

IMPACT OF PERFORMANCE APPRAISAL ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN KWARA STATE

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Abstract

This study was carried out to examine how job satisfaction can be enhanced through effective performance appraisal in secondary school in Kwara State. It focused on what influence job satisfaction and impact of such influences and the use of effective performance appraisal system in enhancing job satisfaction among teachers in secondary. Survey research design was used for this study. The population for the study comprised all the teachers in Government Day Secondary School, Adeta, Ilorin. The teacher sample was fifty (50) out of which thirty (30) respondents returned their questionnaire. In analyzing the data collected, simple percentage is used, while z-score test was used to test the hypotheses. The study findings revealed that there is no significant relationship between job satisfaction and appraisal system among the secondary school teachers in Kwara State. The study concluded that effective appraisal system will enhance performance of teachers in secondary schools. On the basis of this finding, the study recommended that government and policy makers should provide a conducive environment for teachers in order to enhance job satisfaction among the secondary school teachers.

Keywords: Appraisal System, Performance Appraisal, Secondary School, Job Satisfaction

Introduction

It has been established that a manager's job is to achieve results through people. The major pre-occupation of man has been work which is a central attribute of our society. It occupies a greater proportion of human activities and the economic reward obtained from it determines to a greater extent individual's rewards and standard of living. As a result of this, man is motivated to work because he believes that this engagement in work will bring him to a state of being satisfied more than his present state. Since it is a natural phenomenon for individual to work, satisfaction with the job is a pre-requisite for an effective and efficient performance which will eventually lead to the improvement of job satisfaction of employees when the performance is effectively appraised and rewarded.

The concept of job satisfaction with its effects on workers psychological well-being has been a matter of concern for many years. This is due to the fact that a satisfied worker is invariably an efficient and effective employee. A satisfied worker is an asset to an organization. The postulate of a positive relationship between employees motivation and subsequent moral and assumed happiness dated back to Frederick Taylor's principles of scientific management theory, which asserts that interest between the employer and employee give rise to workman getting what he wants most i.e. high wages and the employer, what he too wants, which is a low labour cost. This means recognizing the importance of human element in organization coupled with the satisfaction of this element on the attainment of organizational objectives and goals. Performance appraisal is the process of appraising staff performance against previously agreed standard and targets. Therefore, the essence of performance appraisal is to assess and determine the quality of contributions and possible worth of potential. It is a system of determining how well an individual employee has performed during a period of time. It is frequently used for determining employees excellence in matters pertaining to his present job and his potential for a better job (Ivancevich,2004), Beach,(1975). The objective of the study is to examine the relationship between job satisfaction and appraisal system among the teachers in secondary school in Kwara State.

The study is significance because it will assist teachers to know the strategic role of performance appraisal. It is significance to the school authority in the sense that it will serve as a means of evaluation of teachers. The study will assist the school authority to pinpoint the teachers that are doing his/her jobs as expected.

Literature Review

Aderounmu (2004) posited that there is an inconclusive debate regarding the nature of the relationship between a person's job satisfaction and his job performance. There are two main propositions on this issue; while one argues that satisfaction causes performance, a more recent view point states that performance causes satisfaction. These two prepositions are reviewed briefly below:

The "Satisfaction Causes Performance" Propositions:

The main assumption of this proposition is that the extent to which employee has feeling of job satisfaction significantly affects his/her job performance. This is the basic assertion of the human relations movement whose emphasis after the Hawthorne studies of Elton Mayo, viewed the morale-productivity relationship quite simply as: higher morale would lead to improved productivity. This is a reflection of the popular belief that a happy worker is a productive worker and the idea that the factors which are conducive for efficiency in an organization are not necessarily the same as those factors that make for happiness, teamwork and morale sometimes question the claim that management can increase productivity by satisfying the employees' needs. The claim that satisfaction leads to better performance has been rejected by Vroom whose revelation is known as Expectancy theory, which posits that motivation will be high when workers' belief that high levels of effort will lead to high performance and will lead to the attainment of desired outcomes.

Determining Factors of Job Satisfaction

Gareth (2000) and David (2002), were of the view that, since a satisfied worker is invariably an efficient and effective worker and serves as an asset to the organization, there is the need to evaluate the factors influencing the job satisfaction of individual employee in an organization. The determining factors of job satisfaction include:

Work: Work attributes that have been found to be related to work interest and satisfaction include, opportunities to use one's valued skills and abilities; opportunities for new learning, creativity, variety, control over work method and work pace, job enrichment (which involves increasing responsibility and control) and complexity. While each of the features is conceptionally different from one another, there is one element which they have in common which is element of mental challenge. In the absence of adequate mental challenge or presence of work task that is accomplished automatically i.e. without skill or effort, one

experience boredom which is the opposite of interest. If challenge of work is sufficiently greater and accepted by the employee, he will become both interested and involved in the job.

Challenge stimulates involvement because it requires the exercise of individual judgement and choice, actions and outcomes for which one takes personal responsibility will ordinarily produce great effect than those for which one is not responsible because more of one's self i.e one's ego is involved in the job. Also, challenge requires commitment to the goal one is seeking as too little challenge can result in dissatisfaction; even if the degree of challenge is too great that the individual cannot cope with it can make him experience a sense of failure and frustration with his work. If the challenge is moderate, in the sense that success is difficult but possible, then the individual will experience pleasure and satisfaction. Thus, there must not be only opportunities or challenges on the job but these challenges must be successfully overcome for the individual to experience job satisfaction.

Pay: This includes employees' base salaries, pay raises and bonuses and is determined by some factors such as characteristics of the organization, characteristics of the job and levels of the performance. On the basis of performance evaluation, managers should distribute pay to employees. By rewarding high-performing employees with pay raises bonuses, etc, managers increase the likelihood that an organization's most valued resources are motivated to continue their high levels of contribution to the organization; and when pay is linked to performance, high-performing employees are more likely to stay with the organization thereby gaining more satisfaction with the job.

Promotion: Satisfaction with promotion can be viewed like pay as a function of the frequency of promotion in relation to what is desired and the importance of promotion to the individual. The roots of the desire would include the desire for justice (if one has earned the promotion), the desire for psychological growth (which is made possible by greater responsibility) and the desire for social status (for those who based their self-image on what others think of them).

While equity exists when a person perceives his/her own outcome/input ratio to be equal to another person who is perceived to be similar to one self's outcome/input ratio and it is defined as a factor that influences a person's value standard concerning desired number of promotions; it is not the only factor, it is easily believed that an employee can appraise the promotion system in his organization as fair and yet be dissatisfied with his chance of promotion simply

because there is none. Such an individual's value standard would depend upon his personal ambition and career aspiration. Alternatively, an individual might view the promotion system in his organization as unfair and still be personally satisfied with it, because he does not desire to be promoted. Since promotion ordinarily entails an increase in responsibility and work difficulty, an individual who does not feel up to such a challenge will not desire to be promoted or will at least be in conflict at the prospect.

Working Conditions Physical: Generally, employees value physical surroundings which are not dangerous or uncomfortable. With respect to features such as temperature, humidity, ventilation, lighting and noise; moderate rather than extreme degrees are preferred since extreme cause's physical discomfort and reduction in one's ability to work. Physical conditions such as those mentioned above unless they are extremely good or bad, are usually taken for granted by most employees. The basic principle underlying the employee's preference for pleasant working conditions are: the desire for physical comfort based on his physical needs and; the desire for conditions which facilitate and/or do not block the attainment of his work. It has been observed that complaints about the physical working conditions are sometimes symbols or manifestations of deeper frustration (for example, anxiety, personal problems, distrust of management, dislike for work itself, etc) and disappear when those problems are resolved and satisfaction is ensured for the employee.

Welfare Programmes, Training and Development: Welfare is a corporate attitude or commitment reflected in the expressed care for all employees. Three major welfare provisions which employees can reasonably expect to enjoy as basic rights are: Right to health and safety; right to be managed fairly and right to information and communication. Notable signs of poor welfare programme in an organization will include low productivity, increased accident rate, increased absenteeism, high staff turnover, etc. Training and development helps to ensure that organizational members have the knowledge and skills they need to perform their jobs effectively, assume new responsibilities, and adapt to changing conditions and challenges thereby leading to job satisfaction for the employees.

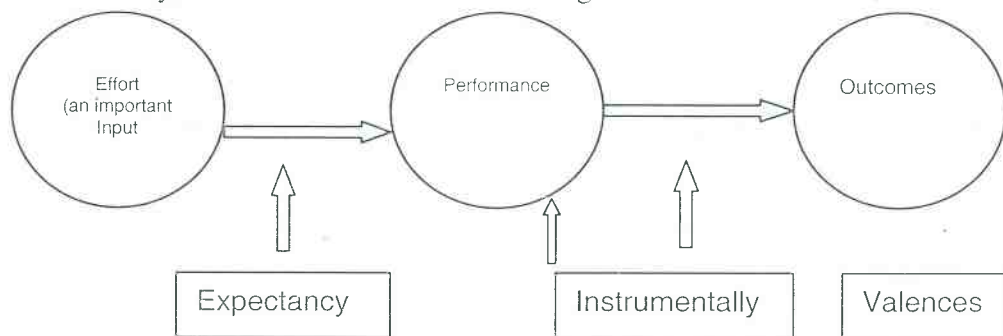
Organization can determined the nature of an individual's work task, his work load, his degree of responsibility (i.e who is responsible to who and for what), his rate of pay and physical condition of the work, which can all go a long way in determining an employee's satisfaction with his job.

Motivational Theories

An organization with the best strategy in place and appropriate organizational architecture will be effective only if its members are motivated to perform at a high level. The following important theories will be discussed as they relate to this study:

- Expectancy Theory
- Maslow's Theory of Needs
- Herzberg's Motivator – Hygiene Theory
- Equity Theory
- McGregor's Theory X and Y

Expectancy Theory: Victor Vroom (1964), posits that motivation will be high when workers believe that high levels of effort will lead to high performance and eventually lead to the attainment of desired outcomes. Expectancy Theory is one of the most popular theories of work motivation, because it focuses on all three parts of the motivation equation: inputs (effort), performance, and outcomes. It identifies three major factors that determine a person's motivation: expectancy, instrumentality, and valence as shown in the figure below”



Source: Gareth, Jennifer and Charles (2000).

Expectancy: This is a person's perception about the extent to which effort (an input) will result in a certain level of performance. A person's level of expectancy determines whether he/she believes that a high level of effort will result in a high level of performance. People are motivated to put forth a lot of effort on their jobs only if they think their effort will pay off in high performance- that is, if they have a high expectancy.

Instrumentality: Expectancy captures a person's perceptions about the relationship between effort and performance. Instrumentality, the second major concept in

expectancy theory, is a person's perception about the extent to which performance at a certain level will result in the attainment of outcomes. According to expectancy theory, employees will be motivated to perform at a high level, only if they think that high performance will lead to (an instrumental for attaining) outcomes such as pay, job security, interesting job assignments, bonuses, or a feeling of accomplishment. People must perceive that if they do perform highly, they will receive outcomes.

Valence: Expectancy theory acknowledges that people differ in their preferences for outcomes. For many people, pay is the most important outcome of working, for others, a feeling of accomplishment or enjoying one's work is more important than pay. Valence refers to the how desirable each if the outcomes available from a job or organization is to a person. Managers need to determine which outcomes have high valence for motivating organizational members i.e highly desired and make sure that those outcome are provided when members perform at a high level.

Conclusively, expectancy theory acknowledges that, high motivation results from high levels of expectancy, instrumentality, and valence. If any one of these factors is low, motivation is likely to be low. No matter how tightly desired outcomes are linked to performance, if a worker thinks that it is practically impossible for him to perform at a high level, then motivation to perform at a high level will be exceedingly low. Managers should strive to ensure that employees' levels of these factors are high so that they will be highly motivated.

Maslow's Theory of Needs: Abraham Maslow, a psychologist whose work has a great impact in the motivational study, proposed that all people seek to satisfy five basic kinds of needs: psychological, safety and security, social and belongingness, esteem and self-actualization needs. He suggested that these needs constitute a hierarchy of needs, with the basic or compelling needs at the bottom. Maslow argued that these lowest level needs must be met before a person will strive to satisfy needs higher up in the hierarchy. Once a need is satisfied, it ceases to operate as a source of motivation. The lowest level of unmet needs in the hierarchy is the prime motivator of behaviour and only one level of needs is motivational at a time.

With Maslow's theory of needs, it can be drawn that people differ in what needs they are trying to satisfy at work and; to have a motivated workforce, managers must determine which needs employees are trying to satisfy in organizations and

then make sure that individuals receive outcomes that will satisfy their needs when they perform at a high level and contribute to organizational effectiveness. By doing this, managers align the individual employee's interest with the organizational interest as a whole.

Herzberg's Motivator-Hygiene Theory: This is one of the most publicized theories of motivation which was developed by Frederick Herzberg. The theory has been referred to as motivation-maintenance theory, two-factor theory or dual theory. Herzberg and his associate conducted a research where he interviewed 200 accountants and engineers and asked them to describe situations when they felt exceptionally good or bad with their jobs. Through the analysis of the results of the interview, he concluded that:

- A. There are factors associated with good feelings which are intrinsic factors relating to the job context or nature of the job itself which are described as Satisfiers or Motivators. They include achievement, recognition, work itself, responsibility and advancement.
- B. There are factors associated with bad feelings which are extrinsic factors which are referred to as Dissatisfiers or hygiene factors. Such factors include: company and administrative policy, supervision, interpersonal relations, working conditions and salary.

Herzberg concluded that when the satisfiers or motivators are put in place, they contribute to job satisfaction but their absence does not necessarily cause job dissatisfaction and; conversely, the hygiene factors' absence will create job dissatisfaction but a substantial amount of the hygiene factors will not also create job satisfaction or motivation. The hygiene factors are to maintain employees in a state of equilibrium. Herzberg suggested that in order to have a highly motivated and satisfied workforce, managers should take steps to ensure that employees' motivator needs are met for motivation and job satisfaction to be high and, he also prompts managers to study how jobs can be designed or redesigned so that they are intrinsically motivating.

Equity Theory: theory of motivation that concentrates on people's perceptions of the fairness of their work outcomes relative to, or in proportion to, their work inputs. The four elements used in this theory include: the considerator i.e. the employee; referent-other employee being compared with; inputs-the amount of job done, and outcome- what the considerator receives. There can be equity or

inequity perception; equity exists when a person perceives his or her own outcome/input ratio to be equal to a referent's outcome/input ratio, and inequity exists when a person's outcome/input ratio is not perceived to be equal to a referent's outcome/input ratio. Equity theory suggested that most people can restore equity by: changing inputs; changing their perceptions of their own or referents' inputs or outcomes; changing referent or simply leave the organization. Managers must realize the importance of equity for motivation and performance and continually strive to ensure that employees feel they are being equitably treated.

McGregor's Theory X and Y: Douglas Murray McGregor postulated a fundamental theory of human behaviour based on man's natural attitude towards work. He proposed two distinct views which he called theory X and theory Y. Based on McGregor's view, the following are the assumptions included in theory X:

1. Average human being has an inherent dislike for work and will avoid it if he can
2. Because of the dislike for work, most people must be coerced, controlled, directed, and threatened with punishment in order to get them to put forth adequate effort towards achieving the organizational goals and objectives.
3. Average human being prefers to be directed, wishes to avoid responsibility, and has relatively little ambition and, above all, wants security.

Theory Y's assumptions are:

1. The expenditure of physical and mental effort in work is as natural as play or rest
2. People will exercise self-direction and self-control in the service of objectives to which they are committed.
3. Average human being learns, under proper conditions, not only to accept but to seek responsibility
4. The capacity or ability to exercise relatively high degree of innovation and creativity in the solution of organizational problems is widely, not narrowly, dispersed in the population. McGregor held to the belief that theory Y's assumptions were more valuable than theory X, he therefore proposed participation in decision making, responsibility and challenging

jobs and good group relations and approaches that would maximize an employee's satisfaction. The relevance of McGregor's theory and Y to the factors that affect job satisfaction in an organization include: it enables managers to understand the major determinants of job satisfaction of their employees thereby improving such determinants, and enable managers to initiate appropriate managerial practices that will increase the employees' performances and enhance job satisfaction.

So far, attempts have been made to discuss a number of theories which are relevant to this study. Inspire of job satisfaction theories, there seems to be a sort of agreement among the theories that satisfaction with one's job is a function of congruence between the needs of an individual and the job situation. That is, when the characteristics of a job are compatible with the needs of an employee, he will experience job satisfaction. On the other hand, if a person is unhappy with his job, the better is that job is perhaps not satisfying his needs. Since job satisfaction is far from being a one-dimensional phenomenon, to understand it, one must examine not only the various job aspects and organizational environments, but should also have a understanding of the individual's value system. According to Atolagbe and Aremu (2014) there is need for appropriate strategies in the school system in order to enhance teacher performance.

Concept of Performance Appraisal

Performance appraisal is a system which involves the formal evaluation of individual employee's job performance to discuss aspect of their work such as what they do well, where their weaknesses are, what needs improvement and how it can be achieved, where their future development lays and some other future challenges.

According to the US Office of Personnel Management, performance appraisal has been defined as all periodic written assessment of job performance measured against responsibilities, goals and/ or task, specific duties assigned and agreed to as well as identification of strengths and weaknesses demonstrated by employee's potential and training or development needs. The US Office of Personnel Management said that the concept of performance appraisal's efficacy as a tool is for improving organizational and individual performance and therefore pointed out three advantages of its definition of performance appraisal as enumerated below:

- It is a regular and continuous process by which the quality, quantity and style of performance and various factors that influence performance are assessed and evaluated.
- It involves appraisal of the growth potential of an employee with a view to providing organizations with information that not only leads to positive action but for other planning purposes.
- It ensures that individuals are provided with necessary feedback for performance improvements, personal growth and job satisfaction.

Gareth (2000), also defined performance appraisal as the evaluation of employees; job performance and contributions to their organization. In order to have an effective performance appraisal system, there must be performance feedback which is the process through which managers share performance appraisal information with their subordinates, give subordinates opportunity to reflect on their own performance, and develop, with subordinates, plans for the future. In order for there to be performance feedback, performance appraisal must take place because it can contribute to employee motivation and performance. To generate useful information to feed back to subordinates, managers can use both formal and informal appraisals. Formal appraisals are conducted at set times during the year and are based on performance dimensions and measures that have been specified in advance. Informal appraisals are where managers and their subordinates meet informally as the need arises to discuss ongoing progress and areas for improvement.

Purposes of Performance Appraisal

Performance appraisal has become a very important tool for organizations in a dynamic and complex economy. Every organization has a purpose of making use of performance appraisal and all other tools that can help them in achieving their main goals. The co-operation of the individual employees is vital for any meaningful achievement in the appraisal system. Most of the performance evaluation is done essentially for deciding promotion but modern practices see the purpose of appraisal in a broader perspective but according to Flippo (1984), below are two major purposes for appraising performance:

1. Performance appraisal gives manager important information on which to base human resources or personnel decisions such as pay raises, promotion etc.

2. Performance appraisal improves the management of human resources by helping employees realize and fully utilize their potentials while striving to achieve organizational goals through training and development.

From a different context, according to "Net 1, purpose of performance appraisal can be viewed from two approaches: Traditional and development approaches. The traditional approach, also known as the overall or organization approach has been primarily concerned with the overall organization and has been involved with past performance while the developmental approach viewed the employees as individuals and has been forward looking through the use of goal setting and under this approach, performance appraisal serves as a contributor to employee motivation, development and human resource planning.

Performance appraisal for evaluation using the traditional approach has served the following purposes:

- Promotion, separation and transfer decisions
- Feedback to the employee regarding how the organization goals
- Criteria for evaluating the effectiveness of selection and placement decisions including merit increases, promotions and other rewards

Methodology

The study focused on the influence of performance appraisal on job satisfaction among teachers in secondary. Survey research design was used for this study. The population for the study comprised all the teachers in Government Day Secondary School, Adeta, Ilorin. The teacher sample was thirty (30). The instrument that is used for sourcing of information for this research work was a researcher-designed questionnaire. It focuses on personal information about the respondents which includes gender, age marital status, academic qualification, length of service in the organization and post held in the school. Section B consists of some statement for which respondents indicate their response to draw up data in respect to the research problems and hypotheses.

Sample and Sampling Technique

Fifty (50) respondents were selected and administered the questionnaire in the selected secondary school in Ilorin metropolis, which consist mainly secondary school teacher in senior schools using the simple random sampling technique, where each teacher has an equal chance of being a respondent to the administered questionnaire. The data collected was analyzed using simple frequency distribution analysis and chi-square statistical technique.

Research Hypotheses

Ho: There is no significant relationship impact between performance appraised and job satisfaction among teachers in secondary schools.

Methods of Data Analysis

For this research work, simple percentage was used to analysis the data collected, while Z – score test was used to test the hypotheses formulated. The formula for Z-score test is a as given below:

$$Z = \frac{\bar{x} - u}{sd \cdot \frac{1}{\sqrt{n}}}$$

Where $sd = s.e$

$$\frac{s.e}{\sqrt{n}}$$

Where

$\bar{x}$ = sample mean

u = population mean

sd = standard deviation

n = total number of respondents

$s.e$ = standard error

Therefore Z-score test can be modify as:

$$Z = \frac{\bar{x} - u}{s.e}$$

Data Presentation and Analysis

This section presents the analysis of the data collected and gives the result obtained. Simple percentage and Z- score test is used in analyzing the result obtained from the questionnaire administered. Fifty questionnaires were administered while thirty were returned which is sixty percent return rate and serves as the sample for the population used. Based on Roscoe(1975), the returned questionnaire of 30 is acceptable. He emphasized that 10% of study's population is acceptable for any investigation.

Table 1: Analysis of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	18	60%
Female	12	40%
Total	30	100%

Source: Administered Questionnaire, 2015

The above table shows that 60% of the respondents were male while 40% were female. This shows that more male were employed compare to their female counterparts in selected secondary schools, Ilorin. The major reason that can be given for this result is because teaching jobs requires employees capable for the stressful and rigorous work.

Table 2: Age of respondents

Age	Frequency	Percentage (%)
Below 25 years	7	23%
26- 35years	17	57%
36-45years	5	17%
46-55years	1	3%
56years and above	-	-
Total	30	100%

Source: Field work , 2015

Sample chosen for this study shows that 57% of the respondents fall's within the age bracket of 26-35 years which is the highest percentage. This is followed by age bracket of below 25 years with 23% and 36-45 years bracket with 17% while respondents within 46-55 years age bracket with 3% and none falls within the age brackets of 56years and above. The result of this analysis indicates that most of the teachers' falls within the prime age which gives them the agility require for the teaching profession.

Table 3: Analysis of Respondents by Marital Status

Marital status	Frequency	Percentage (%)
Married	16	53%
Single	14	47%
Widow	-	-
Divorced	-	-
Total	30	100

Source: Field work, 2015

From the table above, the result reveals that 53% of the respondents are married while the remaining 47% are single and none claimed to be either widow or divorced.

Table 4: Analysis of respondents by Academic qualification

Qualification	frequency	Percentage (%)
WASC/NECO/ GCE	3	10%
ND/ NCE	7	23.33%
HND / B.Sc	15	50%
MBA/M.Sc.	4	13.33%
PhD	1	3.33%
Total	30	100%

Source: Field work , 2015

From table 4 above, the result shows that the highest respondents of 50% respondents with HND / B.Sc. qualification while 13.33% of the respondents have MBA / M.Sc qualification while 13.33% of the respondent have WASC / NECO / GCE qualification and just one of those sampled has a PhD qualification which represents 3.33% of the respondents. With this analysis one can depict that high premium is place on quality of human resources recruited and retained in the teaching profession.

Table 5: Analysis of responses whether the secondary school management embark on performance appraisal

Response	Frequency	Percentage (%)
Yes	26	87%
No	4	13 %
Total	30	100%

Source: Field work, 2015

From the table above, result shows that 87% of the respondents agreed that the organization embark upon performance appraisal while 13% of the respondent indicated "No". This result analyze that teaching service commission really embark upon performance appraisal for its teachers to achieve its secondary school goals and objectives through a high performance workforce.

Table 6 Analysis of responses on whether management in secondary consider performance appraisal as an efficient management tool

Response	Frequency	Percentage (%)
Yes	18	60%
No	12	40%
Total	30	100%

Source: Field work, 2015

The result from the above table shows that 60% of the respondents agreed that the organization consider performance appraisal as an efficient management tool while 40% of the respondents disagreed. Hence it can be deduced that performance appraisal is an efficient management tool used for teachers to achieve its educational goals and objectives.

Hypothesis Testing

Testing of hypothesis to find out the significant relationship between job satisfaction and effective appraisal system using Z- score test at 5% level of significance

Response	Frequency (f)	X	fx	x ²	fx ²
Significant	12	2	24	4	48
Insignificant	18	1	18	1	18
Total	30		42		66

Source: Field work, 2015

$$\bar{x} = \frac{\sum fx}{\sum f} = \frac{42}{30} = 1.4$$

$$Sd = \sqrt{\frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2} = \sqrt{\frac{66}{30} - \left(\frac{42}{30}\right)^2} = \sqrt{2.2 - 1.96}$$

$$= \sqrt{0.24} = 0.49$$

$$s.e = \frac{sd}{\sqrt{n}} = \frac{0.49}{\sqrt{30}} = \frac{0.49}{5.48} = 0.09$$

At 5% level of significance critical value = ± 1.96

$$U = \bar{x} + \text{critical value (s.e)}$$

$$= 1.4 \pm 1.96 (0.09)$$

$$= 1.4 \pm 0.176$$

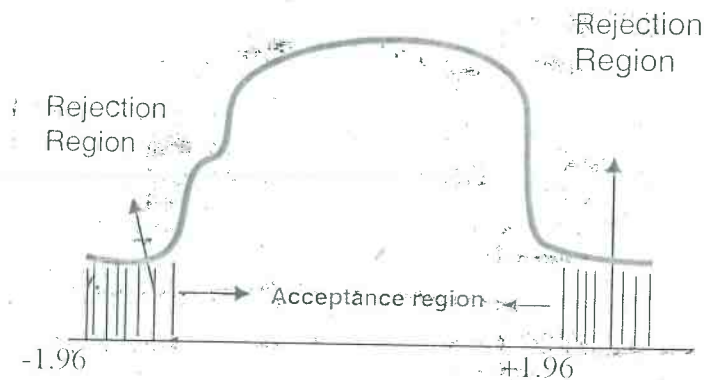
$$= 1.576 \text{ or } 1.224$$

$$Z = \frac{\bar{x} - u}{s.e}$$

$$= \frac{1.4 - 1.576}{0.09} \text{ or } \frac{1.4 - 1.224}{0.09}$$

$$= \frac{-0.176}{0.09} \text{ or } \frac{0.176}{0.09}$$

$$= -1.965 \text{ or } 1.956$$



Decision Rule: Since the calculated score (± 1.956) is less than the tabulated value (± 1.96) at 5% level of significance at 95% confidence interval, the null hypothesis which states that there is no significant impact between performance appraisal and job satisfaction, is accepted.

Discussion of Research Findings

The main purpose of this study is on how job satisfaction can be enhanced through effective performance appraisal system in secondary schools in Kwara State. The frequent, continuous and important evaluation of teachers through performance appraisal is vital, not only for the growth of individual teacher but also for the development of the school. It is important for school management to know and identify teachers who needs additional training in order to contribute to the current performance of the school. As pointed out by Pattanayak(2012) and cited by Ibikunle(2014) performance appraisal has been used for basically three purposes- remedial, maintenance and development.

The hypothesis which state that there is no significant impact between job satisfaction and effective performance appraisal that has been accepted, this indicates that there can be an effective performance appraisal system in an organization without enhancing or improving employee's satisfaction on the job. No matter what it takes, teacher appraisal is usually taken with a view of helping the members of staff to assess their performance. It is important to note that experience itself does not prepare one to conduct performance appraisal (Ibikunle,

2014). It is better for management to inculcate formal training for teachers in order to conduct a meaningful appraisal system in secondary schools.

Conclusion

This study examined the enhancement of job satisfaction through effective performance appraisal in a secondary school, the following conclusion were made in the light of the findings on the research objective and hypothesis. From the findings, it is apparent that job satisfaction is influenced by many factors such as work; pay welfare programmes; training and development; promotions; physical working conditions which should be taken cognizance of, if job satisfaction of employees is to be improved.

The hypothesis that no significant relationship exists between enhancing job satisfaction and effective performance appraisal system indicates that job satisfaction can be enhanced on its own while appraisal of performance can be used to enhance job satisfaction when feedback information is given to the employees are rightly appraised to motivate them.

Recommendations

In view of the above summary of findings and conclusions from this study, to redress the situation in secondary schools, on how job satisfaction can be enhanced through effective performance appraisal system in the following recommendations are as follows:

1. It is recommended that teachers should be encouraged and support work attitude surveys so that they can have knowledge of their students' needs and factors that determine job satisfaction so as to have satisfied and productive work force.
2. Teachers should follow their schools' rules and regulations for appraisal exercise so that it is done with objectivity, justice, equity and fairness.
3. Government or policy makers should endeavor to formulate and implement policies (both new and existing ones) to deal with the education

sector in order to revive the system and increase satisfaction of secondary school teachers.

4. The management of secondary schools be it public or private should also have a periodic review of rewards given to the secondary schools teachers that do well, taking cognizance of the sacrifices level of difficulty, their achievement and contributions made by the employee to productivity when these teachers perceive that the reward they got are commensurate with their efforts they satisfied and they are bound to be motivated to achieve greater things.

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