

**PERFORMANCE MANAGEMENT AND TEACHER EFFECTIVENESS IN
GOVERNMENT AIDED PRIMARY SCHOOLS IN BULAAGO
COORDINATING CENTRE, BULAMBULI DISTRICT,
UGANDA**

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH
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Declaration

I, Richard Otaka do declare that this dissertation titled “Performance Management and Teacher Effectiveness in Primary Schools in Bulaago Coordinating Centre, Bulambuli District, Uganda” is my own original work, prepared and developed through my personal effort. Where the works of others have been used, appropriate acknowledgement of their effort through citation has been done. To the best of my knowledge, this work has never been presented to any other institution for any award.

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

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Approval

This dissertation by Richard Otaka entitled “Performance management and teacher effectiveness in primary schools in Bulaago Coordinating Centre, Bulambuli District, Uganda” has been submitted with our approval.

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Abstract

This study investigated the relationship between performance management and teacher effectiveness in primary schools in Bulaago Coordinating Centre, Bulambuli District, Uganda. The specific objectives that guided the study were; to assess the relationship between goal setting and teacher effectiveness in primary schools in Bulaago Centre Schools; to examine the relationship between performance appraisal and teachers' effectiveness' in primary schools in Bulaago Centre Schools; and to analyse the relationship between career development and teachers' effectiveness in primary schools in Bulaago Centre Schools. A correlational research design was employed on a sample of 102 teachers for the questionnaire. Data were collected using a questionnaire and analysed using quantitative methods. Quantitative data analysis involved descriptive and inferential statistics. Descriptive statistics included frequencies, percentages, means and standard deviations. Inferential analysis involved structural equation modelling (SEM) which was used to test relationships between the study variables. The results revealed that goal setting had positive and significant relationship with teacher effectiveness, therefore the hypotheses were accepted. However, performance management appraisal had positive but insignificant with teacher effectiveness, hence the hypothesis was rejected. It was concluded that performance management elements namely goal setting and career development were imperative for teacher effectiveness while performance appraisal was not essential for teacher effectiveness. However, performance management appraisal had positive but insignificant relationship with teacher effectiveness. It was concluded that goal setting is important for teacher effectiveness, the way performance appraisal is implemented does not enhance teacher effectiveness and career development is necessary for teacher effectiveness. Therefore, it is recommended that administrators should emphasize goal setting in the management of schools, implement performance appraisal in a way that enhances teacher effectiveness, and support teacher career development to enhance their effectiveness.

Chapter One

Introduction

1.0 Introduction

Teacher effectiveness is a very vital ingredient for learners' performance. This is so for teachers who have mastery of their subject area and know how to deliver subject content, manage and monitor student learning and think analytically about teaching methodologies and use their experience (Swargiary & Baglari, 2018). An effective teacher motivates, facilitates and structures the learners own discovery and search for knowledge (Jing & Jinping, 2018). Teachers who are effective, stimulate learners to develop perceptions and behaviors that are vital in life (Blazar, 2017). Effective teaching occurs when there are teachers who are able to utilize appropriate methods and tactics, make links with learners to improve their achievements through setting a specified set of attitudes (Stronge et al., 2011). Therefore, it is important to explore the factors that enhance teachers' effectiveness and performance management. This study investigated whether performance management in the Uganda civil service implementation related to teacher effectiveness of primary teachers in Bulaago Centre Schools in Bulambuli district, Uganda.

1.1 Background

1.1.1 Historical Perspective. Throughout history, teacher effectiveness has been a source of concern. In the United States of America (USA) municipalities, the Clergy evaluated teacher effectiveness in the 1700s. Their extensive education and anticipated capacity to manage religious instruction in schools, Clergy were logically selected for this job. The quality of instruction was to be monitored by individual supervisors and supervisory committees (Mupa & Chinooneka, 2019). During the first periods of the twentieth century,

in the USA Taylor (1911) Scientific Management strategies penetrated into schools. Emphasis was put on monitoring the quality of instruction by individual supervisors or supervisory committees. Consequently, there was creating of the National Board for Professional Teaching Standards to ensure teacher certification process, value-added assessment of individual teachers, observation of teachers and teachers assessment by learners for effective teaching (Marzano et al., 2011).

In the United Kingdom (UK), teacher motivation was described as low in the 2000s, resulting in low teacher effectiveness (Torrington et al., 2003). As a solution to low teacher effectiveness, all schools and governing bodies for centrally attached staff have been tasked to evaluate teacher effectiveness on an annual basis since 2002 (Bahr, & Mellors, 2016). In 2008, Australia introduced the Teacher for Australia Program to fast track highly achieving graduates into teaching. The Australian Professional Standards for Teachers were also established to specify standards of teacher work and explicitly describe the aspects of higher-quality effective teaching in 21st-century schools. The standards lay out the knowledge, practice, and professional engagement that teachers must have throughout their careers (Mayer et al., 2013).

In developing countries of Africa, the decrease of teacher effectiveness is higher with teachers unable to equip learners with the skills, knowledge and dispositions needed in the globalized 21th century world (Care et al., 2018, Kafu, 2011, Ozoemena, 2013). Instead, the emphasis is frequently placed on passing exams in order to obtain certificates (Kellaghan & Greaney, 2019). This condition leads to a lack of human capital development, unemployment, poverty and a high rate of examination fraud (Abonyi, 2014). South Africa, for example, is dealing with a huge number of dysfunctional schools as a result of disgruntled, demoralized, and underperforming teachers (Pretorius, 2014). Teachers in Nigerian public schools have a tendency to dedicate more time and energy to

trade-union issues in order to improve their working conditions rather than attention to students (Ozoemena, 2013).

In Uganda, teacher effectiveness faces similar challenges like any other country in Africa. Teachers used to be held in great respect in the colonial education system, and they became effective by providing excellent results. However, teacher effectiveness changed in the 1970s (Mazaki, 2017). Due to the education sector which was impacted by the country's political turmoil in the 1970s and 1980s, causing a drop in teacher effectiveness (Oketch & Rolleston, 2007). During the 1970s and 1980s, the country's political instability influenced the education sub-sector, leading to a reduction in teacher effectiveness (Essama-Nssah, 2011). Teachers have been alleged of not fully covering the curriculum due to overload, teacher absenteeism, and a negative attitude toward the profession among some teaching staff, all of which have harmed their effectiveness (Mazaki, 2017).

To enhance effectiveness of public service workers in Uganda including teachers, the government in the early 1990s introduced the performance management approach (Tumwebaze, 2015). Performance management in Uganda encompasses content knowledge, personal conduct, professional effectiveness, pedagogical effectiveness and classroom management (Ministry of Education and Sports [MoES] (2016), on competence profile for the primary school teachers in Uganda, Hobbs 2012, Swargiary & Baglari, 2018). Nevertheless, performance management approach was already in existence in other national countries. The approach can be traced from the United Kingdom in the early 1980s. At that time, it was widely connected with the introduction of New Public Management (NPM) and in particular with the measures advocated by the Jarrant Committee in the mid-1980s to administer universities more efficiently and effectively. The committee advocated that education institutions should adopt performance management approaches such as qualitative performance indicators and staff appraisals

(Ter Bogt & Scapens, 2012). Performance appraisals provide different component such as planning, monitoring, assessment and improvement to guide employees and employers to meet the overall organization success (Ministry of public serviceon performance appraisal in public service, 2007).

In Uganda, in the late 1990s the performance management approach was implemented for all workers in public service by the Ministry of Public Service (Tumwebaze, 2015). The approach provided guidelines for performance of teachers, with teachers having to be appraised by head teachers who together with individual teachers agree on certain performance targets each year (Ministry of Public Service, 2007). The aim of performance evaluation was to decide on the level to which agreed upon performance goals are met, identify the appraiser's progress needs in maximizing his or her potential, boost officer encouragement, provide constructive performance feedback, and improve staff performance through performance planning, monitoring, assessment, and improvement (Pulakos, 2004).

In 2011, the Ministry of Public Service established performance agreements as a new approach for increasing team and individual effectiveness and continuously develop employee knowledge, skills, and competences, as well as public service delivery responsibility. Much as all the above efforts have been set in place by Uganda Government to increase teacher effectiveness, nonetheless, it remains low. For instance, National Assessment of Progress report [NAPE], (2016), on Assessment of Literacy Level, revealed that teacher effectiveness largely remains poor. Accordingly, teachers are not doing well with respect to time management, preparation to teach and cover adequate content and methods (Ministry of Education and Sports Report [MoES], 2020) on teacher presence in public primary schools. It is therefore upon this background that the study examined factors relating to effectiveness of teachers in terms of content knowledge,

personal conduct, professional effectiveness, pedagogical effectiveness and classroom management and performance management in relation to setting of goals, performance appraisal and career development.

1.1.2 Theoretical Perspective. The study centred on the Goal Setting Theory (GST) by Locke and Latham (2006). The GST explains that a goal is a target of act that is essential to be deliberately gained and attained. GST highlights ways that attach goals to performance outcome; direct attention and action, stimulate efforts, increase persistence and motivate the individual to develop appropriate actions to performance strategy (Farah, 2017, Johnson, 2012). GST proposes that managers should focus on goal directed behaviours' to make their employees engaged and increase performance (Osborne & Hammoud, 2017, Lock & Smith, 2013). Rainey and Jung (2015) add that employees produce better results when work is guided by clear, specific and challenging goals. Individuals are more likely to focus effort toward accomplishing their goals if they are involved in goal formulation and receive constant feedback, according to the Goal Setting Theory (Sebastian et al., 2015).

The GST suggests that with specific goals, employee participation during goal setting and goal commitment together with application of performance measurement system cause higher level of performance (Aunurrafiq et al., 2015). School managers use goal setting process as one strategy to improve teacher practice by providing continuous feedback for professional development (Bryk et al., 2015). GST proposes that effective performance management involves setting goals, reviewing progress (performance appraisal) and development of workers by developing their knowledge, skills and abilities to enhance employee effectiveness (Armstrong, 2015). Therefore, basing on GST, this study examined the of performance management practices on goal setting, performance

appraisal and career development with effectiveness of primary school teachers in the Uganda context.

1.1.3 Conceptual Perspective. Performance management is the independent variable and teacher effectiveness the dependent variable. Performance management is defined in this study as a uninterrupted practice of increasing worker's out come by planning for individual and team goals, review and measure progress, for the purpose of expanding people's knowledge, skills, and talents (Armstrong, 2015). In this study, basing on the Goal Setting Theory, performance management is defined as setting of goals, performance appraisal and career development (Armstrong & Taylor, 2020). Goal setting can be stated as a set package of computing numerical outcome for inspiring individual workers to perform (Sauers & Bass, 1990; Teo, & Low, 2016). Operationally, as conceived by Glenn (2013), goal setting in this study is referred to clear goal setting, goal stressing, individual participation, and goal feedback.

Performance appraisal is the process of systematic investigation on an employee's job performance and potential for improvement (Mugizi & Bakkabulindi, 2018). In this study, performance appraisal is defined according to Ministry of public service on Staff Performance Appraisal in the Public Service (2007) as referring to core competences appraisal, performance feedback and plan for improvement. Ultimately, Career development is defined as a process of Childhood growth and change, right from school to maturational time that continue through working experience to departure (Tuzunkan & Altintas, 2018). Therefore in this study career development is defined in terms of training and promotion as conceived by (Mugizi, 2019).

According to United Nations Educational Scientific and Cultural Organization (UNESCO) With respect to teacher effectiveness, it generally means teachers achievement

of the goals set by the government and profession (UNESCO, 2019). Teacher who are effective are able to accomplish a stated duty in a specified technique that can be appreciated as outstanding, normal or below normal on scale (Raza, et al., 2014). In this study, teacher effectiveness is defined basing on MoES (2016), Hobbs (2012), Swargiary and Baglari (2018), referring to content knowledge, personal conduct, professional effectiveness, pedagogical effectiveness and classroom management.

1.1.4 Contextual Perspective. The research study examined teachers in Bulaago Coordinating Centre in Bulambuli District in Uganda. Bulaago coordinating Centre has 15 government supported primary schools with a total of 105 Teachers and 15 Head Teachers out of 55 schools and 589 teaching staff throughout the whole district (Bulambuli District Local Government Report on performance [BDLGR], 2018). With teachers consistently failing to manage time, prepare, teach and cover adequate content and methods (Ministry of Education and Sports Republic of Uganda 2020). To improve Teacher effectiveness, Bulambuli District Local Government has implemented performance management among others. For instance, the district ensures appraisal of all teachers and a minimum deployment of seven teachers per school (Bulambuli District Local Government report on Performance [BDLGR] 2018). Further, head teachers and primary one to four teachers have been trained on Early Grade Reading (EGR) methodologies (MoES, 2020). Despite of all these efforts, National Assessment of Progress in Education [NAPE] (2016) report on Assessment of Literacy Level, ranked Bulambuli District among the worst performing Districts in Uganda. This contextual evidence reveals that teachers' effectiveness is low despite implementation of performance management. This thus leading to concerns of wanting to know what exactly is the relationship between performance management and

teacher effectiveness in Uganda government aided primary schools and Bulaago Coordinating Centre in particular.

1.2 Statement of the Problem

Teacher effectiveness is one of the key factors determining learner's performance because Effective teachers strive for a commitment to their pupils' learning, are knowledgeable about their subject area and how to teach it, manage and monitor their students' progress, and think systematically about teaching practice and learn from their mistakes (Swargiri & Baglari, 2018). Effective teaching enables learners to develop attitudes and behaviours that are important in life (Blazar & Kraft, 2017). Recognizing the importance of teachers' effectiveness, Bulambuli District Local Government has implemented performance management among others. For instance, the district ensures appraisal of all teachers and a minimum deployment of 7 teachers per school (BDLGR, 2018). Further, head teachers and primary one to four teachers have been trained on Early Grade Reading (EGR) methodologies (MoES, 2020). However, many teachers have consistently failed to manage time, prepare, teach and cover adequate content and methods (MoES, 2020). These have largely resulted to poor teacher effectiveness (National Assessment of Progress in Education report on Assessment of Literacy Level [NAPE] Report, 2016). To address the problem of consistent ineffectiveness of teachers, it is necessary to examine factors relating to it specifically for this study, looking at implementation of performance management. This study thus investigated the relationship between the influences of performance management on teacher effectiveness of primary teachers.

1.3 Purpose of the study

This study investigated the relationship between performance management on teacher effectiveness of primary teachers in Government aided primary Schools in Bulaago Coordinating Centre in Bulambuli District, Uganda.

1.4 Specific objectives of the study

The study was led by the following objectives;

- i. To assess the relationship between goal setting and teachers' effectiveness in primary schools in Bulaago Centre Schools.
- ii. To examine the relationship between performance appraisal and teachers' effectiveness in primary schools in Bulaago Centre Schools.
- iii. To analyze the relationship between career development and teachers' effectiveness in primary schools in Bulaago Centre Schools.

1.5 Hypotheses of the study

The study tested the following research hypotheses:

- i. There is a significant relationship between goal setting and primary school teachers' effectiveness.
- ii. There is a significant relationship between performance appraisal and primary school teachers' effectiveness.
- iii. There is a significant relationship between career development and primary school teachers' effectiveness.

1.6 Scope of the study

1.6.1 Geographical scope. This study population was drawn from all the 15-government aided primary schools, consisting of the six sub-counties of; Bulaago, Lusya, Nabiwutuli, Bumasobo, Tunyi and Buluganya in Bulaago coordinating center in Bulambuli district. Bulambuli District is located in formally Sironko district in Eastern part of Uganda between the latitudes of 35 degrees south & longitudes of 35 degrees east. It is found near Mt Elgon.

1.6.2 Time scope. The period for this study was from 2016 - 2022. This being the period in which the Uganda government in line with the ministry of education and sports and its departments started to put more emphasis on performance management strategies for quality education in order to meet the Sustainable Development Goals 2030 and Uganda Vision 2040.

1.6.3 Content scope. This study looked at performance management and teacher effectiveness. Performance management was studied in terms of goal setting, appraisal management and carrier development: Goal setting in terms of clear setting, goal stressing, individual participation and goal feedback. Performance appraisal involved core competences appraisal, performance feedback and plan for improvement and Career development was looked at in terms of training and promotions. Teacher effectiveness covered content knowledge, personal conduct, professional effectiveness, pedagogical effectiveness and classroom management.

1.7 Significant of the study

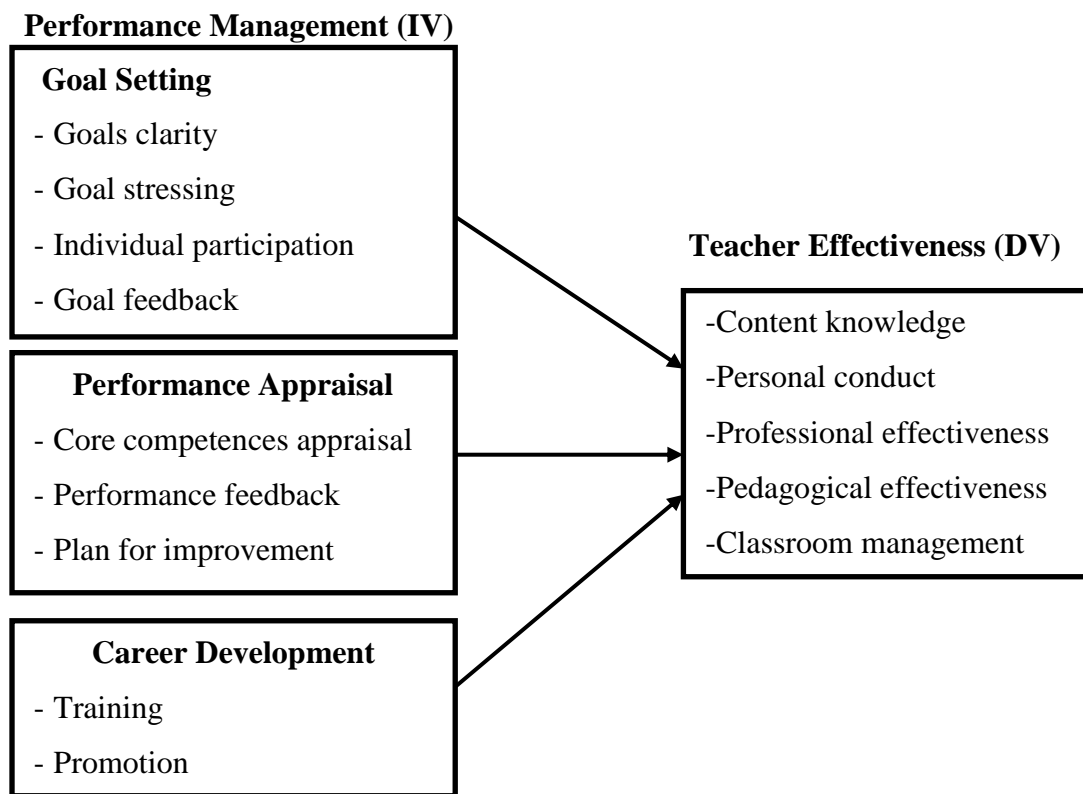
The study will benefit different stake holders including policy makers, administrators, teachers and scholars in the following ways; to the policy makers such as the executive and parliamentarian, the study may provide vital information for reference in reviewing and recommending the necessary performance management strategies for enhancing teacher effectiveness of teachers in general throughout the country. To the administrators, the study will equip them with knowledge of implementing performance management. This will be the basis for the head teachers to enhance effectiveness of teachers. On the side of teachers, the study will help them know the relevancy of performance management strategies and show them their level of effectiveness. This will help to make teachers appreciate the performance management approach and improve their job effectiveness. To the scholars the study will add to the already existing literature on performance management strategies and teacher effectiveness. This might be the basis for furthering research on performance management and employee effectiveness.

1.8 Conceptual framework

There is a relationship between performance management and teacher effectiveness. The conceptual framework (Figure 1.1) describes the relationship between performance management and teacher effectiveness.

Figure 1.1:

Conceptual framework relating to Performance Management and Teachers' effectiveness



Source: Ideas adapted from Glenn (2013), Hobbs (2012), Kleingeld (2011), MoES (2007), MoES (2016) Mugizi (2019), Swargiary and Baglari (2018).

The conceptual frame work (Figure 1.1) illustrates the relationship that exists between performance management and teacher effectiveness. The frame work displays that performance management includes goal setting, appraisal management and career development. Goal setting takes the form of clear setting, goal stressing, individual participation and goal feedback. Appraisal management is in terms of meeting core competences appraisal, performance feedback and plan for improvement and career development include training and promotion. The frame work shows that the above performance management strategies influence teachers' effectiveness in terms of content knowledge, personal conduct, professional effectiveness, pedagogical effectiveness and classroom management.

Chapter Two

Literature Review

2.0 Introduction

Chapter two consists of both theoretical and existing related literature. The theoretical review is on goal-setting, while the review of associated literature is organized by themes centred on the instructions from the study objectives. Empirical findings of the previous researchers and the gaps to be filled by this study are pointed out.

2.1 Theoretical review

The research was centred on the Goal Setting Theory (GST) by Locke and Latham (2006). GST envisaged that when people are pursuing a goal, they will look for effective means for accomplishing it (Kathryn & Larry, 2018). GST emphasize that goal clarity is assumed to have positive effect on individual and team performance (Verbeeten, 2008, Hoek et al, 2018). Furthermore, when workers are clearly communicated to in advance, they tend to avoid misunderstanding during evaluation (Ayugi, 2018). GST on participation assumed that goal participation influence job performance (Lee et al, 1999, Kleingeld, 2011). GST assumed that constructive feedback for performance improvement is realized when SMART performance goals are set, monitored and regularly assessed (Tumwebaze, 2015).

However, while Kathryn and Larry (2018) assumed that if the goal is difficult to achieve, the more effort it is likely to be expended (Lee et al, 1999) associated goal stress with decreased job performance. In the same vein Sebastian (2015) adds that stressful goals tend to reduce on cooperation at work place if employees who are self-motivated and devoted to reaching a difficult goal tend not to help co-workers. GST propose that when

workers and administrators meet goals or fall behind on goals through performance appraisal, both come up with a plan of action to be taken and provide remediation such as career training to any failure in the goal setting process (White, 2020). With a promise that teachers will be motivated, improve performance and promoted (Kagama & Irungu, 2018). Nonetheless, the strength of GST is setting of goals, reviewing progress (performance appraisal) and development of workers by developing their knowledge, skills and abilities (Armstrong & Taylor, 2015). Therefore, basing on GST, this proposed study examined the influence of performance management practices on goal setting, performance appraisal and career development and teacher effectiveness of primary school teachers in the Uganda context.

2.2 Review of related literature

2.2.1 Goal setting and teacher effectiveness. Goal setting is the expectation to be achieved by an individual within the institutional framework of role profile and references to the key performance indicators established for key result areas. It involves employee engagement at work for high performance (Farah & Neena, 2017). Focusing on goal directed behaviors of employees to make them engaged and increase their effectiveness (Osborne & Hammond, 2017). Goal setting focuses on clarity, commitment and feedback (Ministry of Public Service, 2011; Armstrong, 2015; Cherenet & Endale, 2017; Alshikhi & Alsaikhi, 2021). Goal setting is used by managers of organizations to influence the behaviors and performance of employees for effective improvement (Dubrine, 2012, Njagi, 2021). These can be realized through strategies such as directing, energizing, scrutinizing teaching, opportunity to chat and skills development (Camp, 2017).

Odindo et al. (2020) studied goal setting as an antecedent of teacher performance in public schools in Kisumu, Kenya. The results showed that goal setting programs influenced teacher performance. In addition, an increase in goal setting in primary school management system will result to a positive effect on teachers' performance. This finding is in line with (Mohamed, 2019) who claimed that when defined goals are utilized in a workplace where there is a lack of common understanding and language, both employees and management perform poorly and performance improves when management makes it a practice of utilizing goals. Amponsah (2015) in a study on goal setting as a motivation to school teachers in Eastern region of Ghana employed quantitative study design and survey. The study revealed that goal setting practices support teachers to teach competently.

Furthermore, White (2021) studied effectiveness of Goal setting on teacher evaluation. The study revealed that teachers who create personal goal setting with administrators become more successful teachers. Similarly, Teo and Low (2016) conducted empirical research on a high-tech company in Singapore to decide on the outcome of goal setting on staff effectiveness. According to this study, goal setting had an effect on employee effectiveness. Farah and Neena (2017) studied employee engagement and goal setting theory. The study found out that goal setting theory positively affected employee engagement and both influenced employee performance. Soonae and Sungjoo (2020) studied performance management variables and workers performance in a public organisation. The study found out that teacher performance improves if the performance goals are clearly understood during performance feedback.

Lastly Zainudin et al. (2014) in a study involving primary school practitioners in Malaysia to examine goal-setting learning techniques. The results showed that teachers who prepared and developed strategic plans helped students to achieve classroom goals. Scholars have spent a lot of time looking into the relationship between goal setting and

teacher effectiveness, as evidenced by the literature listed above. However, none of them were conducted in the context of Uganda. In addition, while, White (2021) used survey monkey for analysing data, this particular one used descriptive statistics and frequencies for quantitative and on the other hand content and thematic methods were used. Further, while Teo and Low (2016) carried out their research study in a large company, this particular one was carried out in government aided primary schools and not in business sector. These limitations attracted the investigations of this study.

2.2.2 Appraisal Management and teacher effectiveness. Performance appraisal can be defined as a systematically organized structure for determining the performance level of an employee's job-related attributes, behaviours and attendance outcome (Jindal et al., 2015). It is a set of procedures for identifying, evaluating, and advocating for the work performance of teachers in the institution so that the institution's aspirations and desires are met as effectively as possible to benefit employees in terms of recognition, feedback, catering to work needs and career guidance (Bekele et al., 2014). Appraisals are carried out by the employee's immediate supervisor (Torrington & Hall, 2012). Performance appraisals help teachers to set daily, weekly, monthly termly and annual targets which guide them in delivering their services in both classroom and outside classroom (Cudjoe, 2021).

Different scholars have studied appraisal development and teacher effectiveness. Osati (2019) studied the influence of performance appraisal on teachers' performance in public primary schools in Homa Bay sub-county, Kenya. Their study found out that performance appraisal helps teachers to improve not only on professional knowledge, instructional role, time management but also creativity and innovation during the instructional process. This finding is consistent with Kagema and Irungu (2018) who

analyzed teachers' performance appraisals in Muranga and Kirinyanga Counties of Kenya. The study found out that teacher appraisals influence teachers' performance. Asuku et al. (2019) studied on teachers' appraisal technique practices for enhancing productivity in Bayelsa state schools in Nigeria. The study revealed that periodic appraisal enhanced job performance in schools.

In addition to the above literature, Osendo et al. (2019) studied the influence of teacher performance appraisal on workers performance in public primary schools in Mumias, Kenya. The study revealed that appraisal of workers played an integral part in relation with set objectives. Further, the study indicated that performance outcome in schools where head teachers used the appraisal tool to closely monitor the professional development of teachers demonstrated a comprehensive advantage over other schools where head teachers ignored the performance of their teachers. Joseph, Kahuthia and Gakenia (2020) studied performance appraisal on teachers' performance in selected public primary schools in Limulus sub-county Kiambu County, Kenya. The study found out that teacher appraisals are key in determining the performance of teachers. In addition, appraisal training greatly influences teachers' performance. Furthermore, Cudjoe (2021) studied Performance appraisal system in Cape Coast education service and effectiveness on teachers' performance. The study found out that performance appraisal brings more effective and efficient service delivery.

The above finding is in line with Agboola and Akporche (2016) who revealed that performance appraisal helped school administrators to identify not only areas of weakness of the staff and proffering solution to areas of weakness of staff and finally improve the performance of such staff. Kagema and Irungu (2018) analyzed teacher performance in secondary schools in Kenya. The research found out that teacher appraisals influenced teacher performance. Ayugi (2018) studied appraisal and performance of teachers in

primary schools in Gulu District. The result revealed a weak positive effect of performance appraisals on teacher performance. Finally, much as all the above literature indicated that performance appraisals' have an effect on teacher effectiveness, none of them focused on performance appraisal core competences, performance feedback and plan for improvement. These gaps make it necessary for this study to examine the relationship between performance appraisal in terms of appraisal core competences, performance feedback and plan for improvement and teacher effectiveness.

2.2.3 Career development and teacher effectiveness. Career development is the process of a person's lifetime learning, employment, leisure, and transitions in order to advance toward a personally specified and preferred future (Crisp et al., 2019). Career development is a group of organized and scheduled actions designed by an organization to provide opportunities for its members to gain necessary traits to fulfil present and future employee requirements (Tizikara & Mugizi, 2017). Several studies have been conducted on career development and teacher effectiveness. For instance, Cedaryana and Supriyani (2018) investigated the impact of work discipline, career development, and job satisfaction on employee performance. The finding revealed that Employee productivity and performance improves as a result of career development. In addition (Gyansah, & Guantai, 2018) investigated organizational career development, putting the organization and the person on the same level to maximize productivity. According to the findings, career advancement leads to top performance.

In the same vein, Lee (2018) in a study done in Korea looked at individual and organizational factors that influence the relationship between career advancement and job performance. The study revealed that mentoring/coaching determined job performance in organizations. In line with the above literature, Bunyamin (2017) investigated teachers'

career advancement in relation to job performance. According to the findings, teachers need to develop their careers in order to make a difference in their students' performance. This observation is in line with Okelele et al. (2017), who investigated the impact of training on academic staff in education colleges in south-west Nigeria. The study discovered a strong link between professional career advancement and performance. In their study on persistent feedback seeking on job adaptability, Gong et al. (2020), discovered that persistent feedback seeking has a positive influence on job adaptability. Further, Jepketer et al. (2015) studied teachers' capacity building strategies that influence students' performance in public secondary schools in Nandi County, Kenya. The study found out that career refresher training courses boost teacher performance.

Therefore, in conclusion much as all the above literature revealed that career development significantly improves employee's effectiveness, most of them did not clearly analyse and specify how carrier development was implemented to produce effective results (Lee 2018 & Jepketer et al. 2015). This gap has led to limited empirical evidence that necessitates the researcher to go out, analyze and add on information on how career development influence teacher effectiveness.

Chapter Three

Methodology

3.0 Introduction

The researcher presented the procedures that were utilized to collect, acquire, and analyze data. The research design, study population, sample size and selection, sampling techniques and processes, variable measurement, data collection instruments, data quality control, data gathering instrument process, facts processing and examination and ethical concerns were all covered in this section.

3.1 Research Design

A correlational research design was used in this study. The correlational research design is a strategy for examining correlations between or among variables of interest in the same population (Curtis et al., 2015; McCombes, 2019). The correlational study design was employed since correlational studies are quick and straight forward techniques to use and see if two variables are related or not (Schober et al., 2018). The correlational research design helped in establishing the existing relationship between performance management and teachers' effectiveness. The average score was described using quantitative data and the central tendency was utilized to draw numerical inferences by linking the independent and dependent variables (Almalki, 2016).

3.2 Study Population

The study targeted 105 teachers distributed in 15 government aided primary schools in Bulaago Coordinating Centre in Bulambuli District (BDLGR, 2018). This population was chosen because it had the right and technical information required for this study.

3.3 Sample Size and Selection

The sample size for the questionnaire survey was all the 105 teachers in Bulaago Coordinating Centre determined by census sampling method.

Table 3.1:

Population size by number and category

Category	Total population	Sample size	Technique
Teachers	105	105	Census Sampling
Total	105	105	

3.4 Sampling Techniques and Procedures

The sample was chosen using census sampling. By using census sampling, each individual of the population was considered for data collection and records (Kothari, 2004). Data was obtained by census sampling in order to provide a true measure of the population and elimination of the sampling error.

3.5 Measurement of Variables

The study used a Self-Administered Questionnaires (SAQ) to collect data basing on already made instruments adapted from earlier scholars and researchers as indicated in the Table 3.2. Since reliability of variables presented is guaranteed from the earlier tools, the variables are possibly valid.

Table 3.2:*Operationalization of Variables, Instrument, their Sources and Reliability*

Variable	Measures	Number of items	Scale item	Source, number & Reliability
Teacher effectiveness (DV)	Teacher personality	7	Ordinal	Glenn, (2013), (25) items, a=0.707
	Teacher relational expertise	8	Ordinal	Glenn, (2013), (18) items, a=0.835.
	Professional competences	8	Ordinal	Glenn, (2013), (10) items, a=0.968
	Teaching style	12	Ordinal	Glenn, (2013), (32) items, a=0.968.
	Classroom management style	8	Ordinal	Glenn, (2013), (12) items, a=0.968.
Goal setting (IV.1)	Clear setting	1	Ordinal	Putz and Lehner (2002), (6) items, a=0.85.
		4	Ordinal	Locke et al. (1984), (4) items, a=0.67.
		1	Ordinal	Tjosvold et al. (2004), (3) items, a=.88.
	Goal stress	1	Ordinal	Putz and Lehner, (2002), (3) items, a=0.68.
		6	Ordinal	Locke et al., (1984), (8) items, a=0.68.
	Individual participation	3	Ordinal	Locke et al. (1984), (3) items, a=0.82.
		1	Ordinal	Leach et al. (2005) (3) items, a=.88.
		1	Ordinal	Kuipers, and de Witte, (2005), (2) items, a=.74.
	Goal feedback	1	Ordinal	Putz and Lehner, (2002), 6 items,
		4	Ordinal	Locke, E.A. and Latham, 1984), (8) items, a=0.68.
3		Ordinal	Linderbaum and Levy (2010), (22) items, a=.86.	
Performance appraisal (IV. 2)	Core competencies appraisal	7	Ordinal	Nikolaou (2003), 17 items. a=o.98.
	Appraisal feedback	7	Ordinal	Linderbaum and Levy (2010), 22 items, a=.86.
Career Development (IV. 3)	Training	10	Ordinal	Truitt (2011), 11 items, a=0.915.
	Promotion	5	Ordinal	Mugizi and Bakkabulindi (2018), 5items a=0.874.

3.6 Data Collection Instrument

3.6.1 Questionnaire. Facts from teachers were collected using a self-administered questionnaire (SAQ). The survey was categorized into sections namely: A and B. The demographic characteristics of the respondents were the subject of Section A, while the independent and dependent variables was the focus of Sections B while basing on the instruments. In part (A) on background characteristics, questions on sex were asked, whereas in section B, questions on teacher effectiveness were addressed (DV). The questionnaire was simple, short and structured based on a five-point Likert Scale (Where 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree. The SAQ-based instruments were appropriate for the targeted group because they are simple, brief, and easy to respond to.

3.7 Data Quality Control

3.7.1 Validity of the Instruments. The researcher decided on the instruments' content validity by confirming that the objects on the main variables (independent and dependent variables) are line with the researcher's conceptual frame work (see Figure 1.1). Validation of the instruments focused on clarity, completeness and significance of the questions in relation to the study categorizations (Sangoseni et al., 2013). After data collection, the data was subjected convergent validity (Average variance extracted [AVE]) assessment and Heterotrait-Monotrait (HTMT) ratio correlations for discriminant validity tests. Table 3.3 presents the validity results.

Table 3.3:

AVE and Heterotrait-Monotrait Ratio (HTMT) Ratio Correlations for Discriminant Validity

Measures	AVE	CM	CK	PE	PC	PEF	TE
CM	0.520						
CK	0.580	0.460					
PE	0.509	0.891	0.482				
PC	0.532	0.509	0.370	0.735			
PEF	0.526	0.872	0.667	0.713	0.452		
TE		0.842	0.524	0.884	0.766	0.844	
Measures	AVE	CGS	GF	GS	GP	GS	
CGS	0.539						
GF	0.560	0.393					
GS1	0.540	0.689	0.808				
GP	0.559	0.379	0.586	0.764			
GS2		0.559	0.329	0.700	0.346		
Measures	AVE	PAF	PACC	PA			
PAF	0.539						
PACC	0.542	0.848					
PA		0.869	0.847				
Measures	AVE	CD	CDP	CDT			
CD	0.550						
CDP	0.571	0.876					
CDT		0.887	0.801				

Key: CD= career development, CDP = promotion, CDT = training, CGS= clear goal setting, CK = content knowledge, CM = classroom management, GF = goal feedback, GS1 = Goal stress, GS2 = goal setting, PC= personal conduct, PE = professional, PEF = pedagogical, PACC = core competencies appraisal, PA= performance appraisal, PAF = appraisal feedback

The convergent validity (AVE) values in Table 2 reveal that for all constructs, the values were above 0.5 which is the minimum. This implies that the constructs were good measures of the variables (Hair Jr et al., 2021). Further, the Heterotrait-Monotrait (HTMT) ratio correlations for discriminant validity were below 0.90 the maximum (Franke & Sarstedt, 2019). Therefore, the constructs fulfilled the discriminant validity condition. Hence, the independent variables independently predicted the dependent variable.

3.7.2 Reliability Results. Reliability was tested using Chronbach's alpha and composite reliability. The results are presented in Table 3.4.

Table 3.4:

Reliability of the Constructs

Teacher Effectiveness Constructs	α	CR
Classroom Management	0.691	0.812
Content Knowledge	0.579	0.733
Pedagogical Effectiveness	0.752	0.836
Personal Conduct	0.706	0.820
Professional Effectiveness	0.702	0.816
Goal Setting	α	CR
Clear Goal Setting	0.714	0.824
Goal Feedback	0.885	0.909
Goal participation	0.602	0.775
Goal stress	0.740	0.836
Appraisal	α	CR
Appraisal Feedback	0.786	0.854
Appraisal of core competences	0.831	0.876
Career Development	α	CR
Promotion	0.809	0.868
Training	0.593	0.785

Reliability results in Table 3.4 indicate that that except for content knowledge ($\alpha = 0.579$), goal participation ($\alpha = 0.602$) and training ($\alpha = 0.593$), for all the other constructs the values above 0.70 which is the minimum as was for composite reliability (CR) (Ab Hamid et al., 2017). Considering composite reliability, it can be deduced that the indicators of the constructs were consistent because the reliabilities were above the minimum basing on composite reliability. Composite reliability unlike Chronbach's alpha is less sensitive

tolerating some outer traits which enables several indicators to become valid (Hair Jr et al., 2021). Therefore, the indicators measuring the different constructs were reliable.

3.8 Procedure of Data Collection

Upon obtaining approvals, the investigator acquired a document from Post Graduate Studies permitting me to proceed with data collection. This letter was distributed to the head teachers of several primary schools, who introduced the researcher to the appropriate teachers in order to gather data. Later, data was coded, analyzed, and the report was produced.

3.9 Data Processing and Analysis

3.9.1 Quantitative Data analysis. After data collection and processing of quantitative data, the researcher used coding, entered the data into the computer using the Statistical Package for Social Sciences (SPSS 24.0), summarized them using frequency tables to identify errors, and edited them to remove errors (Brown, 2018). Descriptive and inferential were carried out. For descriptive analysis, frequencies, percentages and means were done. For inferential analysis, Partial Least Squares Structural Equation Modelling (PLS-SEM) was carried out using Smart-Pls.

3.10 Ethical Considerations

The investigator followed research ethics and abode by them; independence, human rights, confidentiality, integrity, and informed consent. Autonomy entailed advising respondents of their freedom to fill out surveys as they see fit and to skip any questions to which they do not choose to respond. Human rights entailed protecting human dignity, and the researcher to ensure that their names are not used, and that the material requested is kept

confidential and used exclusively for the dissertation, and that it does not hurt anyone. Regarding confidentiality, respondents were informed that their comments were not to be exposed to any other person, and that no single facts is to be published in any way that can result to information linkage to any other person. This entailed acknowledging sources and accurately reporting to data in terms of truth. Allowed respondents to select whether or not to participate in the study meant that they are to give their informed permission. The researcher got authorization from the respondents before managing the tools, assured them of their confidentiality, obtained consent from the school heads before gathering data from teachers and clarified the study's purpose to the respondents, and acknowledged their authorisation.

Chapter Four

Data presentation, analysis and interpretation

4.0 Introduction

This chapter covers the presentation, analysis and interpretation of the study findings on performance management and teacher effectiveness in primary schools in Bulaago Coordinating Centre Schools in Bulambuli District, Uganda. The results include descriptive statistics in terms of frequencies, percentages and structural equation models describing the different study variables and the relationship between the independent and dependent variables.

4.1 Response Rate

The study initially planned to collect data from 105 teachers for the questionnaire survey. However, those who returned the questionnaire fully filled were 102 (97.1%). This sample was sufficient enough because it is above 50% which is good in humanity studies (Mellahi & Harris, 2016, Pielsticker & Hiebl, 2020). Therefore, the data collected was representative of the population.

4.2 Background Characteristics

This section of the study presents information on background characteristics of teachers in primary schools in Bulaago Coordinating Centre. The results are sex of the respondents, age groups, level of education, working experience and teacher's personality as presented in Table 4.1.

Table 4.1:*Background Characteristics of the Respondents*

Characteristics	Category	Frequency	Percent
Sex	Male	68	66.7
	Female	34	33.3
	Total	102	100.0
Age Groups	20-29 years	10	9.8
	30-39 years	24	23.5
	40-49 years	35	34.3
	50 years & above	33	32.4
	Total	102	100.0
Highest level attained	Grade III Certificate	64	62.7
	Diploma	31	30.4
	Bachelors' degree	7	6.9
	Total	102	100.0
Experience	Less than 5 years	50	49.0
	5-10 years	33	32.4
	11 years & above	19	18.6
	Total	102	100.0
Responsibility in the School	Subject teacher	13	12.7
	Class teacher	54	52.9
	Head of department	21	20.6
	Senior administrator	14	13.7
	Total	102	100.0

Results in Table 4.1 on sex of the respondents show that the high percentage (66.7%) was of males with females being 33.3%. This meant that male respondents who participated in the study were more than the females. All the same, both gender groups of teachers in primary schools in Bulaago Coordinating Centre were considered for the study since the population of female teachers was also fairly high. The output on age group indicated that the largest percentage (34.3%) was of those between 40-49 years, followed by those that were 50 years and above (32.4%), then those between 30-39 (23.5%) and the least groups was of those that were 20-29 years (9.8%). Therefore, the data collected is a representative of different age groups of teachers. Results on the level of education showed that majority

of the teachers (62.7%) had GIII certificates followed by Diploma holders (30.4%) and those Bachelors (6.9%) were the least. The results showed that much as teachers had different academic qualifications, they provided appropriate responses required for this academic study because they all had proficiency of English, the language used in the study since they had high levels of education.

Results for working experience indicated that the highest percentage (49.0%) had working experience of less than five years, followed by 32.4% who had worked for 5-10 years and 17.6% had worked for 11 years and above. The results suggest that teachers with different experience levels participated in the study hence the responses were representative of teachers of different age groups. Findings on the responsibilities of teachers showed that majority of the teachers (52.0%) were classroom teachers, 20.6% were heads of department, 13.7% were senior teachers and 12.7% were subject teachers only. These results implied that the data was representative of opinions from different teachers holding different responsibilities were involved in this study. Therefore, the results provided a picture from a different perspective.

4.3 Descriptive Results for Teacher Effectiveness

Teacher effectiveness was studied as five-dimensional concept involving content knowledge, personal conduct, classroom management, pedagogical effectiveness and professional effectiveness. The results on the five concepts of teacher effectiveness are presented as follows;

4.3.1 Content Knowledge. The concept of content knowledge was studied using seven items. Table 4.2 presents descriptive results of the concept.

Table 4.2:*Descriptive Results for Content Knowledge*

Content knowledge	SD	D	U	A	D	Mean
I always prepare lessons before teaching.	-	-	1 (1.0%)	49 (48.0%)	52 (51.0%)	4.50
I show mastery of lessons taught.	-	-	-	67 (65.7%)	35 (34.3%)	4.34
I know a lot of information about lessons taught.	-	-	-	75 (73.5%)	35 (34.3%)	4.26
I always show expertise ideas related to lessons taught.	-	-	3 (2.9%)	82 (80.4%)	17 (16.7%)	4.13
I always display authority when teaching.	-	-	2 (2.0%)	79 (77.5%)	21 (20.6%)	4.18
I have thorough understanding of lessons taught.	-	-	1 (1.0%)	86 (84.3%)	15 (14.7%)	4.13
I share information that is only related to lessons taught.	8 (7.8%)	18 (17.6%)	32 (31.4%)	43 (42.2%)	1 (1.0%)	3.13
I exhibit ability to teach many subjects.	5 (2.9%)	4 (3.9%)	32 (31.4%)	58 (56.9%)	5 (4.9%)	3.56

The results in Table 4.2 on whether teachers' preparation of lessons was always done before teaching, the higher percentage of (99%) agreed and (1.0%) were undecided of the teachers strongly. The mean = 4.50 implied that to a greater extent teachers prepared lessons before teaching. As to whether the teachers' showed mastery of lessons taught, all the teachers (100%) agreed. The high mean = 4.34 implied that teachers greatly showed mastery of lessons taught. Regarding whether teachers are had a lot of information about the lessons taught, all teachers (100%) agreed. The great mean = 4.26 suggested that the greater number of teachers had a lot of the information about the lessons taught.

About whether teachers showed expertise of ideas related to lessons taught, cumulatively the large percentage (97.1%) agreed and (2.9%) were undecided. The mean = 4.13 revealed a greater show of teaching expertise related to lessons taught. As to whether teachers always display authority when teaching, the greater percentage of (98.1%) agreed and 2.0% were undecided. A mean of = 4.18 resulted to a higher display of authority by teachers when teaching. With respect to teachers having thorough understanding of lessons taught, a higher percentage of (99.0%) agreed while (1.0%) were undecided. A great mean of 4.13 meant that teachers had a greater understanding of lessons taught.

As regards to sharing information that are only related to lessons taught, cumulatively (42.9%) of teachers agreed, 25.4 disagreed and (31.6%) were undecided. A mean of 3.10 revealed that a moderate number of teachers shared information that is only related to lessons taught. On whether teachers' exhibited ability to teach many subjects, results showed that the higher percentage of (61.8%) agreed, 6.8% disagreed and (31.4%) were undecided. A mean of =3.56 showed a fairly great number of teachers were able to handle many subjects. To find out how the teachers rated their content knowledge, an average index was calculated for the eight items measuring concept. The summary results are presented in Table 4.3.

Table 4.3:*Summary Results for Content Knowledge*

		Descriptives	Statistic	Std. Error
Content	Mean		4.03	0.02
Knowledge	95% Confidence	Lower bound	3.97	
	Interval for Mean	Upper bound	4.07	
	Median		4.03	
	Variance		0.08	
	Std. Deviation		0.27	
	Minimum		3.25	
	Maximum		4.63	
	Range		1.38	
	Skewness		-0.27	0.24
	Kurtosis		-0.07	0.47

The results in Table 4.3 show mean = 4.03 equal to median = 4.03 but with negative skew (skew = -0.27) which suggested that the results were normally distributed. The high mean also meant that the teachers rated content knowledge to be high. The low standard deviation = 0.27 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.1.

Figure 4.1:

Histogram for Content Knowledge

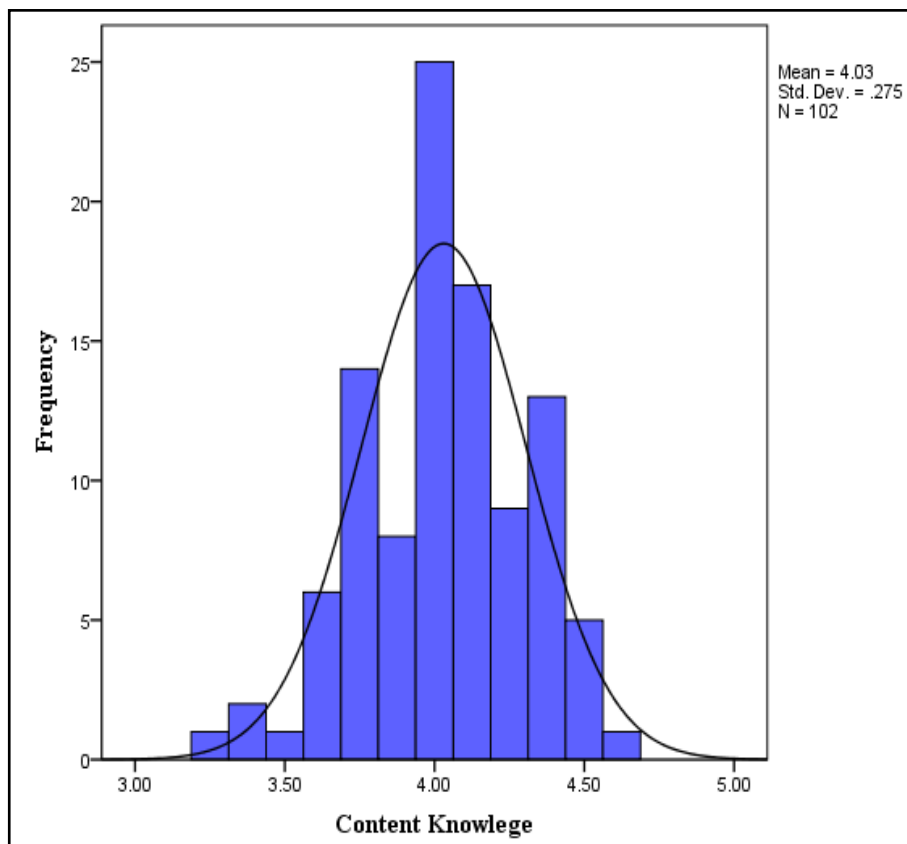


Figure 4.1 shows that teachers rated content knowledge to be high (mean = 4.03). The standard deviation = 0.275 meant that the results were normally distributed. Therefore, results on content knowledge were fit for correlation and regression analyses.

4.3.2 Personal Conduct. The concept of personal conduct was studied using fifteen items.

Table 4.4 presents descriptive results of the concept.

Table 4.4:*Descriptive Results for Personal Conduct*

Personal conduct	SD	D	U	A	D	Mean
I accomplish my teaching tasks creatively	-	2 (2.0%)	00 (0.00%)	68 (66.7%)	32 (31.4%)	4.27
I show interest in a variety of things in my teaching	00 (0.00%)	-	1 (1.00%)	56 (54.95)	45 (44.5%)	4.43
I know what my pupils like while teaching	1 (1.00%)	4 (3.9%)	2 (2.0%)	48 (47.1%)	47 (46.1%)	4.33
I display kindness to my pupils	2 (2.0%)	1 (1.0%)	-	56 (54.9%)	53 (46.1%)	4.34
I have respect for my pupils	-	-	3 (2.9%)	48 (47.1%)	51 (50.0%)	4.47
I use reasons than emotions before my pupils	1 (1.0%)	4 (3.9%)	5 (4.9%)	48 (47.1%)	44 (43.1%)	4.27
I show friendly attitudes towards my pupils	1 (1.0%)	-	3 (2.9%)	47 (46.1%)	51 (50.00%)	4.44
I respond to feedback given by my pupils	1 (1.0%)	-	2 (2.0%)	47 (46.1%)	51 (50.00%)	4.47
I display non-threatening behaviours when interacting with my pupils	1 (1.0%)	2 (2.0%)	3 (3.9%)	44 (43.1%)	52 (51.0%)	4.41
I am sensitive to the needs of my pupils	2 (2.0%)	2 (2.0%)	4 (3.9%)	55 (52.9%)	40 (39.2%)	4.21
I show approachability with my pupils	-	-	5 (4.9%)	62 (60.4%)	38 (37.3%)	4.35
I display fair treatment of my pupils	-	3 (2.9%)	7 (6.9%)	54 (52.9%)	38 (37.3%)	4.24
I well come, comments from my pupils	2 (2.0%)	4 (3.9%)	5 (4.9%)	47 (46.1%)	44 (43.1%)	4.24
I interact with my pupils outside of class hours	-	-	2 (2.00%)	55 (53.9%)	44 (41.2%)	4.36
I show interest to know more about my pupils	2 (2.00%)	2 (2.00%)	7 (6.9%)	51 (50.0%)	40 (39.2%)	4.22

The results in Table 4.4 on whether teachers accomplished teaching tasks creatively, the highest percentage of (98.1%) agreed, 2.0 disagreed and 31.4% were undecided. A great mean of = 4.27 implied that a higher number of teachers were able to creatively

accomplish teaching tasks. As to whether teachers showed interest in a variety of things in teaching, the greatest percentage of (99.4%) agreed while (1.0%) were undecided. The greater mean of 4.43 revealed that a greater number of teachers showed interest in a variety of things in teaching. On whether teachers knew what pupils like while teaching, whereas (94.2%) agreed, (5.3%) disagreed. The mean was 4.33 meaning that a greater number of teachers knew what pupils like while teaching. With regards to teachers' display of kindness to pupils, the highest percentage of 97.1% while 3.0% disagreed agreed. The higher mean of 4.34 implied that a greater number of teachers were able to display kindness to pupils.

About teachers respect for pupils, the greatest percentage of (97.1%) agreed while 2.9% were undecided. The greater mean of = 4.47 showed that a good number of teachers had respect for pupils. In respect to whether teachers used reasons than emotions before pupils, cumulatively a large percentage of 90.2% agreed while 4.9% disagreed and another 4.9% were undecided. The mean = 4.27 implied that teachers strongly used reasons than emotions before pupils. Regarding whether teachers showed friendly attitudes towards pupils, a greater percentage of 56.1% agreed, 1% disagreed and 2.9% were undecided. The mean = 4.44 implied that to a greater extent, teachers showed friendly attitudes towards pupils. As to whether teachers responded to feedback given by pupils, the higher percentage of 97.1% agreed, 1.0% disagreed and 2.0% were undecided. The mean of = 4.47 revealed that teachers strongly responded to feedback given by the pupils.

On whether teachers displayed non-threatening behaviours when interacting with pupils, the greater percentage of 94.1% agreed, 3.0% disagreed and 2.9% were undecided. A higher mean of = 4.41 revealed that teachers were strongly able to display non-threatening behaviours when interacting with pupils. As regards to teachers' sensitivity to the needs of pupils, a greater percentage of 92.1% agreed, 4.0% disagreed and 3.9% were

undecided. The higher mean of = 4.25 indicated teachers were greatly sensitive to the needs of pupils. In respect to whether teachers showed approachability with pupils, a higher proportion of 97.7% agreed and 2.0% were undecided. The greater mean of = 4.35 revealed that majority of the teachers showed approachability with pupils. In regards to whether teachers displayed fair treatment to pupils, a greater percentage of 90.2% agreed, 2.9% disagreed and 6.9% were undecided. The mean 4.24 implied that a greater number of teachers displayed fair treatment to pupils.

In respect to whether teachers welcomed comments from pupils, the higher percentage of 89.2% agreed, 5.9% disagree and 4.9% were undecided. The mean of 4.24 implied that a greater number of teachers welcomed comments from pupils. As regards to whether teachers interacted with pupils outside class hours, the higher mean of 95.2% agreed and 4.9% were undecided. The mean = 4.36 revealed a higher number of teachers interacted with pupils outside class hours. In respect to whether teachers showed interest to know more about his pupils, the greater percentage of 89.2% agreed, 4.0% disagreed and 6.9% were undecided. The mean = 4.22 indicated that a higher number of teachers interacted with pupils outside class hours. To find out how the teachers rated their personal conduct, an average index was calculated for the fifteen items measuring concept. The summary results are presented in Table 4.5.

Table 4.5:*Summary Results for Personal Conduct*

		Descriptives	Statistic	Std. Error
Personal	Mean		4.34	0.04
Conduct	95% Confidence	Lower bound	4.27	
	Interval for Mean	Upper bound	4.41	
	Median		4.30	
	Variance		0.13	
	Std. Deviation		0.36	
	Minimum		3.27	
	Maximum		5.00	
	Range		1.73	
	Skewness		-0.03	0.24
	Kurtosis		-0.07	0.47

The results in Table 4.5 show a mean = 4.34 close to median = 4.30 but with negative skew (skew = -0.03) which suggested that the results were normally distributed. The high mean also meant that the teachers rated personal conduct to be high. The low standard deviation = 0.36 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.2.

Figure 4.2:

Histogram for Personal Conduct

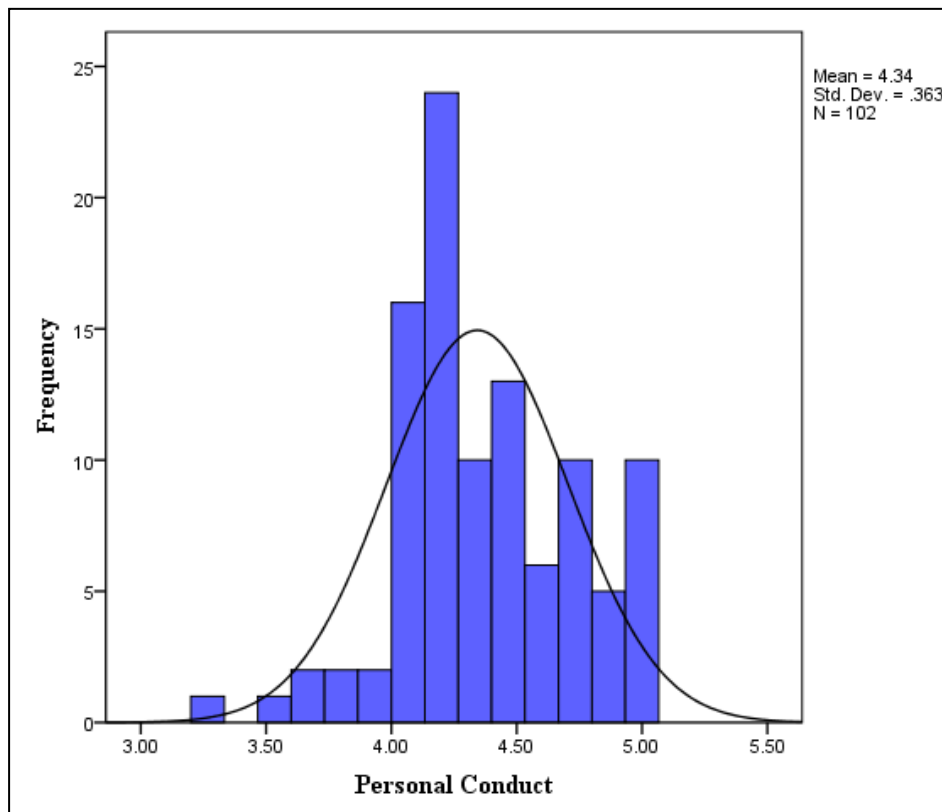


Figure 4.2 shows that teachers rated personal conduct to be high (mean = 4.34). The standard deviation = 0.363 meant that the results were normally distributed. Therefore, results on personal conduct were fit for analysis.

4.3.3 Professional effectiveness. The concept of professional effectiveness was studied using seven items. Table 4.6 presents descriptive results of the concept.

Table 4.6:*Descriptive Results for Professional Effectiveness*

Professional effectiveness	SD	D	U	A	D	Mean
I observe proper dress code.	1 (1.0%)	3 (2.9%)	1 1.0%	45 44.1%	52 51.0%	4.41
I report on work on time.	2 (2.0%)	-	4 (3.9%)	49 (48.0%)	47 (46.1%)	4.36
I show love for teaching.	-	-	1 (1.0%)	52 51.0%	49 48.0%	4.47
I do not violate school policies.	1 (1.0%)	1 (1.0%)	1 (1.0%)	48 (47.1%)	51 (50.0%)	4.44
I give appropriate assessment of my pupils.	1 (1.0%)	-	1 (1.0%)	49 (48.0%)	51 (50.0%)	4.46
I serve a positive role model to my pupils.	2 (2.0%)	1 (1.0%)	3 (2.9%)	49 (48.0%)	47 (46.1%)	4.35
I command respect to my pupils.	3 (2.9%)	2 (2.0%)	6 (5.9%)	46 (45.1%)	45 44.1%	4.25

The results in Table 4.6 as to whether the teachers observed proper dress code, the higher percentage of 95.1% agreed, 3.9% disagreed and 1.0% was undecided. The mean = 4.41 showed the higher number of teachers observed proper dress code. In respect to whether teachers reported on work on time, the greater percentage of 94.1% agreed, 2.0% disagreed and 3.9 were not decided. The mean = 4.36 indicated that teachers greatly reported on work on time. In respect to whether teachers showed love for teaching, the higher percentage of 99.0 agreed and 1.0% were undecided. The mean score = 4.47 implied that the greater number of teachers showed love for teaching. With respect to whether teacher violated school policies, the greater percentage of 97.1% agreed, 2.0% disagree and 1.0% was undecided. The mean score of 4.47 revealed that a higher number of teachers did not violate school policies.

Regarding whether teachers gave appropriate assessment to pupils, the greater percentage of 98.0% agreed, 1.0% disagreed and the same percentage of 1.0 were undecided. The mean score = 4.46 this result revealed that the highest number of teachers

gave appropriate assessment to teachers. On respect to whether teachers served a positive role model to pupils, the greater percentage of 94.1% agree, 3.0% disagreed and 2.9% were undecided. The mean = 4.35 revealed that a greater number of teachers served a positive role model. With regards to whether teachers commanded respect from pupils the highest mean of 89.2% agreed, 4.9% disagreed and 5.9% were undecided. The mean score = 4.25 meaning that teachers had greater command of respect from pupils. To ascertain how the teachers rated their professional effectiveness, an average index was calculated for the seven items measuring concept. The summary results are presented in Table 4.7.

Table 4.7:

Summary Results for Professional Effectiveness

		Descriptives	Statistic	Std. Error
Professional	Mean		4.39	0.04
Effectiveness	95% Confidence Interval for Mean	Lower bound	4.23	
		Upper bound	4.41	
	Median		4.37	
	Variance		0.18	
	Std. Deviation		0.43	
	Minimum		2.25	
	Maximum		5.00	
	Range		2.75	
	Skewness		-0.12	0.24
	Kurtosis		5.08	0.47

The results in Table 4.7 show mean = 4.39 close to median = 4.37 but with negative skew (skew = -0.12) which suggested that the results were normally distributed. The high mean also meant that the teachers rated professional effectiveness to be high. The low standard

deviation = 0.43 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.3.

Figure 4.3:

Histogram for Professional Effectiveness

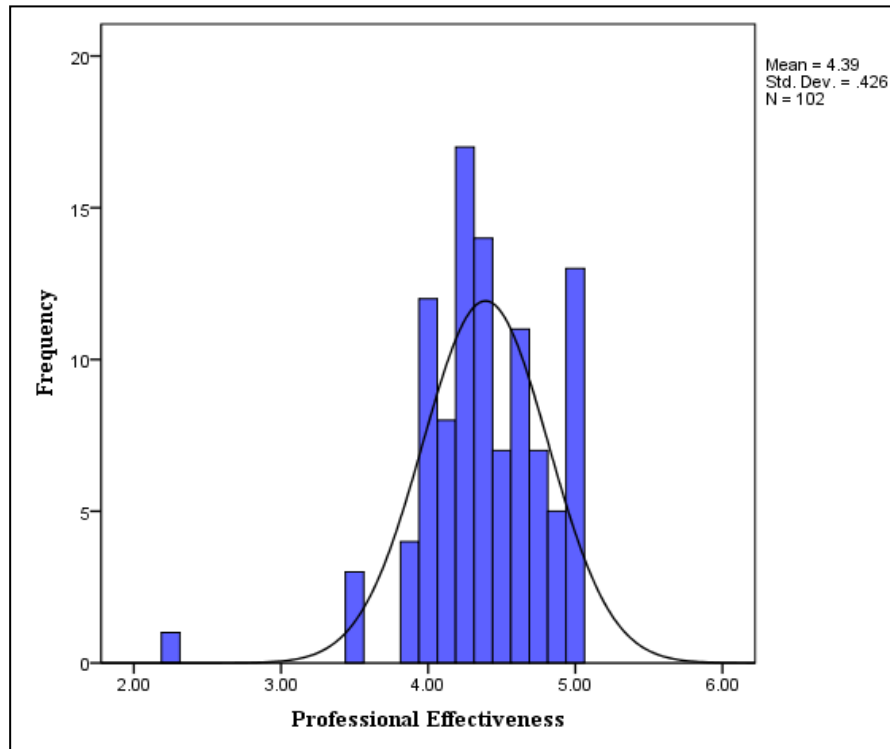


Figure 4.3 shows that teachers rated professional effectiveness to be high (mean = 4.39). The standard deviation = 0.426 meant that the results were normally distributed. Therefore, results on pedagogical effectiveness were fit for analysis.

4.3.4 Pedagogical Effectiveness. The concept of pedagogical effectiveness was studied using twelve items. Table 4.8 presents the descriptive results of the concept.

Table 4.8:*Descriptive Results for Pedagogical Effectiveness*

Pedagogical effectiveness	SD	D	U	A	SA	Mean
I show interest in teaching my pupils	1 (1.0%)	4 (3.9%)	3 (2.9%)	41 (40.1%)	53 (52.0%)	4.38
I incorporate creativity in delivering my lessons	1 (1.0%)	1 (1.0%)	6 (5.9%)	53 (52.0%)	41 (40.0%)	4.28
I communicate pieces of idea effectively	1 (1.0%)	3 (2.9%)	3 (2.9%)	55 (53.9%)	39 (38.2%)	4.29
I provide my pupils with activities relevant to lessons	-	4 (3.9%)	2 (2.0%)	46 (45.1%)	50 (49.8%)	4.66
I give varying activities to facilitate my pupil's intellectual development	-	-	3 (2.9%)	55 (53.9%)	44 (44.1%)	4.39
I make my learners the Centre of learning	1 (1.0%)	-	3 (2.9%)	53 (52.0%)	45 (44.1%)	4.40
I explain complicated lessons well	-	1 (1.0%)	3 (2.9%)	61 (59.8%)	37 (36.3%)	4.38
I give clear instructions to my pupils	1 (1.0%)	-	6 (5.9%)	52 (51.0%)	43 (42.2%)	4.31
I link lessons to real life situation	2 (2.0%)	-	2 (2.0%)	47 (46.1%)	51 (50.0%)	4.33
I encourage pupils to be hard working.	00 (0.00%)	-	3 (2.9%)	50 (49.0%)	49 (48.0%)	4.42
I provide pupils with the activities that provoke their critical thinking.	4 (3.9%)	6 (5.9%)	3 (2.9%)	37 (36.3%)	52 (51.0%)	4.40
I set realistic goals for my pupils to learn.	2 (2.0%)	4 (3.9%)	11 (10.8%)	44 (43.1%)	41 (40.2%)	4.45

As to whether teachers showed interest in teaching pupils, cumulatively the greater percentage of 92.2% agreed, 4.9% disagreed and 2.9% were undecided. The mean of 4.38 indicated that a higher number of teachers showed interest in teaching pupils. In regards to whether teachers incorporate creativity in delivering lessons, a greater percentage of 92.0% agreed, 2.0% disagreed and 5.9% were undecided. The mean score of 4.28 revealed that a

higher number of teachers incorporated creativity in teaching lessons. With respect to whether teachers communicated pieces of idea effectively, a bigger percentage of 92.1% agreed, 3.9% disagreed and 2.9% were undecided. The mean score of 4.29 revealed that teachers had a stronger believe in incorporating creativity in teaching lessons. In regards to whether teachers provided pupils with activities related to the lessons, the greatest percentage of 94.1% agreed, 3.9% disagreed and 2.0% were undecided. The mean = 4.66 implied that teachers highly provided pupils with activities related to the lessons.

About teachers offering activities to facilitate pupils' intellectual development, the mean = 4.39 suggested that teachers greatly offered activities to facilitate pupils learning. With regards to whether teachers made learners the Centre of learning, the greater percentage of 96.1% agreed, 1.0% disagreed and 2.9% were undecided. The mean score of 4.40 implied that majority of the teachers made learners the Centre of learning. As regard to whether teachers explained complicated lessons well, the greater percentage (96.1%) agreed, 4.9% disagreed and 2.9% were undecided. The mean score of 4.38 revealed a greater number of teachers to have explained complicated lessons well. In respect to whether teachers gave clear instructions to pupils, a higher percentage of 93.4% agreed, 1.0% disagreed and 5.9% were undecided. A higher mean of 4.31 showed that teachers highly gave clear instructions to pupils.

Regarding whether teachers linked lessons to real life situation, the majority percentage (96.0%) agreed, 2.0% disagreed and the same percentage of 2.0% were undecided. The mean = 4.33 meant that a great percentage of teacher were able to link lessons to real life situation. In respect to whether teachers encouraged pupils to be hard working, 97% agreed and 2.9% were undecided. The mean score of 4.42 implied that majority of the teachers encouraged pupils to be hard working. Regarding whether teachers provided pupils with activities that provoke there critical thinking, 87.3% agreed, 9.8%

disagreed and 2.9% were undecided, the mean score of 4.40 signified that a higher number of teachers were able to provide pupils with activities that provoked their critical thinking. On whether teachers set realistic goals for pupils to learn, 87.3% agreed, 5.9% disagreed and 10.8% were undecided. The mean = 4.45 implied that a higher number of teachers were able to set realistic goals for pupils to learn. To establish how the teachers rated their pedagogical effectiveness, an average index was calculated for the twelve items measuring concept. The summary results are presented in Table 4.9.

Table 4.9:

Summary Results for Pedagogical Effectiveness

		Descriptives	Statistic	Std. Error
Pedagogical	Mean		4.37	0.54
Effectiveness	95% Confidence Interval for Mean	Lower bound	4.27	
		Upper bound	4.50	
	Median		4.33	
	Variance		0.30	
	Std. Deviation		0.55	
	Minimum		3.25	
	Maximum		8.00	
	Range		4.75	
	Skewness		-1.22	0.24
	Kurtosis		18.47	0.47

The results in Table 4.9 Show mean = 4.37 close to median = 4.33 but with negative skew (skew = -1.22) which suggested that the results were normally distributed. The high mean also meant that the teachers rated pedagogical effectiveness to be high. The low standard

deviation = 0.55 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.4.

Figure 4.4:

Histogram for Pedagogical effectiveness

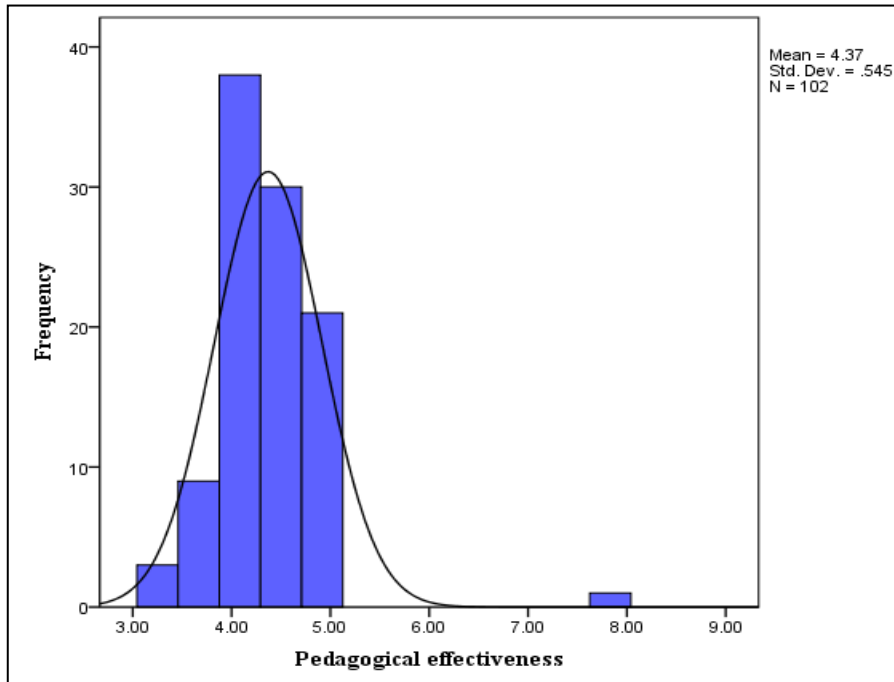


Figure 4.4 shows that teachers rated pedagogical effectiveness to be high (mean = 4.37). The standard deviation = 0.545 meant that the results were normally distributed. Therefore, results on pedagogical effectiveness were fit for analysis.

4.3.5 Classroom Management. The concept of classroom management was studied using eight items. Table 4.10 shows the descriptive results of the concept.

Table 4.10:*Descriptive Results for classroom management*

Classroom Management	SD	D	U	A	SA	Mean
I set classroom rules for my pupils to follow.	2 (2.0%)	2 (2.0%)	6 (5.9%)	54 (52.9%)	38 (37.3%)	4.24
I maintain the absence of classroom disruptions.	2 (2.0%)	7 (6.9%)	4 (3.9%)	55 (53.9%)	34 (33.3%)	4.15
I show firmness in the implementation.	1 (1.0%)	4 (3.9%)	2 (2.0%)	43 (42.2%)	52 (51.0%)	4.21
I reward positive behaviours of my pupils.	3 (2.9%)	2 (2.0%)	4 (3.9%)	41 (40.2%)	52 (51.2%)	4.34
I show keenness to inappropriate behaviours.	1 (1.0%)	-	4 (3.9%)	55 (53.9%)	42 (41.2%)	4.09
I correct inappropriate behaviour	1 (1.0%)	1 (1.0%)	4 (3.9%)	57 (55.9%)	39 (38.2%)	4.38
I ensure that my pupils are always on task.	-	1 (1.0%)	2 (2.0%)	50 (49.0%)	49 (48.0%)	4.34
I try to know the concerns of pupils who misbehave.	-	-	4 (3.9%)	48 (47.1%)	50 (49%)	4.34

Regarding whether teachers set classroom rules for pupils to follow a greater percentage of 90.2% agreed, 4.0% disagreed and 5.9% were undecided. The mean = 4.24 showed that a greater number of teachers were able to set rules for pupils to follow. With respect to whether teachers maintained the absence of classroom disruptions, 87.2% agreed, 8.9% disagreed and 3.9% were undecided. The mean = 4.15 implied that a bigger number of teachers were able to maintain the absence of classroom disruptions. As to whether teachers showed firmness in the implementation of classroom discipline, 93.2% agreed, 4.9% disagreed and 2.0% were undecided. The mean = 4.21, these results suggested that a higher number of teachers were able to show firmness in the implementation of classroom discipline. Regarding whether teachers rewarded positive behaviours to pupils, majority percentage (91.4%) agreed, 4.9% disagree and 3.9% were undecided. The mean score of

4.34 suggested that a greater number of teachers were able to reward positive behaviours to pupils.

About whether teachers showed keenness to inappropriate behaviours, majority percentage (95.1%) agreed while 1.0% disagreed and 3.9% were undecided. The mean score of 4.09 suggested that a higher number of teachers showed keenness to inappropriate behaviours. As to whether teachers corrected inappropriate behaviours, 94.1% agreed, 2.0% disagreed and 3.9% were undecided. The mean score of 4.38 suggested that a greater number of teachers were able to correct inappropriate behaviours. Regarding whether teachers ensured pupils on task throughout, 97.0% agreed, 1.0% disagreed and 2.0% were undecided. The mean = 4.34 suggested that a greater number of teachers were able to ensure that pupils are on task throughout. As to whether teachers tried to know the concerns of pupils, 96.1% agreed and 3.9% were undecided. The mean score of 4.34 implied that a higher number of teachers were able to know the concerns of pupils.

Table 4.11:

Summary Results for Classroom management

	Descriptives	Statistic	Std. Error	
Classroom Management	Mean		4.32	0.04
	95% Confidence Interval for Mean	Lower bound	4.32	
		Upper bound	4.41	
	Median		4.25	
	Variance		0.19	
	Std. Deviation		0.44	
	Minimum		3.00	
	Maximum		5.00	
	Range		2.00	
	Skewness		-0.29	0.24
	Kurtosis		-0.01	0.47

The results in Table 4.11 show mean = 4.32 close to median = 4.25 but with negative skew (skew = -0.29) which suggested that the results were normally distributed. The high mean also meant that the teachers rated clear classroom management to be high. The low standard deviation = 0.44 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.5.

Figure 4.5:

Histogram for Classroom Management

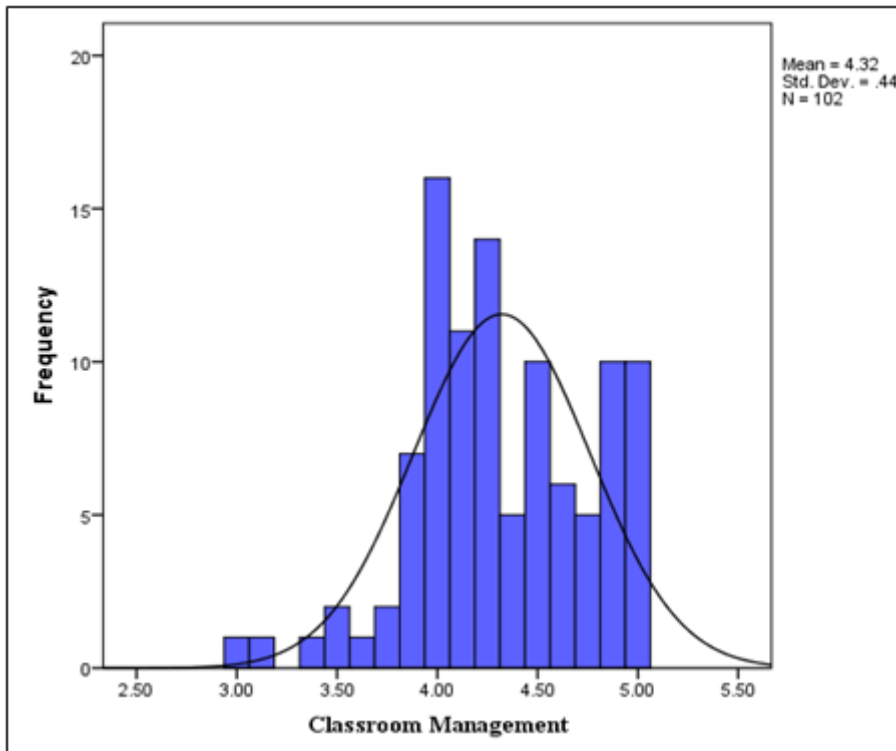


Figure 4.5 shows that teachers rated classroom management to be high (mean = 4.32). The standard deviation = 0.44 meant that the results were normally distributed. Therefore, results on classroom management were fit for analysis.

4.3.6 Teacher effectiveness Index. To test how overall teachers rated their teacher effectiveness, an average index was created for five aspects measuring the concept. The summary results are presented in Table 4.12.

Table 4.12:

Summary Results for Teacher Effectiveness

		Descriptives	Statistic	Std. Error
Teacher	Mean		4.29	0.03
Effectiveness	95% Confidence	Lower bound	4.23	
	Interval for Mean	Upper bound	4.35	
	Median		4.24	
	Variance		0.08	
	Std. Deviation		0.29	
	Minimum		3.43	
	Maximum		4.97	
	Range		1.54	
	Skewness		0.25	0.24
	Kurtosis		-1.17	0.47

The results in Table 4.12 show mean = 4.29 close to median = 4.24 but with skew (skew = 0.25) which suggested that the results were normally distributed. The high mean implied that teachers rated their effectiveness to be high. The low standard deviation = 0.29 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.6.

Figure 4.6:

Histogram for Teacher Effectiveness

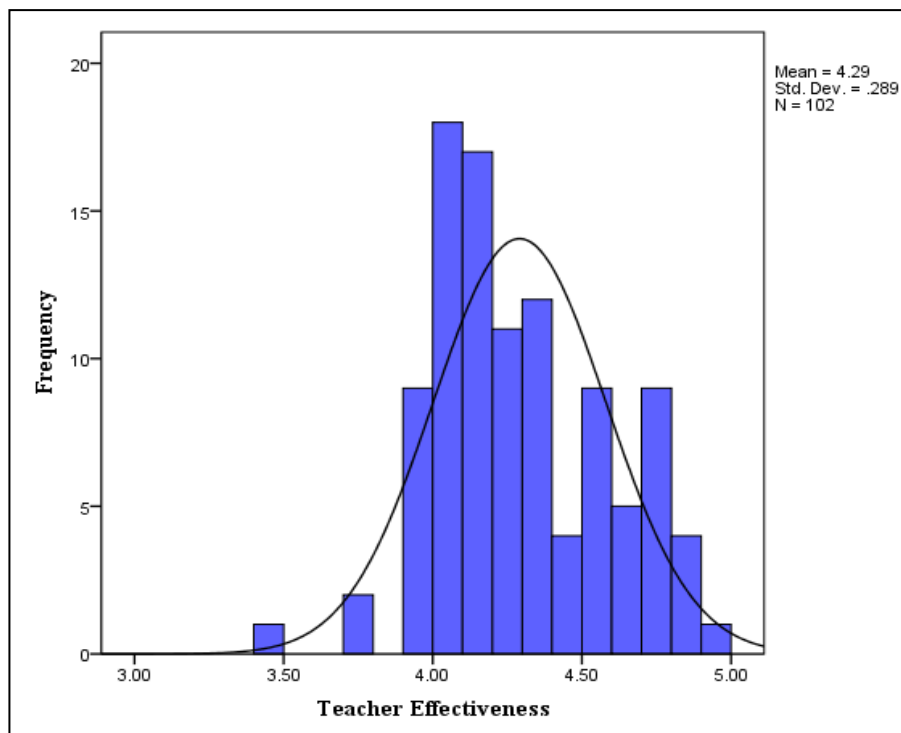
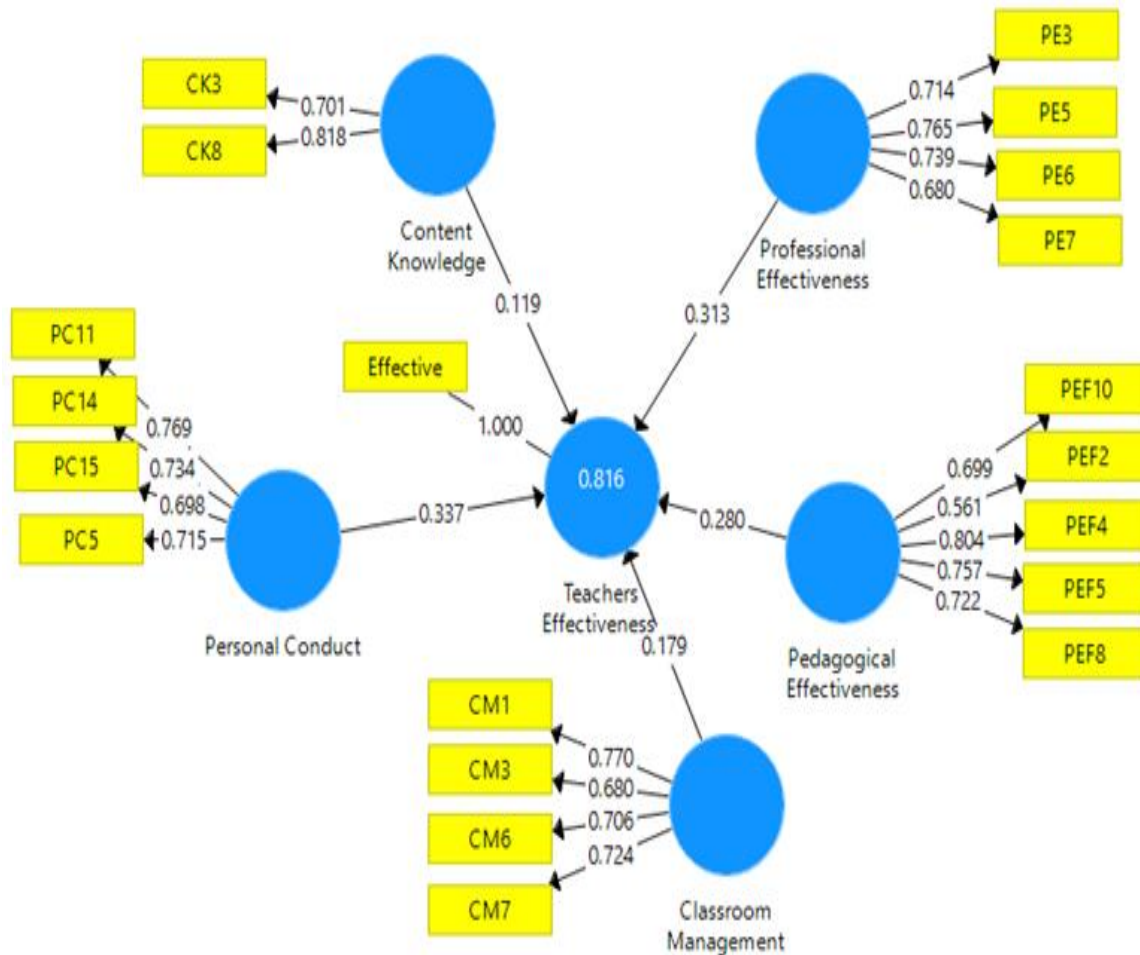


Figure 4.6 shows that teachers rated their effectiveness to be high (mean = 4.29). The standard deviation = 0.289 meant that the results were normally distributed. Therefore, results on teacher effectiveness were fit for analysis.

Figure 4.7:

Structural Model for Teacher Effectiveness



The structural model (Figure 4.7) describes a concept of teacher effectiveness. The model shows that teacher effectiveness is a multi-dimensional concept that involves content knowledge, personal conduct, pedagogical effectiveness, professional effectiveness and classroom management. The factor loadings obtained show that for the construct of content knowledge, two out of seven indicators measuring the construct loaded highly above the minimum validity value of 0.5 when using factor analysis as recommended by Hair Jr. et al. (2021). The five indicators did not load and they were removed. For personal

conduct four out of fifteen items measuring the concept loaded. Eleven items did not load and they were removed. For professional effectiveness, factor loadings show that four out of seven loaded. The three items that did not load were removed. For pedagogical effectiveness construct, factor loadings show that five out of twelve items loaded highly above the minimum validity value of 0.5. However, seven items did not load and they were removed. For classroom management construct, four out of eight items load and those which did not load were removed. Therefore, the items retained for all the constructs in the model were valid measures of those constructs and those items which were removed were left out from subsequent analyses.

4.4 Descriptive Results on Performance Management

Performance management was studied in three concepts, goal setting, performance appraisal, and career development. Results on the three concepts are as follows;

4.5.1 Descriptive Results on Goal setting. The concepts of goal setting were studied and divided into four constructs, namely goal clarity, stress, participation and feedback. Table 4.13 presents the descriptive results on goal clarity.

Table 4.13:*Descriptive Results for Goal clarity*

Goal Clarity	SD	D	U	A	SA	Mean
Team goals are clearly stated in this school.	2 (2.0%)	3 (2.9%)	6 (5.9)	53 (52.0%)	38 (37.3%)	4.19
I understand exactly what I am supposed to do in this school.		2 (2.0%)	4 (3.9%)	59 (57.8%)	37 (36.3%)	4.28
Goals are clearly described and prioritized in this school.	2 (2.0%)	2 (2.0%)	10 (9.8%)	58 (56.9%)	30 (29.4%)	4.09
Team goals are agreed upon by all staff members in this school.	5 (4.9%)	4 (3.9%)	5 (4.9%)	59 (57.8%)	29 (28.4%)	4.00
I have particular and clear goals to in this school.	3 (2.9%)	3 (2.9%)	8 (7.8%)	62 (60.8)	26 (25.5%)	4.02
My fellow teachers closely cooperate and encourage me to achieve the school goals.	2 (2.0%)	8 (7.8%)	7 (6.9%)	55 (53.9%)	30 (29.4%)	4.00

The findings in Table 4.13 about whether team goals were clearly stated in the school revealed that cumulatively, a large percentage (89.3%) agreed, 3.9% were undecided and 4.9% disagreed. The high mean = 4.19 close to code 4 which on the scale employed corresponded with agreed implied that in schools goals were clearly stated. In respect to whether one understood exactly what he/she was supposed to do in school revealed that larger percentage (94.1%) agreed, 3.9% were undecided and 2.0% disagreed. The high mean = 4.28 close to code 4 which on the scale employed corresponded with agreed implied teachers understood exactly what were supposed to do in school. As to whether goals were clearly described and prioritized in school revealed that large percentage (86.3%) agreed, 9.8% were undecided and 4.0% disagreed the high mean = 4.09 close to code 4 which on the scale employed corresponded with agreed implied the goals were clearly described and prioritized in schools.

Regarding whether team goals were agreed upon by all the staff members in the school revealed that large percentage (86.2%) agreed, 4.9% undecided and 8.8% disagreed. The high mean = 4.00 equal to code 4 which on the scale employed corresponded with agreed implied team goals were agreed upon by all the staff members in the school. Regarding whether one had particular and clear goals to follow in the school revealed that large percentage (86.3%) agreed, 7.8% undecided and 5.8% disagreed. The high mean = 4.02 close to code 4 which on the scale employed corresponded with agreed implied one had particular and clear goals to follow in the school. As to whether one's fellow teachers closely cooperated and encouraged one to achieve the school goals revealed large percentage (83.3%) agreed, 6.9% undecided and 9.8% disagreed. The high mean = 4.00 equal to code 4 which on the scale employed corresponded with agreed implied one's fellow teachers closely cooperated and encouraged one to achieve the school goals. Table 4.14 presents the descriptive results on goal stress.

Table 4.14:

Descriptive result for goal stress

Goal stress	SD	D	U	A	SA	Mean
I have too many goals to achieve in this school	5 (4.9%)	14 (13.7%)	10 (9.8%)	51 (49.8%)	22 (21.6%)	3.69
Goals are excessively difficult and stressful in this school	10 (9.8%)	19 (18.6%)	12 (11.8%)	40 (39.2%)	21 (20.6%)	3.42
I have failed to attain goals in this school.	10 (9.8%)	30 (29.4%)	13 (12.7%)	35 (34.3%)	14 (13.7%)	3.12
I have too many goals in this school.	10 (9.8%)	32 (31.4%)	11 (10.8%)	37 (36.3%)	12 (11.8%)	3.08
Some of my school objectives are at conflict with my personal principles.	16 (15.7%)	37 (36.3)	13 (12.7)	24 (23.5%)	12 (11.8%)	2.79
In this school, I do not have any clear goals	23 (22.5%)	29 (28.4%)	11 (10.8%)	29 (28.8%)	10 (9.8%)	2.74

Regarding whether one had too many goals to achieve in the school revealed that majority percentage (71.6%) agreed, 9.8% were undecided while 18.6% disagreed. The mean = 3.69 close to code 4 which on the scale employed corresponded with agreed implied one had too many goals to achieve in the school. As to whether goals were excessively difficult and stressful in the school indicated that moderate percentage (59.8%) agreed, 11.8% were undecided while 28.4% disagreed. The mean = 3.42 implied goals were excessively difficult and stressful in the school. Regarding whether one had failed to attain goals in school indicated that (38.0%) agreed, 12.7% were undecided while 39.2% disagreed. The mean = 3.12 implied that teachers failed to attain goals in school.

Regarding whether they were too many goals in school revealed that high percentage (48.1%) agreed, 10.8% were undecided and 41.2% disagreed. The mean = 3.08 implied teachers had too many goals in school. With respect to whether the school objectives were at conflict with personal principles revealed that high percentage (52.0%) disagreed, 12.7% undecided while 35.3% agreed. The mean = 2.79 just below average meant that to a less extent, the school objectives conflicted with personal principles. Regarding whether one did not have any clear goals in school revealed high percentage (50.9%) disagreed, 10.8 undecided while 38.6% agreed. The mean = 2.74 just below average meant that to less extent one didn't have any clear goals in school. Table 4.15 presents the descriptive results on goal participation

Table 4.15:*Descriptive result for goal participation*

Goal participation	SD	D	U	A	SA	Mean
In this school, my head teacher allows me to participate in goal setting strategies	11 (10.8%)	21 (20.6%)	8 (7.8%)	14 (43.1%)	18 (17.6%)	3.36
In this school, my head teacher provides support whenever I participate in goal setting strategies.	8 (7.8%)	21 (20.6%)	10 (9.8%)	49 (43.1%)	14 (13.6%)	3.39
My head teacher allows me to have a say on how to implement my goal	6 (5.9%)	14 (13.7%)	4 (3.9%)	59 (57.9%)	19 (18.6%)	3.69
I participate closely with my supervisors to agree on clear goals in this school.	6 (5.9%)	14 (13.7%)	8 (7.8%)	51 (50.0%)	23 (22.5%)	3.69
I participate in departmental meetings for decision making in this school	2 (2.0%)	7 (6.9%)	3 (2.9%)	69 (67.6%)	21 (20.6%)	3.98

Regarding whether the head teachers allowed teachers to participate in goal setting strategies revealed large percentage (60.7%) agreed, 7.8% undecided while 31.4% disagreed. The mean = 3.36 implied head teachers allowed teachers to participate in goal setting strategies. As to whether head teachers provided support to teachers whenever they participated in goal setting indicated large percentage (61.7%) agreed, 9.8 undecided whereas 28.4% disagreed. The mean = 3.39 implied head teachers provided support to teachers whenever they participated in goal setting. In respect to whether head teacher allowed teachers to have a say on how to implement goals revealed large percentage (76.5%) agreed, 3.9% undecided while 19.6% disagreed. The mean = 3.69 implied head teacher allowed teachers to have a say on how to implement goals.

As to whether teachers participated closely with their supervisors to agree on clear goals in the school revealed large percentage (72.5%) agreed, 7.8% undecided while 19.6% disagreed. The mean = 3.69 close to code 4 which on the scale employed corresponded with agreed implied teachers participated closely with their supervisors to agree on clear goals in the school. As whether the teachers participated in departmental meetings for decision making in school indicated that large percentage (88.2%) agreed, 2.9% were undecided while 8.9% disagreed the mean = 3.98 close to code 4 which on the scale employed corresponded with agreed implied teachers participated in departmental meetings for decision making in school. Table 4.16 presents the descriptive results on goal feedback.

Table 4.16:*Describes result for goal feedback*

Goal feedback	SD	D	U	A	SA	Mean
I have been given feedback on how I am performing in this school.	2 (2.0%)	4 (3.9%)	8 (7.8%)	58 (56.9%)	30 (29.4%)	4.07
I have been given Goal feedback on how to improve on my skills for better performance in this school.	2 (2.0%)	7 (6.9%)	10 (9.8%)	57 (55.9%)	26 (5.5%)	3.96
I apply goal feedback to improve on my skill for better performance in this school.	1 (1.0%)	7 (6.9%)	9 (8.8%)	62 (60.8%)	23 (22.5%)	3.97
Goal feedback helps me to know what people feel of me in this school.	3 (2.9%)	5 (4.9%)	7 (6.9%)	61 (59.8%)	26 (25.5%)	4.00
Critical goal feedback helps to improve on my performance in this school.	2 (2.0%)	4 (3.9%)	11 (10.8%)	61 (59.8%)	24 (23.5%)	3.99
My supervisors provide me support by asking me to say any area of teaching and learning that require his assistance	1 (1.0%)	7 (6.9%)	9 (8.8%)	63 (61.8%)	22 (21.2%)	3.96
My supervisors provide me with feedback on what he/she thinks I have done that requires recognitions.	2 (2.0%)	4 (3.9%)	11 (10.8%)	65 (63.7%)	20 (19.6%)	3.95
My boss provides me with feedback on particular objectives I need to meet in the future	1 (1.0%)	9 (8.8%)	9 (8.8%)	58 (56.9%)	25 (24.5%)	3.95

In respect to whether teachers had been given feedback on how they performed in the schools revealed that the large percentage (86.3%) agreed, 7.8% undecided, and 5.9% disagreed. The mean = 4.07 close to code 4 which on the scale employed corresponded with agreed implied teachers were given feedback on how they performed in the schools.

As to whether teachers were given goal feedback on how to improve on their skills for better performance in school large percentage (81.4%) agreed, 9.8% undecided whereas 8.9% disagreed. The mean = 3.96 close to code 4 which on the scale employed corresponded with agreed implied teachers were given goal feedback on how to improve on their skills for better performance in school. In respect to whether teachers applied goal feedback to improve on their performance in school large percentage (83.3%) agreed, 8.8% undecided and 7.9% disagreed. The mean = 3.97 close to code 4 which on the scale employed corresponded with agreed implied teachers applied goal feedback to improve on their performance in school.

As to whether goal feedback helped teachers to know what people felt of them in school, the larger percentage (85.3%) agreed, 6.9% undecided and 7.8% disagreed. The mean = 4.00 corresponded code 4 which on the scale employed corresponded with agreed implied goal feedback helped teachers to know what people felt of them in school. In line whether critical goal feedback helped to improve teacher's performance in school, large percentage (83.3%) agreed, 10.8% undecided while 5.9% disagreed. The mean = 3.99 close to code 4 which on the scale employed corresponded with agreed implied critical goal feedback helped to improve teacher's performance in school. In regards as to whether supervisors asked teachers to say any area of teaching and learning that required their assistance, large percentage (83.8%) agreed, 8.8% undecided while 7.9% disagreed. The mean = 3.96 close to code 4 which on the scale employed corresponded with agreed implied supervisors asked teachers to say any area of teaching and learning that required their assistance.

As to whether supervisors provided teachers feedback on what they thought they had than that required recognition, large percentage (83.3%) agreed, 10.8% undecided and 5.9% disagreed. The mean = 3.95 close to code 4 which on the scale employed

corresponded with agreed implied supervisors provided teachers feedback on what he/she thought they had than that required recognition. As to whether the boss provided teachers with feedback on particular objectives they needed to meet in the future, majority percentage (81.4%) agreed, 8.8% undecided while 9.8% disagreed. The mean = 3.95 close to code 4 which on the scale employed corresponded with agreed implied the boss provided teachers with feedback on particular objectives they needed to meet in the future.

Table 4.17:

Summary Results for goal setting

	Descriptives		Statistic	Std. Error
Goal	Mean		3.74	0.04
setting	95% Confidence	Lower bound	3.66	
	Interval for Mean	Upper bound	3.82	
	Median		3.76	
	Variance		0.17	
	Std. Deviation		0.41	
	Minimum		2.72	
	Maximum		5.00	
	Range		2.28	
	Skewness		0.11	0.24
	Kurtosis		0.16	0.47

The results in Table 4.17 show mean = 3.74 close to median = 3.76 but with skew (skew = -0.11) which suggested that the results were normally distributed. The high mean also meant that the teachers rated goal setting to be high. The low standard deviation = 0.41 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.8.

Figure 4.8:

Histogram for Goal Setting

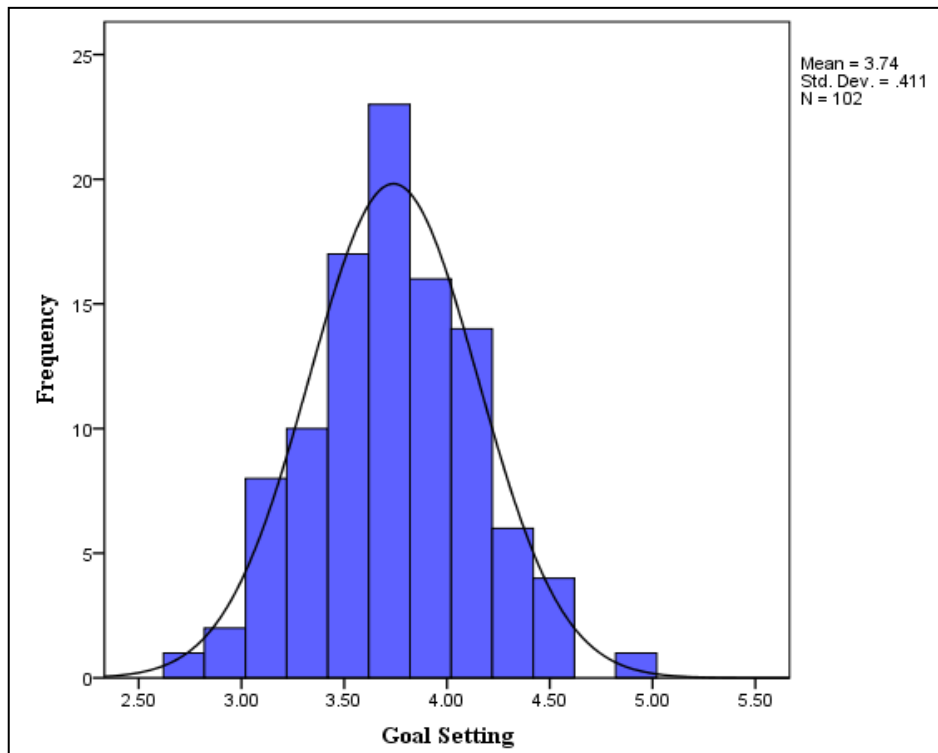
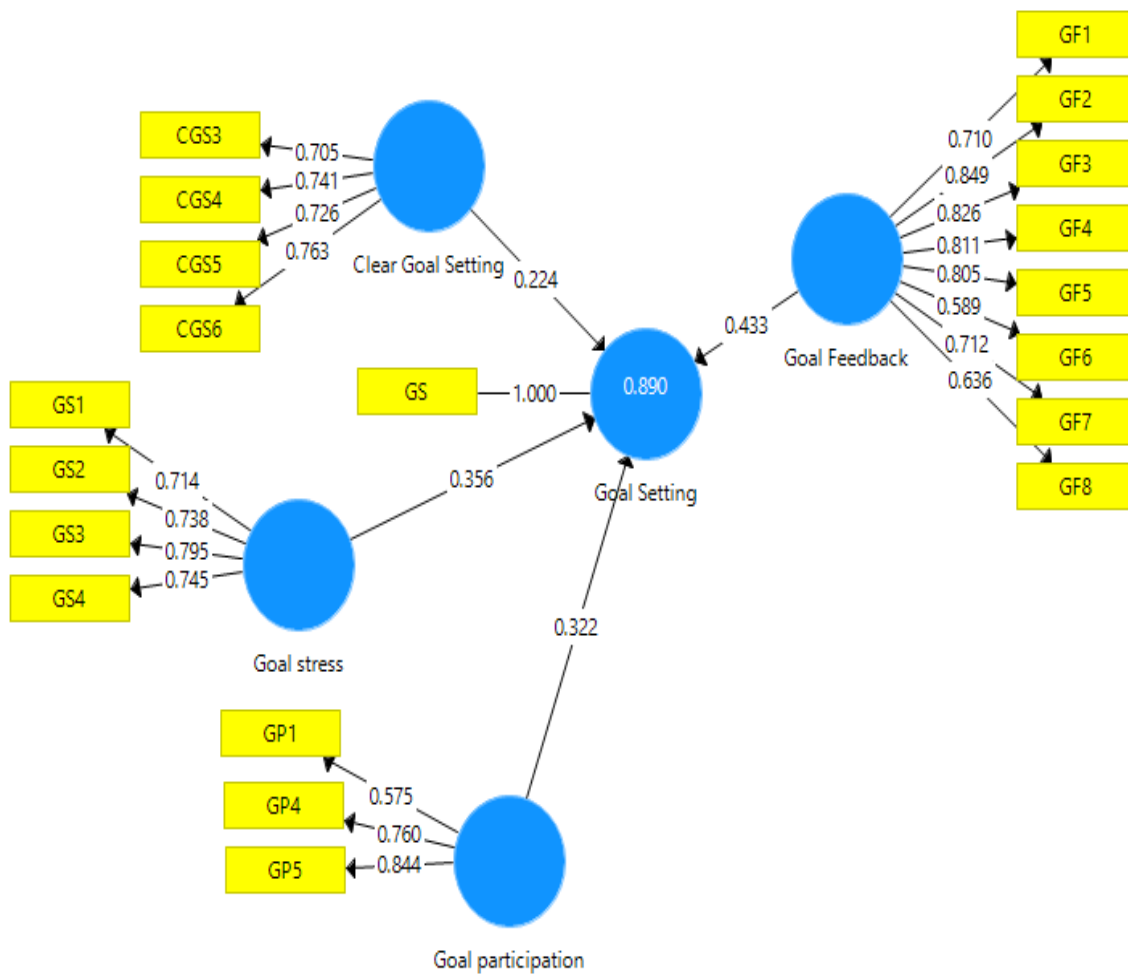


Figure 4.8 shows that teachers rated goal setting to be high (mean = 3.74). The standard deviation = 0.411 meant that the results were normally distributed. Therefore, results on goal setting were fit for analysis.

Figure 4.9:

Structural Model for Goal setting



The structural model for goal setting (Figure 4.9) shows that goal setting was studied in terms of four factors namely; clear goal setting, goal stress, goal participation and goal feedback. The factor loading revealed that only four items out of six items that measured the clear goal setting construct loaded highly above the minimum validity value of 0.5 when using factor analysis. The two items (CGS1 & CGS2) did not load and were removed from the model. For goal stress four out of six items loaded. However, items (GS5, GS5) did not load and they were removed from the model. Regarding participation, three out of five items loaded, items (GP2, GP3) did not load and they were deleted from the model. As to goal feedback, all the items used to measure the variable loaded highly

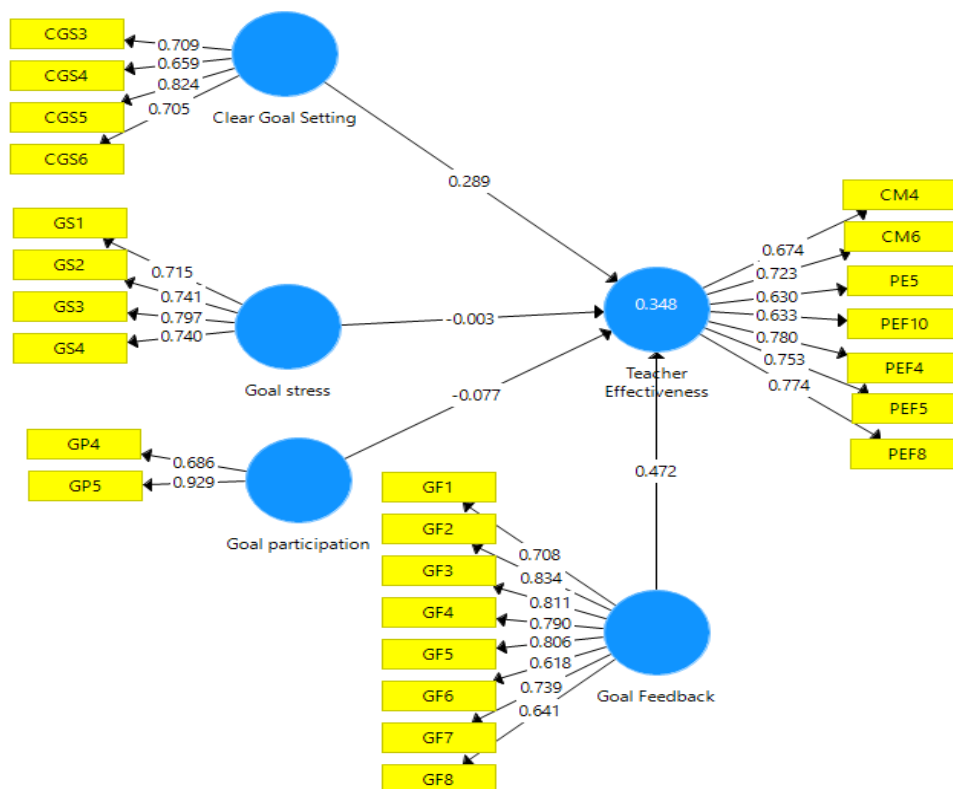
above the minimum validity value of 0.5. Thus, all the items retained in the model were valid measures of the respective constructs.

4.5.1.1 Structural Model for Goal setting and Teacher effectiveness

The first objective of the study was to examine the relationship between goal setting and teacher effectiveness. The null hypothesis to the effect that there is no significant relationship between goal setting and teacher effectiveness was tested using structural equation modelling as shown in Figure 4.10.

Figure 4.10:

Structural Equation Model Prediction for Goal Setting and Teacher Effectiveness



Results in Figure 4.10 indicate that goal setting relates to teacher effectiveness. Goal setting was studied in term of four constructs namely, clear goal setting, goal stress, goal

participation and goal feedback. For goal setting, the factors loading showed that 18 out of 25 items for the constructs that measured the same loaded above the minimum validity value of 0.5 when using factor analysis. The seven items (CGS1, CGS2, GS5, GS6, GP1, GP2 & GP3) did not load above the minimum validity value of 0.5 and they were removed from the model. Teacher effectiveness was studied in terms of content knowledge, personal contact, professional effectiveness, pedagogical effectiveness and classroom management. However, only one, four, two, items that measured professional effectiveness, pedagogical effectiveness and classroom management respectively loaded above the minimum validity value of 0.5. The items that did not load above 0.5 were removed from the model.

Table 4.18:

Structural Equation Path Model Predictions for Goal Setting and Teacher Effectiveness

Goal Setting and Teacher Effectiveness	B	Mean	STD	t	P
Clear Goal Setting → Teacher Effectiveness	0.289	0.322	0.092	3.140	0.002
Goal Feedback → Teacher Effectiveness	0.472	0.458	0.103	4.587	0.000
Goal participation → Teacher Effectiveness	-0.077	-0.054	0.101	0.757	0.449
Goal stress → Teacher Effectiveness	-0.003	0.016	0.086	0.031	0.975
R ² = 0.348					
Adjusted R ² = 0.321					

Goal setting positively relate to teacher effectiveness (H1.1), goal feedback positively relates to teacher effectiveness (H1.2), goal participation relates to teacher effectiveness (H1.3) and goal stress relate to teacher effectiveness (H1.3) were tested. The results revealed that clear goal setting ($\beta = 0.289$, $t = 3.140$, $p = 0.002 < 0.05$) and goal feedback ($\beta = 0.472$, $t = 4.587$, $p = 0.000 < 0.05$) positively and significantly predicted teacher

effectiveness. However, goal participation ($\beta = -0.077$, $t = 0.757$, $p = 0.449 > 0.05$) and goal stress ($\beta = -0.003$, $t = 0.031$, $p = 0.975 > 0.05$) negatively and insignificantly predicted teacher effectiveness. Results of R^2 suggested that the four constructs namely clear goal setting, goal stress, goal participation and goal feedback contributed 34.8% (0.348) to teacher effectiveness. The adjusted R^2 revealed that the significant constructs namely clear goal setting and goal feedback contributed 32.1% (0.321) of teacher effectiveness. Thus, the coefficient of determination suggested that 65.2% of variation in teacher effectiveness was accounted for by other constructs not considered for in this model. Also, the results implied that if two aspects of goal setting namely, clear goal setting and goal feedback are emphasized by the schools, teacher effectiveness is most likely to improve.

4.5.1 Descriptive Results for Performance Appraisal. Performance appraisal was divided into two concepts as core competences appraisal, and performance feedback. Table 4.19 presents the descriptive results on performance appraisal core competencies.

Table 4.19:*Descriptive Results on Performance Appraisal*

Core Competences appraisal	SD	D	U	A	SA	Mean
In this school, I look for new activities to perform	2 (2.0%)	5 (4.9%)	7 (6.9%)	65 (63.7%)	25 (22.5%)	4.00
I am committed to new tasks in this school	-	3 (2.9%)	8 (7.8%)	70 (68.6%)	21 (20.6%)	4.06
In this school I am willing to lead others in group activities	1 (1.0%)	4 (3.9%)	5 (4.9%)	68 (66.7%)	24 (23.5%)	4.07
In this school, I relate well with most of my colleagues	2 (2.0%)	3 (2.9%)	6 (5.9%)	55 (53.9%)	36 (35.5%)	4.17
The respect I give to my colleagues in this school is good	-	4 (3.9%)	3 (2.9%)	61 (59.8%)	34 (33.3%)	4.22
In this school, I show a positive feeling towards my colleagues.	1	2	4	62	33	4.21
The grammar and spelling I use to communicate in this school is clear	-	1 (1.0%)	2 (2.0%)	71 (69.6%)	28 (27.5%)	4.23

The findings in Table 4.19 about whether in school teachers looked for new activities to perform revealed large percentage (86.2%) agreed, 6.9% undecided and 6.9% disagreed. The mean = 4.00 corresponded to code 4 which on the scale employed corresponded with agreed implied in school teachers looked for new activities to perform. About whether teachers were committed to new tasks in school indicated (89.2%) agreed, 7.8% undecided while 2.9% disagreed. The mean = 4.06 close to code 4 which on the scale employed corresponded with agreed implied teachers were committed to new tasks in school. In respect whether in school, teachers were willing to lead others in group activities revealed that large percentage (90.2%) of the respondents agreed, 4.9% undecided while 4.9%

disagreed. The mean = 4.07 close to code 4 which on the scale employed corresponded with agreed implied teachers were willing to lead others in group activities.

Whether in school, teachers related well with most of their colleague's large percentage (89.2%) agreed, 5.9% undecided while 4.9% disagreed. The mean = 4.17 close to code 4 which on the scale employed corresponded with agreed implied teachers related well with most of their colleagues in school. As to whether teachers gave good respect to their colleagues in school, large percentage (93.1%) agreed, 2.9% undecided while 3.9% disagreed. The mean = 4.17 close to code 4 which on the scale employed corresponded with agreed implied teachers agreed they gave good respect to their colleagues in school. As to whether in school, teachers showed a positive feeling towards their colleague's high percentage (93.2%) agreed, 3.9% undecided and 3.0% disagreed. The mean = 4.17 close to code 4 which on the scale employed corresponded with agreed implied in school, teachers showed a positive feeling towards their colleagues. With respect whether grammar and spelling teachers used to communicate in school was clear, indicated high percentage (97.1%) agreed, 2.0% undecided while 1.0% disagreed. The mean = 4.23 close to code 4 which on the scale employed corresponded with agreed implied grammar and spelling teachers used to communicate in school was clear. Table 4.20 presents the descriptive results on performance appraisal feedback.

Table 4.20:*Descriptive Results on Performance Feedback*

Performance Feedback	SD	D	U	A	SA	Mean
Performance appraisal feedback contributes to my success in this school.	-	4 (3.9%)	2 (2.0%)	64 (62.7%)	32 (31.4%)	4.21
I relay on feedback to develop my skills in this school	-	4 (3.9%)	5 (2.0%)	70 (62.7%)	23 (31.4%)	4.09
Feedback from my superiors can help me to increase performance in this school.	-	3 (2.9%)	5 (4.9%)	57 (52.9%)	37 (39.2%)	4.25
I believe that receiving feedback is critical to achieving my objectives	-	3 (2.9%)	5 (4.9%)	54 (52.9%)	40 (39.2%)	4.28
It is my role to use feedback to advance my performance.	4 (3.9%)	2 (2.0%)	7 (6.9%)	57 (55.9%)	37 (31.4%)	4.08
I consider myself accountable for responding to feedback.	5 (4.9%)	3 (2.9%)	9 (8.8%)	61 (59.8%)	24 (23.5%)	3.94
I appreciate the feedback I receive	25 (24.5%)	16 (15.7%)	7 (6.9%)	32 (31.4%)	22 (21.6%)	3.09

The results in Table 4.20 on whether performance appraisal feedback contributed to teacher's success in school indicated large percentage (94.1%) agreed, 2.0% undecided, while 3.9% disagreed. The mean = 4.21 close to code 4 which on the scale employed corresponded with agreed implied performance appraisal feedback contributed to teacher's success in school. As to whether teachers relayed on feedback to develop their skills in school revealed large percentage (94.1%) agreed, 2.0% undecided and 3.9% disagreed. The mean = 4.09 close to code 4 which on the scale employed corresponded with agreed implied teachers relayed on feedback to develop their skills in school. As to whether feedback from their superiors could help teachers to increase performance in school,

revealed large percentage (92.2%) agreed, 4.9% undecided and 2.9% disagreed. The mean = 4.25 close to code 4 which on the scale employed corresponded with agreed implied feedback from their superiors could help teachers to increase performance in school.

Whether teachers believed that receiving feedback was critical to achieving their objectives, showed high percentage (92.1%) agreed, 4.9% undecided while 2.9% disagreed. The mean = 4.28 close to code 4 which on the scale employed corresponded with agreed implied teachers believed that receiving feedback was critical to achieving their objectives. Regarding whether it was teacher's role to use feedback to advance his/her performance, indicated large percentage (87.3%) agreed, 6.9% undecided and 5.9% disagreed. The mean = 4.08 close to code 4 which on the scale employed corresponded with agreed implied it was teacher's role to use feedback to advance his/her performance. Regarding whether teachers considered themselves accountable for responding to feedback, revealed large percentage (83.3%) agreed, 8.8% undecided while 7.8% disagreed. The mean = 3.94 close to code 4 which on the scale employed corresponded with agreed implied teachers considered themselves accountable for responding to feedback. With respect to whether teachers disliked receiving feedback showed large (53.0%) agreed, 6.9% undecided while 40.2% disagreed. The mean = 3.09 implied teachers disliked receiving feedback.

Table 4.21:*Summary Results for Performance Appraisal*

		Descriptives	Statistic	Std. Error
Performance	Mean		4.07	0.04
Appraisal	95% Confidence	Lower bound	3.98	
	Interval for Mean	Upper bound	4.15	
	Median		4.04	
	Variance		0.20	
	Std. Deviation		0.44	
	Minimum		2.14	
	Maximum		5.00	
	Range		2.86	
	Skewness		-0.45	0.24
	Kurtosis		0.16	0.47

The results in Table 4.21 show mean = 4.07 close to median = 4.04 but with negative skew (skew= -0.45) which suggested that the results were normally distributed. The high mean also meant that the teachers rated performance appraisal to be high. The low standard deviation = 0.44 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.11.

Figure 4.11:

Histogram for Performance Appraisal

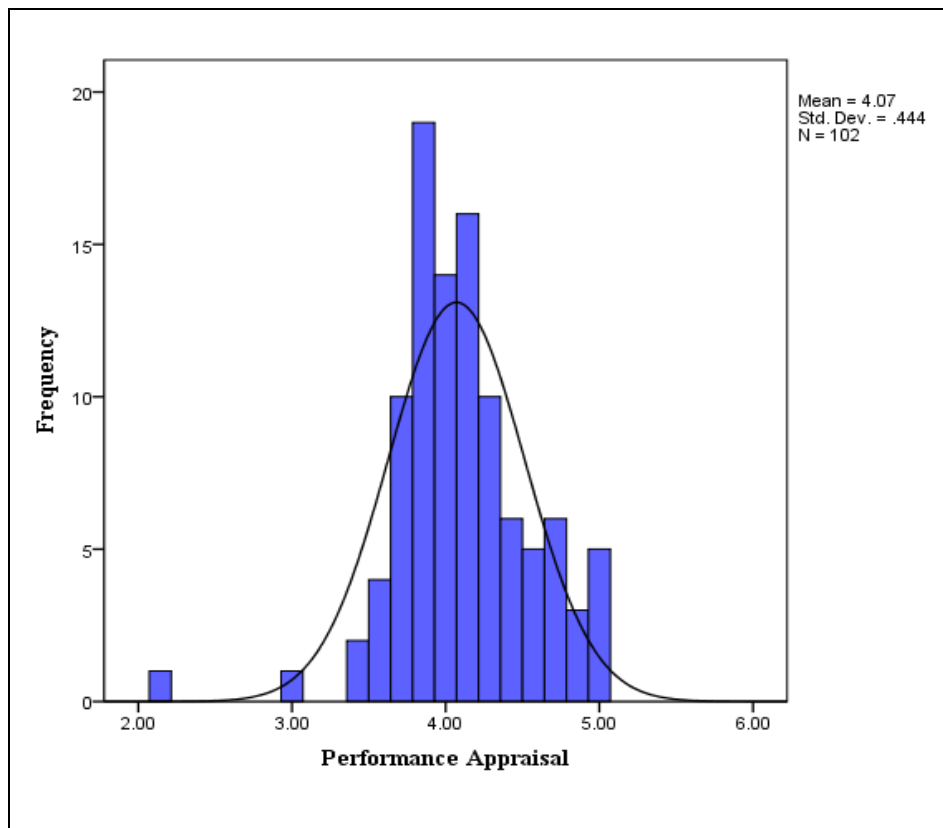
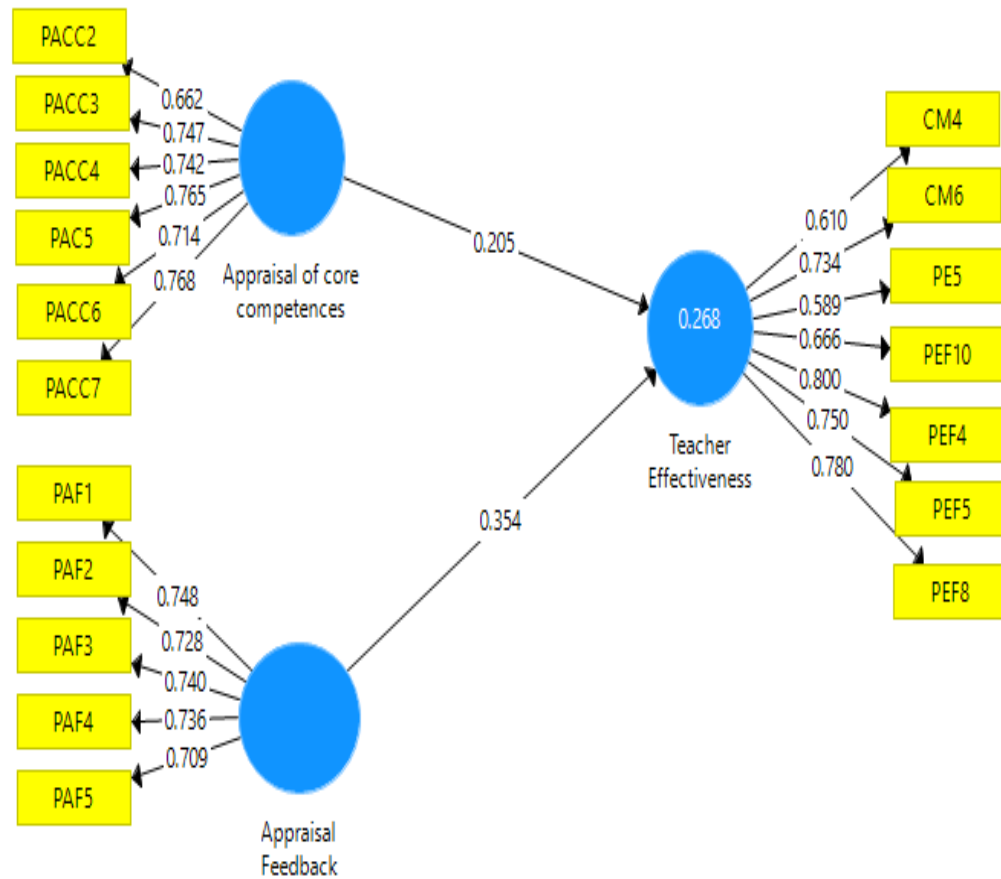


Figure 4.11 shows that teachers rated performance appraisal to be high (mean = 4.07). The standard deviation = 0.444 meant that the results were normally distributed. Therefore, results on performance appraisal were fit for analysis.

Figure 4.12:

Structural Model of performance appraisal and Teacher effectiveness



Results in Figure 4.12 show that performance appraisal relates to teacher effectiveness. Performance appraisal was studied in terms of two concepts namely appraisal core competences and appraisal feedback. For performance appraisal, the factors loading showed that eleven out of fourteen items for the concepts that measured the same loaded above the minimum validity value of 0.5 when using factor analysis. The items (PACC1, PAF6, & PAF7) did not load above the minimum validity value of 0.5 and they were removed from the model. Teacher effectiveness was studied in terms of content knowledge, personal contact, professional effectiveness, pedagogical effectiveness and classroom management. However, only one, four, two, items that measured professional

effectiveness, pedagogical effectiveness and classroom management respectively loaded above the minimum validity value of 0.5. The items that did not load above 0.5 were removed from the model.

Table 4.22:

Structural Equation Path Model Predictions for Performance Management Appraisal and Teacher Effectiveness

Performance Management Appraisal	B	Mean	STD	T	p
Appraisal Feedback → Teacher Effectiveness	0.354	0.372	0.117	3.014	0.003
Appraisal of core competences → Teacher Effectiveness	0.205	0.237	0.128	1.604	0.109
R ² = 0.268					
Adjusted R ² = 0.254					

The results in Table 4.22 and Figure 4.12 show that the two hypotheses to the effect that appraisal feedback relates to teacher effectiveness (H2.1), appraisal of core competence relate to teacher effectiveness (H2.2) were tested. The results revealed that clear appraisal feedback ($\beta = 0.354$, $t = 3.014$, $p = 0.003 < 0.05$) positively and significantly predicted teacher effectiveness. However, appraisal of core competences ($\beta = 0.205$, $t = 1.604$, $p = 0.109 > 0.05$) positively and insignificantly predicted teacher effectiveness. Results of R² suggested that the two concepts namely appraisal feedback and appraisal of core competences contributed 26.8% (0.268) to teacher effectiveness. The adjusted R² revealed that the significant concept namely appraisal feedback contributed 25.4% (0.254) of teacher effectiveness. Thus, the coefficient of determination suggested that 73.2% of variation in teacher effectiveness was accounted for by other concepts not considered for

in this model. Also, the results implied that if appraisal feedback is emphasized in schools, teacher effectiveness is most likely to improve.

Table 4.23:

Descriptive Results for Career Development Training

Career development training	SD	D	UD	A	SA	Mean
My supervisor has instructed me on how to perform certain activities in this school.	6 (5.9%)	9 (8.8%)	8 (7.8%)	52 (51.0%)	27 (26.5%)	3.83
This school has taken advantage of trainings in the use of new technologies in the classroom.	14 (13.7%)	12 (11.8%)	11 (10.8%)	49 (48.0%)	16 (15.7%)	3.40
I have been stimulated to attend career discussion and training in this school.	9 (8.8%)	12 (11.8%)	11 (10.8%)	52 (51.0%)	18 (17.6%)	3.56
I am offered with a chance to take a reference course in this school	8 (7.8%)	11 (10.8%)	16 (15.7%)	47 (46.1%)	20 (19.6%)	3.58
I am equipped with a Work performance instruction manual in this school.	9 (8.8%)	11 (10.8%)	15 (14.7%)	50 (49.0%)	17 (16.7%)	3.53
I have been given the opportunity to further my education in this school.	13 (12.7%)	12 (11.8%)	17 (16.7%)	45 (44.1%)	15 (14.7%)	3.35
I have been taken on a school trip to a higher performing school to learn from them.	17 (16.7%)	16 (15.7%)	18 (17.6%)	35 (34.3%)	16 (15.7%)	3.16
The role I hold at this school comes with a lot of duties.	4 (3.9%)	21 (20.6%)	18 (17.6%)	44 (43.1%)	15 (14.7%)	3.44
In this school, I've held many positions of responsibilities.	10 (9.8%)	14 (13.7%)	16 (15.7%)	49 (48.0%)	13 (12.7%)	3.40
My bosses give me instructions on what tasks I need to perform.	10 (9.8%)	16 (15%)	16 (15%)	48 (47.1%)	12 (11.8%)	3.35

The findings in Table 4.23 about whether supervisor had instructed teachers on how to perform certain activities in school revealed high percentage (77.5%) agreed, 7.8% undecided and 14.7% disagreed. The mean = 3.83 close to code 4 which on the scale employed corresponded with agreed implied that supervisor had instructed teachers on

how to perform certain activities in school. Regarding whether school had taken advantage of trainings in the use of new technologies in the classroom, the large percentage (63.7%) agreed, 10.8% undecided while 25.5% disagreed. The mean = 3.40 implied that schools took advantage of trainings in the use of new technologies in the classroom. As to whether teachers had been stimulated to attend career discussions and training at school indicated that high percentage (68.6%) agreed, 10.8% undecided while 20.6% disagreed. The mean = 3.56 implied that teachers were stimulated to attend career discussions and training in schools. As to whether the teachers were offered with a chance to take a refresher course in schools revealed high percentage (65.7%) agreed, 15.7 undecided whereas 18.6% disagreed. The mean = 3.58 implied teachers were offered chances to take a refresher course in schools.

As to whether teachers were equipped with a work performance instruction manual in schools indicated that high percentage (65.7%) agreed, 14.7% undecided while 19.6% disagreed. The mean = 3.53 implied that teachers were equipped with a work performance instruction manual in schools. In line with whether teachers had been given the opportunity to further their education showed that high percentage (58.8%) agreed, 16.7% undecided and 24.5% disagreed. The mean = 3.36 implied that teachers were given the opportunity to further their education. Regarding whether one had been taken on a school trip to a higher-performing school to learn from them showed that average percentage (50%) agreed, 17.6% undecided and 32.4% disagreed. The mean = 3.16 implied teachers were taken on a school trip to a higher-performing school to learn from them.

As to whether teachers held roles in schools accompanied by a lot of duties showed that high percentage (57.8%) agreed, 17.6% undecided while 24.5% disagreed. The mean = 3.44 implied teachers held roles with a lot of duties in schools. Regarding whether one held many positions of responsibility in school indicated that large percentage (60.7)

agreed, 15.7% undecided and 23.5% disagreed. The mean = 3.40 implied teachers held many positions of responsibility in school. Regarding whether bosses gave instructions on what tasks one needed to perform indicated that large percentage (58.9%) agreed, 15.7% undecided while 25.5% disagreed. The mean = 3.35 implied bosses gave instructions on what tasks teachers needed to perform.

Table 4.24:

Summary Results for Career Development Training

		Descriptives	Statistic	Std. Error
Career	Mean		3.44	0.07
Development Training	Lower bound		3.31	
	95% Confidence Interval for Mean	Upper bound	3.58	
	Median		3.53	
	Variance		0.51	
	Std. Deviation		0.71	
	Minimum		1.47	
	Maximum		5.00	
	Range		3.53	
	Skewness		-0.19	0.24
	Kurtosis		0.05	0.47

The results in Table 4.24 show mean = 3.44 close to median = 3.53 but with negative skew (skew= -0.19) which suggested that the results were normally distributed. The moderate mean also meant that the teachers rated their career development training to be fair. The low standard deviation = 0.71 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.13.

Figure 4.13:

Histogram for Career Development Training

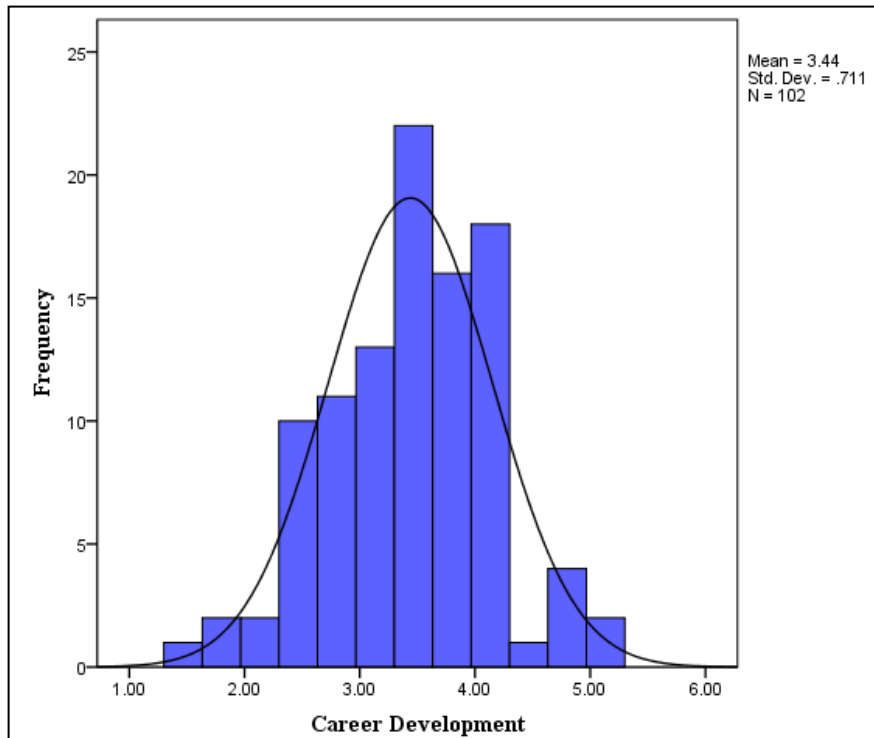


Figure 4.13 shows that teachers rated their career development training to be fair (mean = 3.44). The standard deviation = 0.711 meant that the results were normally distributed. Therefore, results on career development training were fit for analysis. Table 4.25 presents the descriptive results on career promotion

Table 4.25:*Descriptive result for career promotion*

Career Promotion	SD	D	UD	A	SA	Mean
There is a possibility that I will be promoted at this institution in the near future	9 (8.8%)	14 (13.7%)	14 (13.7%)	41 (40.2%)	24 (23.5%)	3.55
This school has provided me with a promotion opportunity that is pleasing	10 (9.8%)	21 (20.6%)	16 (15.7%)	41 (44.1%)	14 (13.7%)	3.27
The promotion policies at this institution have been made clear to me by the administration.	12 (11.8%)	17 (16.7%)	16 (15.7%)	45 (44.1%)	12 (11.8%)	3.27
Promotions are based on merit at this school	9 (8.8%)	21 (20.6%)	14 (13.7%)	39 (38.2%)	19 (18.6%)	3.37
I am fully aware of the promotion requirements for my work at this institution	7 (6.9%)	19 (18.6%)	14 (13.7%)	46 (45.1%)	16 (15.7%)	3.44

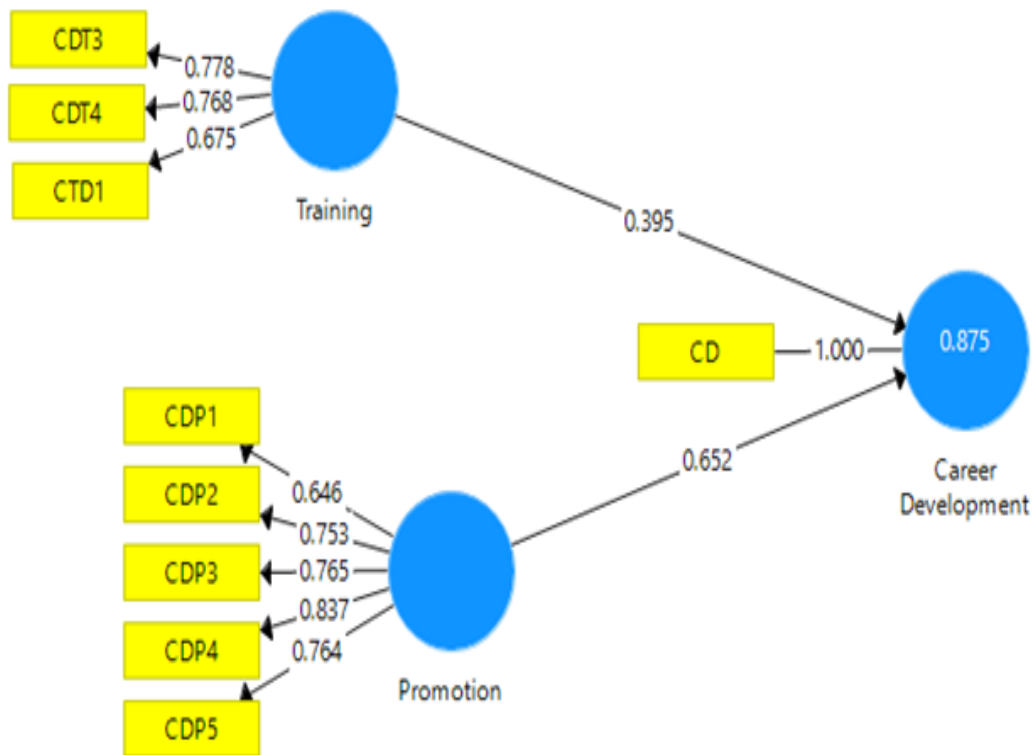
About whether there was a possibility that one would be promoted at the institution in the near future showed high percentage (63.7%) agreed, 13.7% undecided while 22.5% disagreed. The mean = 3.55 implied teachers got promoted at the institution in the near future. Regarding whether school provided one with a promotion opportunity that was pleasing indicated that high percentage (57.8%) agreed, 15.7% undecided while 30.4% disagreed. The mean = 3.27 implied that schools provided teachers with a promotion opportunity that was pleasing. As to whether the promotion policies at institution had been made clear to teachers by the administration revealed that high percentage (55.9%) agreed, 15.7% undecided while 28.5% disagreed. The mean = 3.27 implied promotion policies at institution were made clear to teachers by the administration.

As to whether promotions were based on merit at school, large percentage (56.8%) agreed, 13.7% undecided while 25.5% disagreed. The mean = 3.37 implied that promotions were based on merit at school. Regarding whether one was fully aware of the

promotion requirements for his/her work at the institution indicated that large percentage (60.8%) agreed, 13.7% undecided while 25.5% disagreed. The mean = 3.44 implied teachers were fully aware of the promotion requirements for their work at the institution.

Figure 4.14:

Structural Model for Career Development Training

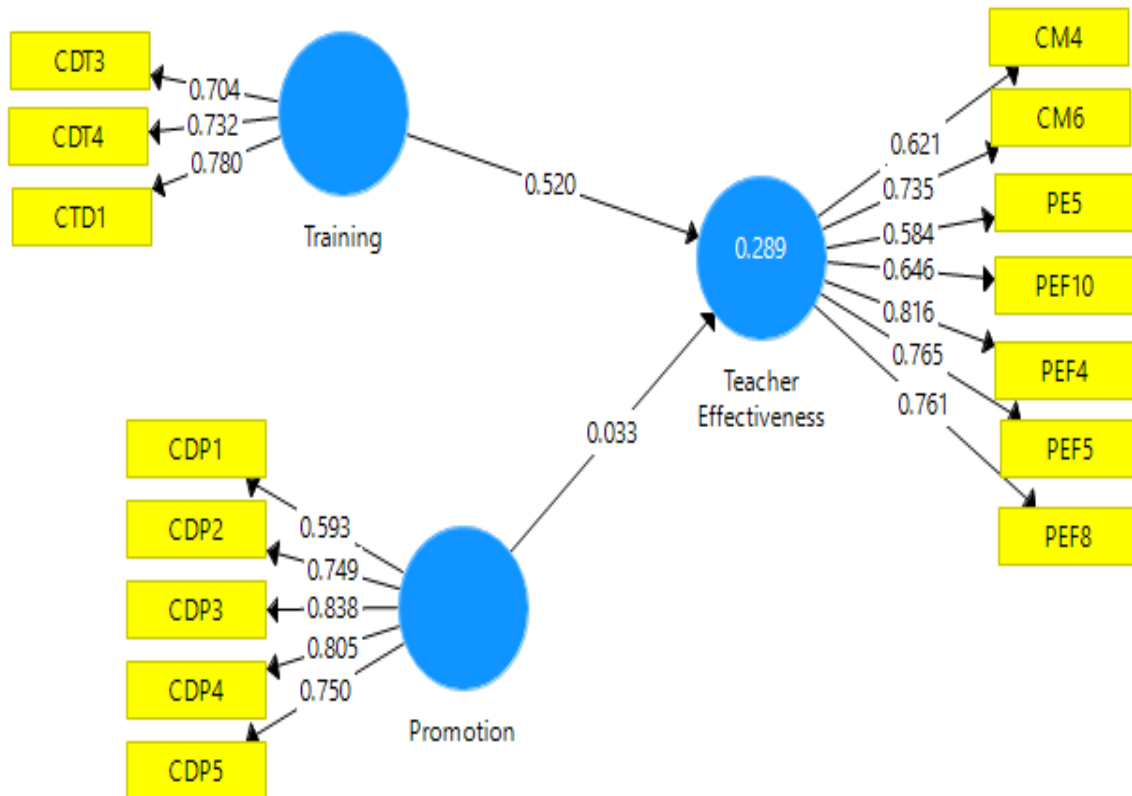


The structural model for career development shows that career development was studied in terms of two factors namely; training and promotion. The factor loading revealed that all the items that measured promotion factor loaded highly above the minimum validity value of 0.5 when using factor analysis. Regarding training, three out of ten items loaded and they were retained. However, items (CTD2, CTD5, CTD6, CTD7, CTD8, CTD9, & CTD 10) did not load highly above the minimum validity value of 0.5 and they were removed

from the model. Thus, all the items retained in the model were valid measures of the respective factors.

Figure 4.15:

Structural Model for Career Development Training and Teacher Effectiveness



Results in Figure 4.15 show that career development relate to teacher effectiveness. Career development was studied in terms of two concepts namely training and promotion. For career development, the factors loading showed that eight of fifteen items for the concepts that measured the same loaded above the minimum validity value of 0.5 when using factor analysis. However, items (CTD2, CTD5, CTD6, CTD7, CTD8, CTD9, & CTD 10) did not load above the minimum validity value of 0.5 and they were removed from the model. Teacher effectiveness was studied in terms of content knowledge, personal contact,

professional effectiveness, pedagogical effectiveness and classroom management. However, only one, four, two, items that measured professional effectiveness, pedagogical effectiveness and classroom management respectively loaded above the minimum validity value of 0.5. The items that did not load above 0.5 were removed from the model.

Table 4.26:

Structural Equation Path Model Predictions for Career Development and Teacher Effectiveness

Career Development	B	Mean	STD	t	p
Promotion → Teacher Effectiveness	0.033	0.059	0.092	0.355	0.723
Training → Teacher Effectiveness	0.520	0.532	0.099	5.255	0.000
$R^2 = 0.289$					
Adjusted $R^2 = 0.275$					

The results in Table 4.26 and Figure 4.15 show that the two hypotheses to the effect that promotion relate to teacher effectiveness (H3.1), training relate to teacher effectiveness (H3.2) were tested. The results revealed that promotion ($\beta = 0.033$, $t = 0.355$, $p = 0.723 > 0.05$) positively and insignificantly predicted teacher effectiveness. However, competences ($\beta = 0.520$, $t = 5.255$, $p = 0.000 < 0.05$) positively and significantly predicted teacher effectiveness. Results of R^2 suggested that the two concepts namely promotion and training contributed 28.9% (0.268) to teacher effectiveness. The adjusted R^2 revealed that the significant concept namely training contributed 27.5% (0.275) of teacher effectiveness. Thus, the coefficient of determination suggested that 71.1% of variation in teacher effectiveness was accounted for by other concepts not considered for in this model.

Also, the results implied that if training is emphasized in schools, teacher effectiveness is most likely to improve.

Table 4.27:

Summary Results for Performance Management

		Descriptives	Statistic	Std. Error
Performance	Mean		3.75	0.04
Management	95% Confidence Interval for Mean	Lower bound	3.67	
		Upper bound	3.83	
	Median		3.76	
	Variance		0.19	
	Std. Deviation		0.44	
	Minimum		2.67	
	Maximum		4.98	
	Range		2.31	
	Skewness		0.05	0.24
	Kurtosis		0.33	0.47

The results in Table 4.27 show mean = 3.75 close to median = 3.75 with skew (skew = -0.05) which suggested that the results were normally distributed. The high mean implied that teachers rated their performance management to be high. The low standard deviation = 0.44 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.16.

Figure 4.16:

Histogram for Performance Management

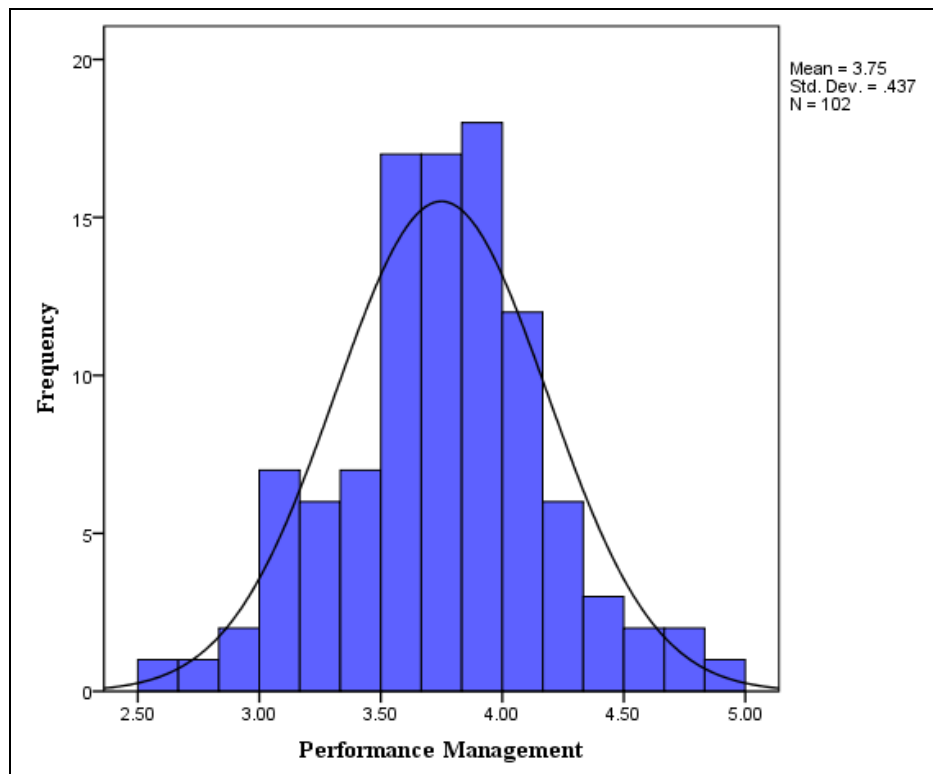
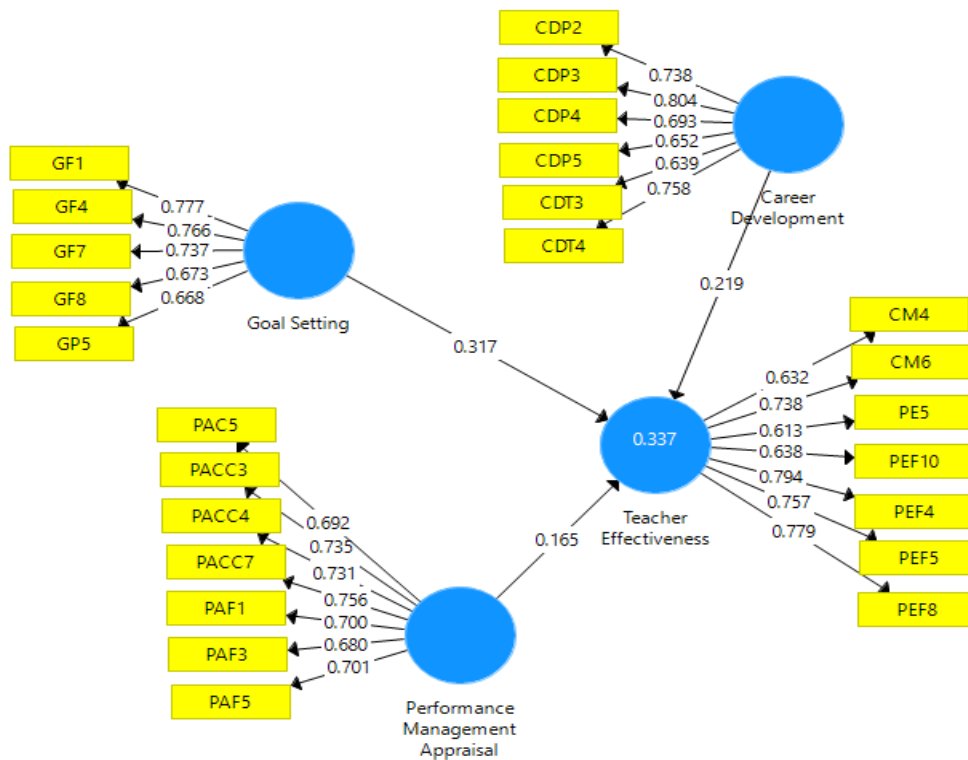


Figure 4.16 shows that teachers rated performance management to be high (mean = 3.75). The standard deviation = 0.437 implied results were normally distributed. Therefore, results on performance management were fit for analysis.

Figure 4.17:

Structural Equation Model for Performance Management and Teacher Effectiveness



The results in Figure 4.17 show that performance management relate to teacher effectiveness. Performance management was studied in terms of three factors namely career development, goal setting and performance management appraisal. For performance management, eighteen out of fifty-four for the constructs that measured the same loaded above the minimum validity value of 0.5 when using factor analysis. The thirty-six items that did not load above the minimum validity value of 0.5 when using factor analysis were removed from this model. Teacher effectiveness was studied as five-component model that included namely content knowledge, personal conduct, professional effectiveness, pedagogical effectiveness and classroom management. However, in the test for relationship with the independent variable (performance management) only one, four, two, items that measured professional effectiveness, pedagogical effectiveness and classroom

management respectively loaded above the minimum validity value of 0.5. All the items that measured content knowledge, personal conduct constructs did not load above the minimum validity value of 0.5. Thus, were removed from the model. This meant that performance management only related to professional effectiveness, pedagogical effectiveness and classroom management of teacher effectiveness.

Table 4.28:

Structural Equation Path Model Predictions for Performance Management and Teacher Effectiveness

Performance Management and Teacher Effectiveness	β	Mean	SDT	T	p
Career Development \rightarrow Teacher Effectiveness	0.219	0.247	0.075	2.925	0.004
Goal Setting \rightarrow Teacher Effectiveness	0.317	0.284	0.160	1.977	0.049
Performance Management Appraisal \rightarrow Teacher Effectiveness	0.165	0.210	0.148	1.118	0.264

The results in Table 4.28 and Figure 4.17 show that the three hypotheses to the effect that career development relates to teacher effectiveness (H1.1), goal setting relates to teacher effectiveness (H1.2), and performance management appraisal relates to teacher effectiveness (H1.3) were tested. The results revealed that career development ($\beta = 0.219$, $t = 2.925$, $p = 0.004 < 0.05$) and goal setting ($\beta = 0.317$, $t = 1.977$, $p = 0.049 < 0.05$) positively and significantly predicted teacher effectiveness. However, performance management appraisal ($\beta = 0.165$, $t = 1.118$, $p = 0.264 > 0.05$) positively but insignificantly predicted teacher effectiveness. Therefore, hypotheses one and two were supported while Hypothesis Three was rejected.

Chapter Five

Discussion, conclusions and recommendations

5.0 Introduction

This chapter presents the discussion, conclusion and recommendations on correlates of teacher effectiveness. The discussion involves cross-referencing of the findings of the study with previous literature. Thus, drawing conclusions from the discussion and making recommendations based on the conclusions.

5.1 Discussion of the Findings

This section of the study presents the discussion of the study findings, discussing correlates of teacher effectiveness.

5.1.1 Goal setting and teacher effectiveness. The objective of the study sought to assess the relationship between goal setting and teacher effectiveness in primary schools in Bulaago Centre schools. Thus, from this objective, a hypothesis to the effect that there is a significant relationship between goal setting and primary school teachers' effectiveness was derived. The overall results for hypothesis to objective one to the effect that there is a significant relationship between goal setting and primary school teachers' effectiveness was positive and significant. Thus, this hypothesis was accepted. This finding was in agreement with the findings of the previous scholars as such Odindo et al. (2020) studied goal setting as an antecedent of teacher performance in public schools and revealed that goal setting programs influenced teacher performance. In addition, an increased goal setting in primary school management system resulted to a positive effect on teacher effectiveness. Similarly, Amponsah (2015) looked at goal setting as a motivation to school

teachers in Eastern region of Ghana and the study revealed that goal setting practices enable teachers to teach effectively and efficiently. Also, Teo and Low (2016), conducted empirical research on a high-tech company in Singapore to determine the effects of goal setting on staff effectiveness and revealed goal setting has significant positive effect on employee effectiveness. With results of the study being supported by the findings of various researchers means that goal setting and teacher effectiveness have positive and significant relationship.

The result of the hypothesis to the effect that there is relationship between clear goal setting and teacher effectiveness showed that the relationship was positive and significant. Thus, this means that the hypothesis was supported. The finding of this study was in line to the findings of the previous scholars. For example, Zainudin et al. (2014) examined goal-setting among teachers and revealed that teachers who prepared and developed clear strategic plans, helped students to achieve classroom goals. Similarly, Seijts et al. (2017) studied enhancing teaching performance through goal setting, implementation and seeking feedback, the results revealed clear goal setting as antecedent of goal setting significantly influenced teacher effectiveness. Owing to the fact that the findings of the study was in agreement with the majority findings of the previous scholars implied clear goal setting was positively and significantly related to teacher effectiveness. Soonae and Sungjoo (2020) studied performance feedback, goal clarity and public employees' performance in public organization. The study found out that teacher performance improves if the performance goals are clearly understood during performance feedback. Results of the study being supported by the findings of various scholars' means that clear goal setting and teacher effectiveness have positive and significant relationship.

The hypothesis to the effect that there is a relationship between goal feedback and teacher effectiveness revealed that the relationship was positive and significant. This

means that the hypothesis was supported. The finding of this study was in agreement with the findings of the previous scholars such as Ahea et al. (2016) showed that goal feedback had significant effect in professionalizing teaching in the higher education level. Khan (2016) showed that feedback was an effective too for teachers' development and effectiveness in New Delhi, India. Similarly Stark (2014) indicated that goal feedback continues to be regarded as a useful source of insight teacher performance informs teacher's reflection on decisions about their pedagogy. Also, Viano et al. (2023) found that goal setting feedback was important for teachers especially to those who did not have enough exposure to teacher-performance expectations at the earliest stage of their careers. With the findings of the study concurring with findings of previous scholars implied that goal feedback improved teacher effectiveness.

The results of the hypothesis to the effect that there is relationship between goal participation and teacher effectiveness revealed that the relationship was negative and insignificant. This means that the hypothesis was not supported. The finding of this study is inconsistent with the findings of the previous scholars such as Sholihin et al. (2015) found that goal participation was positively associated with goal commitment which improved teacher effectiveness. Pervaiz, Li and He (2021) studied the mechanism of goal-setting participation's impact on employees' proactive behavior distance, the findings revealed that goal-setting participation positively affects employees' proactive behavior and creates a work environment that can determine the organization's feelings that yields to effectiveness. With findings of the study being inconsistent with the findings of various scholars implied that goal participation does not have positive and significant relationship with teacher effectiveness.

The results of the hypothesis to the effect that there is relationship between goal stress and teacher effectiveness revealed that the relationship was negative and

insignificant. This means that the hypothesis was not supported. The finding of this study is consistent with the findings of the previous scholars like Sebastian (2015) showed that stressful goals tend to reduce on cooperation at work place if employees who are self-motivated and devoted to reaching a difficult goal tend not to help coworkers. In the same vein, Lee et al. (1999) associated goal stress with decreased job performance. Similarly, Roose and Williams (2018) in the evaluation of the effects of very difficult goals, showed when goals become too stressful then the performance decreases. With findings of the study being consistent with the findings of various scholars, implied that goal stress does not have positive and significant relationship with teacher effectiveness.

5.1.2 Performance appraisal and teacher effectiveness. The second objective of the study sought to examine the relationship between performance appraisal and teachers' effectiveness in primary schools. Thus, from this objective, a hypothesis to the effect that there is a significant relationship between performance appraisal and teachers' effectiveness in primary schools was drawn. The overall results for hypothesis to objective two to the effect that there is a significant relationship between performance appraisal and primary school teachers' effectiveness was positive and insignificant. Thus, this hypothesis was not supported. The finding of this study is inconsistent with the findings of the previous scholars such as Osati (2019) found out that performance appraisal helped teachers to improve not only on professional knowledge, instructional role, time management but also creativity and innovation during the instructional process in public primary schools in Homa Bay sub-county Kenya. Similarly, Kagama and Irungu (2018) found out that teacher appraisals influence teachers' performance in Muranga and Kirinyanga Counties of Kenya. In the same fine, Asuku et al. (2019) revealed that periodic appraisal enhanced job performance in schools in Bayelsa state schools in Nigeria. Also,

Joseph, Kahuthia and Gakenia (2020) found out that teacher appraisals are key in determining the performance of teachers in Limuru sub-county Kiambu County, Kenya. With findings of the study being inconsistent with the findings of various scholars, implied that performance appraisal does have positive and significant relationship with teacher effectiveness.

The results of the hypothesis to the effect that there is relationship between appraisal feedback and teacher effectiveness revealed that the relationship was positive and significant. This means that the hypothesis was supported. The finding of this study is consistent with the findings of the previous researchers like Delparte, (2014) found that appraisal feedback led teachers to reflection-driven decisions about professional development activities that are strategically aligned to instructional practice deficiencies improving their effectiveness. Similar to such findings, Derrington and Kirk (2017) found appraisal feedback enhances teachers learning series in which recurring cycles of new instructional experiences, reflection, and discussions move teacher practice forward. In the same vein, Kang and Fredin, (2012) revealed that appraisal feedback assisted teachers with improving effectiveness in the decision-making process and completion of the instructional task performed. Also, Smith et al. (2016) linked appraisal feedback to teacher self-efficacy of instructional practice and improved professional development practices. With findings of the study being consistent with the findings of various scholars, implied that appraisal feedback has a positive and significant relationship with teacher effectiveness.

The results of the hypothesis to the effect that there is relationship between appraisal of core competences and teacher effectiveness revealed that the relationship was positive and insignificant. This means that the hypothesis was not supported. The finding of this study is inconsistent with the findings of the previous researchers such as Korir

(2022) showed that performance appraisal of core competences positively influenced teacher performance. Similarly, Putras et al. (2020) revealed positive influence of appraisal of core competences on teacher effectiveness. Tuytens and Devos (2014) revealed that appraisal of core competences to guide instructional improvements when a teacher implements new or revised. With findings of the study being inconsistent with the findings of various scholars implied that appraisal of core competences did not have significant relationship with teacher effectiveness.

5.2.3 Career development and teacher effectiveness. The third objective of the study sought to analyse the relationship between career development and teachers' effectiveness in primary schools. Thus, a hypothesis to the effect that there is a significant relationship between career development and teachers' effectiveness in primary schools was developed. The overall results for hypothesis to objective three to the effect that there is a significant relationship between career development and primary school teachers' effectiveness was positive and significant. The finding of this study is in line with the findings of the previous researchers. For example, Gyansah and Guantai (2018) revealed that career advancement leads to top performance of the employee. On the same note Bunyamin (2017) investigated teachers' career advancement in relation to job performance and the findings showed that teachers needed to develop their careers in order to make a difference in their students' performance. Similar observation was made by Okelele et al. (2017) a strong link between professional career advancement and performance. Also, Jepketer et al. (2015) discovered that career refresher training courses boost teacher performance in public secondary schools in Nandi County, Kenya. Cedaryana and Supriyani (2018) found employee productivity and performance improved as a result of career development. With findings of the study being consistent with the findings of

various scholars' means that career development had positive and significant relationship with teacher effectiveness.

The results of the hypothesis to the effect that there is relationship between career development and teachers' effectiveness revealed that the relationship was positive and insignificant. This means that the hypothesis was not supported. The finding of this study is inconsistent with the findings of the earlier researchers such as Arinaitwe et al. (2021) examined human resource development practices and job performance of academic staff and the findings revealed that career promotion had positive and significant influence on teacher effectiveness. Also, Noor et al. (2015) found that career promotion improved employees' job satisfaction and performance. Liabali (2014) examined the effectiveness of performance appraisals for teachers in Kabwe District and findings showed that promotion practices were found to influence performance of teachers in the district. With findings of the study being inconsistent with the findings of various scholars' means that career promotion had no positive and significant relationship with teacher effectiveness.

The results of the hypothesis to the effect that there is relationship between career development and teachers' effectiveness revealed that the relationship was positive and significant. This means that the hypothesis was supported. The finding of this study is consistent with the findings of the earlier researchers such as Mduma and Mkulu (2021) analyzed influence of teachers' professional development practices on job performance in public secondary schools in Nyamagana District, Mwanza, Tanzania, findings showed that that training the workforce (teachers) has the most impact on different dimensions like; improvement of teaching strategies, reduces teachers' burnout, stress and turnover, improves teachers' effectiveness and improves overall teacher's personnel. Similarly, Kraak (2015) revealed that training enabled teachers to grow themselves within the organization and raise their market value in education arena as well as to shape their job-

related behaviour in a school organization. Also, Huma and Pirzada (2013) conceptualized that, the quality of teaching workforce needs to be improved in order to enhance the education standards and those standards require improvement through training and professional development of teachers. With findings of the study being consistent with the findings of various scholars' means that career development had positive and significant relationship with teacher effectiveness.

5.2 Conclusion

This section of the study presents the study conclusion derived from the study objectives.

Therefore, the following conclusions were drawn from the study objectives

1. Goal setting is very important for teacher effectiveness. This is because goal setting helps teachers understand exactly what they supposed to do in schools, goal setting practices enable teachers to teach effectively and efficiently, directs behaviors of employees to make them engaged and increase their effectiveness, focuses on clarity, commitment and feedback, encourages teachers to prepare and set strategic plans.
2. Performance appraisal is not vital for teacher effectiveness. This is because performance appraisal is not closely used to monitor the professional development of teachers, there is inadequate guidance and support for performance appraisals, is not integral part in relation with set objectives, appraisal feedback is not timely given to teachers, not done objectively and connected to motivation.
3. Career development is necessary for teacher effectiveness. This is because career development improves employee productivity and performance, brings about maximum productivity, promotes development of complex skills teachers need to

be effective in the 21st century, makes teachers more effective and confident, and engages teachers to focus on the needs of their students.

5.3 Recommendations

1. The policy makers should follow up the implementation of career development guidelines. This follow up will help to find out the extent to which they are implemented and identify challenges teachers are facing in the course of career development.
2. The administrators should adopt goal setting to enhance teacher effectiveness. This should involve use of participative goal setting strategies, offering support whenever teachers participate in goal setting strategies, providing goal feedback and encouraging teachers apply goal feedback to improve on their performance.
3. Teachers should embrace career development and goal setting to enhance their effectiveness. Career development should involve career development training and career development on promotion. Goal setting should involve clear goal setting, goal participation and receiving goal feedback.

5.4 Limitations and Suggestions for Further Research

The study has made significant contribution on performance management and teacher effectiveness. However descriptive statistics revealed that performance appraisal was found positive and insignificant relationship with teacher effectiveness. This finding contrasted with the findings made by majority scholars who found them to be positive and significant. This calls for further investigation to clarify its significance on teacher effectiveness.

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Appendices

Appendix A: Questionnaire for Teachers

Kyambogo University

P. O. Box 1

Kampala

August, 2022

Dear Respondent

I'm a master's student researching on “performance management and teacher effectiveness in primary schools in Bulaago coordinating Centre, Bulambuli district, Uganda”. You’re therefore requested to give the required facts for this academic research. Although your input in this research study is completely voluntary, it is essential for this study. In order for this research to be effective, I humbly request that you accept to participate in this study. Information given will be kept authentic while ensuring confidentiality.

Sincerely

.....

RICHARD OTAKA

Section A: Background characteristics'

Tick in the right place provided

1. My sex

Male	Female
1	2

2. My age group

20-29 years	30-39 years	40-49 years	50 years and above
1	2	3	4

3. My highest level of education attainment

GIII Certificate	Diploma	Bachelors' degree	Masters'
1	2	3	4

4. I have worked in this school

Less than 5 years	5-10 years	11 years & above
1	2	3

5. The responsibilities hold in this school

Subject teacher	Class teacher	Head of department	Senior administrator

SECTION B: Teacher effectiveness (DV)

This section contains information about the effectiveness of teachers. Kindly use the scale to indicate the extent to which you effectively teach in this school. Where, 1= Strongly-disagree (SD), 2= Disagree (D), 3= Undecided (UN), 4= Agree (A) & 5= Strongly- agree (SA).

CK	Content knowledge	SD	D	UN	A	SA
		1	2	3	4	5
CK1	I always prepare lessons before teaching.					
CK2	I show mastery of lessons taught.					
CK3	I know a lot of information about lessons taught.					
CK4	I always show expertise ideas related to lessons taught.					
CK5	I always display authority when teaching.					
CK6	I have thorough understanding of lessons taught.					
CK7	I share information that are only related to lesson taught.					
CK8	I exhibit ability to teach many subjects.					
PC	Personal conduct	SD	D	UN	A	SA
PC1	I accomplish my teaching tasks creatively.					
PC2	I show interest in a variety of things in my teaching					
PC3	I know what my pupils like while teaching.					
PC4	I display kindness to my pupils.					
PC5	I have respect for my pupils.					
PC 6	I use reasons than emotions before my pupils.					
PC7	I show friendly attitudes towards my pupils.					
PC8	I respond to feedback given by my pupils.					

PC9	I display non-threatening behaviours when interacting with my pupils.					
PC10	I am sensitive to the needs of my pupils.					
PC11	I show approachability with my pupils.					
PC12	I display fair treatment of my pupils.					
PC13	I well come, comments from my pupils.					
PC14	I interact with my pupils outside of class hours.					
PC15	I show interest to know more about my pupils.					
PE	Professional effectiveness	SD	D	UN	A	SA
PE1	I observe proper dress code.					
PE2	I report on work on time.					
PE3	I show love for teaching.					
PE4	I do not violet school policies.					
PE5	I observe norms of conduct in the teaching profession.					
PE6	I give appropriate assessment of my pupils.					
PE7	I serve a positive role model to my pupils.					
PE8	I command respect to my pupils.					
PEF	Pedagogical effectiveness	SD	D	UN	A	SA
PEF1	I show interest in teaching my pupils.					
PEF2	I incorporate creativity in delivering my lessons.					
PEF3	I communicate pieces of idea effectively					
PEF4	I provide my pupils with activities relevant to					

	the lessons.					
PEF5	I give varying activities to facilitate my pupils' intellectual development.					
PEF6	I make my learners the Centre of learning.					
PEF7	I explain complicated lessons well.					
PEF8	I give clear instructions to my pupils.					
PEF9	I link lessons to real life situation.					
PEF10	I encourage pupils to be hard working.					
PEF11	I provide pupils with the activities that provoke there critical thinking.					
PEF12	I set realistic goals for my pupils to learn.					
CM	Classroom Management	SD	D	UN	A	SA
CM1	I set classroom rules for my pupils to follow.					
CM2	I maintain the absence of classroom disruptions.					
CMS3	I show firmness in the implementation of classroom discipline.					
CM4	I reward positive behaviours' of my pupils					
CM5	I show keenness to inappropriate behaviours.					
CM6	I correct inappropriate behaviour.					
CM7	I ensure that my pupils are always on task.					
CM8	I try to know the concerns of pupils who misbehave.					

Section C: Performance Management (IV)

This section comprises of information about performance management. There are three parts to this section; namely goal setting, appraisal management and career development. You're requested kindly to show your state of mind using the scale where, 1= strongly disagree (SD), 2= Disagree (D), 3= Undecided (UN), 4= Agree (A), and 5= Strongly Agree (SA).

CGS	Clear goal setting	SD	D	UN	A	SA
		1	2	3	4	5
CGS1	Team goals are clearly stated in this school.					
CGS 2	I understand exactly what I am supposed to do in this school.					
CGS3	Goals are clearly described and prioritized in this school.					
CGS4	Team goals are agreed upon by all staff members in this school.					
CGS5	I have particular and clear goals to target at in this school.					
CGS 6	My fellow teachers' closely cooperate and encourages me to achieve the school goals.					
GS	Goal stress	SD	D	UN	A	SA
GS 1	I have too many goals to achieve in this school.					
GS 2	Goals are excessively difficult and stressful in this school.					
GS 3	I have failed to attain goals in this school.					
GS 4	I have too many goals in this school.					

GS 5	Some of my school objectives are at conflict with my personal principles					
GS 6	In this school, I don't have any clear goals.					
GP	Goal participation	SD	D	UN	A	SA
GP 1	In this school, my head teacher allows me to participate in goal setting strategies.					
GP 2	In this school, my head teacher provides support whenever i participate in goal setting strategies.					
GP 3	My head teacher allows me to have a say on how to implementing my goals.					
GP 4	I participate closely with my supervisors to agree on clear goals in this school.					
GP 5	I participate in departmental meetings for decision making in this school.					
GF	Goal Feedback	SD	D	UN	A	SA
GF 1	I have been given feedback on how I am performing in this school.					
GF 2	I have been given Goal feedback on how to improve on my skills for better performance in this school.					
GF 3	I apply goal feedback to improve on my performance in this school.					
GF 4	Goal feedback helps me to know what people feel of me in this school.					

GF 5	Critical goal feedback helps to improve on my performance in this school.					
GF 6	My supervisors by asking me to say any area of teaching and learning that require his assistance.					
GF 7	My supervisors provide me feedback on what he/she thinks I have than that requires recognition.					
GF 8	My boss provides me with feedback on particular objectives I need to meet in the future.					
PACC	Performance appraisal core competences	SD	D	UN	A	SA
PACC 1	In this school, I look for new activities to perform.					
PACC 2	I am committed to new tasks in this school.					
PACC 3	In this school, I am willing to lead others in group activities.					
PACC 4	In this school, I relate well with most of my colleagues.					
PACC 5	The respect I give to my colleagues in this school is good.					
PACC 6	In this school, I show positive a positive feeling towards my colleague.					
PACC 7	The grammar and spelling I use to communicate in this school is clear.					

PAF	Performance Appraisal Feedback	SD	D	UN	A	SA
PAF 1	Performance appraisal feedback contributes to my success in this school.					
PAF.2	I relay on feedback to develop my skills in this school.					
PAF 3	Feedback from my superiors can help me increase performance in this school.					
PAF 4	I believe that receiving feedback is critical to achieving my objectives.					
PAF5	It is my role to use feedback to advance my performance.					
PAF 6	I consider myself accountable for responding to feedback.					
PAF 7	I dislike receiving feedback					
CDT	Career Development Training	SD	D	UN	A	SA
CDT1	My supervisor has instructed me on how to perform certain activities in this school.					
CDT 2	This school has taken advantage of trainings in the use of new technologies in the classroom.					
CDT3	I have been stimulated to attend career discussions and training at this school.					
CDT4	I am offered with a chance to take a refresher course in this school.					
CDT 5	I am equipped with a work performance instruction manual in this school.					

CDT6	I have been given the opportunity to further my education in this school.					
CDT 7	I have been taken on a school trip to a higher-performing school to learn from them.					
CDT8	The role I hold at this school comes with a lot of duties.					
CDT9	In this school, I've held many positions of responsibility.					
CDT10	My bosses give me instructions on what tasks I need to perform.					
CDP	Career Development on Promotion	SD	D	UN	A	SA
CDP1	There is a possibility that I will be promoted at this institution in the near future.					
CDP 2	This school has provided me with a promotion opportunity that is pleasing					
CDP 3	The promotion policies at this institution have been made clear to me by the administration.					
CDP 4	Promotions are based on merit at this school.					
CDP 5	I am fully aware of the promotion requirements for my work at this institution.					

END

Appendix C: Letter of Introduction

KYAMBOGO UNIVERSITY
P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website : www.kyu.ac.ug Email: drgt@kyu.ac.ug
Directorate of Research and Graduate Training
Office of the Director

APPENDIX 8

Date: 16th/Aug/2022

TO WHOM IT MAY CONCERN

RE: OTAKA RICHARD

Dear Sir/Madam,

This is to introduce to you the above named student Reg: No


18111/006/19718/PA. pursuing **MASTERS DEGREE OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY**
Department of **G.M.E.D.**, Kyambogo University.

She/he intends to carry out research on **Performance Management and Teacher effectiveness**.....in partial fulfillment of the requirements of the award of **Degree of Masters of Education in Policy Planning and Management**

The purpose of this letter therefore is to request you to grant him/her permission to carry out his/her study in your institution.

Any assistance rendered to her/him will be highly appreciated.

Yours sincerely,


Prof. Bosco Bua
AG. DIRECTOR

KYAMBOGO UNIVERSITY
★ 16 AUG 2022 ★
DIRECTOR
DIRECTORATE OF RESEARCH AND GRADUATE TRAINING

Appendix D: Plagiarism Results Report

PERFORMANCE MANAGEMENT
AND TEACHER EFFECTIVENESS
IN GOVERNMENT AIDED
PRIMARY SCHOOLS IN
BULAAGO COORDINATING
CENTRE, BULAMBULI DISTRICT,
UGANDA

by Richard Otaka

Submission date: 05-Sep-2023 10:45AM (UTC+0100)

Submission ID: 2158123898

File name: Otaka_4.9.23.doc (1.48M)

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