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**PERFORMANCE APPRAISALS AND TEACHERS' CAREER DEVELOPMENT  
IN GOVERNMENT-AIDED SECONDARY SCHOOLS**

**CASE STUDY: MASAKA CITY**

A dissertation presented to

**FACULTY OF EDUCATION**

in partial fulfillment of the requirements for the award of the degree

**Master of Education**

**UGANDA MARTYRS UNIVERSITY**

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# UGANDA MARTYRS UNIVERSITY

**DIRECTORATE OF GRADUATE STUDIES, RESEARCH AND ENTERPRISE**

## **Master's Dissertation**

### **Approval**

This dissertation has been produced under my/our supervision and submitted for examination with my/our approval as the appointed academic supervisor/s.

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Date of submission: 02<sup>nd</sup>/09/2025

Submitted to the Directorate of Graduate Studies, Research and Enterprise

# UGANDA MARTYRS UNIVERSITY

**DIRECTORATE OF GRADUATE STUDIES, RESEARCH AND ENTERPRISE**

## **Master's Dissertation**

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## **DEDICATION**

I heartily dedicate this work to my dear wife Namanya Pheona, my children - Asiiimwe Dethla, Atwiine Wilbroad, Ashaba Hellen, Arinda Ethel, and Asiiimire Angel for accepting to use part of their time for the sake of this project. I also dedicate this work to my parents Mr. and Mrs Athanas Ahimbisibwe for the love and financial support. Finally, to Mr. Kyaluzi Baker for all the financial and technical support rendered to me.

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## **LIST OF ABBREVIATIONS**

DV: Dependent variable

FGD: Focus group discussion GST:

Goal-Setting Theory.

IV: Independent variable

TS: Teacher in a selected school

## ABSTRACT

The study was; Performance appraisals and teachers career development in government- aided secondary schools, Masaka city. It adopted Model of Goal-Setting Theory. The objectives were; 1) To investigate performance appraisal goal properties influencing teachers career development in government aided secondary schools of Masaka City. 2) To investigate performance appraisal moderators influencing teachers career development in government aided secondary schools of Masaka City and 3) To investigate performance appraisal mediators influencing teachers career development in government aided secondary schools of Masaka City. The research questions were 1) What performance appraisal goal properties influence teachers career development in government aided secondary schools of Masaka City? 2) What performance appraisal moderators influence teachers career development in government aided secondary schools of Masaka City? and 3) What performance appraisal mediators influence teachers career development in government aided secondary schools of Masaka City? The study design was interpretive phenomenological. The study population was composed of head teachers, deputy head teachers and teachers. The findings were; teachers are set specific, straightforward and challenging performance goals for duty performance which contribute to short-term trainings than long term trainings. No training goals are set for teachers at appraisal but short-term trainings arise during the course of duty. Teachers have basic knowledge and skill abilities for duty performance; are confident, committed to delivering their duty performance goals and receive regular feedback for each appraisal period. Many teachers noted that they needed more digital related skills to deliver on their performance goals. For goal mediators at appraisal and career development, after appraisals, teachers exhibited persistence for duty performance than career development. Persistence would be demonstrated by the teachers' indication that they were patient and worked around several barriers such as looking out for additional resources to enable them deliver on their duties. Some unique notable additional resources include; the engagement of other teachers, getting their own money to attend workshops. However, persistence mediated short-term trainings than long-term trainings. The recommendations were; Teachers and school administrators should advocate for change of appraisal processes and documentations to include training related goals. They could also advocate for the concept of co-leadership. They could advocate for the allocation of money to each teacher for their long-term trainings. City Education Officers could ensure that teachers' appraisal also include teachers training goals. The conclusions were; government appraisals have specific, straightforward and challenging performance goals for teachers but not training goals. These goal properties marginally contribute to long term trainings for teachers, except for those promoted to supervisory positions. The majority of teachers are left with short-term adaptive trainings which help in achieving the set performance goals. Performance appraisal moderators - competency abilities, commitment, confidence, receiving a feedback and resources allocated in form of personnel, money, digital and literature are linked to contributing to the short-term trainings than longer-term trainings. Complex tasking involving supervisory roles is linked to long-term trainings. Performance appraisal mediators- teachers persistence and implementation strategies (delegating, dividing labor, using internet, training each other) scanty enable career development.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

Performance appraisal and career development are two distinct but interrelated evolutionary concepts in human capital development (Ameyaw, Pephrah & Anowuo, 2019). There is less evidence, if any, relating the influence of performance appraisal practices and career development for secondary school education in the developing countries especially African countries (Espinosa et al., 2023). Links between performance appraisal practices and career development could be identified by exploring the perceived role of performance appraisal and career development in a given context (Murerwa, 2017). This assists in developing well-designed appraisal system and frameworks which can provide valuable feedback, highlight areas for improvement, and guide teachers towards targeted professional development opportunities, ultimately facilitating their career progression within secondary education. This study explored the role of performance appraisal in career development of secondary school teachers in Masaka city of Uganda to contributing to this purpose. This chapter has been written under the headings background, statement of the problem, research questions, objectives, conceptual framework, significance of the study, justification and definition of terms.

### **1.1 Background Historical perspectives**

Performance appraisal can be traced way back to third century in China when a Chinese philosopher called Sin Yu criticized a biased rater of the Wei Dynasty for allegedly rating men- not by the level of performance- but his likes and dislikes (Kerry, 2021). However, this unfair assessment against men did not hinder the spread of performance appraisal practices across the world. According to Alexander (2000) as cited by Scott and Fin (2020), systematic teacher appraisals began much later in early 1970s when the demand for accountability for resources increased across work organizations due to competition for scarce resources. Performance appraisal practice in Higher Education Institutions (HEIS) started in British Universities with a recommendation of the Jarret Report which proposed that Higher Education Institutions should adopt a more systematic management style and held employees accountable (Kennedy, 2018; Timperly, Wilson, Barrar& Fung, 2020). One of the goals of performance appraisal is to set goals for the improvement of employee performance with a view of fostering staff career development (Decenzo & Robbins, 2020).

Career development can be traced in the early 20th century. In 1927, the Australian government set up the Vocational Guidance Bureau to spearhead career development. The Bureau helps employees to know and understand themselves, knowing the work environment and making decisions matching with employee needs and those of the organization (Zbar, Marshall & Power, 2017). In Africa, the history of performance appraisals and career development in secondary schools or education sector at large is not traceable. However, ever since independence attainment, governments have strived to promote career development and periodic performance appraisals through planning, implementing strategies and strategic management of the human resources (Wanyana, 2019 & Nyaoga et al, 2019).

## **Theoretical perspectives**

### **Model of Goal-Setting Theory**

Locke, et al (1981) defined the “goal” in Goal-Setting Theory (GST) as “what an individual is trying to accomplish; it is the object or aim of an action”. According to Moeller et al. (2012), goal setting is the process of establishing specific and effective targets for task performance. Locke, et al. (1981) also provided evidence that goal setting has a positive influence on task performance. Concepts in this theory underpin performance appraisal concepts and practices (Karunaratne, Sotsenko & Karuno, 2023). Latham and Locke (2007) explained that “a specific high goal leads to even higher performance than urging people to do their best”. Additional research indicates that the properties of the most productive goals should be specific and challenging; their moderators include one’s ability, providing and acting on the feedback, extent of goal commitment, task complexity, setting straightforward goals, resources or materials provided for individuals to achieve their goal, self-efficacy and mediators such as choosing to set specific and difficult goals, persistence in terms of sticking to the goal and time, a specific strategy to attain high goals (Locke and Latham, 2002).

This GST is consistent with the central concepts underpinning performance appraisal process-performance assessment, providing feedback, setting performance and training goals (Kissflow, 2025). Thus, three categorical independent variables can be deduced from the GST. Performance appraisal goal properties, moderators and mediators.

The shortcoming in this theory is that it focuses on improving performance and not primarily career development. It also does not provide aspects on the nature of leadership and management required to deliver good performance. However, excellent performance is attained

through career training (Hooley, 2020). Thus there is a relationship between performance appraisal and career development. In addition, Co-leadership or shared management (Mondal, 2020; Döös & Wilhelmson, 2024) is a style of leadership which could be applied to enhance the purposes of performance appraisals. Thus, the shortcoming in the GST can be overcome by adding these concepts in the conceptual framework. Career development as an aspect of human capital development (Hooley, 2020). Co-leadership or shared management creates mutual trust in implementing school based administrative roles (Mondal, 2020; Döös & Wilhelmson, 2024) thus it is a mediating variable and career development depends on continuous training, mentorship, coaching and education (Hooley, 2020) which are aspects of the moderating and mediating functions. Thus, career development is the dependent variable.

### **Conceptual perspectives**

Career development is a primary phase in career growth referred to as a lifelong process involving short term steps in acquiring new skills, knowledge and experiences to enable employees grow in their jobs or careers leading to the attainment of long term progressive professional responsibilities and goals (Munro, 2024). Career development is about gaining competencies appropriate and legally acceptable to enable the professional execution of duties and responsibilities in the current position of an employee over a period of time (Indeed editorial team, 2025). It involves self-awareness, goal setting and improvement, and is largely employee-driven in many organizations (Mellett, 2024), while managers take charge of performance appraisals to improve performance (Terra, 2024). Career development would better be realized if managers took part in its leadership and aligned it with employee career aspirations noted during the time of performance appraisals (Murerwa, 2017) together with teachers- a concept called co-leadership. Co-leadership or collaborative leadership is an aspect of managerial shared leadership (MSL) in schools (Mondal, 2020).

Performance appraisal is a systematic ongoing process of evaluating employee performance, provide feedback, identify the workers strengths and weaknesses, setting performance goals and identifying career development needs (Kissflow, 2025). Performance appraisal focusses on improving employee's performance in the current situation (Karunaratne, Sotsenko & Karuno, 2023). Thus, the right performance appraisal direction is entrenched in goal setting, scoring performance, providing continuous feedback, identifying the workers strengths and weaknesses, setting clear goals on performance and training based on career development needs

with the right process leadership and management (Kissflow, 2025; Karunaratne, Sotsenko & Karuno, 2023; Murerwa, 2017). However, in practical sense, it's not clear how the functions - goal setting, providing feeding back, performance scoring, adopted leadership and management style during appraisal processes could be linked to career development beyond improving performance in Uganda.

### **Contextual perspectives**

In East Africa, career development in the education sector has not been driven by performance appraisal practices, but rather career guidance programs, personal motivation, innovations and the anticipated impact of a developing career (Mwova, 2021). This obscures a clear career development path for teachers, employee happiness & organizational achievement, as school management resources cannot be aligned with human capital development (Batista, 2024 & Mwova, 2021).

In Uganda, Performance appraisal practices among secondary school teachers have no clear research evidenced link to career development (Mugizi, 2019) to enable the formulation of administrative frameworks which can guide managers and teachers on how to support each other. In addition, the national human resource development policies set performance appraisal and career development as parallel to each other instead of reinforcing each other (National Planning Authority, 2020). yet good performance arises out of attaining a relevant career development (Batista, 2024 & Mwova, 2021). The numerous changes in the education system such as the introduction of the new thematic curriculum, the policy requiring everyone to have a degree, ICT (Kiiza, 2024) among other changes require that performance appraisal should take into account career development goals and should be facilitated by government (Batista, 2024 & Mwova, 2021). However, there is need to understand how performance appraisal practices can link to career development relevant to the national interests. To contribute to bridging these gaps it is relevant to explore how performance appraisals influence career development among secondary school teachers.

### **1.2 Statement of the problem**

In modern management, performance appraisal practice should take into account career development goals alongside evaluating job performance to improve employee effectiveness (Ameyaw, Peparah & Anowuo, 2019). Additionally, the appraisal and career development

should be co-led (Munro, 2024). This means that at the point of appraisal, the employee focuses on, and leads career development while the supervisor focusses on, and leads performance.

In Masaka city, educational reports have highlighted that many secondary school teachers in government schools occupy positions with less effectiveness (Masaka City Education Office, 2022). This could be linked to inadequate career development for these teachers, but such a connection lacks empirical evidence. It's not clear how teachers do their career development in line with central performance appraisal attributes. Additionally, there is no empirical evidence on the relationship between attributes at performance appraisal and teachers career development in government secondary schools. The opportunity for government to drive appropriate career development to its teachers should start at their appraisal (OECD, 2023; Ssenabulya, 2020, Onyije, 2022). The effectiveness of teachers can be enhanced when career development is centralized at appraisal (OECD, 2023).

However, the ineffectiveness of teachers also appears propelled by three gaps identified after a review of policy documents enshrining public service standing orders for Uganda. Gap one there is no alignment of appraisal practices and processes with career development for secondary school teachers (Mugizi, 2019, National Planning Authority, 2020). Gap two, the orders are silent regarding co-leadership of the appraiser with the appraisee regarding appraisal and career development. These gaps contribute to teachers' ineffectiveness and poor professional satisfaction.

Gap three, there is no framework which links appraisal goals with government support for career development (Wanyenya, 2024). Subsequently, teachers may not be able to comply with national capacity building policies due to lack of resources allocated to their career development (Pulakos, 2020), for example, the new teacher education policy and framework requiring a minimum qualification of a bachelor of education for every teacher (Kiiza, 2024). Establishing such links by investigating the current relationships between government teachers' appraisals and their career development could provide evidence on what can be accommodated in such a framework. Thus, this study investigated the current appraisal practices and processes and their linkage to career development based on the model of goal setting to contribute to bridging gaps these gaps

### **1.3 General objective**

- To investigate the role of performance appraisal in teachers career development in government aided secondary schools of Masaka City

#### **1.3.1 Specific Objectives**

- 1) To investigate performance appraisal goal properties influencing teachers career development in government aided secondary schools of Masaka City.
- 2) To investigate performance appraisal moderators influencing teachers career development in government aided secondary schools of Masaka City.
- 3) To investigate performance appraisal mediators influencing teachers career development in government aided secondary schools of Masaka City.

#### **1.4 Research questions**

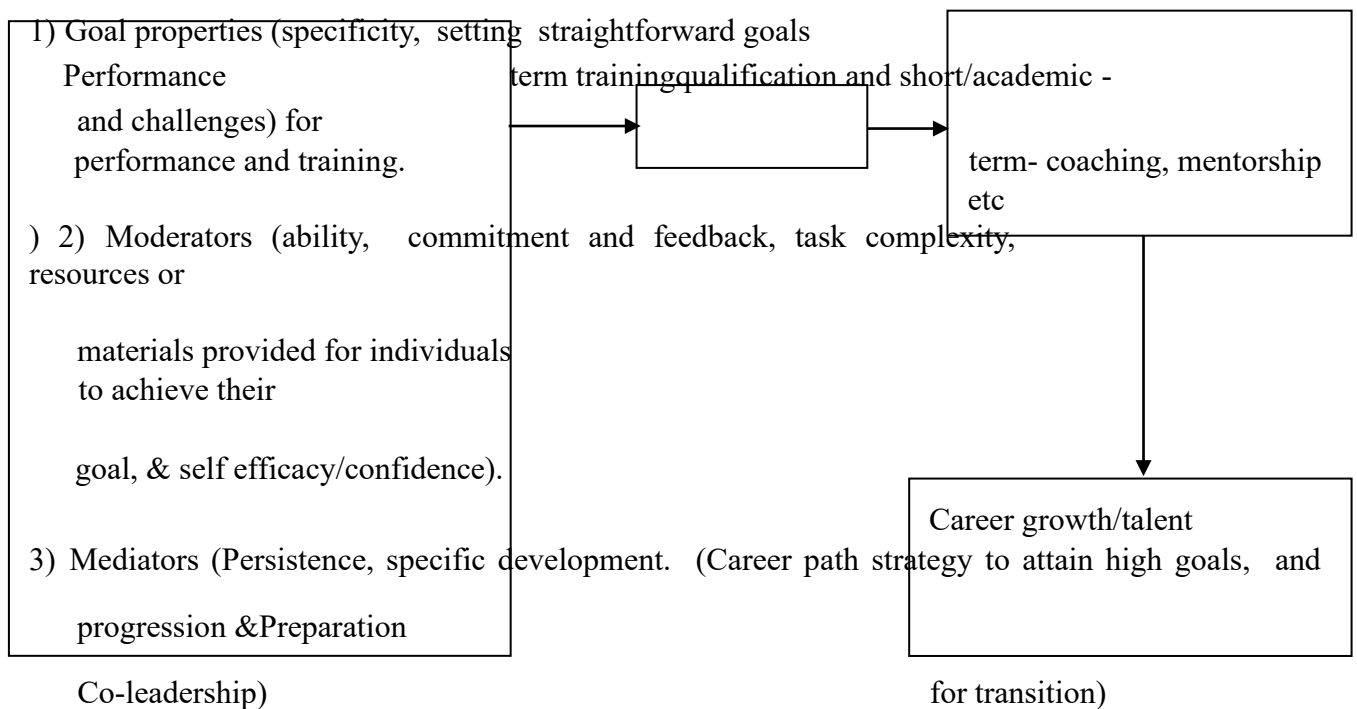
- 1) What performance appraisal goal properties influence teachers career development in government aided secondary schools of Masaka City?
- 2) What performance appraisal moderators influence teachers career development in government aided secondary schools of Masaka City?
- 3) What performance appraisal mediators influence teachers career development in government aided secondary schools of Masaka City?

### **1.5 Conceptual framework**

**IV: Performance appraisal concepts**

**DV: Career development**

Career development (long-



**Source: Modified Model of Goal-Setting Theory (Cui, n.d).**

Figure 1 conceptual framework

### Conceptual framework Narration

Performance appraisal dimensions have been identified from the Model of Goal-Setting Theory (Cui, n.d). Thus, they are classified as the independent variables- 1) goal properties (specificity, setting straightforward goals and challenges). Specificity implies the extent to which set goals (training and performance) are precise to the duties and responsibilities of the employee. Straight forward goals mean the extent to which the goals are understandable by the employee and challenging means the extent to which they drive the employee to achieve the goals.

Moderators include - ability, commitment and feedback, task complexity, resources or materials provided for individuals to achieve their goal, organizational culture & selfefficacy. Ability implies the employees' capabilities in terms of knowledge and skills. Commitment implies the extent the employee is attached to achieving the set goals at appraisal. This could be by affection, normative and continuance (Mueller, Straatmann & Schefer, 2023). Feedback means the process of communicating one's achievements from the appraiser. Task complexity means the extent to which the task is considered simple and easy to execute. Resources imply human, financial, infrastructural and any other form of resources

allocated to a teacher to execute the set goals. Organisational culture refers to the norms and values government schools embrace to ensure teachers perform their duties and self-efficacy implies the perception teachers have towards their confidence to deliver the set goals at appraisal.

Mediators these include Persistence, specific strategy to attain high goals, Co-leadership. These dimensions are assumed to affect career development (long-term training, coaching, mentorship and education) via efforts to improve a teacher's performance thus career development is the dependent variable. Persistence refers to one's attribute demonstrated by patience and innovations to overcome barriers to achieving the set goals at appraisal. Strategy refers to one's set means of delivering their set goals using a standard method such as delegation, digital platforms etc and co-leadership means a collaborative leadership style or managerial shared leadership (MSL) style where managers take charge of performance appraisals to improve performance (Mondal, 2020; Terra, 2024; Murerwa, 2017). In this case teachers take charge of Career development while school heads ensure performance related functions.

The relationships between the independent variable and dependent variables are assumed to be linear. The overall, career development will potentially lead to career growth and or talent development. (Career path and progression & Preparation for transition). In this study, career growth was not measured.

## **1.6 Significance of the study**

The study contributes to efforts aimed at enhancing performance appraising simultaneously building careers of contemporary teachers in government aided secondary schools. It is well understood that the two aspects performance appraisal assessment and career development are currently run independent of each other. The teachers lead their career development, while school administrators and Ministry of Education implementors lead performance appraisal assessment processes. Theory provides that both performance appraisal assessment and career development can reinforce each other if policy driven. However, evidence is necessary on how these can happen. This research sets ground work on the relationships and links between performance appraisal assessment and career development on which further research can be built in order to make a government supported framework on human capital development based on performance appraisal assessment and career development evidences in the long run.

School managers and leaders (Headteachers, directors, supervisors, city education officers and ministry of education implementors) might find it useful to draw on the findings to build satisfied teacher workforce when they engage in efficient matching of teachers' goals with the goals of the schools and Ministry of Education.

Results from the study will work as a valuable tool for communication between the teachers, headteachers and Masaka City Education Office as regards the relationships between job performance and career development. This may be helpful in supporting the training needs for teachers and ignite advocacy for development of policies which ensure that government resources on human capital development in secondary schools are aligned with performance improvement and career development.

It is also hoped that findings of the study may be used by headteachers to substantiate decisions regarding eligibility to recommend to the Ministry of Education and Sports pertaining promotion and transfer of teachers from one school to another.

## **1.7 Justification of the study**

The study is justified mainly on two grounds: First, there is little research which has been conducted on the role of performance appraisal and teachers' career development and on teachers' perception on performance appraisal and teachers' career development in government aided secondary Schools in Masaka City. The findings of the study may be used in bridging gaps in the existing literature. Future researchers may use the findings of the study as a reference point particularly by researchers in the field of Education, Administration and Management. This is because earlier researchers like Kyakulumbye (2020) and Onyije (2022) focused on performance appraisal and employee performance and productivity. Secondly, it is one of the requirements by Uganda Martyrs University for the award of a master's degree in education.

## **1.8 Scope of the study**

### **1.8.1 Geographical scope**

The study was conducted in randomly selected government aided secondary Schools in Masaka City. Masaka City is located in southern Uganda, about 80 miles (130 km) southwest of Kampala and on the trans-African highways to Rwanda and Tanzania.

### **1.8.2 Content scope**

The study focuses on determining the effects of performance appraisal goal properties, moderators and mediators on career development. Performance appraisal goal properties include-specificity, setting straightforward goals and challenging goals. Performance Appraisal goal properties mean setting goals (performance and training goals) with specificity to performance and training, which are achievably straight forward and are challenging during past Performance appraisal processes.

Moderators encompass factors that can influence or affect how effectively performance goals are set and achieved during an employee performance evaluation or assessment process (Karunaratne, Sotsenko & Karuno, 2023). These factors must be present at the time of setting the goals and the implementation of the set goals. These include-ability or potential to set and pursue the set performance and training goals, commitment and feedback, task complexity, resources or materials provided for individuals to achieve their goals, organizational culture & self-efficacy.

Mediators encompass factors that facilitate the relationship between setting goals and achieving desired performance outcomes (Latham, 2016). These factors must be present after the appraisal goal setting has happened to achieve the goals. According to Locke's theory, these factors include, persistence, specific strategy to attain high goals and leadership style (co-leadership) (Wallbridge, 2022). Co-leadership or collaborative leadership is an aspect of managerial shared leadership (MSL) (Mondal, 2020) where managers take charge of performance appraisals to improve performance (Terra, 2024).

Career development is a primary phase in career growth referred to as a lifelong process involving short term steps in acquiring new skills, knowledge and experiences to enable employees grow in their jobs or careers leading to the attainment of long term progressive professional responsibilities and goals (Munro, 2024). Career development entails long-term training, coaching, mentorship and getting the education level necessary to execute the teacher's current position.

### **1.8.3 Time scope**

The study took a duration of eight months to go through the major research milestones including conceptualization, proposal writing, data collection, analysis, reporting and defense of findings.

This period spans from November, 2024 to June, 2025. During this period the results have been availed to counter the problem.

## **1.9 Definition of Key terms and concepts**

**Co-leadership:** Co-leadership or collaborative leadership is an aspect of managerial shared leadership (MSL) (Mondal, 2020) where managers take charge of performance appraisals to improve performance (Terra, 2024) and teachers take charge of Career development (Murerwa, 2017). This definition is adopted in this study.

**Performance appraisal goal properties:** According to the theory of goal setting, impactful goals must bear properties specificity, setting straightforward goals and challenging (Locke and Latham, 2002). In this study, Performance Appraisal goal properties mean setting goals (performance and training goals) with specificity to performance and training, which are achievably straight forward and are challenging during past Performance appraisal processes.

**Performance appraisal mediators:** Performance appraisal mediators are factors that facilitate the relationship between setting goals and achieving desired performance outcomes (Latham, 2016). These factors must be present after the appraisal goal setting has happened to achieve the goals. According to Locke's theory, these factors include, persistence, specific strategy to attain high goals and leadership style (Wallbridge, 2022). These are the areas adopted in this study but viewed in relation to the time of past Performance appraisal processes and implementation.

**Performance appraisal moderators:** These are factors that can influence or affect how effectively performance goals are set and achieved during an employee performance evaluation or assessment process (Karunaratne, Sotsenko & Karuno, 2023). These factors must be present at the time of setting the goals and the implementation of the set goals. In this study, such factors include one's ability or potential to set clear goals, commitment to achieve them, engaging and working on the continuous performance feedback, the level of task complexity, resources or materials provided to achieve set goals, self-efficacy and organizational culture during past Performance appraisal processes.

**Teachers' career development:** Career development is a primary phase in career growth referred to as a lifelong process involving short term steps in acquiring new skills, knowledge and experiences to enable employees grow in their jobs or careers leading to the attainment of

long term progressive professional responsibilities and goals (Munro, 2024). In this study, it refers to a teacher's engagement in the long-term training including the attainment of academic qualifications and short-term trainings such as coaching, mentorship and workshop etc necessary to execute the teacher's current position.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter presents reviews of existing literature and constructively critiques its strengths and weaknesses with regard to the performance appraisal aspects of goal setting properties, moderators and mediators as compared with secondary school teachers' career development. This literature review is responsive to the objectives- to investigate performance appraisal goal properties influencing teachers career development in government aided secondary schools of Masaka City; to investigate performance appraisal moderators influencing teachers career development in government aided secondary schools of Masaka City and to investigate performance appraisal mediators influencing teachers career development in government aided secondary schools of Masaka City.

### **2.1 Theoretical Review**

#### **Model of Goal-Setting Theory**

Locke, et al (1981) defined the “goal” in Goal-Setting Theory (GST) as “what an individual is trying to accomplish; it is the object or aim of an action”. According to Moeller et al. (2012), goal setting is the process of establishing specific and effective targets for task performance. Locke, et al. (1981) also provided evidence that goal setting has a positive influence on task performance. Concepts in this theory underpin performance appraisal concepts and practices (Karunaratne, Sotsenko & Karuno, 2023). Latham and Locke (2007) explained that “a specific

high goal leads to even higher performance than urging people to do their best". Additional research indicates that the properties of the most productive goals should be specific and challenging; their moderators include one's ability, providing and acting on the feedback, extent of goal commitment, task complexity, setting straightforward goals, resources or materials provided for individuals to achieve their goals, self-efficacy and mediators such as choosing to set specific and difficult goals, persistence in terms of sticking to the goal and time, a specific strategy to attain high goals (Locke and Latham, 2002).

This GST is consistent with the central concepts underpinning performance appraisal process-performance assessment, providing feedback, setting performance and training goals (Kissflow, 2025). Thus, three categorical independent variables can be deduced from the GST. Performance appraisal goal properties, moderators and mediators.

The shortcoming in this theory is that it focuses on improving performance and not primarily career development. It does not provide aspects on the nature of leadership and management required to deliver good performance. This gap was overcome by taking concepts from two kinds of evidences; 1) Co-leadership or shared management (Mondal, 2020; Döös & Wilhelmson, 2024) and 2) career development as an aspect of human capital development (Hooley, 2020). Co-leadership or shared management creates mutual trust in implementing school based administrative roles (Mondal, 2020; Döös & Wilhelmson, 2024) thus it is a mediating variable and career development depends on continuous training, mentorship, coaching and education (Hooley, 2020) which are aspects of the moderating and mediating functions.

## **2.2 Performance appraisal goal properties and career development in secondary schools**

During performance appraisals, goals can take two forms; performance goals and training goals (Hernert, 2023). Performance goals are short term targets which focus on achieving specific work objectives within a set timeframe, and training goals aim to develop new skills or improve existing ones through targeted training programs to enhance future performance (Hernert, 2023).

According to the theory of goal setting, impactful goals must bear properties specificity, setting straightforward goals and challenging (Locke and Latham, 2002). However, an interventional study with Self -regulated Learning, Resilience, Grit, and Engagement of teacher learners

indicated that improved academic performance was achieved, regardless of the subject of their goals. This finding differs from goal-setting theory that argues that task specificity is an essential criterion for success (Dekker, Schippers & Van Schooten, 2023). While this study did not examine career development as an outcome, the study showed the potential difference in the mechanisms which goal setting properties may influence outcomes without necessarily being very specific and challenging.

Performance goals align with organizational objectives and focus on measurable outcomes such as work quality, productivity, and specific job responsibilities while development goals emphasize personal and professional growth, aiming to build new competencies that support long-term career advancement and future success (Trisca, 2024). Appraisal goals ought to be specific and challenging in order to stimulate their intentions on successful work performance (Pervaiz, Li & He, 2021). However, it is not clear how specific and challenging goals at appraisal could lead to satisfactory career development in secondary schools.

A cross-sectional survey of 263 teachers aged between 21 to 69 years, employing structural equation modelling (SEM) and bootstrapping procedures with an aim of examining the structural relationship between teachers' career adaptability, emotional intelligence, striving for goals, and setting life goals showed that teachers' striving for goals and setting life goals directly predicted their career adaptability (Eryilmaz, Satici and Deniz, 2020). This implies that teachers change with changing circumstances to achieve set goals and also change to adapt to their career goals. This study however, did not relate the goals setting at appraisal and career development for persons in low-income countries.

According to Stock, (2024), teachers who set career goals which are SMART, that is, Specific (defined goals), Measurable (tracking progress and know when the goal is met), Achievable (realistic goals, considering available resources and constraints), Relevant (goals with broader objectives to make sure they are relevant to teaching and professional growth) and Timely (established deadline for goals to encourage urgency and motivation) provide numerous advantages including; pursuing continuous professional trainings, develop direction and purpose, which boosts motivation, improves students' performance are more likely to find career growth and have work-life balance.

In Tunisia, a qualitative study based on secondary analysis explained that planned goals for training and improving performance at appraisal drove career development because the

performance appraisals often incorporate individual development plans that outline specific training and development activities tailored to each employee's career aspirations. These plans can include mentoring, coaching, and access to professional development resources, which are crucial for career development (Walter, 2024). This study demonstrated clear links between smart goal setting and career development, but it does not indicate specificity of these links within secondary schools.

In Turkey, a cross-sectional survey of 263 teachers purposed to examine the structural relationship between teachers' career adaptability, emotional intelligence, striving for goals, and setting life goals. The study indicated that teachers who always have goals and pursue them exhibit better emotional intelligence and career adaptability (Eryılmaz, Satici & Deniz, 2020). This study demonstrates the mediating role of pursuing challenging goals with emotional intelligence and career adaptability. However, it is quantitative and thus not positioned to mechanistically establish how these moderating effects relate to career development.

In Tanzania, a cross-sectional study employing quantitative approaches with a sample size of 204 procurement professionals, demonstrated reinforcing and synergistic roles between appraisal practices and career development. The analysis indicated that 19.73% of the changes in career development was due to performance appraisal and that 26.67% of the performance was due to career development (Jaffu, 2023). The strengths demonstrated in this study were not among secondary school teachers and the mechanism underpinning these statistical relationships were not explained due to employing a quantitative only designed approach.

In Switzerland and Germany, a cross-sectional survey of 864 new teachers aimed at examining the four developmental tasks concerning appraisal challenges posed by teachers as related to the inter-profile differences- individual traits such as self-efficacy, emotion, and self-regulation. The study indicated that challenging tasks- role-finding, teaching referring to individual needs, adaptive classroom management and cooperation with other professionals within the system were mediated by Self-efficacy, satisfaction, and dissociation. The challenge was reduced by Self-efficacy, satisfaction, and dissociation while strain and engagement increased it (Keller-Schneider, 2021). This study was done in developed countries.

In Liberia, basic qualitative research of eight secondary school teachers aimed at exploring Liberian secondary teachers' perceptions on the strength, weakness, and recommended improvements of the Professional Development who attended at least two Professional

development sessions organized by a state policy showed that policy-oriented teachers training enhances the right career development for teachers (Blonkanjay, 2024). This study was not done in Uganda and not in the context of performance appraisal.

In Kenya, a cross-sectional survey of 255 teachers aimed at understanding whether other than compensation, work environment, opportunities for career progression, performance appraisal, recognition and training opportunities are impactful to teachers' motivation in public secondary schools in the country. The study showed that performance appraisal goals would predict career development by 12% compared to factors – work environment, compensation, recognition and promotion in adjusted multivariate analysis (Orina, Kiumi and Githae, 2022).

### **2.3 Performance appraisal moderators and career development in secondary schools**

Performance appraisal moderators are factors that can influence or affect how effectively performance goals are set and achieved during an employee evaluation process (Karunaratne, Sotsenko & Karuno, 2023). Such factors include one's ability or potential, commitment and feedback, task complexity, resources or materials provided for individuals to achieve their goal & self-efficacy (Locke and Latham, 2002) and organizational culture (Reeves, 2023).

These factors could be pulled by managers or pushed by teachers.

#### **Ability/Potential to commit to appraisal goals and Teacher's career development**

The ability dimension relates the teacher's potential to the right competencies (knowledge and skills) such as engaging in continuous learning in line with the expected duty related outputs (Indeed editorial team, 2025; Bos-Nehles et al., 2023). In appraisal process, a teacher ought to be able to execute their performance goals right from the beginning of setting goals and maintain them continuously in a teacher's professional life (Munro, 2024). Therefore, additional skills, knowledge and experiences usually acquired through coaching, mentorship and taking solid academic achievements imply developing abilities which are also indicators of career development (Munro, 2024). Thus, abilities developed for duty performance can indicate that a teacher actively engages in career development.

On the other hand, performance appraisal goals can only be moderated within one's abilities as applied committedly. Commitment refers to the emotional and psychological attachment towards the organization, its goals, and its values (Ogunbanjo, Awonusi, and Olaniyi, 2022). It is primarily known to drive satisfaction, job performance, and retention (Ogunbanjo, Awonusi,

and Olaniyi, 2022). Commitment is usually measured along its three dimensions- Affective (the employee's emotional attachment to the organization), normative (the employees perceived obligation to the organization) and continuance (the employees' reluctance to leave because of what they have invested in the organization) (Ogunbanjo, Awonusi, and Olaniyi, 2022). These dimensions are usually used to measure organisational commitment other than one's commitment to attaining their set goals at appraisal, thus in this study these dimensions will not be adopted as measurable dimensions. A more general context specific to one's view of their personal commitment towards the goals set is adopted in this study. Studies have demonstrated that organizational or one's capability, commitment and understanding of their professional, performance and training goals create attitudes which drive and moderate career development (Widyowati et al., 2024; Dekker, Schippers & Van Schooten, 2023).

Fairness in the performance appraisal usually drives a process satisfaction to create potential to goals setting and commitment to achieving them. In Ghana, Correlational study of 302 health workers aimed at investigating the effects of Performance appraisal justice (PAJ) on employee work attitudes (job satisfaction and employee commitment) revealed that distributive and procedural PAJ has significant positive effects on employee commitment (Brefo-Manuh & Anlesinya, 2023). This study was not done among secondary school teachers.

In the United Kingdom, a cross-sectional survey with quantitative methods aimed at examining the effects of the Performance Appraisal Process (PAP) on job satisfaction of the university academic staff indicated that a non-employee motivation centric PAP, which only follows national frameworks, nourishes dissatisfaction thereby causing less commitment to achieving goals (Dasanayaka et al., 2021). While this study demonstrated the need to reform traditional PAP framework to centralize teachers' motivation and commitment to achieving set goals, it is not done among Ugandan secondary school teachers.

A case study of a music teacher in Australia demonstrated that motivation, value, stress and securing employment were important drivers for the early career teachers' resilience in music teaching (Robinson, 2024). This study provides that motivation, value, stress and securing employment are commitment drivers which enhance career development. However, this case is documented in a developed country and moreover does not analyze these drivers in the context of performance appraisal.

In Kenya, a cross-sectional survey of 255 teachers aimed at understanding whether other than compensation, work environment, opportunities for career progression, performance appraisal, recognition and training opportunities are impactful to teachers' motivation in public secondary schools in the country. The study showed that training opportunities would predict career development by 7.5% compared to factors – appraisal, work environment, compensation, recognition and promotion in adjusted multivariate analysis (Orina et al., 2021).

### **Task complexity and career development in secondary schools.**

According to Locke's theory, at goal setting complicated tasks reduce team motivation (Wallbridge, 2022). A complex task has two aspects 1) objective complexity which involves considering large amounts of information related measures or characteristics (such as using large amounts of information to execute tasks, having complex relationships acts in the task and having high external information required to perform the task) and 2) subjective complexity that also considers the characteristics of interactions between the task and the person (such as interaction requiring visual or non-visual resources, multiple sources of knowledge, needing a lot of time, requiring high cognitive efforts in addition to objective complexity characteristics (Chen, Paas & Sweller, 2023).

Complex tasks have been demonstrated to be negatively associated with performance (Lee, 2022) because of their cognitive, interactive and task burden that they impose (Manchón, et al., 2023). However, these studies have not demonstrated the relationship between complex goals or tasks set at appraisal and career development in secondary schools. Recommendations have been made to managers to breakdown tasks into simpler ones by breaking down goals to specific goals and they attract simple actions to achieve those goals (Wallbridge, 2022). Task complexity manipulation has been associated with better task achievement in providing education -an indicator of performance (Zhan, Sun, & Zhang, 2024), but this study's scope did not relate task complexity embedded within performance appraisal process and career development.

### **Provision of resources to support appraisal set goals and teachers career development**

Resource allocation is the foundation of developing strategies to ensure career development driven by performance appraisal set targets (Wachira and Kipkorir, 2024). Resources can be financial, human, training (informational), time and technological resources (Zhied, 2025). In Uganda, career development appears poorly resourced despite numerous indications that teachers require to be resourced in order to be able to engage in the appropriate career development trainings (Ngabirano et al., 2023). However, studies have not demonstrated how the current resources influence teachers' career development currently.

In Nigeria, 105 participants from multinational communication companies were surveyed. The aim was to examine the direct relationship and the moderating effect of organizational policy in the relationship between human resources, financial resources and strategic performance. This study showed that human resources and financial resources contribute positively and significantly to strategic performance when moderated by organizational policy (Hieu & Nwachukwu, 2020). However, the study did not study secondary school teachers and did not study career development as an outcome.

In Saudi Arabia, a survey of 105 employees in the public sector aimed at knowing the attitude of Saudi employees towards the effect of distance learning and training on human resource management and development revealed that online networking was popular because it encouraged engagement with course material and supported learning procedure (Alsaadat, 2019). The study demonstrated the relevance of online technologies in career development.

In some cases, studies have demonstrated technological related burnout due to demands challenging teachers during their career development. In Georgia, the technological changes among classroom teachers especially since the pandemic have made teachers computer technicians for online schooling, mental health professionals for their students, and investigators to determine why their students are not making gains in the classroom. This change has created teacher burn out (Bell, 2023).

### **Organizational culture and career development in secondary schools**

There is a high possibility and a different intervening influence that organizational culture such as the way people relate, communicate and value each other's work can create on career development in the developing countries compared to developed countries (Reeves, 2023).

Aspects along dimensions of power distance, individualism or collectivism, uncertainty avoidance, and indulgence have a significant direct effect on an organization's resilience and career development among employees (Fietz, Hillmann & Guenther, 2021).

A team approach or collectivism tends to deliver good performance. According to Marco & Lisete, (2020), psychological Collectivism mediates Preference and goal Priority to contribute to higher Performance. This study however did not measure career development as an outcome among secondary school teachers.

Organisational culture or alignment between organisational and teacher values and dispositions underpins teacher thriving (Taylor, 2023). The school environment ought to be positive for individual perceptions of personal and collective efficacy, collegiality, resilience, agency, autonomy, reflection opportunities, and logistical arrangements in order to support career development adequately (Taylor, 2023).

In Turkey, a quantitative cross-sectional survey of 361 teachers working in official primary, secondary, and high schools in Bakırköy district of Istanbul province in the 2022 -2023 academic year was conducted. The study aim was to examine the relationship between teachers' professional learning and school culture. It was also found that teacher collaboration and goal integrity, as dimensions of school culture, have a positive effect on professional learning, while collaborative leadership has a negative effect (Kinay & Tabancalı, 2023). While the study demonstrates the effect of organisational culture on career development, the study however, was done in Europe and not in Uganda.

In rural China, a mixed methods cross-sectional survey of 1547 teachers under Compulsory Education in Jiangxi, China was conducted. The aim of the study was to explore the school culture and professional development of the teachers from urban and rural areas of China provinces, by examining three study objectives: teaching location and socio-demographic factor; challenges faced by rural teachers; and strategies to develop teaching professionalism in rural schools (Ling, 2020). The study revealed that schools with a culture of parental involvement, good working environment with better salary, personal growth, and a supportive family environment positively correlated with the teachers' professional development (Ling, 2020). In addition, teachers with positive educational beliefs, collaboration relationships, and teacher self-training would engage in professional development than those who do not have

these qualities (Ling, 2020). This study adds to the evidence between career development and a school environment but it is still done in Asia.

### **Feedback (on performance and training), and career development in secondary schools**

Providing feedback on performance or training goals involves offering a manager's observations to employees which enables a positive reinforcement for achievements and constructive criticism for areas needing improvement in relation to the established goals (Dogbe et al., 2024).

A systematic review of 22 experimental studies in which a combination of goal setting and performance feedback was used to improve teacher implementation of school practices indicated that visual presentation of data, verbal feedback, teacher-created goals, measurement of progress towards goals, and discussion of goals during feedback has a positive effect on teachers practice (Criss et al., 2024[a]) but these moderators were not viewed in the context of performance appraisal and career development in the context of organizational culture of developing African countries.

In the USA, an interventional experimental study with sample size of four teachers was conducted with an aim of evaluating the effects of email performance feedback with and without goal setting on teacher implementation of opportunities to respond and behaviorspecific praise using a multiple probe design. The study results indicated that a combination of written performance feedback via email and goal setting was effective, and that performance feedback alone was also effective in improving performance (Criss et al., 2024[b]). This study did not examine the relationship between goal and non-goal orientated performance feedback and career development.

In Spain, a longitudinal mixed study of 110 participants at a university aiming at finding out how instructor feedback affects student performance on Integrated Performance Assessment (IPA) and in what ways do teachers and students use feedback from the IPAs in their teaching and learning, to navigate the relationship of assessment and feedback within the IPA framework (Sedor, 2023). The results indicate that corrective feedback benefited learners on interpretive and presentational tasks, but hindered their progress on interpersonal tasks (Sedor, 2023). This study did not measure career development as an outcome. Moreover, it was not done in secondary schools of Uganda.

In Mexico, a mixed method analysis of a formative evaluation aiming at exploring the bridging role of feedback concerning teacher and headteacher assessments and continuing professional development. The analysis showed that less than half of the teachers and head teachers found written and verbal feedback important in taking the decision to engage in continuous professional development because the largest number of teachers had not found this feedback previously supporting any of their efforts on training goals (Cortez Ochoa, Thomas & Moreno Salto, 2023). This study demonstrated the need of linking performance feedback to career development of teachers.

In Ghana, a cross-sectional survey with a sample size of 230 for quantitative analysis involving senior high school instructors in the Techiman North district was conducted. The study aimed at exploring the impact of teacher creativity as a mediator between internal strategic communication and feedback seeking behavior on teacher performance (Dogbe et al., 2024). The results showed that teacher creativity played a partial mediating role in strategic communication and feedback seeking behavior. Additionally, internal strategic communication and feedback seeking behavior had significant direct effects on teacher performance (Dogbe et al., 2024). However, this study did not study the impact of feedback on career development of teachers.

### **Self-efficacy during appraisal and career development in secondary schools**

One approach to developing self-efficacy in setting and achieving goals relevant to career development is through having relevant adequate work experience (Celestine & Nash, 2019). According to Bandura's theory of motivation, four sources of self-efficacy include mastery experiences, vicarious experiences, social persuasions, physiological and emotional states (Zoi, 2020).

Mastery experiences, this refers to the experiences one gains when one takes on a new challenge and succeeds in doing so. Mastery experiences provide the most authentic evidence of whether one can master whatever it takes to succeed and thus forms the most influential source of efficacy information. Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established (Lopez-Garrido, 2025).

Vicarious experience is a second source of self-efficacy and means that self-efficacy is acquired through the observation of others who have succeeded (Forbes, 2022). Social persuasion

involves having people persuading others to believe that they have the skills and capabilities to succeed through social support (Lopez-Garrido, 2025).

Physiological and emotional experience states as sources of self-efficacy means that moods, emotional states, physical reactions and stress levels can all impact on how a person feels about their personal capabilities to a particular situation (Forbes, 2022). A quantitative study of 338 higher education students pursuing a primary education teaching degree indicated that self-efficacy due to physiological and emotional arousal experience is a strong determinant of coping with challenges and effectiveness in dealing with change in the educational context (Gilar-Corbi et al., 2024).

Career development could be enabled by a teacher's extent of emotional or anxiety related self-efficacy. Normally, Performance appraisal processes do not take into account a teacher's self-efficacy. Performance appraisal could have a double-edged sword to self-esteem and self-efficacy, that is, during feedback on performance some employees may not take criticism as constructive thereby feeling insecure and self-critical, which erodes their self-efficacy while others may take it positive which leads to good attitude and good self-belief to improve their performance (Mushfieldt, 2025). It is worth noting that there is sparse evidence on the relationship between self-efficacy during performance assessment and career development.

#### **2.4 Performance appraisal Mediators and teachers career development**

Mediators mean the factors that facilitate the relationship between setting goals and achieving desired performance outcomes (Latham, 2016). According to Locke's theory, these factors include, persistence, specific strategy to attain high goals and leadership style (Wallbridge, 2022).

##### **Persistence to achieve performance appraisal goals and teachers career development**

Persistence is a key predictor of success defined as the personal tendency to endure through hardships to achieve goals (DiNapoli, 2023). Persistence is usually viewed as a behavioral event, which involves a person working through obstacles in the pursuit of a goal (DiNapoli, 2023). Grit (passion for long-term goals) and perseverance are part of the several constructs used to measure persistence (DiNapoli, 2023). Other dimensions include the other three. These are Persistence Despite Difficulties (PDD) scales, Persistence Despite Fear (PDF) scales, and Inappropriate Persistence (IP) scales (Howard and Crayne, 2019). In this study a qualitative

measure based on the subjective responses on perseverance or patience and passion or attraction towards goals are used to fit the study design.

An experimental study aimed at demonstrating effect on course persistence and achievement in massive open online courses compared two groups. One group with a short learning and writing in the intervention group and another without. The results indicated that those participants in the intervention arm both achieved more and engaged in learning longer than participants whose written responses did not fall into either of these categories (Li, Johnsen & Canelas, 2021). This implies that persistence in reading potentially creates better outcomes. Never the less, this experiment did not measure career development among secondary school teachers.

According to the US office of personnel management (2024), setting hard goals increases an individual's persistence and thus transfers effort into commitment and motivation. This ultimately leads to increased performance, especially if the goals are set at a high level and are accepted by employees. It is not clear whether persistence on the performance appraisal set goals produces career development intentions among secondary teachers of Uganda.

In USA, action research was conducted to explore the influence of leadership roles on the persistence of early-career public school teachers in the East Coast. The study examined teacher retention and expanding teacher-leadership skills for teachers in their second and third years, the study found that job satisfaction and commitment were positively influenced by fostering a sense of ownership, professional growth, and community (Morgan, 2024). This study was subjective and done in the USA. However, it demonstrated the role of teachers persistence to achieve performance goals and career development.

In Kenya, a cross-sectional survey of 255 teachers aimed at understanding whether other than compensation, work environment, opportunities for career progression, performance appraisal, recognition and training opportunities are impactful to teachers' motivation in public secondary schools in the country. The study showed that work environment enabling persistence would predict career development by 4% compared to factors – performance appraisal, compensation, recognition and promotion in adjusted multivariate analysis (Orina, Kiumi and Githae, 2022).

A phenomenological study was done in South Korea on 37 teachers from South Africa aimed at understanding why South African teachers decided to stay in the same school for more than 10 successive years in South Korea. Based on the Social Cognitive Career Theory, the results

showed that workplace factors, that is, positive environment, positive managerial style and leadership, enjoying the intercultural teaching and learning environment, as well as the social environment factors, that is, the respectfulness from co-workers, parents and students were positive for both career and personal development and growth (Santos, 2023). This study was not done in Uganda. But it demonstrated the link between work environment, motivation and career development.

In South Korea, an exploratory study of 55 teachers aimed at understanding motivation drivers for a teacher to persist in their teaching career employed inferential statistical strategies (a) independent samples t-test to determine reasons for persisting and (b) correlation analysis among demographics and five persistence factors: Academic Integration, Social Integration, Supportive Service Satisfaction, Degree of Commitment, and Academic Conscientiousness to understand persistence to a teaching career. The results showed that motivation and job security moderately correlated with two persistence factors while general interest in the subject and English proficiency positively associated with all persistence factors (Murdoch & Lim, 2022). The study indicates that persistence is dependent on motivation and job security. However, these factors were not tested in Uganda's teachers' population.

A survey of 96 Special Education Teacher (SET), adopting the Bandura's social cognitive theory, aiming at examining multiple factors for SETs' persistence in their careers despite a range of challenges they face showed that persistence led to no-attrition (Scott et al., 2021).

In Kazakhstan, a study adopting social cognitive career theory aimed at exploring women's persistence in Science, Technology, Engineering, and Mathematics STEM fields in Kazakhstan within four years after University graduation identified four factors for persistence-STEM self-efficacy beliefs (they were confident in their mathematical/science abilities and embraced growth mindset), STEM career outcome expectations (Envisioned Success and Financial Stability and Concerns over STEM Careers) organizational factors (Biases in the Organizational Setting and Support in the Organizational Setting), and sociostructural factors (Gendered Cultural Stereotypes, Past Learning Experiences, Family Support and Labor Market Economic Situation). The belief that they can achieve success through learning and hard work was a principal driver of persistence (Kuchumova et al., 2024).

In Virginia USA, a phenomenological study of 10 veteran teachers was conducted with the aim of describing the persistence of veteran teachers in urban, non-fully accredited public schools

in eastern Virginia. The study indicated that a desire to have an impact, environmental fit, type of mindset, and love for students explains the teacher's persistence in challenging educational environments (Cobbs, 2020). This study was not done in Uganda and did not study career development as the outcome.

In USA- Mississippi. A cross-sectional study of 77 certified teachers was conducted with aims – to determine if there exists a statistically significant relationship between Mississippi public education teachers' mentorship experience, mentorship effectiveness, and intent to persist. Additionally, the study was expected to determine to what magnitude school administrators directly serve as mentors for teachers on their staff. It was hypothesized that persistence was associated with school-based mentorship (Robinson, 2024). The mentorship program would also address the soaring attrition rates among teachers in public education. Procedurally, Mississippi schools are allowed to join any of the mentorship national programs “Mentoring and Induction programs, Mississippi Professional Growth system, Mississippi Teacher Residency, and Recognition Programs.” (Steen, 2024). The results pertaining to this study showed that teachers had at least one mentor allocated from national state program, there was no strong statistical evidence that the mentorship programs were effective, but mentorship was not predictive of intent to persist (Robinson, 2024). This implies that mentorship may or may not determine persistence of teachers or persistence may determine the nature of mentorship whether meeting multiple mentors or one mentor. It is worth noting that while the study provided on the insights between career development indicator mentorship and its relationship with a mediator factor persistence (Robinson, 2024), the study was done in the developed country in North America with stringent definition of mentorship and who should benefit.

### **Specific strategy to attain performance appraisal goals and teachers career development**

During implementation, a strategy is defined as an action or group of actions taken to enhance adoption, implementation, and sustainability of evidence-based interventions or a technique or method you follow while executing a plan or implementing a change or a plan put in action (Gibson, 2024). In implementing tasks in schools, there may be multiple strategies employed to attain performance appraisal goals, some of the strategies include delegation of duty, support supervision, use of digital devices to deliver information, working within a team, Coordinating and managing educational resources, mobilizing, inter- team knowledge sharing among others (Nwanakezie and Ogonu, 2021). It is not clear which strategies support career development in

secondary schools because all strategies have been designed to make teachers effectively deliver lessons in class, but not their career development. In one study of 5 elementary school science teachers from schools, whose objective was to examine teachers' competence in designing activities after engaging in professional development activities with an aim of enhancing teaching design in order to develop students' thinking abilities that are contextually appropriate (Sonsupap and Cojorn, 2024). The findings revealed that teachers self-develop by observing and learning from other teachers known as a community of practice (CoP), they also self-develop when they receive advice and feedback from fellow teachers and apply these insights to improve their activities. In the long run, teachers are able to continuously improve and creatively develop their teaching approaches to align with students' contexts (Sonsupap and Cojorn, 2024). Such an approach was recommended for diversification in thinking and learning management, as well as collaborative teamwork to enhance teaching methods. Hence, teachers can adopt interesting thinking while developing activities to incorporate into student learning, along with the creation of a learning environment. In addition, they develop a collaborative teamwork and a group problem-solving approach which enables additional opportunities for self-learning and personal development (Sonsupap and Cojorn, 2024). Mastery of the collaborative approach also contributes to invigorating cognitive diversity which relieves the teachers of the need for individual teachers to undertake all tasks independently (Sonsupap and Cojorn, 2024).

Mentorship on specific career goals is one specific career management strategy which has demonstrated ability to deliver career development. A longitudinal survey of 480 graduate students at baseline, 343 students in survey 2 and 331 students at endline from 28 Universities in USA aimed at understanding how goal setting and mentorship influence career development and professional identification indicated that extrinsic goals, intrinsic goals, and setting goals that are high quality (i.e., specific, difficult, to which one is committed) enabled the attainment of both short term and long term professional goals with a positive correlational relationship between psychosocial mentorship (related to good interpersonal relationships and friendly collegiality), career mentorship (functions such as sponsorship, exposure and visibility, coaching, protection, and providing challenging assignment) and professional identification (Greco & Kraimer, 2020). While the primary outcome for this study was professional identification for junior professionals, it provided evidence on how goal oriented strategic

mentorship potentially drive career development. The study though did not examine how the mentorship strategy can assist appraisal-based goals to deliver career development.

In USA, one strategy for career development is mentorship. In a cross-sectional study adopting mixed methods aimed at identifying the characteristics of effective teacher mentorship to better understand how to mentor teacher mentees through coaching. The study also aimed at learning more about how to support experienced teachers through mentorship by comparing teacher mentorship programs to teacher ability perceptions through self-efficacy in a variety of school districts. The study results showed that benefits of mentorship were building relationships in a team, contributing to personal growth, increasing retention and job satisfaction, and contributing to professional growth (Jones, 2023). This study demonstrated the bi-directional effect of mentorship as a short-term career development intervention and as a strategy to deliver performance goals in a school. This study however, was done in the developed country.

In British Columbia, the national government funded a New Teacher Mentorship Project (NTMP) to improve teachers' competency and contribute significantly to career development of teachers. Local teachers' mentorship strategies included one-on-one mentorship, engaging in multiple topics to cover a comprehensive range of areas that are crucial for teachers' professional growth and effectiveness in the classroom, relying on volunteer mentors, mentors using coaching and collaboration to support mentees and receiving training sessions for mentors on a variety of topics using in-depth and superficial mentorship. The project yielded positive results including effective allocation of national career development funds to teachers, improved teachers' self-efficacy, creativity and professionalism (Hales, 2024). This project was conducted in a developed setting. Except evidence is available on the current situation of career development for teachers in developing countries, such models would not be designed for these countries.

In Mississippi, USA, a cross-section study adopting quantitative approaches surveyed 141 certified teachers. The study aim was to explore the effect of mentorship on the self-efficacy, collective efficacy, perceived support, retention plans, and effectiveness of teachers in a rural, public school in Mississippi. The mentorship program was preparing and equipping novice teachers with highly effective educators. The results indicated that the program improved the teachers' self-efficacy, perceived support, and teacher effectiveness. This study highlights the

importance of providing ongoing, intentional support to novice teachers as they navigate the challenges of the profession (Coleman, 2023).

Mentorship as a key strategy in delivering appraisal related goals also enhances special education teacher retention (Chang and Drescher, 2023). In addition, mentorships have been defined as formal or informal, effective when individualized and consistently provided (Chang and Drescher, 2023). In China, a phase model framework was proposed to improve inconsistent mentorships that early career teachers would receive. The framework is composed of finding a network of alumni to both support and retain the early career special education teaching force; curating relationships by matching mentors with mentees and strengthening relationships by interactive assessments and creating network relationship (Chang and Drescher, 2023). The framework should be supported by a University faculty in mentorship to fill gaps in administrative roles where special education expertise is needed. By providing support to educators (Chang and Drescher, 2023). This would improve attrition rates of early career educators while concurrently encouraging and promoting leadership roles for in-service educators and filling the critical need of administrators (Chang and Drescher, 2023).

According to BlueSky Education (2022) teachers career development hinges on organized training and coaching, sense of agency over their own career objectives and appraisal, professional accountability, development and learning goals. Thus, trainings should be designed to help them to develop the specific knowledge and pedagogy they need to better perform their role and support the needs of the children they teach. This would help in creating quality teaching work.

In Kenya, a cross-section study of 180 participants aimed at providing empirical findings regarding how school principals in Githunguri sub-county can motivate teachers by giving them prompt feedback. Principals delegated duties as a strategy of motivation and provided feedback after task completion. The results indicate that teachers' duty performance improved. Teachers perceived duty delegation as an opportunity for professional development and skill utilization, they were more likely to approach delegated tasks with enthusiasm and commitment. They also felt trusted and supported by school leadership which enhanced the teachers' sense of ownership over their roles, motivating them to perform at their best (Ndirangu and Mungai, 2024). Delegation is a strategy through which teachers enable the adoption of tasks to achieve goals. This study demonstrated its direct impact on teaching performance but

not career development. This study was conducted in Kenya a similar geographically located country as Uganda.

### **Performance appraisal Co-leadership and teachers career development**

Managers take charge of performance appraisals to improve performance (Terra, 2024) and teachers take charge of Career development (Murerwa, 2017). Better outcomes would better be realized if managers took part in its leadership and aligned it with employee career aspirations noted during the time of performance appraisals (Murerwa, 2017) together with teachers- a concept called co-leadership. Co-leadership or collaborative leadership is an aspect of managerial shared leadership (MSL) in schools (Mondal, 2020). This concept is under evidenced in Uganda.

Walter, (2024) explained that the process of setting performance appraisal goals and conducting continuous training facilitates open communication between employees and supervisors, promoting a clearer understanding of career expectations and potential career paths within the organization enabling employees to identify and pursue opportunities for career advancement. This study was not secondary school specific.

In Africa, career development and performance appraisal in secondary schools have not adequately drawn from each other's leadership and implementation strengths (Nadeem, Arif and Naeem, 2020). This means that performance appraisals which focus on performance improvement 'now' have no policy driven link to the long-term career development happening in 'future' (Murerwa, 2017). Co-leadership (Mondal, 2020; Döös & Wilhelmson, 2024) is not pronounced in the application of appraisal practices and career development in African secondary schools. This means the two aspects cannot reinforce each other adequately. Unfortunately, in Africa, there is inadequate research evidence to demonstrate how performance appraisal directly relates to employee career development at the point of professional practice with co-leadership or shared management benefits and therefore administrative frameworks to this end cannot be framed.

In addition, Uganda has a new teacher education policy and framework which sets pace for well lettered role models in the teaching career-requiring a minimum qualification of a bachelor of education (Kiiza, 2024). Contest exist between the public service and politicians on who and how to allocate and utilize the national financial resources to increase teachers' competencies to attain the desired policy qualifications (Wanyenya, 2024). To respond to these gaps it is

relevant to explore how co-leadership between managers and teachers can influence the allocation of planned resources for performance improvement and subsequent career development.

## **2.4 Conclusion**

Most studies demonstrate performance appraisal processes and practices as capable of improving job short term performance. There is scarcity of evidence on how performance appraisal theoretical dimensions – goal properties, moderators and mediators influence the long-term and short-term trainings for career development among secondary school teachers in Uganda.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter specifies the study designs, approaches, study setting and population, approaches on sample size determination and sampling, data collection, management and analysis procedures as well as the ethical considerations.

### **3.1 Study Design**

The study adopted an Interpretive Phenomenological (IPA) design (Smith & Fieldsend, 2021). Interpretive Phenomenological design is a study design which allows you to collect and analyze data on how individuals experience and make sense of a particular phenomenon (Smith & Fieldsend, 2021). This design was selected because it enables the interpretation of the respondents lived experiences relating to performance appraisal practices and career development endeavors when responding to the set study objectives. Thus, study participants were asked their experiences regarding the areas specified in the data collection tools.

The study adopted a qualitative approach for data collection and analysis. A qualitative method is a research technique that gathers and analyzes non-numerical data, focusing on the deep-understanding of perspectives based on experiences and behaviors (Tenny, Brannan & Brannan, 2022). This method is adopted because it enables the collection and analysis of nonnumerical data from the experiences of teachers.

### **3.2 Study Area**

The study was conducted in randomly selected government aided secondary schools in Masaka city. The city has 2 Divisions i.e., Nyendo Mukungwe Division with 14 wards (Bulando, Katwadde, Kitengesa, Katwe, Butego, Kalagala, Kibisi, Kasanje, Ssenyange, Nyendo, Bulayi, Samalia, Matanga and Bugabira) and Kimaanya Kabonera Division with 11 wards (Kimaanya, Kyabakuza, Kirimya, Bisanje, Kitanga, Kakunyu, Ssenya, Kyamuyimbwa, Kiziba, Kiteredde/Kkingo, and Butale). The city is located in central Uganda, about 80 miles (130 km) southwest of Kampala via roads which connect it with Kyotera, Rakai, Mutukula, Lyantonde and Mbarara districts of Uganda; and on the trans-African highways to Rwanda and Tanzania.

It has an estimated total land area of about 362.41 Sq. Kilometers and an estimated population of about 211,591 people (Masaka city website, 2025). Most City dwellers are private business entrepreneurs.

Masaka City has 25 secondary schools with only 8 government aided schools. In this study, four schools were randomly selected as clusters to be the specific study units. The four schools were selected because they represent 50% of the government aided schools. The names of the selected schools are not named to ensure confidentiality.

### **3.3 Study Population**

In this study, the study population consisted of secondary school head teachers, deputy head teachers and teachers (not in management positions) working in government aided secondary schools in Masaka City who meet the eligibility criteria. Study Population is a group of persons targeted by a study (Hossan, Dato' Mansor, & Jaharuddin, 2023). Teacher managers and non-managers are selected because they are the primary stakeholders targeted by the performance appraisal process. Government aided secondary Schools under Masaka city have a total of 843 teachers. (Masaka city education department, 2024). The number of science teachers totals to 312 while arts teachers total to 531 teachers.

### **3.4 Sample Size Determination**

Purposive sampling aided selecting the study participants in the clusters randomly selected. Purposive sampling also known as judgemental or selective sampling, is a non-probability sampling technique where researchers intentionally select participants based on specific characteristics or criteria relevant to their research question, aiming to gather rich, in-depth information (Noor, Tajik and Golzar, 2022). In this case our characteristic of interest was being a teacher on the government payroll in government aided school and you have undergone through at least one appraisal of the public service. Procedurally, the researcher trained two trained research assistants on the study purpose, objectives, methods and tools to aid in data collection. The research team visited the selected secondary schools. The research team members introduced themselves to the school administrators. The school administrators linked the research team to the teachers. The team introduced its self to the teachers. The research team informed the teachers about the study purpose, eligibility criteria and the sampling procedure. The team then selected teachers who met the inclusion criteria and then ask each

individually of their willingness to participate in the study. Each willing teacher was verbally consented. If the teacher was a head teacher, deputy, director of studies or any other key administrator and he is not willing to participate in FGD, a semi-structured interview would be conducted. If a teacher was not an administrator and felt comfortable to join a FGD, he/she would be scheduled for a FGD.

The data saturation point was determined to have been reached after enrolling 28 participants in the study. This made the study sample size. Sixteen participants were involved in the two FGDs and twelve participants were involved in the semi-structured interviews. The data saturation principle says that data shall be collected until when no new information is generated, that is, good enough or sufficiently well developed or no new information is happening (Tight, 2024). This point was determined when enough data had been collected to draw necessary conclusions, and any further data collection would not produce additional insights and therefore no new themes would emerge (Tight, 2024). In this study, after reaching the 25<sup>th</sup> participant, it was observed that, that participant did not add anything new to what had been collected. More additional three were interviewed, but still no new information to make new themes was emerging. The researcher then decided that the saturation point had been attained.

### **3.5 Sampling Procedure**

This study employed a multi-stage sampling approach, that is, cluster random sampling for schools and then purposive sampling for participants. A multi-stage sampling is one which entails at least one stage of sampling. Sampling means the process of selecting a number of individual representatives from the targeted population (Noor, Tajik and Golzar, 2022). Firstly, schools were randomly selected from sample frame consisting of 8 government aided secondary schools. These schools were randomly selected using random cluster sampling techniques. Each school was written on a paper and then folded. A member of the research team who did not participate in the writing of the papers was asked to select four papers at random to identify the four schools initially.

Secondly, Purposive sampling aided in selecting the study participants in the clusters randomly selected. Purposive sampling also known as judgemental or selective sampling, is a non-probability sampling technique where researchers intentionally select participants based on specific characteristics or criteria relevant to their research questions, aiming to gather rich, in-depth information (Noor, Tajik and Golzar, 2022). In this case our characteristic of interest was

being a teacher on the government payroll in government aided secondary school and had undergone through at least one appraisal of the public service. Procedurally, the researcher trained two trained research assistants on the study purpose, objectives, methods and tools to aid in data collection. The research team visited the selected secondary schools. The research team members introduced themselves to the school administrators. The school administrators linked the research team to the teachers. The team introduced its self to the teachers. The research team informed the teachers about the study purpose, eligibility criteria and the sampling procedure. The team then selected teachers who met the inclusion criteria and then asked each individually of their willingness to participate in the study. Each willing teacher verbally consented. If the teacher was a head teacher, deputy, director of studies or any other key administrator and was not willing to participate in FGD, a semi-structured interview would be conducted. If a teacher was not an administrator and felt comfortable to join an FGD, he/she would be scheduled for an FGD.

### **3.6 Data Collection Methods**

Data collection methods are methods used to obtain data classified as primary and secondary data collection methods (Hamed, 2021).

#### **3.6.1 Primary data collection method**

In this study, data was primarily collected from key school administrators (head teachers, deputy head teachers, director of studies etc.) and teachers who did not have key administrative roles. Primary data collection approach was relevant to respond to the research questions and objectives in this study. Primary data sources use directly collected data from participants thus records events or evidence as they are first described or actually happened without any interpretation or commentary (Ajayi, 2023).

Semi- structured interviews involved a total of 12 participants mainly involved in school administration (head teachers, deputy head teachers, directors of studies, assistant directors of studies and teachers who were not able to attend FGDs) and Focus Group discussion (FGD) was used to collect data from mainly teachers who are not in the managerial positions. There were 16 participants in the two FGDs. The adoption of both the semi-structured interviews and FGDs was to increase the credibility of the findings. In this study, two FGDs (each composed of 8 teachers) were conducted one in each of the schools visited. After conducting two FGDs

in two schools, a data saturation point was attained, so no additional FGDs were necessary in the remaining two originally sampled schools.

### **3.6.2 Secondary data collection method**

Secondary data is a kind of data that is available, already reported by some other scholars or this data was primarily collected for other purposes not for this study (Ajayi, 2023). Secondary reviews have been adopted and cited as literature review. The sources include; periodicals, journals, reports, books and seminar/workshop papers.

### **3.7 Data Collection Tools**

Data collection tools included a semi-structured interview guide (Appendix 1) and Focus Group discussions (FGDs) guides (Appendix II).

The semi-structured interview guide is a 22-item tool with both closed and largely opened questions and contains three sections. Section A contains appraisal goal properties and career development related questions; Section B contains appraisal moderators and career development related questions and Section C contains appraisal mediators and career development related questions. This tool is used to enable data collection based on the experiences of key administrators (key informants).

The FGD guide has exactly the same questions as the semi-structured interview guide but questions are explored through FGD sessions. This guide was used to facilitate the collection of data from FGDs. A Focus group discussion guide is a qualitative research tool used to guide data collection from a small group of people (Hamed, 2021). The goal is to gather indepth insights into participants' experiences, opinions, and beliefs related to the topic through a mixture of interviewing and observation approaches (Hamed, 2021). In this study, the FGDs were adopted because this data collection approach enabled multiple responses to be discussed for clarity, thereby enhancing credibility of the findings

### **3.8 Validity and reliability of the instruments**

#### **3.8.1 Validity**

Validity refers to how accurately a tool measures what it is intended to measure (Bhandar, 2023). To ensure Validity (credibility) of data, the researcher triangulated data collection techniques and study populations, that is, semi-structured interviews and FGDs were used as

data collection techniques and the study included both administrators and teachers as the study populations (Arias-Valencia, 2022). This approach enabled elicitation of rigorous, valid and credible responses to the research questions with minimal bias if any. Data analysis was done using two independent experts who reviewed each transcribed tool and developed their own themes and analysis. Thereafter, a meeting between the two researchers was convened to sort out the difference in interpretation of the transcripts to agree on the common meaning.

### **3.8.2 Reliability**

At every interview of FGD, Clarifications on unclear responses would be made by the participants after being questioned or explored by a research team member to ensure proper understanding of the response. Interviews and FGD responses were audio and electronically recorded. These two strategies ensured the reliability of the tool.

## **3.9 Data collection Procedures**

### **Semi-structured Interviews**

Semi-structured interviews are a qualitative in-depth interview which combines a predetermined set of open and closed questions with the flexibility to explore responses further and delve into emerging themes (Hamed, 2021). This study adopted semi-structured interviews because they provide guided responses in line with the experiences of teachers and key administrators. Semi-structured interviews were administered to consented participants (key administrator/ key informants) who chose to go through it or were not able to appear for FGD. Data was collected by face-to-face. Each participant was accorded a study number. Study numbers were accorded following the serial number format with a prefix 'P' to represent participant from the selected school 1 or 2 or 3 or 4. For example, 'P-01' to mean Participant number one. A number could not be repeated once given for an interview. The interview was electronically recorded using an electronic sound recorder without videos. The interviews would be conducted in a selected location to ensure privacy and confidentiality.

The interviews took between 20 minutes and 40 minutes.

### **Focus Group Discussion (FGD).**

The Focus Group Discussion guide was used to guide data collection during the FGDs. The guide had open-ended questions to explore areas in the conceptual framework. Data was written verbatim with the entire FGD session electronically recorded using a sound recorder without a

video. All members had their names written on the FGD list with date of meeting, time and place for reliability reasons.

There were two FGDs. Each FGD had 8 participants with a mixture of males and female teachers. The FGDs comprised both science and arts teachers. The two FGDs in addition to the individual interviews were adequate to reach a data saturation point. A Focus group discussion is a qualitative research method where a small group of people, guided by a moderator, engages in a structured discussion about a specific topic (Hamed, 2021). The goal is to gather in-depth insights into participants' experiences, opinions, and beliefs related to the topic through a mixture of interviewing and observation approaches (Hamed, 2021). In this study, the FGDs were adopted because this data collection approach enabled multiple responses to be discussed for clarity, thereby enhancing credibility of the findings. Participants attending one FGD would be excluded from another FGD (in case the teacher teaches in multiple schools). Participants were divided into manageable sizeable groups to encourage in-depth discussions. This works well within the time and resources of both the setting and the researchers (Ochieng et al., 2018). Each session did not exceed 60 minutes and the group would set its own norms. All members in the FDG were accorded a study number. Responses were recorded and documented against a participant's study number and not their names.

Study numbers were accorded following the serial number format with a prefix 'P' to represent participant from the selected school 1 or 2 or 3 or 4. For example, 'P-01' to mean Participant number one. A number cannot be repeated once given in an FGD. Cultural, adversary conflicting interests and family relations would be identified, if any, to avoid placing members with close possible and distant relations together.

### **3.10 Data Analysis**

Microsoft excel version 16 was used to aid data organization and handling. All data in the study was organized in Microsoft excel version 16 to make codes and quotes. Then, a code book was developed in Microsoft excel version 16. After these summaries, Data would be manually analyzed using both inductive (thematic analysis) and deductive (based on GoalSetting Theory dimensions). Inductive approaches are bottom-up approaches which enable the researcher to start the analysis without any predetermined themes and theories, while deductive approaches are top-down approaches which take into account the predetermined dimensions of theories or themes (Bingham, 2023). To understand emerging themes, at least two experts in qualitative

data analysis were involved in organizing, categorizing, coding and solving disputes during data analysis. The experts were acquired from the School of Arts and Social Sciences at Uganda Martyrs University or hired from a private consultancy firm. The use of experts increases credibility and minimize bias in the data analysis. A coding framework following Goal-Setting Theory dimensions concept described above and based on key themes and categories on the perceived responses were developed from transcribed scripts. Results are presented under the goal-Setting theory and career development dimensions. That is, performance appraisal goal properties and career development, performance appraisal moderators and career development and performance appraisal mediators and career development. At least two experts in qualitative data analysis were involved in organizing, categorizing, coding and solving disputes during data analysis. A coding framework following the Goal-Setting Theory concepts and career development was developed from transcribed scripts. Principally, the analysis followed a six-stem approach during data analysis to systematically structure an approach which ensures thoroughness and limiting detection bias. These steps included 1) transcription, familiarization with the data, and selection of quotations, 2) selection of keywords, 3) coding, 4) theme development, 5) conceptualization through interpretation of keywords, codes, and themes and 6) development of conceptual model (Naeem et al., 2023).

### **3.11 Ethical Consideration**

Permission was sought from Umu faculty of education's dean. The letter provided by the dean was presented to the school head teachers. At the school, permission was sought from school administrators; all participants were asked for a consent verbally. All documents and data provided would be kept confidential and private thus no names were collected but numbers accorded or letters of the alphabet to participants as identity. No videos were be recorded. Selected schools were Pseudo named to maintain confidentiality. The Study identifying data is kept under key and lock and computers are password protected.

### **3.13 Limitations and Delimitations of the study**

The study is theory driven thus the assumptions, such as the linearity between the independent and dependent variable may not be ideal. However, recommendation for a subsequent quantitative study to adjust for confounding is necessary.

Despite reviewing literature on organizational culture (moderator) and career development in secondary schools, the study did not explore organizational culture and career development in secondary schools because there appears to be no difference in culture across all the government aided secondary schools in Masaka city.

## **CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

### **4.0 Introduction**

This chapter presents results from 28 participants. The results relate to the population characteristics, teachers experience on the performance appraisal goal properties, goal moderators and goal mediators influencing their career development. The results in this chapter are written under the heading population characteristics, the thematic heading from the specific objectives- Performance appraisal goal properties influencing teachers' career development, Performance appraisal moderators influencing teachers' career development and Performance appraisal mediators influencing teachers' career development. A summary of results section is also added. Under each of these headings, the results are written thematically with numbers.

### **4.1 Population Characteristics**

The study recorded the participants' position and the years of experience in order to characterize the study population under investigation. Most participants among the 28 were Arts teachers (15), followed by science teachers (13) and most participants have' a work experience of between 1-5 years (15).

### **4.2 Performance appraisal goal properties influencing teachers career development**

The study explored experiences to establish the relationship between career development and the specificity, clarity (straight forward) and challenge (driving action) of the performance and training goals (goal properties) as at the time of appraising government teaching staff by their supervisors. Three themes emerged. *'Theme 1: At appraisal, teachers are set specific, straightforward and challenging performance goals for duty performance which contribute to short-term trainings than long term trainings'; 'Theme 2: At appraisal, no short-term training goals are set for teachers, but short-term trainings arise during the course of duty'* and *'Theme 3: At appraisal, no long-term training goals are set, teachers do long term trainings to keep in the profession'*.

#### 4.2.1 Performance goal properties influencing career development

Under this sub-section, results indicate participants experiences on the relationship between career development and the specificity, clarity (straight forward) and challenge (driving action) of the performance goals. For this, theme 1 is explained below.

**Theme 1: At appraisal, teachers set specific, straightforward and challenging performance goals for duty performance which contribute to short-term trainings than long term trainings.**

All participants indicated that at the time of appraisal, performance goals are written to highlight specific tasks, are straight forward because they are clear and easy to understand, and are challenging because they illicit the appraisee's action. However, they noted that at the time of implementing what was set out in the appraisal, the properties attracted good performance with contribution to their short-term training. The participants indicated that when government wanted to roll out the new curriculum, it provided short term training on the curriculum focusing on the study subject tasks and information training in form of workshops and allocation of external facilitators to schools in order to ensure the teachers can deliver on their set goals. Some of the experiences are denoted as follows;

*“.....performance goals are specific, straight forward for instance the mention that you have to make schemes.... They are challenging because.....now with the old curriculum we used old books but now we use new books mixed together with old books...you need to take out what is not desired .....” (FGD-1, Members).*

*“...The goals are specific to my role as an ICT teacher... The goals are straight forward for example increase the number of students attending ICT classes... Yes, the challenge was finding space...which helped me engage with administration to build an ICT laboratory.... I'm*

*facilitated to go to seminars ...usually in line with the goals of my appraisal... ” (P-02).*

On the other hand, the specificity, straightforward and challenge of performance goals set at appraisal contributed to long term trainings beyond just mentorship, coaching or workshops among those appointed in supervisory of key administrative positions such as directors of studies or heads of departments. Some of the experiences are denoted as follows;

*“.....Specific and straight forward ..... for example, i was appointed assistant director of studies (DOS).... and was added supervisory roles... Yes challenging, for example two years ago I was made an assistant DOS...and I was given a team to manage ..... Yes, the challenge was that I had to manage and coordinate with people older than me .... more educated than me .... more experienced than me...It was emphasized that I will need further qualification in education.... I started pursuing further a academic qualifications .....Now I'm doing a degree...” (P-01).*

*“...yes, they contribute ... we went for a work shop..at Masaka SSS we were eager to go and learn what was in the new workshop...we learnt ICT skills... I'm also doing masters following being appointed head of department of physics...” (P-06, in the FGD-1).*

#### **4.2.2 Training goal properties influencing career development**

Under this sub-section, results indicate participants experiences on the relationship between career development and the specificity, clarity (straight forward) and challenge (driving action) of the training goals set at the time of appraisal. For this, theme 2 and 3 are explained.

**Theme 2: At appraisal, no short-term training goals are set for teachers, but short-term trainings arise during the course of duty.**

All participants indicated that no training goals are generally set at the time of appraisal, none the less, short-term trainings such as those enabling teachers adopt new policies of Ministry of Education and Sports like the new curriculum and the integration of information and communication technology in schools which contribute to their short-term needs of their career development are occasional and not documented at the time of appraisal. Some of the experiences are denoted as follows;

*“ .... No training goals set at appraisal.... ”* (FGD-1, members).

*“...there were no training goals set in the past appraisal .... the trainings come in when the government has made changes...”* (FGD-2, members).

*“ ..... No training goals set at appraisal...usually workshops come to give us new skills on the curriculum...”* (P-03).

**Theme 3: At appraisal, no long-term training goals are set, teachers do long term trainings to keep in the profession.**

Similarly, there is no long term trainings set at the time of appraisal. However, individual teachers set their personal long term career development goals even when the drive is related to the appraisal related goal such as performing task in the supervisory role. The experiences are denoted as below.

*“..however, when it comes to academic achievement qualifications... I set my own longterm goals...such as doing a PhD...but not from my appraisal.... or from the school. Can do online studies using school resources ...but no specified ...goals based on the appraisals...”* (P02).

*“.... there were no training goals set in the past appraisal .....I set the training goals myself to study a degree...because I need to keep a qualification which makes me competitive..”*  
(P06).

#### **4.3 Performance appraisal goal moderators influencing teachers career development**

The study explored experiences on the relationship between career development and goal moderators at appraisal- one's competency abilities, commitment to attain goals, receiving performance feedback regularly, the level of task complexity, resources availed for goal attainment and self-efficacy or confidence. Six themes emerged. *Theme 4: At appraisal, teachers have basic knowledge and skill abilities for duty performance which contribute to the short-term trainings than longer-term training; 'Theme 5: At appraisal, teachers are committed to delivering their duty performance goals, which enables participation in shortterm trainings than longer term trainings'; 'Theme 6: At appraisal, teachers receive feedback on their duty performance, but scantily contribute to career development'; 'Theme 7: At appraisal, teachers receive complex tasks to perform which drives career development'; 'Theme 8: After appraisal, teachers receive human, digital and literature resources for duty performance which indirectly contribute to short-term trainings than long-term trainings'; and 'Theme 9: At appraisal, teachers are confident to teach, learn and lead, which contribute to duty performance but scantily on career development'.*

#### **Theme 4: At appraisal, teachers have basic knowledge and skill abilities for duty performance which contribute to the short-term trainings than longer-term training.**

All participants denoted having multiple skills and knowledge abilities which could enable them achieve their performance and training goals at appraisal. Such abilities included reading, teaching, internet, computer operating skills and coordinating skills. However, many teachers noted that they needed more digital related skills to deliver on the goals. All teachers noted that these skills primarily enabled increasing performance at their duties and engaging in short term trainings such as being appropriate with external facilitators or coaches, mentors and workshops or engaging in their own self-directed learning. However, most teachers did not indicate that having such abilities was contributory to engaging in a long-term career

development activity such as the one leading to a solid academic qualification. Their experiences are denoted as follows; -

*“...of course, as a teacher I’m able to read, write, communicate, work with staff.... I’m just learning computer applications.... This helps in delivering my duties... and during workshops...” (P-012).*

*“...I have ICT skills which make me able to attend seminars on ICT which help in implementing the curriculum ....” (P-02).*

*“...yes, I’m able to use the internet...I have knowledge..... and skills in teaching ...” (FGD-1, members in support).*

*“..... I’m able to read, I communicate with teacher in other schools to organize debates .... I’m a teacher I can teach...and learn...I use these skills to learn new knowledge ....” (P-03).*

**Theme 5: At appraisal, teachers are committed to delivering their duty performance goals, which enables participation in short-term trainings than longer term trainings.**

All participants indicated that they were committed to deliver their performance goals. Commitment was demonstrated by the teachers experiences that some rely on the small amount of pay but still sacrifice to pay for their education, transport themselves to workshops, became creative to deliver lessons over the weekend and at night. However, the majority of teachers indicated that their commitment had enabled them engage in curriculum related workshops, coaching and mentorship by external facilitators. Fewer teachers had engaged in the long-term career development activities largely by pursuing a university qualification. The experiences are denoted as quoted below;

*“.....we are very committed.... we are creative...we could teach at night...on over the weekend...” (FGD-2, Members).*

*“ ..... I have commitment ...but because I love the profession and has no relationship with the appraisal.....i set goals on getting high performance in candidate.... then I did a course with LITA but it was not based on Performance appraisal ....” (P-03).*

*“...I'm committed...for example in ICT we are now doing more programs like web designing ...now I have to learn so I'm committed ...” (P02).*

**Theme 6: At appraisal, teachers receive feedback on their duty performance, but scantily contribute to career development.**

All participants receive feedback regularly at the time of appraisal. However, only two participants related the feedback they get to contributing to their career development. Participants who related feedback to career development were those who had been given supervisory responsibilities. Other participants do not view the feedback they get contributing to their career development in anyway. People observed this feedback as ‘intimidating’ and ‘squeezing’ to work. Some of the experiences are quoted below;

*“...I have feedback about my time management. The feedback helped in improving in time management...but did not contribute to learning...but one time my head of department came to me to improve how we teach debates ..but it was not related with performance appraisal....” (P-03).*

*“..Feedbacks are regular. The appraiser scores what they want...everything is done for the school*

*to intimidate or squeeze you.....and it does not help me in my career development.....” (FGD 2-members).*

*“...feedbacks are regular...and I base on them to look out for further learning....” (P-02).*

*“ .....For example, after being appointed an assistant DOS...I was advised to attend to class room work...but do further studies... this complexity did not motivate my career development...I did not seek any form of learning because the tasks were complex...” (P13).*

### **Theme 7: At appraisal, teachers receive complex tasks to perform which drives career development.**

Most teachers noted that they find their tasks complex because they will involve multiple activities in order to perform and deliver on their performance goals. Complex tasks included additional classes and participating in competitions outside school, supervisory tasks added on top of class teaching, delivering a new curriculum while reflecting or using the old curriculum, coordinating the team to ensure you deliver lessons and assessments on time. It was also noted that supervisory tasks added on top of class teaching were perhaps the most challenging tasks. All participants conceded that these tasks contributed to their career development in some way. For example, they sought coaching, mentorship and trainings to be able to deliver on those tasks. Particularly relating to the new curriculum and the integration of information communication technology in the routine delivery of the teachers' roles. Many of the participants who indicated having tasks with supervisory role had resorted to academic advancement to attain degrees. Some of the experiences are quoted as below;

*“...tasks that are complex are common.... for example, after being appointed an assistant DOS...I was still required to attend to class room work...but this complexity motivated my career*

*development...I sought coaching and mentorship from seniors .... and...now doing a degree....” (P-01).*

*“Yes, even when changes are brought....I only do what I have trained into.....i cannot be an idiot or gamble...so I have to first train .....” (FGD-1, member).*

*“.....I'm doing masters following being appointed head of department of physics...” (P07).*

*“.....to get leadership you need more academic qualifications...this contributes to achieving academic qualifications ....” (P-15).*

**Theme 8: After appraisal, teachers receive human, digital and literature resources for duty performance which indirectly contribute to short-term trainings than long-term trainings.**

After appraisal, participants indicated that they receive financial, human, digital and literature resources to deliver the set goals. No single participant stated that they do not receive resources to do their work. All of them indicated that these resources are not attached to any career development activity apart from the money which is used to attend workshops on the new curriculum or the money provided by a school to enhance its own educational goals. However, many of the participants indicated that they had used the internet to take individualized training or learning or used it to support their university studies. This is not the major reason the resources are allocated. Some of the experiences are denoted as below;

*“....inter team knowledge sharing is used ...it helps us share knowledge ..for example this Head of department whenever he came out of a training...he would teach us...” (FGD-1, members).*

*“...we receive external facilitators to train teachers on classes .....but they are never adding much competency....” (FGD-2, members).*

*“....they have installed the internet... Wi-Fi ...and improved knowledge ...and providing relevant knowledge...” (P-05).*

*“...for example...in GP.i was given books and pamphlets to improve teaching of students .....I’m given Wi-Fi .....teams to improve teaching but I only use it for performance and not career development..” (P-03).*

*“...Given data.....internet and computers in the guise but not for my own learning....I’m also give money for short term training ...and time.. the school provides a Wi-Fi with free internet ..we use it for learning ....”(P-02).*

**Theme 9: At appraisal, teachers are confident to teach, learn and lead, which contributes to duty performance but scantily on career development.**

All participants indicated that they were confident to teach, learn and lead. They indicated that this confidence is largely used in delivering performance goals set at appraisal with little relationship to their long-term training, coaching, mentorship and education attained. Teachers feel confident and this enables them to consult from their colleagues, look for trainings and lead others. Some of their experiences are denoted as follows;

*“..... I have the confidence because I was given to lead my seniors...this motivated me to study further and be confident ...” (P-14).*

*“ .. I'm confident.... because I would have trained ...so if I need additions, I seek for training ....” (P-02).*

*“...I was not good at question approach ...but then I consulted and invited teachers to help my students in question approach...this improved performance ...but did not add career development...” (P-05).*

*“...confidence to deliver knowledge is what must all teachers have ...the skill is provided during the training ...you will look an idiot if a student asked you a question you could not answer or deal with .....” (FGD-2, members).*

*“... at appraisal we are not usually asked whether we are confident or not but ..all of I’m sure we are confident no one has taught for less than a year among us...but the confidence we have does not contribute to the decision to pursue a degree or master .....” (FGD-1, members).*

#### **4.4 Performance appraisal mediators influencing teachers career development**

The study solicited teachers experiences on the factors that facilitate the relationship between setting goals and achieving desired performance outcomes to understand how they may be related to career development. Specifically, experiences were sought on the factors- persistence, specific strategy to attain high goals and leadership style (Co-leadership). These factors are relevant after setting performance and training goals at the time of doing the appraisal. Three themes emerged. That is, *‘Theme 10, After appraisal, teachers are persistent for duty performance than career development’*; *‘Theme 11: After appraisal, teachers delegate, divide labor, use internet, train others to enable duty performance, but scantily enabling career development’*; and *‘Theme 12: Teachers need to lead career development and performance goals together with school leaders.’*

**Theme 10, After appraisal, teachers are persistent for duty performance than career development.**

All participants exhibited at least one story of experience to indicate how they had encountered obstacles. The participants indicated that they are patient and persistent because they have to deliver on their performance goals. However, many noted that their persistence was not related to taking short-term or long-term trainings for their career development.

Some of their experiences are as quoted below;

*“.....I'm persistent....i have recurrently worked with teachers from other schools to deliver good debates...but not for trainings” (P-03).*

*“.... I have failed several times...developed patience ... especially after being placed on the government pay role... it underpins my persistence in education...” (FGD-1, member-12).*

*“... commitment is what helps me lead...sometimes ...I go to train with teachers in KITOVU to improve knowledge for work...but without facilitation...” (P-02).*

**Theme 11: After appraisal, teachers delegate, divide labor, use internet, train others to enable duty performance, but scantily enabling career development.**

All Participants revealed multiple strategies used in delivering their set performance goals. These strategies include delegating, dividing labor, using the internet in teaching and training other members of the team to enable duty performance. However, these strategies were pronounced in ensuring that they deliver on the goals set at appraisal but not to enable their short term or long-term trainings for their career development. This is because these strategies are admissible in the school to enable the execution of duties but not for career development, which is considered a teacher's thing. However, some participants indicated that these strategies enabled short-term training relevant to enhance competency in their tasks. Some of the experiences are denoted as follows;

*“..... I usually delegate.... but it does not contribute to my career development.... but I get mentorship from my seniors when I get challenges to perform a task...I use the internet too...view videos...during training ...” (P-22).*

*“...Division of labor helps improve the attainment of goals.... but it does not contribute to my learning but eases the students.....life...sometimes ...I go to train with teachers in KITOVU to improve knowledge for work...” (P-25).*

*“ .... regular meetings on performance....is conducted ... but it does not result in career development opportunities apart from performance...” (FGD-1, members).*

## **Theme 12: Teachers need to lead career development and performance goals together with school leaders.**

All participants agreed that while performance was a concern of their supervisors and the Ministry of Education and Sports policy makers, it is relevant that career development be integrated in the way appraisals are done. Some notable suggestions included having teachers score how much their employers had contributed to their career development as their employers score their duty performance. In addition, some advised that at appraisal it should be mandatory that training goals are set and the available opportunities mentioned and documented in one's appraisal. Some of the experiences are quoted as follows;

*“...Yes, Sometimes your superiors provide you goals...but are not achievable on time.....or are hard to achieve....it would be good if me and my superior.....would work together ..to attain the competency ...while delivering the goal... We*

*wish we had scholarships mentioned at the time of appraisals.... then a follow up.....made on subsequent appraisals with documents...or increase pay to include learning fee...” (P-01).*

*“ .... Its helpful...but it does not work well at school because you are government worker which caters for everything through your pay...” (FGD-2, member).*

*“ .... Yes...I think teachers... should score the appraiser also about how much they provide training needs or build their competence....” (FGD-1, members).*

#### **4.5 Summary of results**

There are three themes for performance appraisal goal properties influencing teachers' career development. *'Theme 1: At appraisal, teachers set specific, straightforward and challenging performance goals for duty performance which contribute to short-term trainings than long term trainings'; 'Theme 2: At appraisal, no short-term training goals are set for teachers, but short-term trainings arise during the course of duty' and 'Theme 3: At appraisal, no longterm training goals are set, teachers do long term trainings to keep in the profession'.*

There are six themes emerging for performance appraisal goal moderators influencing career development for teachers. *Theme 4: At appraisal, teachers have basic knowledge and skill abilities for duty performance which contribute to the short-term trainings than longer-term training; 'Theme 5: At appraisal, teachers are committed to delivering their duty performance goals, which enables participation in short-term trainings than longer term trainings'; 'Theme 6: At appraisal, teachers receive feedback on their duty performance, but scantily contribute to career development'; 'Theme 7: At appraisal, teachers receive complex tasks to perform which drives career development'; 'Theme 8: After appraisal, teachers receive human, digital and literature resources for duty performance which indirectly contribute to short-term trainings*

*than long-term trainings’; and ‘Theme 9: At appraisal, teachers are confident to teach, learn and lead, which contribute to duty performance but scanty on career development’.*

There are three themes for performance appraisal mediators influencing career development. That is, *‘Theme 10, After appraisal, teachers are persistent for duty performance than career development’; ‘Theme 11: After appraisal, teachers delegate, divide labor, use internet, train others to enable duty performance, but scanty enabling career development’; and ‘Theme 12: Teachers need to lead career development and performance goals together with school leaders.’*

## **CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

A multi-interactive influence of the performance appraisal goal properties, moderators and mediators on the teachers' career development is noticed. In this chapter, the discussion aims at presenting the strengths, weaknesses, implications and the reasons related to the observed results as compared to other scholars in order to make the relevant conclusions and recommendations. Hence, the sections under this chapter are written under the headings discussion, conclusions and recommendations.

### **5.1 Discussion**

The discussion is made per thematic headings from the study objectives. The objectives are; To investigate performance appraisal goal properties influencing teachers career development in government aided secondary schools of Masaka City; To investigate performance appraisal moderators influencing teachers career development in government aided secondary schools of Masaka City and to investigate performance appraisal mediators influencing teachers career development in government aided secondary schools of Masaka City.

#### **5.1.1 Performance appraisal goal properties influencing teachers career development**

The study solicited experiences on two forms of goals. Performance goals and training goals (Hernert, 2023). Performance goals are short term targets which focus on achieving specific work objectives within a set timeframe, and training goals aim to develop new skills or improve existing ones through targeted training programs to enhance future performance (Hernert, 2023). The focus was to examine the existence of these goals and whether these goals met minimum characteristics in the theory of goal setting known as goal properties, that is, specificity, setting straightforward goals and challenging (Locke and Latham, 2002).

At appraisal, teachers set specific, straightforward and challenging performance goals for duty performance which contribute to short-term trainings than long term trainings. In addition, no training goals are set for teachers at appraisal but short-term trainings arise during the course of duty. This implies that performance goals are well characterized and that the training they attract is meant to deliver the duty of teaching learners or support it at the contemporary duty station in a school. The study identified that the short-term trainings are in form of workshops, external facilitators, coaching, mentorships as well as team member inschool training. This is

so because these short-term career development trainings are designed to increase the teacher's competence in delivering the current national curriculum in line with the current policies from the Ministry of Education and Sports including integrating the use of information and communication technology in the school environment. There is almost no attention paid to the teachers' long term training needs such as getting an under graduate degree or a post graduate qualification. Moreover, the short-term trainings arise out of mega government changes in education which impact the learners' outcomes but not that they are set at the time of appraisals.

The gap that no form of training goals are set at appraisal in government appraisal process for secondary school teachers makes willing teachers struggle to build the nature of education which supports their long-life professional needs, leaving the majority others without any form of career development. This is a novel finding detected in the government appraisal process for secondary school teachers. This finding indicates that the national appraisal processes do not support teachers career development, a very relevant thing in modern school management. Trisca, (2024); Pervaiz, Li & He, (2021) wrote that Performance goals should go hand-in-hand with training goals to enhance quality education, on job productivity, and professional growth aiming at building new competencies that support long-term career advancement and future success.

The finding that no career development goals are set at appraisal in Uganda's government aided schools is contrary to a study in Tunisia by Walter, (2024) which indicated that performance appraisals often incorporate individual development plans that outline specific training and development activities such as mentoring, coaching, and access to professional development resources tailored to each employee's career aspirations for career development.

The finding that the majority of teachers do not engage in long term career development training due to lack of appraisals related set goals is in line with Eryılmaz, Satici & Deniz, (2020) findings in Turkey which indicated that teachers without set training goals lacked career adaptability. The finding that fewer teachers engage in long term career development due to the set performance goals concur with a Tanzanian study by Jaffu, (2023) who reported that out of the 204 procurement professionals only 19.73% of the changes in career development was due to performance appraisal.

Hence, while the government appraisal process sets specific, straightforward and challenging performance goals for teachers, it marginally contributes to long term trainings for teachers'

career development and specifically for those promoted to supervisory positions leaving the majority to short-term adaptive trainings.

### **5.1.2 Performance appraisal moderators influence teachers career development**

Performance appraisal moderators are factors that can influence or affect how effectively performance or training goals are set and achieved during an employee evaluation process (Karunaratne, Sotsenko & Karuno, 2023). These factors should be available before, during the time of appraisal and after setting goals in the appraisal. In this study, Performance appraisal moderators include one's ability or potential in terms of knowledge and skills, one's commitment and receiving feedback at appraisal, task complexity, access to resources or materials provided for individuals to achieve their goals & self-efficacy or confidence (Locke and Latham, 2002).

The study results indicated that at appraisal, teachers have basic knowledge and skill abilities for duty performance; are confident, committed to delivering their duty performance goals and receive regular feedback for each appraisal period. These attributes were linked to contributing to the short-term trainings than longer-term training. Abilities included reading, teaching, internet, computer operating skills and coordinating skills. Many teachers noted that they needed more digital related skills to deliver on their performance goals. Commitment was demonstrated when teachers use their little pay for their education, transport themselves to workshops, become creative to deliver lessons over the weekend and at night among other actions.

The abilities, commitment, confidence (self-efficacy) and feedback attributes enabled the teachers' participation in short-term trainings than longer term trainings. This means that the teachers' abilities, confidence, feedback on performance and commitment to deliver their performance goals to satisfy the employer with little commitment or driving attitude towards their long-term training career development goals such as pursuing solid additional academic qualifications which would make them more appropriate to succeed enjoyably and competently in the education field. The failures of these moderating attributes to improve the teachers career development substantially is founded on the fact that in Uganda, teachers' appraisals for secondary schools are designed for monitoring and evaluating duty related performance without set training goals for teachers' career development. This is very unfair! Therefore,

exhibiting such attributes only supports the fewer struggling teachers who individually fight for their long-term career development.

Thus, the findings that the teachers' abilities and commitment is linked to short term duty related career development than long term training concurs with multiple studies in Africa and Europe which indicate that unfairness and injustices in setting performance appraisal goals or conducting appraisal processes reduces teachers' commitment and positive attitude towards their career development (Brefo-Manuh & Anlesinya, 2023; Widyowati et al., 2024; Dekker, Schippers & Van Schooten, 2023). In addition, the finding that a goal moderator receiving regular feedback on performance during appraisal contributes to teachers' duty performance concurs with the results of systematic review by Criss et al., (2024[a]) and experimental study by Criss et al., (2024[b]) which indicated that verbal and written feedback on performance goals during appraisal has a positive effect on teacher's duty performance.

The finding that receiving regular feedback on performance during appraisal contributes marginally to teacher's career development concurs with the results of the study in Mexico by Cortez Ochoa, Thomas & Moreno Salto, (2023) which indicated that extremely few teachers find written and verbal feedback important in taking the decision to engage in continuous professional development if the feedback does not support any of their efforts on training goals.

The study also found that at appraisal, complex tasking drives career development. A complex task has two aspects 1) objective complexity which involves considering large amounts of information related measures or characteristics (such as using large amounts of information to execute tasks, having complex relationships acts in the task and having high external information required to perform the task) and 2) subjective complexity that also considers the characteristics of interactions between the task and the person (such as interaction requiring visual or non-visual resources, multiple sources of knowledge, needing a lot of time, requiring high cognitive efforts in addition to objective complexity characteristics (Chen, Paas & Sweller, 2023).

Complex tasks included additional classes and participating in competitions outside school, supervisory tasks added on top of class teaching, delivering a new curriculum while reflecting or using the old curriculum, coordinating the team to ensure you deliver lessons and assessments on time. Teachers who take on supervisory roles take on long-term trainings than those whose tasks do not involve supervision. The teachers who take on supervisory roles

perceive that they need a higher university qualification to command respect and deliver on their tasks while those who have multiple tasks engaging with multiple actors but do not have a supervisory role tend to seek coaching and mentorships to carry out their duties. The finding that complex tasking drives career development for teachers is novel. Previous studies have only indicated that complex tasking renders people ineffective on their work performance. Complex tasks negatively influence performance (Lee, 2022) because of their cognitive, interactive and task burden that they impose (Manchón, et al., 2023). However, these studies have not demonstrated the relationship between complex goals or tasks set at appraisal and career development in secondary schools. Thus, this study has demonstrated that complex tasks especially those with supervisory roles could improve one's long-term training achievements.

The study denoted that after appraisal, teachers receive human, digital and literature resources for duty performance which indirectly contribute to short-term trainings than long-term trainings. This is because these resources have been provided primarily to meet the employer's short-term duty performance goals which are usually supported by the short-term training than long term training. However, it was noted for those teachers taking on long-term trainings, the most prominent resource they use to support their career development goals was the internet and computers but they would use it because they have authority over it but it is not because this resource was allocated to support their training goals.

The finding that digital technologies support teachers career development is in line with multiple studies which have indicated that digital technologies support teachers career development by enabling distance learning, access to large amounts of information and by enabling easy communication. Wachira and Kipkorir, (2024) and Zhied, (2025) noted that resource allocation in form of finance, human, training (informational), time and technological resources is the foundation of developing strategies to ensure career development driven by performance appraisal set targets. A Nigerian study indicated that when policy driven, human resources and financial resources enable human capital development in a team (Hieu & Nwachukwu, 2020). Alsaadat, (2019) and Bell (2023) indicated that online networking was popular because it encouraged engagement with course material and supported learning procedure especially in the advent of Covid-19 pandemic.

Therefore, performance appraisal moderator's competency abilities, commitment, confidence, receiving a feedback and resources allocated in form of personnel, money, digital and literature are linked to contributing to the short-term trainings than longer-term trainings.

Complex tasking involving supervisory roles is linked to long-term trainings.

### **5.1.3 Performance appraisal mediators influence teachers career development**

Performance appraisal mediators are those factors exhibited by a teacher after appraisal which enables him or her to achieve the desired set goals. According to Locke's theory, these factors include, persistence, specific strategy to attain high goals and leadership style (Wallbridge, 2022). They reinforce or strengthen the moderators to achieve the set goals at the time of appraisal.

The study found that after appraisals, teachers exhibited persistence for duty performance than career development. Persistence would be demonstrated by the teachers' indication that they were patient and worked around several barriers such as looking out for additional resources to enable them deliver on their duties. Some unique notable additional resources include the engagement of other teachers to offer what is dubbed group teachings as a way of ensuring teachers learn from each other; getting their own money to attend workshops, creating private communication channels to engage with other teachers who have the expertise in the subject teachers teach in order to gain more knowledge and skills. However, persistence mediated short-term trainings than long-term trainings. This is again because the short-term trainings would meet the employer's short-term set performance goals.

The finding that persistence mediator is linked to achieving short-term trainings which enables the attainment of the employer duty related goals is consistent with the findings of the experimental study by Li, Johnsen & Canelas, (2021) which indicated that persistence delivers short term performance goals. The results also concur with the US office of personnel management (2024) which concluded that setting hard goals increases an individual's persistence and thus transfers effort into commitment and motivation. This ultimately leads to increased performance, especially if the goals are set at a high level and are accepted by employees. Also, Orina, Kiumi and Githae, (2022); Santos, (2023); Murdoch & Lim, (2022); Scott et al., (2021) showed that persistence is related to intercultural teaching and learning environment. None the less, the finding that persistence mediation for attainment of

performance set goals at appraisal does not create significant impact on long term training for career development is novel.

The study findings also indicated that post appraisal, teachers adopted multiple mediating strategies to achieve the set goals. These include delegation of duties, dividing of labor, using the internet and training each other to enable duty performance. Teachers' experience denoted that the adoption of such strategies scanty enables career development. Again, this is because these strategies are primarily designed to deliver duty performance and it's reinforcing shortterm trainings which do not support their long-term training aspirations. These findings are not consistent with a longitudinal survey of novice teachers by Greco & Kraimer, (2020) who found that short-term and long-term training professional development goals would be met by mentorship, coaching, providing challenging assignments and having a collegiality interpersonal relationship. The difference between these results could be due to the fact that Greco & Kraimer, (2020) study was conducted among novice teachers in a developed country USA with a different context in work culture, resources and motivation. The study found that after appraisal, performance goal implementation strategies for teachers – delegation of duties, dividing of labor, using the internet, training others to enable duty performance scanty enables career development are novel and add to the slim evidence on this performance goal mediator.

The study also found that teachers need to co-lead career development and performance goals together with school leaders or employers. Some notable suggestions included having teachers score how much their employers had contributed to their career development as their employers score their duty performance. In addition, some advised that at appraisal it should be mandatory that training goals are set and the available opportunities mentioned and documented in one's appraisal. These suggestions mean that the teachers clamor for an appraisal process which takes into account effective strategies and routine follow-ups on career development. Co-leadership or collaborative leadership is an aspect of managerial shared leadership (MSL) in schools (Mondal, 2020) where managers take charge of performance appraisals to improve performance (Terra, 2024) and teachers take charge of Career development (Murerwa, 2017). Better outcomes would better be realized if managers took part in its leadership and aligned it with employee's career aspirations noted during the time of performance appraisals (Murerwa, 2017).

The finding that teachers would like to work together with school leaders or education leaders at the time of appraisal to co-lead this process of performance and career development is novel in Uganda and adds to slim evidence on this concept. This approach could as well help in the realization of the current national policy requiring a minimum qualification of a bachelor of education (Kiiza, 2024).

Therefore, performance appraisal mediators- teachers persistence and implementation strategies (delegating, dividing labor, using internet, training each other) scanty enable career development. Teachers need to lead career development and performance goals together with school leaders.

## **5.2 Conclusions**

The government appraisals set specific, straightforward and challenging performance goals for teachers but not training goals. These goal properties marginally contribute to long term trainings for teachers' career development, except for those promoted to supervisory positions. The majority of teachers are left with short-term adaptive trainings which help in achieving the set performance goals.

Performance appraisal moderators - competency abilities, commitment, confidence, receiving a feedback and resources allocated in form of personnel, money, digital and literature are linked to contributing to the short-term trainings than longer-term trainings. Complex tasking involving supervisory roles is linked to long-term trainings.

Performance appraisal mediators- teachers persistence and implementation strategies (delegating, dividing labor, using internet, training each other) scanty enable career development. Teachers need to lead career development and performance goals together with school leaders.

## **5.3 Recommendations**

### **To the teachers and school administrators.**

Teachers and school administrators should advocate for change of appraisal processes and documentations to include training career development related goals and targets alongside the performance goals. They could also advocate for the concept of co-leadership for appraisal intentions.

Teachers and school administrators could advocate for the allocation of money to each teacher for their long-term trainings for career development. Such advocacy can be done through teachers' unions and the money could be paid directly to the education provider.

#### **To the city education leaders**

City education officers could ensure that teachers' appraisal also include teachers training goals. They could also allocate government resources especially finance and digital to teachers' career development especially supporting the teachers long term training of choice.

#### **To the Ministry of Education and Sports, and the Ministry of Public Service policy makers**

The Ministry of Education and Sports, and the Ministry of Public Service policy makers could develop and implement a national framework on teachers' performance appraisal which provides for aspects of including short-term and long-term trainings for teachers' career development. In addition, they could ensure the framework centralizes on the co-leadership concept.

#### **To the Uganda Martyrs University**

The Uganda Martyrs University could design short-term certificate training courses responsive to teachers' performance challenges. These courses should be allocated credits towards a main stream degree so that the accumulation of adequate credits leads to the matriculation with the academic award.

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### **Appendix I: Semi-structured interview guide**

Dear respondent, my name is Arineitwe Raphael a student of masters of education at Uganda Martyrs University. I am carrying out a study on PERFORMANCE APPRAISALS AND TEACHERS CAREER DEVELOPMENT IN GOVERNMENT- AIDED SECONDARY SCHOOLS, MASAKA CITY. You have been carefully selected to participate in the study by..... I request you participate in this study.

**Instructions:** Write participant study number on the verbatim transcript and speak the participant study number at the beginning of the electronic recording.

Study number \_\_\_\_\_

Position \_\_\_\_\_ Years of experience \_\_\_\_\_

### **Section A: Goal properties**

- 1) Do you think the performance and training goals you set in your past performance appraisals were specific to what is need in your job, were straight forward (not confusing) and provided you a challenge to improve your competence (career development)?
- 2) What do you perceive as the connection between the performance goals you set in your past performance appraisals and the long-term training, coaching, mentorship and education you have attained?
- 3) What do you perceive as the connection between the training goals you set in your past performance appraisals and the long-term training, coaching, mentorship and education you have attained?
- 4) Do you perceive that the performance goals you set in your past appraisals have contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore why and how

If no, explore why

- 5) Do you perceive that the training goals you set to improve performance in your past appraisals have contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore why and how

If no, explore why

### **Section B: Goal moderators**

- 6) Do you perceive that you had the ability to achieve the performance goals you set in your past appraisals contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore what abilities and how the abilities have been used.

If no, explore how the person thought he/she would achieve the set goals and the long-term career development needs.

- 7) Do you perceive that you had the ability to achieve the training goals you set in your past appraisals contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore what abilities and how the abilities have been used.

If no, explore how the person thought he/she would achieve the set goals and the long-term career development needs.

- 8) Did the feedback you received on your performance during your past performance appraisals drove your efforts to your long-term training, coaching, mentorship and education you have attained?

If, yes, How

If no why

- 9) Did the feedback you received on your training needs during your past performance appraisals drove your efforts to your long-term training, coaching, mentorship and education you have attained?

If, yes, How

If no why

- 10) Do you perceive that your commitment to achieve the performance goals you set in your past appraisals have contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which commitment (professional; position, career, financial, responsibility etc. commitments).

If no, why.

- 11) Do you perceive that your commitment to achieve the training goals you set in your past appraisals have contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which commitment (professional; position, career, financial, responsibility etc. commitments).

If no, why.

- 12) Do you perceive that the level of complexity of the tasks you have had during your past performance appraisal contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore task complexity (whether the task required working as a leader, involved handling multiple school stakeholders, very challenging to deliver results etc)

If no, why.

- 13) Do you perceive that the resources you were provided to achieve the performance goals you set in your past appraisals have contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which resources and how (human resource, technology, position, financial resources etc).

If no, why.

- 14) Do you perceive that the resources you were provided to achieve the training goals you set in your past appraisals have contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which resources and how (human resource, technology, position, financial resources etc).

If no, why.

- 15) Do you perceive that the confidence you have had to achieve the performance goals you set in your past appraisals has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore how

If no, why.

16) Do you perceive that the confidence you have had to achieve the training goals you set in your past appraisals has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore how If

no, why.

### **Section C: Goal Mediators**

17) Do you perceive that the performance goals you set in your past appraisals were SMART (*specific, measurable, attainable, realistic and time bound*) and that is why they have contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore how SMART;

If no, explore why

18) Do you perceive that the training goals you set in your past appraisals were SMART (*specific, measurable, attainable, realistic and time bound*) and that is why they have contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore how SMART;

If no, explore why

19) Do you perceive that the persistence you have had to achieve the performance goals you set in your past appraisals has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore how

If no, why.

20) Do you perceive that the persistence you have had to achieve the training goals you set in your past appraisals has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore how

If no, why.

21) Have you always had a specific strategy to attain the performance goals you set in your past appraisals, and that you can say that the strategy has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which strategy (ies) and how they have contributed.

If no, why.

22) Have you always had a specific strategy to attain the training goals you set in your past appraisals, and that you can say that the strategy has contributed to your longterm training, coaching, mentorship and education you have attained?

If yes, explore which strategy (ies) and how they have contributed.

If no, why.

23) Do you agree that if performance appraisals and career development (step-by-step leading to long term training, coaching, mentorship and education) were led and driven by both school managers and teachers, performance appraisals would contribute to the teacher's career development?

If yes, explain how this could be done

If no, why do you disagree?

**END**

### **Appendix II: FGD Guide**

Dear respondent, my name is Arineitwe Raphael a student of masters of education at Uganda Martyrs University. I am carrying out a study on PERFORMANCE APPRAISALS AND TEACHERS CAREER DEVELOPMENT IN GOVERNMENT-AIDED SECONDARY SCHOOLS, MASAKA CITY. You have been carefully selected to participate in the study by.....I request you to accept and participate in this study.

**Instructions:** Write participant study number on the verbatim transcript and speak the participant study number at the beginning of the electronic recording.

Study number (s) \_\_\_\_\_

Position \_\_\_\_\_ Years of experience \_\_\_\_\_

## **Section A: Goal properties**

- 1) Do you think the performance and training goals you set in your past performance appraisals were specific to what is need in your job, were straight forward or not confusing and provided you a challenge to improve your competence (career development)?
- 2) What do you perceive as the connection between the performance goals you set in your past performance appraisals and the long-term training, coaching, mentorship and education you have attained?
- 3) What do you perceive as the connection between the training goals you set in your past performance appraisals and the long-term training, coaching, mentorship and education you have attained?
- 4) Do you perceive that the performance goals you set in your past appraisals have contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore why and how

If no, explore why

- 5) Do you perceive that the training goals you set to improve performance in your past appraisals have contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore why and how

If no, explore why

## **Section B: Goal moderators**

- 6) Do you perceive that you had the ability to achieve the performance goals you set in your past appraisals contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore what abilities and how the abilities have been used.

If no, explore how the person thought he/she would achieve the set goals and the long-term career development needs.

- 7) Do you perceive that you had the ability to achieve the training goals you set in your past appraisals contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore what abilities and how the abilities have been used.

If no, explore how the person thought he/she would achieve the set goals and the long-term career development needs.

- 8) Did the feedback you received on your performance during your past performance appraisals drove your efforts to your long-term training, coaching, mentorship and education you have attained?

If, yes, How

If no why

- 9) Did the feedback you received on your training needs during your past performance appraisals drove your efforts to your long-term training, coaching, mentorship and education you have attained?

If, yes, How

If no why

- 10) Do you perceive that your commitment to achieve the performance goals you set in your past appraisals have contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which commitment (professional; position, career, financial, responsibility etc. commitments).

If no, why.

- 11) Do you perceive that your commitment to achieve the training goals you set in your past appraisals have contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which commitment (professional; position, career, financial, responsibility etc. commitments).

If no, why.

12) Do you perceive that the level of complexity of the tasks you have had during your past performance appraisal contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore task complexity (whether the task required working as a leader, involved handling multiple school stakeholders, very challenging to deliver results etc)

If no, why.

13) Do you perceive that the resources you were provided to achieve the performance goals you set in your past appraisals have contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which resources and how (human resource, technology, position, financial resources etc).

If no, why.

14) Do you perceive that the resources you were provided to achieve the training goals you set in your past appraisals have contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which resources and how (human resource, technology, position, financial resources etc).

If no, why.

15) Do you perceive that the confidence you have had to achieve the performance goals you set in your past appraisals has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore how

If no, why.

16) Do you perceive that the confidence you have had to achieve the training goals you set in your past appraisals has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore how If

no, why.

## Section C: Goal Mediators

17) Do you perceive that the performance goals you set in your past appraisals were SMART (*specific, measurable, attainable, realistic and time bound*) and that is why they have contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore how SMART;

If no, explore why

18) Do you perceive that the training goals you set in your past appraisals were SMART (*specific, measurable, attainable, realistic and time bound*) and that is why they have contributed to the long-term training, coaching, mentorship and education you have attained?

If yes, explore how SMART;

If no, explore why

19) Do you perceive that the persistence you have had to achieve the performance goals you set in your past appraisals has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore how

If no, why.

20) Do you perceive that the persistence you have had to achieve the training goals you set in your past appraisals has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore how

If no, why.

21) Have you always had a specific strategy to attain the performance goals you set in your past appraisals, and that you can say that the strategy has contributed to your long-term training, coaching, mentorship and education you have attained?

If yes, explore which strategy (ies) and how they have contributed.

If no, why.

22) Have you always had a specific strategy to attain the training goals you set in your past appraisals, and that you can say that the strategy has contributed to your longterm training, coaching, mentorship and education you have attained?

If yes, explore which strategy (ies) and how they have contributed.

If no, why.

23) Do you agree that if performance appraisals and career development (step-by-step leading to long term training, coaching, mentorship and education) were led and driven by both school managers and teachers, performance appraisals would contribute to the teacher's career development? If yes, explain how this could be done

If no, why do you disagree?

**END**

## Appendix III: Administrative clearance letter



making a difference

The Faculty of Education

Date: 22/05/2025

### RE: PERMISSION LETTER TO CONDUCT FIELD RESEARCH

Dear Sir/Madam,

Greetings from Uganda Martyrs University. The Faculty of Education is delighted to introduce **ARINEITWE RAPHAEL**, Registration number: 2022-M312-31480, a student pursuing a Master of Education degree of Uganda Martyrs University. He is undertaking research in partial fulfillment of the requirements leading to the degree award.

His research topic is: **PERFORMANCE APPRAISALS AND TEACHERS CAREER DEVELOPMENT IN GOVERNMENT- AIDED SECONDARY SCHOOLS, MASAKA CITY.**

We request that you offer him the necessary assistance in order to complete this research project. For further inquiry on this matter, please contact me at 0772-366156 or email: aodele@umu.ac.ug. Thank you for your support and cooperation.

Sincerely,

Dr. Anne Odele

Head of Postgraduate Department

Faculty of Education



Received  
*[Handwritten Signature]*  
30/5/25



The Faculty of Education

Date: 22/05/2025

**RE: PERMISSION LETTER TO CONDUCT FIELD RESEARCH**

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We request that you offer him the necessary assistance in order to complete this research project. For further inquiry on this matter, please contact me at 0772-366156 or email: aodele@umu.ac.ug. Thank you for your support and cooperation.

Sincerely,

Dr. Anne Odele  
Head of Postgraduate Department  
Faculty of Education

Please Deputy HT  
handle.

30/05/25

HEADMASTER  
KADDUGALLA SEC. SCHOOL  
P.O. Box 892, MASAKA