should put in place what is necessary.

Result dissemination on Employees' Performance at National Teachers' Colleges.

The report suggests emphasizing result dissemination on Employees' Performance at National Teachers' Colleges. This should be accomplished through the Results dissemination. Result dissemination on Employees' Performance at National Teachers' Colleges will attain successful employee performance when this is done correctly

REFERENCES

- [1]. Amin, A. (2005). Local community on trial. *Economy and Society*, 34(4), 612–633. <https://doi.org/10.1080/03085140500277211>
- [2]. Amuge, W. (2021). *Performance appraisal and teacher performance in government aided primary schools: A case study of Namasale sub-county, Amolatar District* [PhD Thesis, Kyambogo University [Unpublished work]]. <http://kyuspace.kyu.ac.ug/handle/20.500.12504/725>
- [3]. Bayon, G., Dupré, S., Ponzevera, E., Etoubleau, J., Chéron, S., Pierre, C., Mascle, J., Boetius, A., & De Lange, G. J. (2013). Formation of carbonate chimneys in the Mediterranean Sea linked to deep-water oxygen depletion. *Nature Geoscience*, 6(9), 755–760.
- [4]. Boachie-Mensah, F. O., & Seidu, P. A. (2012). Employees' perception of performance appraisal system: A case study. *International Journal of Business and Management*, 7(2), 73.
- [5]. DEBISO, L. (2018). *Assessment of Employee Promotion Practice at Commercial Bank of Ethiopia* [PhD Thesis, St. Mary's University]. <http://repository.smuc.edu.et/handle/123456789/4284>

- [6]. Doyle, A., Lanoil, J., & Dudek, K. (2013). *Fountain House: Creating Community in Mental Health Practice*. Columbia University Press. <https://doi.org/10.7312/doyl15710>
- [7]. Emily, A., & Dorcus, M. (2023). *The effect of Appraisal Standards setting on Employee Performance in private Universities in Uganda*. <http://196.43.161.24/handle/20.500.12284/579>
- [8]. Franco-Santos, M., Lucianetti, L., & Bourne, M. (2012). Contemporary performance measurement systems: A review of their consequences and a framework for research. *Management Accounting Research*, 23(2), 79–119.
- [9]. Gonzalez, R. V. D., & Martins, M. F. (2016). Capability for continuous improvement: Analysis of companies from automotive and capital goods industries. *The TQM Journal*, 28(2), 250–274.
- [10]. Grint, K. (1993). What's Wrong With Performance Appraisals? A Critique and A Suggestion. *Human Resource Management Journal*, 3(3), 61–77. <https://doi.org/10.1111/j.1748-8583.1993.tb00316.x>
- [11]. Henshaw, M. (2022). *The Art of Scouting: How Analytics Is Used in Modern Day Scouting for Major League Front Offices*. St. John's University (New York). <https://search.proquest.com/openview/63f4c06782739e942d8abe5ac2ee95f4/1?pq-origsite=gscholar&cbl=18750&diss=y>
- [12]. Locke, E. A., & Latham, G. P. (1990). Work Motivation and Satisfaction: Light at the End of the Tunnel. *Psychological Science*, 1(4), 240–246. <https://doi.org/10.1111/j.1467-9280.1990.tb00207.x>
- [13]. Lossin, R. H. (2020). *The Point of Destruction: Sabotage, Speech, and Progressive-Era Politics*. Columbia University. <https://search.proquest.com/openview/20ec3fad660a28f86cae89ad24b06bc4/1?pq-origsite=gscholar&cbl=51922&diss=y>
- [14]. Mahler, M. S. (1965). On early infantile psychosis: The symbiotic and autistic syndromes. *Journal of the American Academy of Child Psychiatry*, 4(4), 554–568.
- [15]. Mone, E., London, M., & Mone, E. M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9781315626529/employee-engagement-effective-performance-management-manuel-london-edward-mone-edward-mone-manuel-london>
- [16]. Moseley, J. L., & Dessinger, J. C. (2009). *Handbook of improving performance in the workplace, measurement and evaluation*. <https://books.google.com/books>,
- [17]. Muhangi, G. T. (2019). Secondary education in Uganda: Resource mobilization and efficiency. *Journal of Education and Practice*, 10(20), 79–90.
- [18]. Mukili, C. (2012). *The new performance appraisal scheme and employee performance in local governments in Uganda: Case study-Arua Municipal Council Local Government* [PhD Thesis, Uganda martyrs university]. <http://ir.umu.ac.ug/handle/20.500.12280/51>
- [19]. Namuganga, J. F., Epstein, A., Nankabirwa, J. I., Mpimbaza, A., Kiggundu, M., Sserwanga, A., Kapisi, J., Arinaitwe, E., Gonahasa, S., & Opigo, J. (2021). The impact of stopping and starting indoor residual spraying on malaria burden in Uganda. *Nature Communications*, 12(1), 2635.
- [20]. Ndibuza, F., Langa, P. V., & Bisaso, R. (2021). Higher Education and the Knowledge Society Agenda in Uganda. In T. Aarveaara, M. Finkelstein, G. A. Jones, & J. Jung (Eds.), *Universities in the Knowledge Society* (Vol. 22, pp. 67–82). Springer International Publishing. https://doi.org/10.1007/978-3-030-76579-8_5
- [21]. Obrenovic, B., Jianguo, D., Khudaykulov, A., & Khan, M. A. S. (2020). Work-family conflict impact on psychological safety and psychological well-being: A job performance model. *Frontiers in Psychology*, 11, 475.
- [22]. Ogundare, P., & Omotosho, B. J. (2022). The Relevance of Expectancy Theory in Explaining Employee Performance and Productivity. Available at SSRN 4553246. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4553246
- [23]. Okeny, H. C. (2018). *Performance Appraisal and Employees Performance in Organisations: A Case Study of Lamwo District Local Government* [PhD Thesis, Uganda Management Institute]. <http://umispace.umi.ac.ug/handle/20.500.12305/493>
- [24]. Parvadavardini, S., Vivek, N., & Devadasan, S. R. (2016). Impact of quality management practices on quality performance and financial performance: Evidence from Indian manufacturing companies. *Total Quality Management & Business Excellence*, 27(5–6), 507–530. <https://doi.org/10.1080/14783363.2015.1015411>
- [25]. Rwothumio, J., Okaka, W., Kambaza, S., & Kyomukama, E. (2021). Influence of performance appraisal in determining academic staff performance in public universities in Uganda. *International Journal of Advanced Research*, 3(1), 20–32.
- [26]. Saleem, S., & Amin, S. (2013). The impact of organizational support for career development and supervisory support on employee performance: An empirical study from Pakistani academic sector. *European Journal of Business and Management*, 5(5), 194–207.

- [27]. Sinclair, D., & Zairi, M. (1995). Effective process management through performance measurement: Part I—applications of total quality-based performance measurement. *Business Process Re-Engineering & Management Journal*, 1(1), 75–88.
- [28]. Sriadmitum, I. (2023). Leadership style, work environment, and compensation on job satisfaction and teacher performance. *Journal of Applied Business and Technology*, 4(1), 79–92.
- [29]. Susanty, A., & Miradipta, R. (2013). Employee's job performance: The effect of attitude toward works, organizational commitment, and job satisfaction. *Jurnal Teknik Industri*, 15(1), 13–24.
- [30]. Vroom, V. (1965). Expectancy theories. In *Organizational Behavior I* (pp. 94-113). Routledge.
- [31]. Walkowitz, D. J. (2020). A Cultural History of Work in the Modern Age. *A Cultural History of Work in the Modern Age*, 1–232.
- [32]. Wamimbi, F., & Bisaso, M. (2021). Performance appraisal practices and teachers' job performance in private universal secondary schools in Manafwa District, Uganda. *Interdisciplinary Journal of Education*, 4(1), 46–63.

Corresponding author: Alice Ngele Mwazuna

^{1,2,4}Department of Business Studies, ⁴Department of Management Sciences