

**PERFORMANCE APPRAISAL PRACTICES AND TEACHER EFFECTIVENESS IN
GOVERNMENT-AIDED PRIMARY SCHOOLS OF NAMBALE SUB-COUNTY
IN IGANGA DISTRICT, UGANDA**

PETER KYOZIRA

18/U/GMED/19743/PD

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS
OF THE AWARD OF A DEGREE OF MASTER OF EDUCATION
IN POLICY, PLANNING AND MANAGEMENT
OF KYAMBOGO UNIVERSITY**

MARCH 2023

Declaration

I, Peter Kyoziira, declare that this dissertation titled, “*Performance Appraisal Practices and Teacher Effectiveness in Government-aided Primary Schools in Nambale Sub County, Iganga District*”, is a result of my own effort, my original work and has never been submitted by anyone to any institution for any academic award.

Signature:.....

Peter Kyoziira

18/U/GMED/19743/PD

Date:/...../.....

Approval

This is to certify that this dissertation titled, “*Performance Appraisal Practices and Teacher Effectiveness in Government Aided Primary Schools of Nambale Sub-County, Iganga District*” has been submitted for examination with our approval as University supervisors.

Signature:.....

Assoc. Prof. George Wilson Kasule

Date:/...../.....

Signature:.....

Mr. Moses Kanaabi

Date:/...../.....

Dedication

I dedicate this work to my affectionate family and many caring friends whose support cannot be over stated, an extraordinary feeling of gratefulness to my tender mother Eve Nanyonjo Kyoziira whose inspiration and drive for persistence echo in my mind to date.

Acknowledgments

I acknowledge and offer my warmest thanks to my supervisors, Assoc. Prof. George Wilson Kasule and Mr. Moses Kanaabi who made this possible. Their constant guidance and advice significantly contributed to this final dissertation. I also thank all my other lecturers at Kyambogo University for your great contribution towards my course of study. Special thanks to the Ministry of Education and Sports for the financial support that has enabled me to settle all the outstanding bills for this course. To my wife, Victoria and the entire family, I thank you for all your continuous support and understanding throughout the entire course. Finally, I thank God for guiding me through all the difficulties during the entire course to completion. I also recognize the contribution of all the respondents in this study, whose knowledge and information I made use of, to achieve the objectives of this study.

Thank you all.

Table of Content

Declaration	ii
Approval	iii
Dedication	iv
Acknowledgments	v
Table of Content	vi
List of Figures	x
List of Tables	xi
Abstract	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the study	1
1.1.1 Historical Perspective	2
1.1.2 Theoretical Perspective	5
1.1.3 Conceptual Perspective	5
1.1.4 Contextual Perspective	6
1.2 Statement of the Problem	6
1.3 Purpose of the Study	7
1.4 Specific Objectives	7
1.5 Research Hypotheses	8
1.6 Conceptual Framework	8
1.7 Scope of the Study	10
1.7.1 Content Scope	10
1.7.2 Geographical Scope	10
1.7.3 Time Scope	10
1.8 Significance of the study	10
1.9 Justification of the study	11
1.10 Chapter Summary	12
CHAPTER TWO: LITERATURE REVIEW	13
2.0 Introduction	13
2.1 Theoretical Review	13

2.2 Empirical Review of Related Literature	14
2.2.1 Performance planning and teacher effectiveness	14
2.2.2 Performance monitoring and teacher effectiveness	17
2.2.3 Performance evaluation and teacher effectiveness	20
2.3 Literature Summary	22
CHAPTER THREE: METHODOLOGY.....	23
3.0 Introduction.....	23
3.1 Research Approach	23
3.2 Research Design.....	23
3.3 Study Area	24
3.4 Study Population.....	24
3.5 Sampling Technique	25
3.6 Data Collection Methods	25
3.6.1 Questionnaire Survey Method	25
3.7 Research Instruments	26
3.7.1 Self-administered Questionnaire (SAQs)	26
3.8 Procedure for Data Collection	26
3.9 Data Quality Control.....	26
3.9.1 Validity of research instruments	27
3.9.2 Reliability of Research Instruments.....	27
3.10 Data Management and Analysis	28
3.11 Ethical Considerations	29
3.12 Chapter Summary	29
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION ...	30
4.0 Introduction.....	30
4.1 Response Rate.....	30
4.2 Descriptive Characteristics of Respondents.....	30
4.3 Dependent Variable (Teacher Effectiveness)	32
4.3.1 Teaching Related Behaviours	32
4.3.2 Relational Expertise.....	37
4.4 Description of the Independent Variable: Performance Appraisal Practices.....	45

4.4.1. Performance Planning	46
4.4.2 Performance monitoring	50
4.4.3. Performance evaluation	54
4.5 Hypothesis.....	60
4.5.1 H ₁ : There is a statistically significant relationship between performance planning and teacher effectiveness.	60
4.5.1.2 Correlation of Performance Planning and Teacher Effectiveness	60
4.5.1.3 Regression Analysis of Performance Planning on Teacher Effectiveness	61
4.5.2 H ₂ : There is a statistically significant relationship between performance monitoring and teacher effectiveness.	61
4.5.2.1 Correlation of Performance Monitoring and Teacher Effectiveness	61
4.5.2.2 Regression Analysis of Performance Monitoring on Teacher Effectiveness	62
4.5.3 H ₃ : There is a statistically significant relationship between performance evaluation and teacher effectiveness.	63
4.5.3.1 Correlation of Performance Evaluation and Teacher Effectiveness	63
4.5.3.2 Regression Analysis of Performance Evaluation on Teacher Effectiveness	64
CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATION	66
5.0 Introduction.....	66
5.1 Discussion.....	66
5.1.1 Performance planning and teacher effectiveness	66
5.1.2 Performance monitoring and teacher effectiveness	68
5.1.3 Performance evaluation and teacher effectiveness	70
5.2 Conclusions.....	72
5.2.1 Objective One	72
5.2.2 Objective Two.....	72
5.2.3. Objective Three.....	72
5.3 Recommendations.....	73
5.4 Areas for further research	74
References.....	75
Appendices.....	80

Appendix I: Questionnaire for teachers regarding Performance appraisal practices and teacher effectiveness in Government Aided primary schools in Nambale Sub County, Iganga District..	80
Appendix II: Informed consent form	86
Appendix III: Sample Size Determination Table.....	87
Appendix IV: Introductory letter from Kyambogo University	88

List of Figures

Figure 1.1: Conceptual framework showing the relationship between performance appraisal practices and teacher effectiveness in Government aided primary schools.....	9
Figure 4.1: Histogram for teaching related behaviors	36
Figure 4.2: Histogram for Relation Expertise.....	40
Figure 4.3: Histogram for subject matter expertise	45
Figure 4.4: Histogram for performance planning	49
Figure 4.5: Histogram for performance monitoring	53
Figure 4.6: Histogram for performance evaluation.....	59

List of Tables

Table 3.1: The study sample frame.....	24
Table 3.2: Reliability Indices for the Respective Sections of the Questionnaire.....	27
Table 4.1: Response Rate.....	30
Table 4.2: Respondents' Background Characteristics.....	31
Table 4.3: Descriptive results for Teaching Related Behavior.....	32
Table 4.4: Summary of results for teaching related behaviors.....	35
Table 4.5: Descriptive results for Relational Expertise.....	37
Table 4.6: Summary results for relational expertise.....	39
Table 4.7: Descriptive results for Subject Matter Expertise.....	41
Table 4.8: Summary of subject matter expertise.....	44
Table 4.9: Descriptive results for performance planning.....	46
Table 4.10: Summary results for performance planning.....	48
Table 4.11: Descriptive results for performance Monitoring.....	50
Table 4.12: Summary results for performance monitoring.....	53
Table 13: Descriptive results for performance Evaluation.....	55
Table 14: Summary of results for performance evaluation.....	58
Table 4.15: Correlation of performance planning and teacher effectiveness.....	60
Table 4.16: Simple Linear Regression of Teacher Effectiveness and Performance Planning.....	61
Table 4.17: Correlation of performance monitoring and teacher effectiveness.....	62
Table 4.18: Simple Linear Regression of Teacher Effectiveness and Performance Monitoring..	62
Table 4.19: Correlation of performance evaluation and teacher effectiveness.....	63
Table 4.20: Simple Linear Regression of Teacher Effectiveness and Performance Evaluation ..	64

Abstract

The purpose of this study was to examine the relationship between performance appraisal practices and teacher effectiveness in Government Aided primary schools of Nambale Sub- County in Iganga District. The objectives of the study were to examine the relationship between performance planning and teacher effectiveness, assess the relationship between performance monitoring and teacher effectiveness and establish the relationship between performance evaluation and teacher effectiveness. A correlational cross-sectional survey design was adopted and quantitative approach was used in the study. Data were collected using structured questionnaires based on a sample size of $N = 101$ teachers in government aided primary schools of Nambale Sub county in Iganga District. The study revealed that there is a statistically significant positive relationship between performance planning ($r = .276$, $p = .005$) and teacher effectiveness and a strong positive relationship between performance monitoring ($r = .294$, $p = .003$) and teacher effectiveness. The study also revealed that there was no statistically significant relationship between performance evaluation ($r = .108$, $p = .281$) and teacher effectiveness. Through regression, findings revealed that performance monitoring and performance planning significantly predicted teacher effectiveness ($F(1, 99) = 9.394$, $p = 0.003 < 0.05$, $F(1, 99) = 8.195$, $p = 0.005 < 0.05$) respectively. Performance evaluation ($F(1, 99) = 1.173$, $p = .281 < 0.05$,) negatively and insignificantly predicted teacher effectiveness. The study recommended that Ministry of Education and Sports and the local governments should ensure that performance appraisal practices most especially performance planning and performance monitoring are strengthened in order to foster the effectiveness of teachers. Also, there is need to sensitize teachers on the importance of performance evaluation so that they positively receive it in the spirit of support supervision as opposed to mechanism of victimization. The recommendations suggested are not only intended for increasing individual teacher effectiveness, but also overall school effectiveness.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Effective teaching has remained the most crucial deliverable for instructors in providing students with a high-quality education over the years. Organization for Economic Cooperation and Development (OECD) assessment (2005), teacher effectiveness is a significant school factor that affects student learning. Understanding the correlation between these two factors in Government Aided Primary Schools is crucial given that teacher performance appraisal can improve effective teaching.

This chapter provides the study's backdrop, which includes the problem's historical, theoretical, conceptual, and contextual viewpoints. Additionally, it emphasizes the problem statement, purpose, objectives, hypotheses, research questions, study scope, importance, and justification, as well as the conceptual framework.

1.1 Background of the study

The background is divided into four conceptually related perspectives that are systematically linked, including a historical perspective that provides a historical overview of the study variables, a theoretical perspective that provides a theory that guides the study, a conceptual perspective that provides definitions of key variables, and a contextual perspective that reveals the problem that motivated the researcher to conduct the study.

1.1.1 Historical Perspective

When it became necessary to discriminate between effective and ineffective instructors in the early 1920s, the idea of teacher effectiveness emerged (Rockoff & Speroni, 2011). Following the publication of the American Education Research Association's handbook on teacher effectiveness in the 1950s, teacher effectiveness received greater public attention than it had before (Doyle, 1977). According to Newnham and Nease (1965), a teacher's efficacy depends on how well they comprehend their subject matter and the information they have gained via critical training. Goble and Porter (1977) limited the effectiveness of teachers to their subject-matter expertise. Gerbardt (1982), on the other hand, defined teacher success as the utilization of modern teaching strategies, flexibility to pupils' learning, and assessment-based practice improvement.

Equally, Aubray (1995) averred that the link between student characteristics and the classroom environment is what determines whether a teacher is effective in raising student achievement. The effectiveness of teachers is a major global concern. For instance, 80 percent of American school systems incorporate a minimum of one test-based component of teacher effectiveness into their system of evaluating teachers (Katz, Miller, and Wyckoff, 2019). Additionally, 20% of American school systems provide cash incentives to teachers who perform at a high level. Shotland, et al (2021) revealed that just 17% of Latin American educators give students adequate feedback. Nearly 40% of teachers in this region also conduct unscheduled lessons. In Asia, just 10% of instructors satisfy the minimal pedagogical standard regarded appropriate for teachers in the schools, and only 7% of educators possess the minimal level of language proficiency deemed appropriate for their grade.

Because it threatens the realization of continental education agendas, teacher effectiveness is a major concern in Africa. For instance, in Africa, the challenge of attracting, training, recruiting, and retaining effective teachers is made more difficult by teacher inefficiency indicated by absenteeism, attrition, low teacher competency, and a lack of professional dedication (UNESCO IICBA, 2017). There is a growing understanding of the complexity of the idea of teacher effectiveness in South Africa, which is influenced by the working conditions of the instructors. For example, teachers who are highly effective in privileged schools are ineffective in impoverished ones (Pretorius, 2013).

Additionally, Buhl-Wigger et al. (2018) discovered that 16%, 70%, and 4% of African teachers, respectively, have the minimal minimum understanding in language, math, and pedagogy. This was in their evaluation of the subject and pedagogical skills of African instructors. Lesson planning was also extremely low, and just 5% of students really follow all the recommended measures. Additionally, it showed a 3-hour teaching time per day as opposed to the set 7-hour teaching time per day, with 60% of teachers absent or not doing their assigned tasks. According to Maimu (2015), 35% of instructors in Tanzania employ the lecture technique, and other teachers are not familiar with the competence-based curriculum.

According to a study done in Uganda by Okumu, Ogwang, and Wafula (2021), instructional resources are not used to their full potential and there is insufficient continuous assessment, poor lesson evaluation, and inadequate lesson planning and strategizing. According to a research by Buli-Wiggers et al. (2018), 12.7% of basic school instructors lacked the qualifications and experience needed to instruct. Inadequate teacher training, low motivation, excessive absenteeism, and inadequate teacher supervision remain issues in Uganda's education system (MoES, 2020). Despite several government and development partner initiatives, such as

the Teacher Development Management Systems (TDMS), and Uganda Teacher and School Effectiveness Project (UTSEP), among others to promote teacher and school effectiveness. Like other regions of the nation, the Iganga District continues to struggle with teacher effectiveness, which is one of the primary reasons for the pupils' low performance in the primary leaving examinations. In contrast to the daily 6 hours of teaching contact time that instructors are meant to have, Ngware et al. (2016) found that teachers typically taught for 6.4 hours per week, which is the equivalent of 1.3 hours per day.

The IV in this study is performance appraisal practices. According to Ugoani (2020), performance evaluations are a systematic and logical procedure that consciously assesses the appraisee's job-related strengths and weaknesses in order to encourage and reinforce effective performance and achieve organizational goals. According to Ndago (2020), performance appraisal procedures are a useful tool that can improve the caliber and productivity of employees in any firm. There has been numerous research on how to improve teacher effectiveness, such as Tayebwa, Sempala, and Nachuha's (2021) study on how to use a teacher supervision tool in schools. Melechwenzi and Murage (2020) explored the effects of instructor effectiveness and student contentments. Adeyemi (2020) explored the connection between secondary school students' academic achievement and teacher effectiveness. However, none of the aforementioned studies examined how teachers in Ugandan primary schools were evaluated for their performance. Thus, the study examined performance appraisal techniques and teacher effectiveness in government-aided primary schools in Nambale sub-county of Iganga District on the basis of goal-setting theory (Latham and Locke, 1960).

1.1.2 Theoretical Perspective

Goal Setting Theory, as developed by Locke and Latham (1990), served as the study's main direction. The relationship between performance planning, performance monitoring, performance evaluation, and employee effectiveness is explained by the goal-setting theory of motivation (Jeong, Healy & McEwan, 2021). According to the Goal Setting Theory (Locke & Latham, 1990), employees who plan for performance direct their efforts toward goal-related action, develop a system for tracking their progress so they can concentrate on crucial tasks and disregard unimportant ones, and assess their short- and long-term goals to ensure they are met and, consequently, are effective (Jeong et al, 2021). The performance monitoring, performance evaluation, performance planning, and instructor effectiveness will all be correlated in this study. As a result, the study investigated how performance monitoring, performance evaluation, and performance planning connect to primary school teachers' efficacy.

1.1.3 Conceptual Perspective

The independent variable in this study was performance appraisal practices, and the dependent variable was teacher effectiveness. The characteristics, skills, and actions of teachers that help students in teaching and learning institutions achieve their targeted goals are collectively referred to as teachers' effectiveness (Hunt, 2009). Stronge (2006), on the other hand, defines teacher effectiveness as the ability of the instructor to use strategies, techniques, or a certain set of attitudes to enhance students' learning and achievement. In this proposed study, teacher effectiveness was operationalized basing on the dimensions of teacher effectiveness; teaching – related behavior, subject matter expertise, and relational expertise (Calaguas, 2013).

An official and deliberate process of gathering reliable information about employees' performance within the organization is referred to as performance appraisal (Rabenu et al., 2018).

As a result, it requires defining the performance scope as well as measuring and managing employee performance (Gómez-Meja et al., 2007). Performance appraisal was described by Aguinis (2009) as a continual process of recognizing, evaluating, and developing individuals' performance in relation to the organization's predetermined goals. For this study, Performance appraisal practices was operationalized basing on the three broad phases of school performance appraisal proposed by the Ministry of Public Service (2007), in the guidelines for managers and staff. These are; performance planning, performance monitoring, and performance assessment.

1.1.4 Contextual Perspective

The study was carried out in government aided primary schools of Nambale Sub-county in Iganga District. Education stakeholders at these schools continue to be troubled by the problem of incompetent teachers (Iganga District Education Officer's Report, 2017). According to the survey, just 80% of the teachers in Nambale Sub-county overall lack overall teaching effectiveness. For instance, some teachers manage their time poorly, others don't have lesson plans, some never finish subject syllabi, and still others are unable to update instructional materials. Despite using PA, teachers continue to be unproductive. This makes it necessary to examine the relationship between performance appraisal practices and teacher effectiveness in Government-aided primary Schools of Nambale Sub County in Iganga District.

1.2 Statement of the Problem

Teacher effectiveness is a significant prerequisite for achievement of school objectives (Burgess, 2019). Effective teachers possess sufficient teaching strategies and curriculum knowledge, communicate effectively, monitor learners' performance, provide relevant and effective feedback, and take responsibility for learners' outcomes (Kapur, 2018). To ensure teacher effectiveness, In Iganga District just like any part of Uganda, annual teacher performance appraisals and school

inspections are conducted (MoES, 2020), and center coordinating tutors, PTAs and SMCs are supported to foster teacher effectiveness (Alkutich & Abukari, 2018). However, teacher effectiveness in government-aided primary schools of Nambale sub-county is still a challenge. For example, 40% of teachers engage in unnecessary conversations at school as opposed to meaningful lesson preparation and delivery, only 70% try to use instructional materials in the teaching-learning process and majority just occupy the learners to avoid unnecessary disturbances like noise in the school (DIS report, 2019) without adequate lesson preparation, appropriate content delivery approaches and effective learning assessment and evaluation strategies (Ngware et al, 2016). If this situation continues the quality of education will drastically decline. Thus, this study investigated the relationship between performance appraisal practices and teacher effectiveness.

1.3 Purpose of the Study

The purpose of the study was to examine the relationship between performance appraisal practices and teacher effectiveness in Government Aided primary schools of Nambale Sub- County in Iganga District.

1.4 Specific Objectives

The study was guided by the following objectives:

- i. To examine the relationship between performance planning and teacher effectiveness
- ii. To assess the relationship between performance monitoring and teacher effectiveness
- iii. To establish the relationship between performance evaluation and teacher effectiveness

1.5 Research Hypotheses

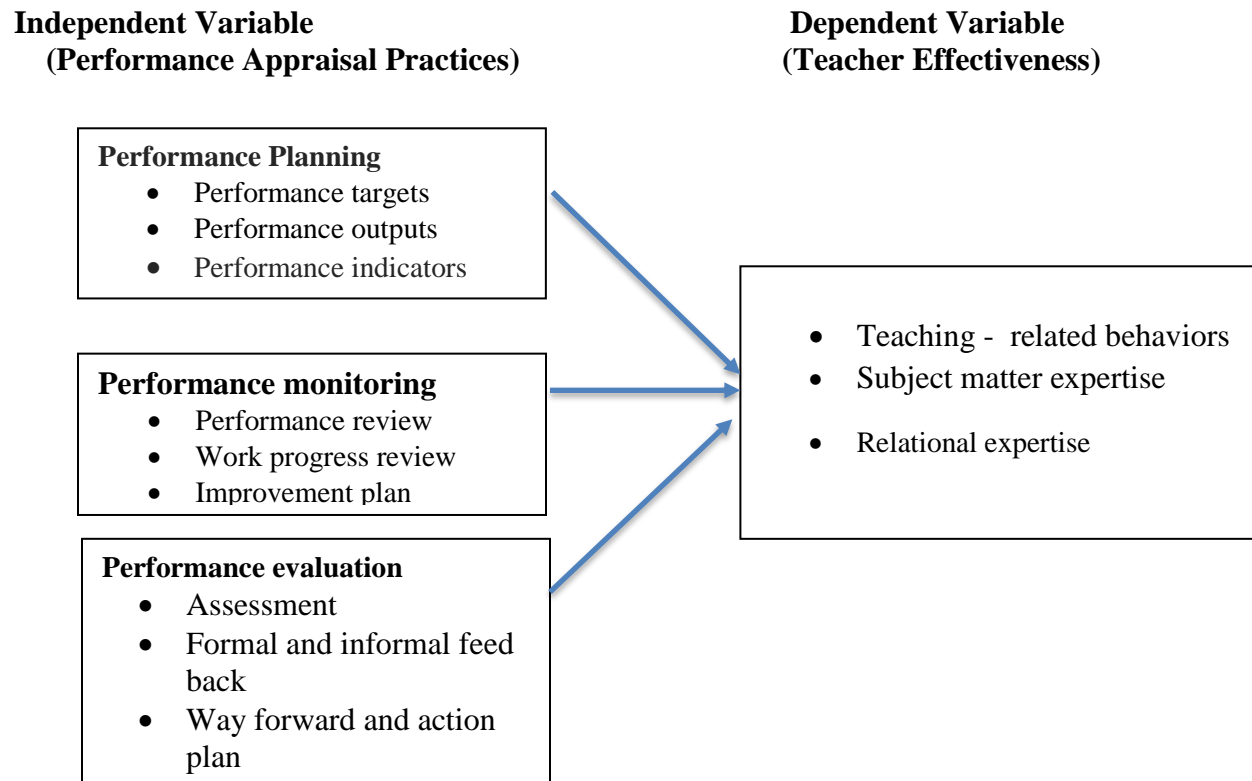
To achieve the stated objectives, three hypothesis statements were postulated. These include:

- i. H₁₁: There is a statistically significant relationship between performance planning and teacher effectiveness in government aided primary schools of Nambale Sub County in Iganga District.
- ii. H₁₂: There is a statistically significant relationship between performance monitoring and teacher effectiveness in government aided primary schools of Nambale Sub County in Iganga District.
- iii. H₁₃: There is a statistically significant relationship between performance evaluation and teacher effectiveness in government aided primary schools of Nambale Sub County in Iganga District.

1.6 Conceptual Framework

This subsection gives the conceptual framework showing the relationship between performance appraisal practices and teacher effectiveness.

Figure 1.1: Conceptual framework showing the relationship between performance appraisal practices and teacher effectiveness in Government aided primary schools.



Source: Adapted and modified from Ministry of Public Service (2017) and Calaguas (2013).

The conceptual framework mentioned above suggests that performance appraisal practices have an impact on teacher effectiveness. It is presumable that teacher effectiveness (DV) is influenced by performance appraisal practices (IV). The DV was evaluated in terms of teaching-related conduct, subject matter expertise, and relational expertise (Calaguas, 2013). The IV was developed in terms of performance planning, performance monitoring, and performance evaluation (Ministry of Public Service 2017). Based on the framework, the researcher hypothesized that evaluating primary school teachers' performance could be a way to increase their effectiveness.

1.7 Scope of the Study

1.7.1 Content Scope

The study was about performance appraisal practices and teacher effectiveness. The research content on performance appraisal practices was restricted to three parameters of performance planning, monitoring and evaluation. In terms of teacher effectiveness, the study focused on teaching related behaviors, subject matter expertise and relational expertise. The study was conducted amongst, head teachers in government-aided primary Schools of Nambale Sub County in Iganga District.

1.7.2 Geographical Scope

The study was conducted in Government-aided primary Schools of Nambale Sub County in Iganga District. Nambale Sub- County is located in Kigulu- North County of Iganga District in Eastern Uganda. The Sub County comprises of four (4) parishes and twenty-nine (29) villages. Its geographical coordinates are 0° 46' 0" North, 33° 28' 0" East (Maplandia, 2019).

1.7.3 Time Scope

The study was conducted between 2021 and 2022.

1.8 Significance of the study

It is therefore the hope of the researcher that the findings of this study will be useful to;

- i. Ministry of Education and Sports and the Local Government Education departments whose mandate is to ensure quality education in the country by providing relevant information to support and promote effective teaching and learning.
- ii. The head teachers and school management committees to get more insight and generate proper mechanisms to promote and enhance teacher effectiveness in their schools.

- iii. The academia to add value to the body of prevailing knowledge and possibly lead to undertakings in further research about appraisal practices and teacher effectiveness.
- iv. The teachers to appreciate performance appraisal practices and strive for effectiveness in their work.

1.9 Justification of the study

Without efficient staff, institutions such as schools cannot function and thrive. Since teachers are in charge of managing all other educational resources for successful learning to occur, no system in education is better than the caliber of its teachers. Therefore, it is impossible to overstate the significance of teacher effectiveness in education. Governments, international organizations, and other stakeholders in the education sector are thus become more concerned about teachers' efficacy. The government of Uganda has attempted to implement projects like TDMS and the Global Partnership for Education project, among others, with the goal of retraining Head and Deputy Head teachers on teacher effectiveness to raise the caliber of teachers by giving them the knowledge, abilities, and morals required to provide quality instruction. The African Union has proposed "The Africa we want - 2063," with Goal 2 emphasizing educated citizens and a skill revolution supported by S&T and innovation, where teachers' efficacy and quality will be crucial. The provision of high-quality education is a focus of Sustainable Goal 4, and the caliber and effectiveness of teachers is a key component. Therefore, this study is in line with the aims, goals, and development frameworks of the national, continental, and global levels.

1.10 Chapter Summary

This chapter presented the fundamental ideas that guided the study. Specifically, it presented the study's historical context, statement of the problem, purpose, objectives of the study, hypotheses, conceptual framework, scope, significance and defining the key variables such as performance appraisal.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter shows literature pertinent to the suggested study objectives and is divided into two parts: a theoretical review and material pertinent to that review.

2.1 Theoretical Review

Goal Setting Theory (GST), which was advanced in 1968 by Drs. Locke and Latham, served as the foundation unto which the study was moored. The theory holds that goal-setting and task performance are fundamentally related, suggesting that when a higher objective set, the greater the likelihood that one will put forth the best effort to achieve the established goals and aims (Locke and Latham, 2007). The theory asserts that setting goals would help one achieve higher and better performance, goals need to be set when they are precise and difficult, followed by timely feedback that fosters commitment (Lunenburg, 2011).

The theory provides precise instructions for establishing and achieving goals that boost engagement, effort, and yield effectiveness. The correct skills and knowledge must be used, precise and challenging goals must be set, and feedback must be given to teachers to help them decide whether to exert more effort or adjust their approach. Therefore, it is expected that techniques for performance appraisal, such as performance planning, monitoring, and evaluation, can improve teachers' motivation and productivity, which in turn will raise their effectiveness.

However, this theory has some flaws, one of which is that it does not take into account people's abilities in goal-setting and achieving. Ordóez et al. (2009) affirms that employees may engage in unethical activity in order to accomplish concrete, difficult goals. Despite the constraints indicated above, the GST ideas and the study's variables are interconnected. The theory was

therefore utilized in the research as it places a strong emphasis on goal-setting and feedback as a critical first step toward both individual and organizational effectiveness.

2.2 Empirical Review of Related Literature

The study suggested that there was a strong link between teacher effectiveness and performance appraisal practices. In the study, performance appraisal practices were operationalized and measured as performance planning, performance monitoring, and performance evaluation (Ministry of Public Service, 2007). Subject matter expertise, relational expertise, and teaching-related behavior were used to conceptualize and measure teacher effectiveness (Calaguas, 2013).

2.2.1 Performance planning and teacher effectiveness

Performance planning generally refers to a methodical and organized process that involve collaboration concerning the overseer and supervisee, primarily to obtain agreement on how to get whatever ought to be done, including the what, how, why, and when as well as the success criteria (Rudman, 2020). It includes creating goals and identifying the prerequisites, skills, and conditions needed to carry out the jobs. According to Armstrong (2000), performance planning covers goals as well as the skills and talents needed to achieve them.

Mishra & Farooqi (2014) through a descriptive study explored how employees were satisfied with performance management in addition to the difficulties encountered using a case of IT business. They discovered that employees' satisfaction with the performance planning dimension was exhibited by clear roles, productive teamwork, and relationships between superiors and subordinates that improved both individual and organizational performance.

However, because the study was carried out in the Indian IT sector, the researcher wanted to determine whether similar results might be produced in the field of education, more specifically in government-aided primary schools.

The aforementioned results back up the assertion made by Tumusime et al. (2021), who discovered that collaborative planning had a good impact on teachers' performance. This study was a descriptive cross-sectional conducted in secondary schools in Kenya. Thus, it is in the researcher's interest to execute the suggested study so as to address the population and geographic gaps. Similar to this, Delery and Gupta (2016) did a study to look at the connection between organizational effectiveness and systems of human resource management (HRM) using the case of the US motor carriers' HRM division, a sizable cross-sectional survey design was employed. In accordance with the study, it was revealed that a significant link between performance planning and employee effectiveness exists, which in turn leads to organizational effectiveness. The researcher therefore conducted the study in an effort to ascertain whether the population and geographic gaps identified could be narrowed.

In order to look into how personal performance was linked with goal setting and positive working environment among employees in Southern United States, Medlin and Green (2009) carried out an exploratory study. The study found that goal setting, a key component of performance planning, enhances employee engagement, which encourages individuals to show more happiness at work and boosts performance for both the individual and the organization.

Kumar (2019) conducted a study in manufacturing companies around launching a connection between the efficacy of personnel as well as the system for performance management which revealed that that the practices of performance management systems such as performance planning have a significant relationship with employee effectiveness because they create a committed workforce hence employee effectiveness. Therefore, it was in the researcher's interest to execute the proposed study so as to investigate if similar results could be attained in the field of education.

Lelissa and Lelissa (2016) investigated the effectiveness of systems of performance management in Ethiopian banks. It was determined that a substantial connection between worker effectiveness and certain phases of performance management systems, such as performance planning. In order to determine whether similar results could be reached in the field of study, it was in the researcher's interest to conduct the proposed study.

Awan, et al., (2020) investigated the efficacy of a thorough performance management system effectiveness (PMSE) in relations with worker performance, sampled employees from different private banks around Pakistan. The findings showed that PMSE and work engagement adversely affected employees' task and contextual effectiveness. It established a significant connection which was positive between individual employee effectiveness and performance planning, a key component of PMSE. Therefore, it was in the researcher's interest to carry out the planned study to see if similar outcomes could be attained in the educational setting.

Namirimu (2018) conducted a cross sectional case study exploring how performance management practices and institutional efficiency were related in Uganda using a case of Stanbic bank. The study employed mixed methods approach and the results showed that employee effectiveness a key component of organizational effectiveness was positively and expressively related with performance planning, one of the significant performance management strategies. In order to determine whether similar results could be reached in the field of study, it was in the research's best interest to carry out the proposed study.

Nduati and Wanyoike (2021) conducted a desk top review study which was founded on resource-based view and expectancy theories in order to ascertain how performance management strategies affect employee effectiveness. They reviewed both empirical and theoretical literature. The study found a link between staff effectiveness and performance planning as it promotes clear

goals and objectives which prevents role ambiguity and role conflict. Thus the research intended to establish whether similar findings could be established in the proposed area of study.

Mehmood et al. (2017) used a quantitative study to look at how human resource management techniques affect how well organizations operate. They polled 90 staff from Pakistani universities, both public and private. According to the findings, performance planning significantly improved employee effectiveness and performance, which in turn improved organizational performance. In order to overcome the noted geographic limitations, the study was conducted in government-aided primary schools rather than the public or private universities where the original study was carried out.

2.2.2 Performance monitoring and teacher effectiveness

Performance monitoring is defined by Atwebembeire et al. (2018) as the assessment of workers' performance in line with the agreed goals. It involves reflecting on an individual's performance in relation to the set scope is one of the actions that make up performance monitoring (Kidagisa and Mukanzi, 2021).

Numerous studies on performance monitoring highlight its impact on worker effectiveness by ensuring that the organization's planned actions are carried out, hence raising quality (Malunda, 2016; Biruk, 2014; Amin, et al., 2014; Owolabi and Makinde, 2012). For instance, Biruk (2014) stressed the importance of performance monitoring in his study on how quality management of education influenced institutional effectiveness in Ethiopia using a case of universities, where he examined how individuals contributed to the achievement of predetermined organizational goals. The purpose of the proposed study was to find out whether government-aided primary schools could produce results that were comparable.

In Kenya's Nyandarua South Sub-county, Ibrahim (2020) carried out a descriptive study on how monitoring and evaluation influenced teacher effectiveness using a case of secondary schools. The study's findings showed that instructors' reporting and leaving duties had improved, as had their covering of the curriculum. The findings demonstrated that performance monitoring had a substantial influence on teachers' efficacy. The researcher in the proposed study aimed to determine whether comparable results could be obtained in the area of study as had been established in Public Secondary Schools in Kenya.

Atwebembeire et al (2018) carried out a cross sectional study to weigh how performance monitoring influenced the teaching and research using a case of private Universities. Results showed that performance monitoring doesn't always result in better performance. It was the researcher's objective to ascertain whether elementary schools that get government assistance could provide results that were comparable.

Namirimu (2018) conducted a cross sectional case study exploring how performance management practices and institutional effectiveness were related using a case of Stanbic Bank. The study embraced both numerical and qualitative approaches and the findings revealed that performance monitoring one of the performance management practices had a positive significant relationship with organization effectiveness reached through employee effectiveness. In order to determine whether similar results may be reached in the field of study, it was in the research's best interest to carry out the proposed study.

Nduati and Wanyoike (2021) directed an analytical study anchored on two theories where resource-based view was complemented by expectancy theory to ascertain the impact of performance management strategies on worker effectiveness. They reviewed both empirical and theoretical literature. The study discovered a positive connection between performance monitoring

and worker effectiveness because it ensures that goals and objectives are continuously met to foster individual effectiveness and ultimately organizational effectiveness. Thus the researcher intended to conduct the proposed study to address the identified gaps such as theoretical and conceptual gaps.

Similarly, Mwangi and Njuguna (2019) conducted a study on performance evaluation techniques for teachers in Kenya's state secondary schools. The study adopted a systematic random sampling technique. Finding out how regularly measuring and reviewing teachers' work impacts their performance and understanding the impact of work quality on teachers' effectiveness in Kiambu County were two goals of the study. The study established that performance monitoring positively and significantly affects teacher performance hence teacher effectiveness. Thus the researcher conducted the study to establish whether similar results could be established.

Judith and Byaruhanga (2020) conducted a study to establish the consequences of service delivery monitoring at the Kitale national grains and produce board. The study engaged descriptive survey design and the theory of change was the foundation upon which it was anchored. A stratified, basic random procedure was used to choose respondents and gather qualitative and numerical information. Simple regression coefficient analysis was employed for data analysis, including both inferential and descriptive statistics. The regression value indicated that performance monitoring was significant and therefore influenced service delivery hence effectiveness. In order to determine whether the same outcomes might be attained in the educational setting, the researcher undertook the study.

2.2.3 Performance evaluation and teacher effectiveness

In relation to education, performance evaluation is the method of assessing how closely aligned the worker's objectives to the work performance in order to continuously enhance the institution's capacity to carry out its mission and achieve its objectives (Stronge, 2006).

In his investigation on how performance reviews and appraisals influenced staff performance in an organization, Walid (2020) used data from four enterprises with a variety of specialties and lines of business. In order to research how performance evaluation and appraisal might help human resource departments and top management track their employees' performance and overall efforts, qualitative and numerical methods were employed in the investigation. The study established that performance reviews and evaluations have a significant impact on employees' productivity and efficiency inside a business. Therefore, it was necessary to determine whether corresponding findings could be obtained in the proposed area of study hence conducting the study.

The impact of performance evaluation on teacher effectiveness has been the subject of numerous studies, including those by Ado (2017), Sajjad and Nasir (2017), Taylor and Tyler (2012), Shahid and Shahzada (2017), Cai and Lin (2006), and Almeida (2017), all of which found a positive relationship between the two. For instance, Taylor and Tyler (2012) examined how teacher performance in Cincinnati Public Schools was impacted by evaluation and demonstrated that performance evaluation is a significant source of knowledge for enhancing and developing abilities that encourage long-term effectiveness. As a result, the researcher wanted to see if the planned study could produce results that were comparable. Thus, the researcher conducted the proposed study to ascertain whether similar results could be obtained in the proposed area of study.

In a descriptive study, Sanyal and Hisam (2018) investigated how cooperation affects job performance. The study used a quantitative approach to evaluate elements related to the idea of cooperation in the workplace as well as to emphasize the effects of teamwork using a case of faculty members at Dhofar University. According to the data, it revealed an existence of a substantial and significant correlation between faculty members' performance and the IV, which comprises elements like collaboration, a safe workplace, leadership and structure, performance reviews, and awards.

Al-Jedaia and Mehrez (2020) undertook a descriptive study to look into how performance reviews affected work performance. The study employed a quantitative approach to investigate PA factors that affect employees' motivation and their job performance in Governmental Sector in Qatar. The results indicated that performance evaluation ($p = 0.494 < 0.5$) significantly affects employee motivation, which leads to effectiveness. Therefore, the researcher conducted the proposed study to ascertain whether similar results could be obtained in the proposed area of study.

Evaline and Bula (2017) explored the existing performance appraisal process and system to understand their impact on employee performance through a quantitative study. The survey used stratified sampling in commercial banks in Nairobi, Kenya, and was based on theories of motivation and goal-setting. It was found that employee performance was negatively impacted by performance evaluation comments this implied that performance evaluation was not statistically related to employee performance. Thus, the researcher intended to ascertain whether similar findings could be obtained in the proposed area of study.

Conversely, Carol and Florah (2019) looked at how performance management procedures and worker productivity were related in Kenya using a case of the state department of labor. Goal-setting and expectancy theories served as the study's anchors, and it used a descriptive research

methodology. The study determined a substantial positive link between performance assessment and employee productivity which ultimately fosters effectiveness. Thus, the researcher conducted the study to address the methodical and population gaps identified among others.

Similarly, in a quantitative study, Kagema and Irungu (2018) looked at how teacher performance reviews affected teaching effectiveness in Kenya using a case of secondary schools. Employed stratified and straightforward random sampling techniques and data was collected using survey questionnaires from 460 teachers from 46 schools in Muranga and Kirinyaga counties in Kenya. The study revealed that performance evaluation an aspect of teacher appraisals influences teacher performance. By carrying out the suggested study, the researcher hoped to address the methodological and population gaps.

2.3 Literature Summary

According to the literature review, majority of the studies were carried out outside Uganda and Africa, some were conducted in institutions of higher learning and post basic intuitions. Others employed varying theories, this revealed contextual, population, and theoretical gaps among others. The absence of a study carried out in primary schools in the numerous literature reviewed is an additional justification for the need to undertake the proposed study as a means to ascertain whether a relationship could be substantiated in the variables identified.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The researcher describes the methodology, study's design, study population, sample size, sampling method, data collection techniques and tools, and data analysis process in this chapter. The chapter also discusses the study's ethical considerations and the data collection tools' validity and reliability.

3.1 Research Approach

The quantitative method was utilized for this study. Quantitative techniques that was used included the frequencies, percentages, mean and standard deviations. Further, regression and correlation were used to establish the link between constructs of performance appraisal practices (IV) and teacher effectiveness (DV). Quantitative technique was used because they are believed to be measurable, quantifiable, accurate, verifiable and the inferences drawn using such techniques are dependable (Mohajan, 2020)

3.2 Research Design

The cross-sectional-correlational study design guided the collection and analysis of data in this study. A cross-sectional design is practical and economical for evaluating different portions of the population since data is collected once (Frederick, 2018). The cross-section was used because of the need to save time and financial resources needed to accomplish this study. On the other hand, a correlational design was stated as being ideal for describing correlations between the study variables, such as performance appraisal techniques and teacher effectiveness (Fraenkel et al., 2012).

3.3 Study Area

The research was performed in the Iganga District's Nambale Sub County. It has 29 villages and 4 parishes. Its geographical location is 0° 46' 0" North and 33° 28' 0" East (Maplandia, 2019).

3.4 Study Population

The study population for this investigation consisted of 188 teachers that teach in 15 government aided primary schools of Nambale sub county, Iganga District (Iganga District Education report, 2017).

Based on Krejcie and Morgan's (1970) table of sample size determination, a sample size of 136 from 218 target population was taken into consideration (Appendix II). The population distribution and sample size for the investigation are shown in Table 3.1.

Table 3.1

The study sample frame

Category of Respondents	Study population	Sample Size	Sampling Technique
Teachers	188	117	Simple random sampling

Table 3.1 shows a total of 117 teachers that participated in the study. However, because of the industrial action, some respondents could not be reached, and the final sample size was reduced to 101 teachers.

3.5 Sampling Technique

Sampling technique refers to a method of choosing study participants from the target population (Mugenda & Mugenda, 1999). For teachers, the researcher employed simple random sample, a probability strategy which gives each member equal chances of being chosen by using an objective process (Sarstedt et al., 2018). The process includes determining the population, selecting the respondents, determining the sample size, and then gathering data from respondents.

3.6 Data Collection Methods

These comprised employing a self-administrated questionnaire (SAQ) and the interview method, was used in the study to make contact with respondents and collect first-hand information.

3.6.1 Questionnaire Survey Method

A series of questions printed in a specific order were used in the questionnaire survey approach (Kothari, 2004). The survey used questionnaire is useful when answers to several questions must be attained from a sample that is geographically scattered or when conducting telephone interviews without incurring significant costs is problematic or impossible (Sekaran, 2004). Further affirms that it is appropriate for gathering information on a considerable scale through structured questions. Respondents were notified by the researcher that responses were necessary for academic purposes, and that in order to ensure truthful responses, questionnaires were coded and did not require respondents to provide their names in order to maintain the respondents' anonymity and the responses' confidentiality (Mugenda & Mugenda, 2003). According to Barifaijo et al. (2010), the wording of the questions, categorization of the variables, scaling, coding, and general appearance of the questionnaire design minimized biases in the study. This also encouraged the respondents to provide accurate and complete information, leading to the provision of trustworthy and pertinent data in return.

3.7 Research Instruments

The study employed Self-administered Questionnaire to collect data:

3.7.1 Self-administered Questionnaire (SAQs)

According to Mugenda & Mugenda (2003), closed-ended self-administered questionnaires were created utilizing a five-point Likert scale, with 1 denoting "Strongly Agree" (SA), 2 "Agree," 3 "Not Sure," 4 "Disagree," and 5 "Strongly Disagree." The questionnaire, which had three sections—Section A, Background Information, Section B, Appraisal Practices, which were divided into Performance Planning, Performance Monitoring, and Performance Evaluation, and Section C, Teacher Effectiveness, which was divided into Teaching Related Behaviors, Relational Expertise, and Subject Matter Expertise was used to gather data from teachers.

3.8 Procedure for Data Collection

The researcher received an introduction letter from Kyambogo University and then requested permission to perform the study in the chosen primary schools from the head teachers of those schools. The researcher administered the tool in the study region after conducting pilot testing and determining the validity of the instruments at Government-aided primary schools in Namung'alwe sub-county. For better understanding, completed research instruments were gathered, information was combined, processed, and analyzed using SPSS. Ultimately, results were compiled to produce insightful conclusions and recommendations.

3.9 Data Quality Control

The right data gathering tool was used to ensure that reliable and high-quality data were gathered. The following criteria were used to assess the instruments' validity and reliability:

3.9.1 Validity of research instruments

The extent to which an instrument measures what it is supposed to measure is referred to as its validity (Koskenvuori et al., 2018). The researcher relied on the technical guidance of three Kyambogo University lecturers in the field of educational management. They independently evaluated and validated each item in the tools for relevance and clarity. The content validity was then determined using the formula after the researcher made the necessary comparisons and tool adjustments.

$$\text{Content validity index (CVI)} = \frac{\text{No. of items deemed relevant by all the judges}}{\text{Total number of items on the questionnaire}}$$

$$\frac{60}{73}$$

$$0.822$$

CVI can range from 0 to 1, according to Taylor (2017). The instrument is deemed to be more valid the closer the CVI is near 1.0. The CVI needs to be higher than 0.7 for an instrument to be regarded as credible. Given that the estimated CVI (0.822) is higher than the threshold value of 0.7, the instrument was definitely highly valid for the study.

3.9.2 Reliability of Research Instruments

Reliability The degree to which a tool consistently measures what it is designed to measure is known as reliability (Ledford et al., 2018). The researcher used pilot study data from government-aided primary schools in Namungalwe Sub-County to run a reliability statistic known as Cronbach Alpha in the SPSS software to ensure dependability and assess the instruments' consistency. The Cronbach alpha value ranges from 0.7 to 1.0, indicating a high level of internal consistency. The Cronbach Alpha score was calculated and relevant findings reported in Table 3.2.

Table 3.2**Reliability Indices for the Respective Sections of the Questionnaire**

Variable	Description	Construct	No of Items	Cronbach Alpha
Dependent	Teacher	Teaching Related Behaviors	12	0.902
	Effectiveness	Relational Expertise	11	0.878
		Subject Matter Expertise	17	0.903
Independent	Performance	Performance Planning	10	0.905
	Appraisal	Performance Monitoring	10	0.855
	Practices	Performance Evaluation	13	0.906

According to Table 3.2, the Cronbach Alpha values for each construct were all greater than 0.8. for example teaching related behaviors ($\alpha = 0.902$), relational expertise ($\alpha = 0.878$), subject matter expertise ($\alpha = 0.903$), performance planning ($\alpha = 0.905$), performance monitoring ($\alpha = 0.855$) and performance evaluation ($\alpha = 0.906$). This revealed that the study's questionnaire was quite reliable.

3.10 Data Management and Analysis

The quantitative data analysis methods were used by the researcher. The quantitative data analysis that were used involved namely; descriptive, correlation and regression levels. At descriptive level, the researcher computed the descriptive statistics of the respondents' responses to the items under each variable – Teacher Effectiveness (DV) and Performance Appraisal Practices (IV). At correlation level, analysis was carried out to verify the three study's hypothesis. (H1, H2, and H3)

by establishing the Pearson Product Correlation Coefficient. At regression level, the researcher regressed the IV on the DV to determine the strength of the relationship.

3.11 Ethical Considerations

The aims of the study and its significance were explained to the respondents, who also received assurances of strict confidentiality and its essential purpose. The information from the study was presented in broad strokes, and nowhere in the report were individual identities of respondents revealed. For qualitative data, issues of anonymity and confidentiality were guaranteed by filling a consent form. See appendix V. All works of other scholars was cited quoting sources of information and the authors.

3.12 Chapter Summary

The research technique that served as a guide for this study's data collecting and analysis was covered in this chapter. The questionnaire was utilized as the primary data gathering method in this study. The study went into detail on how the questionnaire was created, pretested, and used. The Statistical Package for Social Sciences (SPSS) was used to perform descriptive, correlation and regression analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The results from the field are presented, analyzed and interpreted under three major sections. In the first section, descriptive data analysis is presented, in section two, correlative data is presented and analyzed and regression data is presented and analyzed in section three.

4.1 Response Rate

The study's sample size was 117 participants, 101 teachers returned fully completed questionnaires denoting a response rate of 86.3% depicted in Table 4.1.

Table 4.1

Response Rate

Respondents	Sample size	Response	Response Rate (%)
Teachers	117	101	86.3

4.2 Descriptive Characteristics of Respondents

For Quantitative data, the anticipated number of respondents was 117 teachers for the questionnaire survey. After data collection, the actual number of respondents was 101 teachers resulting in an 86.3% response rate. This response rate exceeded the recommended 67% response rate (Amin, 2005). All respondents who filled in the questionnaire were asked about their sex, age, teaching experience, and highest level of education attained. Table 4.2 displays the results.

Table 4.2***Respondents' Background Characteristics***

Item	Categories	Frequency	Percentage
Sex of Respondents	Male	55	54.5
	Female	46	45.5
	Total	101	100.0
Age	30-39	35	34.5
	40-49	44	43.6
	50+	22	21.8
	Total	101	100.0
Teaching Experience	Less than 3 year	02	2.0
	3-7 Years	10	9.9
	7-10 Years	15	14.9
	10 Years and above	74	73.3
	Total	101	100.0
Highest Academic Qualification	Grade III	51	50.5
	Grade V	39	38.6
	Bachelors	11	10.9
	Total	101	100.0

According to Table 4.2's findings, 54.5% of respondents were male and 45.5% were female. Pertaining to the age groups in which the respondents belonged, majority belonged to the age group of 40-49 (43.6%), 34.5% to the 30 -39 bracket, and lastly those in the age group of 50 and above, having 21.8%. Concerning the teaching experience of the respondents, majority fell in the category of more than 10 years (73.3%), followed by those in the category of between 7 – 10 years (14.9%), those between 3 – 7 years were 9.9% and lastly those in the category of Less than 3 years (2.0%).

Regarding the respondents' highest level of education, majority (50.5%) belonged to the category of grade III certificate, followed by those in the category of grade V - diploma (38.6%), and lastly those in the category of Degree (10.9%)

4.3 Dependent Variable (Teacher Effectiveness)

Under Teacher Effectiveness (TE) as the dependent variable, there were three dimensions namely; Teaching Related Behaviors (TRB), Relational Expertise (RE) and Subject Matter Expertise (SME). For each of these three dimensions, descriptive results namely; there are shown frequencies, percentages, and means, the self-administered questionnaire's responses, item by item, as specified in the instrument (Appendix 1, Section C) are also presented. Results of validity and reliability on the items of each dimension are then presented. An aggregate index on each TE (TRB, RE & SME) dimension; and thereafter was computed. An aggregate index of the main variable (TE) was also computed.

4.3.1 Teaching Related Behaviours

Twelve items were used in the analysis of the idea of teaching related behaviors. Table 4.3 discusses the concept's outcomes.

Table 4.3*Descriptive results for Teaching Related Behavior*

Description	SD	D	N	A	SA	Mean
Teaching Related Behavior	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	4.24
I show enthusiasm when teaching		4 (4.0)	8 (7.9)	55 (54.5)	34 (33.7)	4.18
I stimulate enthusiasm among pupils when teaching	4 (4.0)		8 (7.9)	55 (54.5)	34 (33.7)	4.14
I incorporate creativity in delivering lessons	4 (4.0)	4 (4.0)	2 (2.0)	65 (64.4)	26 (25.7)	4.04
I provide pupils with relevant activities during lessons	2 (2.0)	2 (2.0)	2 (2.0)	63 (62.4)	32 (31.7)	4.19
I link lessons to real-life situations		2 (2.0)	2 (2.0)	65 (64.4)	32 (31.7)	4.26
I make learning enjoyable for pupils	2 (2.0)	-	-	43 (42.6)	56 (55.4)	4.45
I use a variety of instructional strategies		2 (2.0)	4 (4.0)	67 (66.3)	28 (27.7)	4.19
I set realistic goals for pupils to accomplish	-	2 (2.0)	2 (2.0)	61 (60.4)	36 (35.6)	4.30
I plan my lessons based on the techniques tested and found suitable	-	2 (2.0)	2 (2.0)	73 (72.3)	24 (23.8)	4.18
I plan my lessons keeping in view the individual differences among learners		2 (2.0)	6 (5.9)	59 (58.4)	34 (33.7)	4.24
I manage my time in the classroom well	2 (2.0)	4 (4.0)	6 (5.9)	53 (52.5)	36 (35.6)	4.16
I encourage pupils' active participation in the lessons	2 (2.0)			49 (48.5)	50 (49.5)	4.46

The results in Table 4.3 regarding teaching related behaviour indicated that cumulatively, a larger percentage (88.1%) agreed whereas 7.9% and 4% rated not sure and disagreed respectively. The high mean of 4.18 corresponded with agree implied that teachers agreed that they showed enthusiasm when teaching. On whether they stimulated enthusiasm among pupils when teaching

revealed that, a larger percentage (88.1%) agreed whereas 7.9% and 4% rated not sure and disagreed respectively. The mean = 4.14 high mean indicated most teachers agreed that they stimulated enthusiasm among pupils when teaching. Regarding whether teachers incorporated creativity in delivering lessons, a larger percentage (90.1%) agreed whereas 2% and 8% rated not sure and disagreed respectively. The 4.04 high mean indicated most teachers agreed that they incorporated creativity in delivering lessons.

On whether teachers provided pupils with relevant activities during lessons, a biggest percentage (94%) agreed whereas 4% and 2% rated disagreed and not sure respectively. The 4.19 high mean indicated most teachers were satisfied that they provided pupils with relevant activities during lessons. Pertaining whether teachers linked lessons to real-life situations, the largest percentage (96%) agreed whereas 2% rated for each of not sure and disagreed. The 4.26 high mean indicated most teachers agreed that they related lessons to real life situations. On whether teachers made learning enjoyable for pupils, almost everyone agreed (98%) and 2% disagreed. The mean = 4.45 implied that teachers were satisfied that they made learning enjoyable for the learners. Regarding whether they used variety of instructional strategies, the largest percentage (94%) agreed whereas 2% and 4% rated disagreed and not sure respectively. The 4.19 high mean indicated most teachers agreed that they used a variety of instructional strategies. The largest percentage (96%) agreed, 2% disagreed and 2% were not sure pertaining to setting realistic goals for pupils to accomplish. The mean = 4.3 indicated that majority of teachers agreed that they set realistic goals for pupils to accomplish.

On whether they plan lessons based on the techniques tested and found suitable, the largest percentage (96%) agreed whereas 2% rated for disagreed and not sure. The 4.18 high mean confirmed that teachers agreed that they plan lessons based on the techniques tested and found

suitable. The largest percentage (92.1%) agreed, 2% disagreed and 5.9% were not sure pertaining to planning lessons keeping in view of the individual differences among learners. The mean = 4.24 implied that almost all the teachers agreed that they planned lessons keeping in view of the individual differences among learners. On whether managed time in the classroom well, the biggest percentage (88.1%) agreed, 6% disagreed and 5.9 were not sure. The mean = 4.16 implied that majority of the teachers agreed that they managed time in the classroom well.

Lastly, regarding whether they encouraged pupils' active participation in the lessons, almost everyone agreed (98%) agreed and only 2% disagreed. The high mean = 4.46 implied that almost all teachers agreed that they encouraged pupils' active participation in the lessons. To find out how teachers ranked their teaching related behaviors, the eleven components used to measure the concept were combined to create an average index. Table 4.4 displays the summary findings.

Table 4.4

Summary of results for teaching related behaviors

		Descriptives	Statistic	Std. Error
Teaching Related Behaviors	Mean		4.24	0.05
	95% Confidence Interval for Mean	Lower Bound	4.14	
		Upper Bound	4.33	
	5% Trimmed Mean		4.27	
	Median		4.17	
	Variance		0.24	
	Std. Deviation		0.49	
	Minimum		1.75	
	Maximum		5.00	
	Range		3.25	
	Interquartile Range		0.50	
	Skewness		-2.33	0.24
	Kurtosis		11.12	0.48

Table 4.4's findings show a mean = 4.24 close to median = 4.17 but with a negative skew (skew = -2.33) It implied that the outcomes were distributed regularly, the high mean also meant that teachers rated their teaching related behaviors to be high. The low standards deviation = 0.49 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 teaching related behaviors

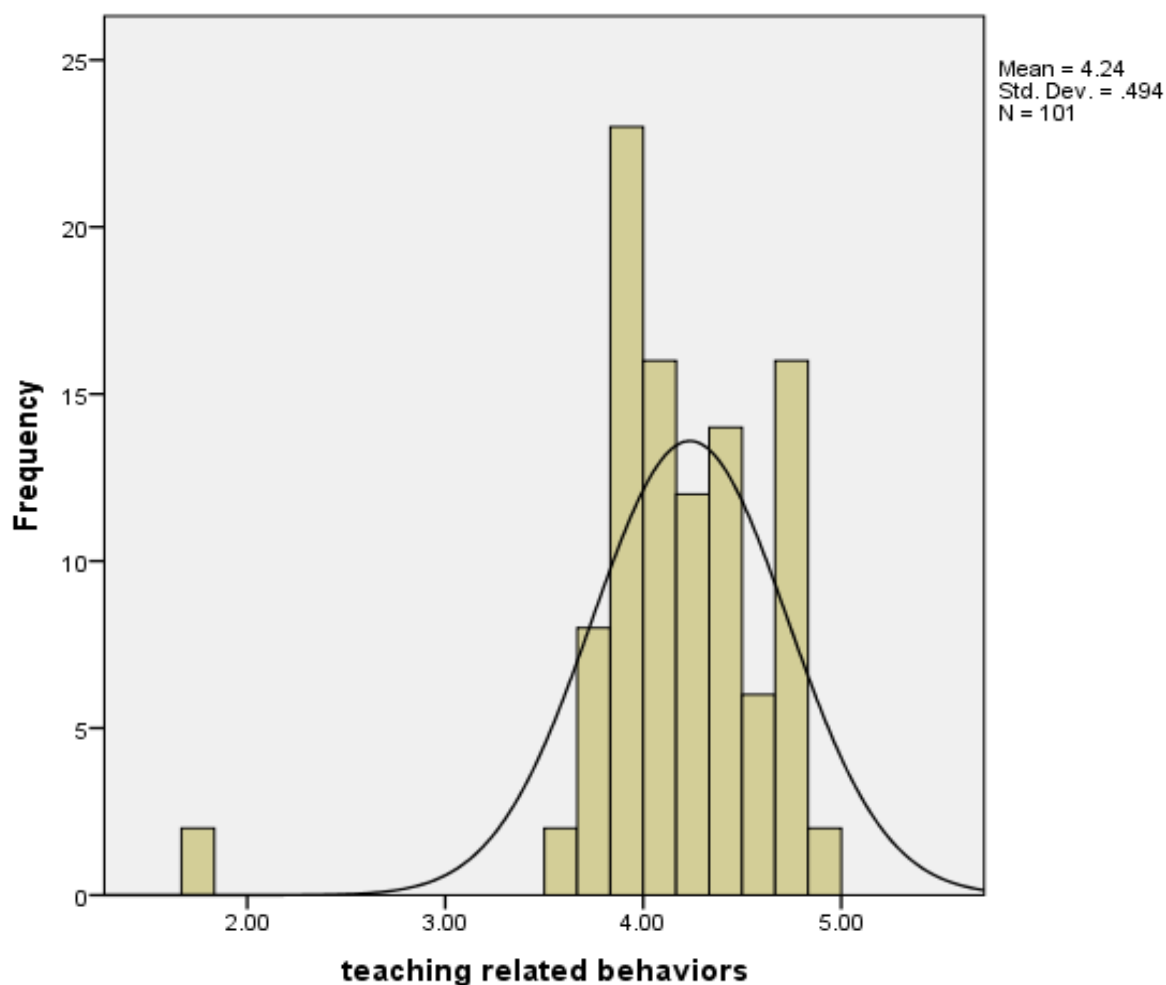


Figure 4.1 indicates that teachers rated their teaching related behaviors to be high (mean = 4.24). The standard deviation = 0.494 meant that the results were normally distributed. Therefore, results on teaching related behaviors were fit for analysis.

4.3.2 Relational Expertise

The concept of relational expertise was studied using eleven items. Table 4.5 lists the findings for the concept.

Table 4.5

Descriptive results for Relational Expertise

Description	SD	D	N	A	SA	Mean
Relational Expertise	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
I respond to feedback given by pupils	-	-	2 (2.0)	55 (54.5)	44 (43.6)	4.42
I make pupils have a sense of belonging	-	2 (2.0)	4 (4.0)	53 (52.5)	41 (40.6)	4.33
I show understanding and sympathy in working with my learners.	-	2 (2.0)	2 (2.0)	57 (56.4)	40 (39.6)	4.34
I display sensitivity to the needs of pupils	-	2 (2.0)	5 (5.0)	68 (67.3)	26 (25.7)	4.17
I show approachability with pupils.	2 (2.0)	-	-	65 (64.4)	34 (33.7)	4.28
I display fair treatment of pupils	-	-	6 (5.9)	58 (57.4)	37 (36.6)	4.31
I solicit pupils' feedback	-	-	4 (4.0)	53 (52.5)	44 (43.6)	4.40
I welcome comments from pupils	-	-	2 (2.0)	43 (42.6)	55 (54.5)	4.53
I have positive regard for pupils	-	2 (2.0)	6 (5.9)	55 (54.5)	38 (37.6)	4.28
I exhibit open-mindedness in issues concerning pupils.	-	-	7 (6.9)	50 (49.5)	43 (42.6)	4.36
I provide a laudable example of my personal and social living to my learners	-	4 (4.0)	1 (1.0)	56 (55.4)	40 (39.6)	4.31

The results in Table 4.5 regarding relational expertise indicated that cumulatively, almost all the teachers (98%) agreed and only 2% were not sure regarding responding to feedback given by pupils. The high mean of 4.42 implied that teachers agreed that they responded to feedback given by pupils. On whether they made pupils have a sense of belonging, a larger percentage (94%) agreed whereas 2% and 4% rated disagreed and not sure. The 4.33 high mean indicated most teachers agreed that they made pupils have a sense of belonging. Regarding whether teachers showed understanding and sympathy in working with the learners, a larger percentage (96%) agreed whereas 2% rated for disagreed and not sure. The 4.34 high mean indicated most teachers agreed that they showed understanding and sympathy in working with the learners. On whether teachers displayed sensitivity to the needs of the pupils, the biggest percentage (93%) agreed whereas 2% and 5% rated disagreed and not sure. The 4.17 high mean indicated most teachers agreed that they displayed sensitivity to the needs of pupils.

Pertaining whether teachers showed approachability with pupils, almost all the teachers (98%) agreed and disagreed was negligent 2%. The 4.28 high mean indicated most teachers agreed that they showed approachability with pupils. On whether teachers displayed fair treatment of pupils, the largest percentage (94.1%) and 5.9% were not sure. The mean = 4.31 implied that teachers agreed that they displayed fair treatment of pupils. Regarding whether they solicited for pupils' feedback, the largest percentage (96%) agreed and 4% were not sure. The mean = 4.40 implied that teachers agreed that they solicited for pupils' feedback. Almost every (98%) agreed and only and 2% were not sure pertaining to welcoming comments from pupils. The mean = 4.53 indicated that majority of teachers agreed that they welcomed comments from pupils. On whether they had positive regard for pupils, the largest percentage (92.1%) agreed, 2% disagreed

and 5.9% were not sure. The mean = 4.28 confirmed that teachers agreed that they had positive regard for pupils.

The largest percentage (93.1%) agreed and 6.9% were not sure pertaining exhibiting open-mindedness in issues concerning pupils. The mean = 4.36 implied that almost all the teachers agreed that they exhibited open-mindedness in issues concerning pupils. On whether they provided a laudable example of personal and social living to learners (95%) agreed, 4% disagreed and 1% was not sure. The mean = 4.31 implied that majority of the teachers agreed that they provided laudable example of personal and social living to the learners. To find out how teachers ranked their relational expertise, the eleven components used to measure the concept were combined to create an average index. Table 4.6 displays the results in summary.

Table 4.6

Summary results for relational expertise

Descriptives		Statistic	Std. Error	
Relational Expertise	Mean	4.34	0.04	
	95% Confidence	Lower Bound	4.26	
	Interval for Mean	Upper Bound	4.43	
	5% Trimmed Mean		4.36	
	Median		4.36	
	Variance		0.17	
	Std. Deviation		0.41	
	Minimum		3.27	
	Maximum		5.00	
	Range		1.73	
	Interquartile Range		0.48	
	Skewness		-0.32	0.24
	Kurtosis		0.23	0.48

The results in table 4.6 show 4.34 mean adjacent to median = 4.36 but with a negative skew (skew = -0.32) It implied that the outcomes were distributed regularly, the high mean also meant that teachers rated their relational expertise to be high the low standards 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 4.2.

Figure 4.2

Histogram for Relation Expertise

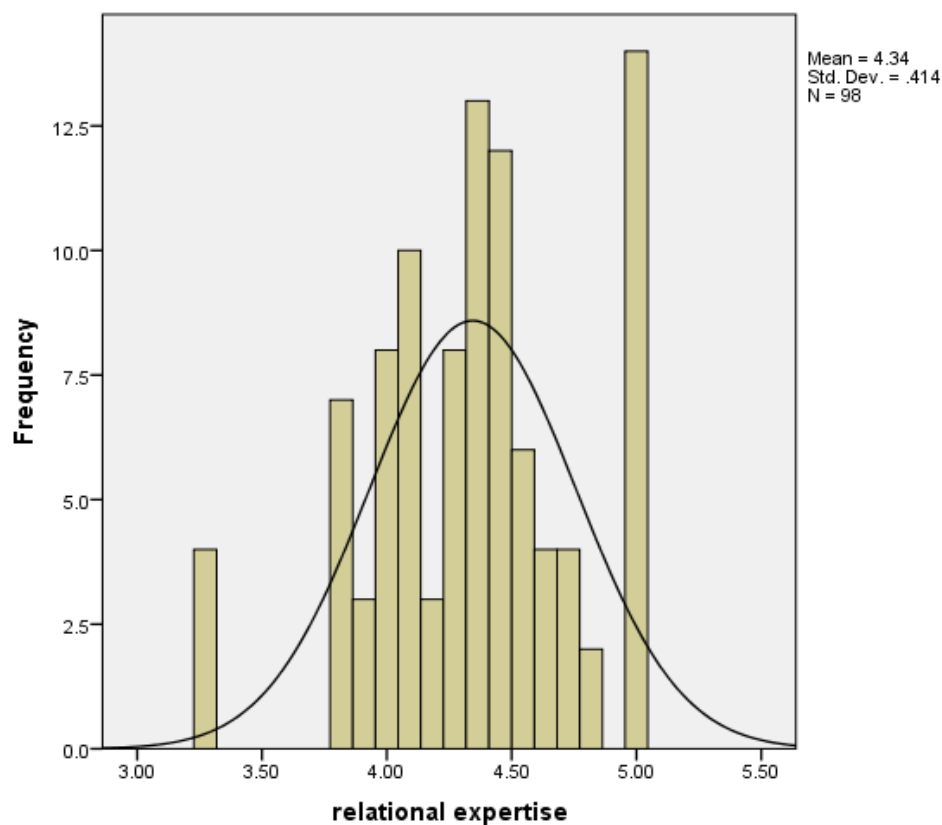


Figure 4.2 demonstrates that teachers rated their relational expertise to be high (men = 4.34). The standard deviation = 0.414 meant that the results were normally distributed. Therefore, results on relational expertise were fit for analysis.

4.3.3 Subject Matter Expertise (SME)

The concept of SME was studied using seventeen items. Table 4.7 lists the findings.

Table 4.7

Descriptive results for Subject Matter Expertise

Description	SD	D	N	A	SA	Mean
Subject Matter Expertise	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
I always prepare schemes of work before the beginning of the term.	-	12 (11.9)	6 (5.9)	47 (46.5)	36 (35.6)	4.06
I always prepare lesson plans before every lesson	-	10 (9.9)	8 (7.9)	55 (54.5)	28 (27.7)	4.00
I always prepare instructional materials before every lesson	-	9 (8.9)	10 (9.9)	47 (46.5)	35 (34.7)	4.07
I always prepare evaluation items before every lesson	-	5 (5.0)	2 (2.0)	57 (56.4)	37 (36.6)	4.25
I deliver the content of the subject matter with ease and confidence	2 (2.0)	2 (2.0)	4 (4.0)	46 (45.5)	47 (46.5)	4.33
Am always Knowledgeable about lessons content taught.	2 (2.0)	-	6 (5.9)	47 (46.5)	46 (45.5)	4.34
I manifest proficiency in lessons taught.	-	-	8 (7.9)	57 (56.4)	36 (35.6)	4.28
I provide pupils with timely and relevant feedback	-	2 (2.0)	2 (2.0)	57 (56.4)	40 (39.6)	4.34
I display subject matter authority when teaching	-		8 (7.9)	51 (50.5)	42 (41.6)	4.34
I display pedagogical authority when teaching	-	2 (2.0)	2 (2.0)	69 (68.3)	28 (27.7)	4.22
I deliver content in an interesting way	-	-	8 (7.9)	53 (52.5)	40 (39.6)	4.32
I organize the subject matter in agreement with course objectives	-	4 (4.0)	6 (5.9)	51 (50.5)	40 (39.6)	4.23
I show in-depth understanding of lessons taught	-	2 (2.0)	6 (5.9)	56 (55.4)	37 (36.6)	4.23
I identify learners' individual differences	-	1 (1.0)	3 (3.0)	60 (59.4)	37 (36.6)	4.32
I share information that are only relevant to lessons taught	-	5 (5.0)	4 (4.0)	53 (52.5)	39 (38.6)	4.25
I show ability to teach several subjects	-	7 (6.9)	10 (9.9)	53 (52.5)	31 (30.7)	4.10
I maintain an updated record of pupils' assessment	-	2 (2.0)	14 (13.9)	49 (48.5)	36 (35.6)	4.18

The results in Table 4.6 regarding subject matter expertise indicated that cumulatively, the largest percentage (82.1%) agreed, 11.9% disagreed and 5.9% were not sure regarding whether they always prepared schemes of work before the beginning of the term. The high mean of 4.06 implied that teachers agreed that they always prepared schemes of work before the beginning of the term. On whether they always prepared lesson plans before every lesson, a larger percentage (82.2%) agreed whereas 9.9% and 7.9% rated disagreed and not sure respectively. The 4.00 high mean implied most teachers agreed that they always prepared lesson plans before every lesson. Regarding whether teachers always prepared instructional materials before every lesson, a larger percentage (81.2%) agreed whereas 9.9% and 8.9% rated not sure and disagreed respectively. The 4.07 high mean implied most teachers agreed that they always prepared instructional materials before every lesson. On whether teachers always prepared evaluation items before every lesson, the biggest percentage (93%) agreed whereas 5% and 2% rated disagreed and not sure respectively. The 4.25 high mean indicated most teachers agreed that they always prepared evaluation items before every lesson.

Pertaining whether teachers delivered the content of the subject matter with ease and confidence, the largest percentage (92%) agreed whereas 4% for each of disagreed and not sure. The 4.33 high mean implied most teachers agreed that they delivered the content of the subject matter with ease and confidence. On whether they were always Knowledgeable about lessons content taught, the largest percentage (91.1%) agreed, 2% disagreed and 5.9 % were not sure. The mean = 4.34 implied that teachers agreed that they were always Knowledgeable about lessons content taught. Regarding whether they manifested proficiency in lessons taught, the largest percentage (92.1%) agreed and 7.9% were not sure. The mean = 4.28 implied that teachers agreed that they manifested proficiency in lessons taught. The largest percentage (96%) agreed, 2%

disagreed and 2% were not sure pertaining to providing pupils with timely and relevant feedback. The mean = 4.34 indicated that majority of teachers agreed that they provided pupils with timely and relevant feedback. On whether they displayed subject matter authority when teaching, the largest percentage (92.1%) agreed and 7.9% were not sure. The mean = 4.34 confirmed that teachers agreed that they displayed subject matter authority when teaching.

The largest percentage (96%) agreed, 2% disagreed and 2% were not sure pertaining displaying pedagogical authority when teaching. The mean = 4.22 implied that almost all the teachers agreed that they displayed pedagogical authority when teaching. On whether they delivered content in an interesting way (92.1%) agreed and 7.9% was not sure. The mean = 4.32 implied that majority of the teachers agreed that they delivered content in an interesting way. On whether they organized the subject matter in agreement with course objectives, the largest percentage (90.1%) agreed whereas 4% and 5.9% rated disagreed and not sure respectively. The 4.23 high mean implied most teachers agreed that they organized the subject matter in agreement with course objectives. The largest percentage (91.1%) agreed, 2% disagreed and 5.9% were not sure on whether showed in-depth understanding of lessons taught. The high mean = 4.23 implied that most of the teachers agreed that they showed in-depth understanding of lessons taught.

Regarding whether they identified learners' individual differences, the largest percentage (96%) agreed, 1% and 3% were not sure. The mean = 4.32 implied that almost all the teachers agreed that they identified learners' individual differences. The largest percentage (91%) agreed, 5% disagreed and 4% were not sure regarding sharing details that were only important for the lessons being taught. The high mean 4.25 implied that most of the teachers agreed that they shared information that was only relevant to lessons taught. On whether they showed ability to teach several subjects, the largest percentage (83.2%) agreed whereas 6.9% and 9.9% rated disagreed

and not sure respectively. The 4.10 high mean implied most teachers agreed that they showed ability to teach several subjects. The largest percentage (84.1%) agreed, 2% disagreed and 13.9 were not sure regarding maintaining an updated record of pupils' assessment. The high mean = 4.18 implied that most of the teachers agreed that they maintained an updated record of pupils' assessment. To find out how teachers ranked their subject matter expertise, the seventeen items measuring the notion were averaged into an index. Table 4.8 displays the summarized findings.

Table 4.8

Summary of subject matter expertise

Descriptives			Statistic	Std. Error
Subject Matter Expertise	Mean		4.23	0.05
	95% Confidence Interval for Mean	Lower Bound	4.14	
		Upper Bound	4.32	
	5% Trimmed Mean		4.24	
	Median		4.24	
	Variance		0.21	
	Std. Deviation		0.46	
	Minimum		2.71	
	Maximum		5.00	
	Range		2.29	
	Interquartile Range		0.62	
	Skewness		-0.61	0.24
	Kurtosis		0.96	0.48

Table 4.8's findings show a mean = 4.23 close to median = 4.24 but with a negative skew (skew = -0.61) It implied that the outcomes were distributed regularly, the high mean also meant that teachers rated their relational expertise to be high. the low standards deviation = 0.46 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in figure 4.3.

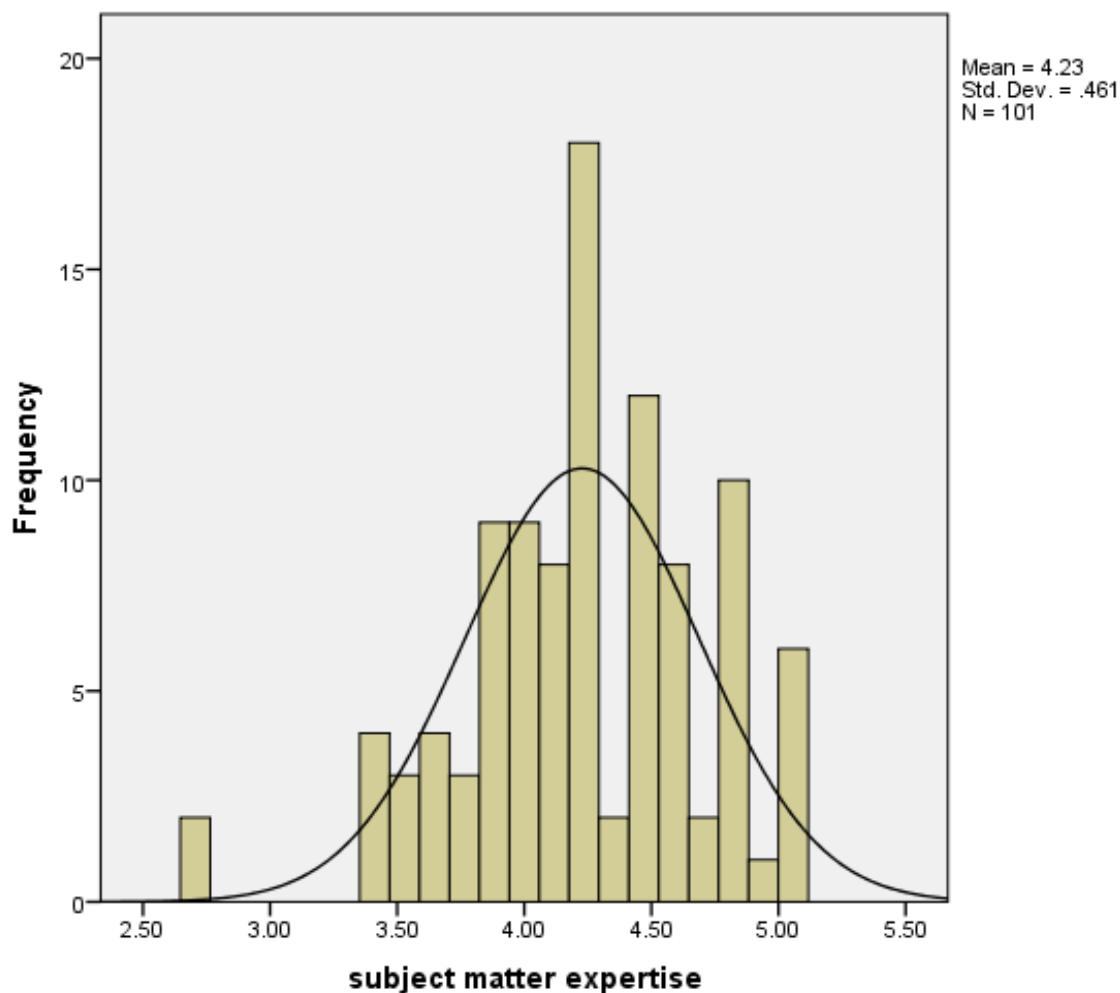
Figure 4.3*Histogram for subject matter expertise*

Figure 4.3 shows that teachers rated their subject matter expertise to be high (mean = 4.23). The standard deviation = 0.461 meant that the results were normally distributed. Therefore, results on subject matter expertise were fit for analysis.

4.4 Description of the Independent Variable: Performance Appraisal Practices

Performance Appraisal Practices (IV). The IV also had three constructs namely; Performance Planning (PP), Performance Monitoring (PM) and Performance Evaluation (PE).

4.4.1. Performance Planning

The concept of performance planning was studied using ten items. Below in Table 4.9 are descriptive results on the concept.

Table 4.9
Descriptive results for performance planning

Description	SD	D	N	A	SA	Mean
Performance Planning	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
My administrators hold regular appraisal preparatory meetings	4 (4.0)	10 (9.9)	8 (7.9)	66 (64.4)	90 (40.5)	3.89
My administrators coordinate the setting of performance objectives	01 (0.5)	11 (10.9)	4 (4.0)	62 (61.4)	20 19.8	3.82
I agree on Performance areas with my appraiser	2 (2.0)	2 (2.0)	8 (7.9)	52 (51.5)	37 (36.6)	4.19
I set performance targets with my appraiser	-	2 (2.0)	10 (9.9)	48 (47.5)	41 (40.6)	4.27
I agree on performance indicators with my appraiser	-	8 (7.9)	2 (2.0)	59 (58.4)	32 (31.7)	4.14
I identify key performance outputs with my appraiser	2 (2.0)	2 (2.0)	5 (5.0)	64 (63.4)	28 (27.7)	4.13
I draw Performance work plans with my appraiser	-	4 (4.0)	6 (5.9)	65 (64.4)	26 (25.7)	4.12
My administrators conduct sensitization sessions on the appraisal process	-	10 (9.9)	6 (5.9)	56 (55.4)	29 (28.7)	4.10
My administrators prepare performance appraisal programs	4 (4.0)	8 (7.9)	6 (5.9)	59 (58.4)	23 (22.8)	3.92
My administrators include appraisal programs in the termly work plans	-	15 (14.9)	6 (5.9)	52 (51.5)	28 (27.7)	3.92

Table 4.9's findings regarding performance planning indicated that cumulatively, the largest percentage (78.2%) agreed, 13.9% disagreed and 7.9% were not sure regarding administrators holding regular appraisal preparatory meetings. The mean = 3.89 is about equal to code 4 on the

employed scale corresponding with agree implied that teachers agreed that administrators held regular appraisal preparatory meetings. A larger percentage (81.2%) agreed, 14.8% disagreed and 4% were not sure regarding administrators coordinating the setting of performance objectives. The mean = 3.82 is close to code 4 on the scale used corresponded with agree implied that teachers agreed that administrators coordinated the setting of performance objectives. Regarding whether teachers agreed on Performance areas with my appraisers, a larger percentage rated agreed 88.1% whereas 7.9% and 4% rated not sure and disagreed respectively. The 4.19 high mean implied that teachers agreed that always agree on Performance areas with my appraisers.

On whether teachers set performance targets with appraisers, the biggest percentage (88.1%) agreed whereas 2% and 9.9% rated disagreed and not sure respectively. The 4.27 high mean indicated most teachers agreed that they set performance targets with my appraiser. Pertaining whether teachers agreed on performance indicators with the appraisers, (90.1%) agreed whereas 2% and 7.9% rated not sure and disagreed respectively. The 4.14 high mean indicated most teachers agreed that they agreed on performance indicators with their appraisers. On whether teachers identified key performance outputs with their appraisers, the largest percentage (90.1%) agreed whereas 4% and 5.9% rated disagreed and not sure respectively. The 4.13 high mean inferred that most teachers agreed that they identified key performance outputs with their appraisers. Regarding whether they drew Performance work plans with their appraisers, the largest percentage (90.1%) agreed whereas 4% and 5.9% rated not sure and disagreed respectively. The 4.12 high mean implied that teachers agreed that they drew Performance work plans with their appraisers. On whether administrators conducted sensitization sessions on the appraisal process, the largest percentage (84.1%) agreed whereas 9.9% and 5.9% rated disagreed and not sure

respectively. The 4.10 high mean indicated most teachers agreed that administrators conducted sensitization sessions on the appraisal process.

On whether administrators prepared performance appraisal programs, the largest percentage (81.2%) agreed whereas 11.9% and 5.9% rated disagreed and not sure respectively. The mean value = 3 is about equal to code 4 on the employed scale corresponding with agree implied that teachers agreed that administrators prepared performance programs. The largest percentage (79.2%) agreed, 14.9 disagreed and 5.9% were not sure pertaining administrators including appraisal programs in the termly work plans. The mean = 3.92 is about equal to code 4 on the employed scale corresponding with agree implied that teachers agreed that administrators including appraisal programs in the termly work plans. To find out how teachers rated performance planning, For the ten items measuring the concept, an average index was determined. Table 4.10 shows the summarized findings.

Table 4.10

Summary results for performance planning

		Descriptives	Statistic	Std. Error
Performance Planning	Mean		3.63	0.06
	95% Confidence Interval for Mean	Lower Bound	3.52	
		Upper Bound	3.74	
	5% Trimmed Mean		3.69	
	Median		3.70	
	Variance		0.34	
	Std. Deviation		0.58	
	Minimum		1.50	
	Maximum		4.40	
	Range		2.90	
	Interquartile Range		0.50	
	Skewness		-1.79	0.24
	Kurtosis		3.77	0.48

Table 4.10's findings demonstrate a mean = 3.63 adjacent to median = 3.70 but with a negative skew (skew = -1.79) It implied that the outcomes were distributed regularly. the high mean also meant that teachers rated performance planning to be high. the low standards deviation = 0.58 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 performance planning

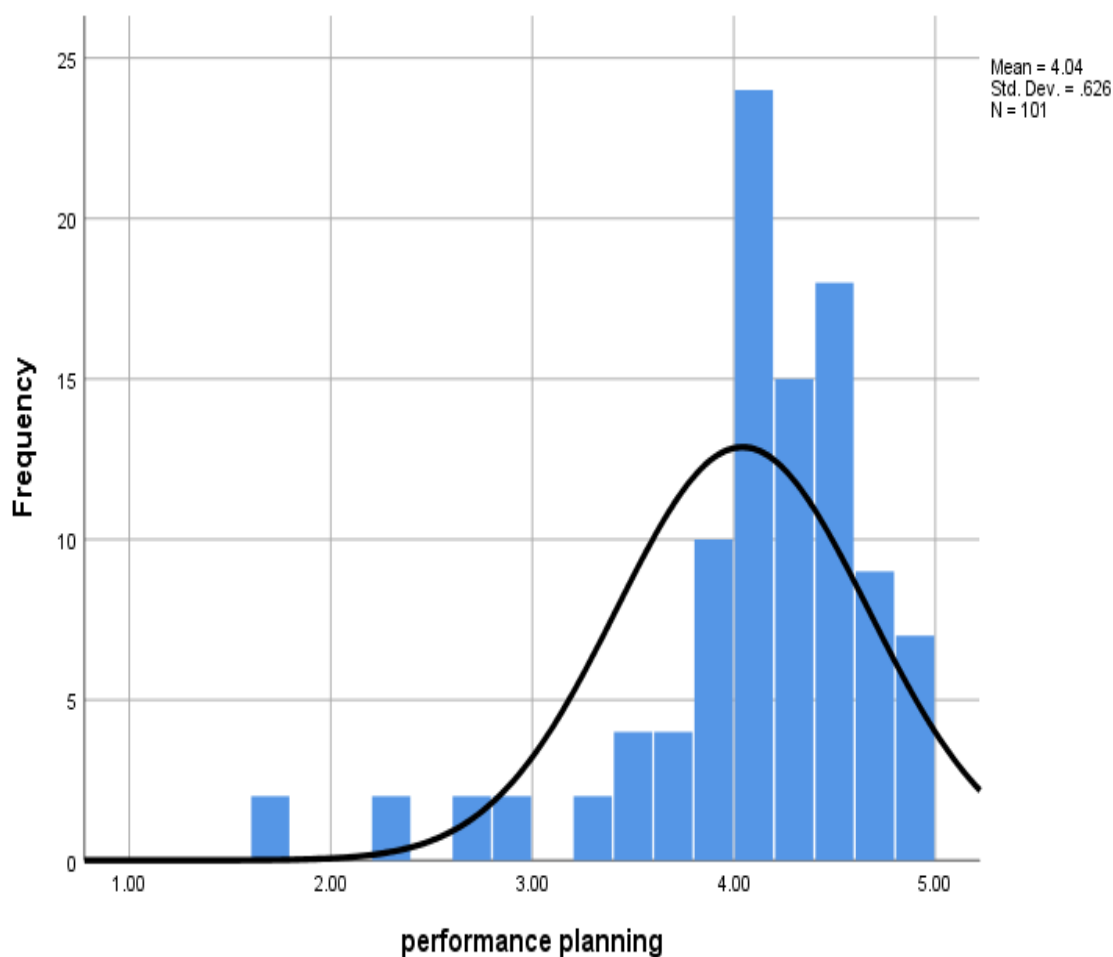


Figure 4.4 shows that teachers rated performance planning to be high (mean = 4.04). The standard deviation = 0.626 meant that the results were normally distributed. Therefore, results on performance planning were fit for analysis.

4.4.2 Performance monitoring

The concept of performance monitoring was studied using ten items. Below in Table 4.11 are descriptive results on the concept.

Table 4.11

Descriptive results for performance Monitoring

Description	SD	D	N	A	SA	Mean
Performance Monitoring	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
My Schemes of work are approved by the administrators	-	2 (2.0)	3 (3.0)	36 (35.6)	60 (59.4)	4.52
I follow the drawn performance work plans	-	4 (4.0)	8 (7.9)	50 (49.5)	39 (38.6)	4.43
My appraiser involves me in regular performance reviews	-	8 (7.9)	12 (11.9)	52 (51.5)	29 (28.7)	4.01
My lessons are regularly supervised by the administrators	2 (2.0)	10 (9.9)	4 (4.0)	59 (58.4)	26 (25.7)	3.96
My performance is continually monitored by the administrators	-	12 (11.9)	6 (5.9)	66 (65.3)	17 (16.8)	3.90
Support training is provided based on my identified weaknesses.	2 (2.0)	14 (13.9)	12 (11.9)	59 (58.4)	14 (13.9)	3.68
My lesson plans are approved before I conduct lessons	-	8 (7.9)	17 (16.8)	47 (46.5)	29 (28.7)	3.96

Administrators check my pupils' work - regularly	4 (4.0)	18 (17.8)	54 (53.5)	25 (24.8)	3.99
Am involved in reviewing the set - performance indicators	10 (9.9)	12 (11.9)	65 (64.4)	14 (13.9)	3.82
Am involved in the regular reviews of my - performance	8 (7.9)	10 (9.9)	57 (56.4)	26 (25.7)	4.00

Table 4.11's findings regarding performance monitoring showed that cumulatively, the largest percentage (95%) agreed, 2% disagreed and 3% were not sure regarding their Schemes of work being approved by the administrators. The high mean = 4.52 implied that teachers agreed that their Schemes of work are approved by the administrators. A larger percentage (81.1%) agreed, 4% disagreed and 7.9% were not sure regarding following the drawn performance work plans. The high mean = 4.43 implied that teachers agreed that they followed the drawn performance work plans. Regarding whether appraisers involves them in regular performance reviews, a larger percentage (80.3%) agreed whereas 7.9% and 11.9% rated disagreed and not sure respectively. The 4.01 high mean implied that teachers agreed that appraisers involved them in regular performance reviews. On whether their lessons were regularly supervised by the administrators, the biggest percentage (84.1%) agreed whereas 11.9% and 4% rated disagreed and not sure respectively. The 3.96 mean which is very close to code 4 on the scale used corresponded with agree implied that teachers agreed that their lessons were regularly supervised by the administrators. The largest percentage (82.1%) agreed while 5.9% and 11.9% were for not sure and disagreed respectively regarding whether their performance was continually monitored by the administrators. The mean = 3.90 is close to code 4 on the scale used corresponded with agree implied that majority of the teachers agreed that their performance was continually monitored by the administrators.

On whether Support training was provided based on their identified weaknesses, the largest percentage (72.3%) agreed, the remaining 15.9% and 11.9% rated disagreed and not sure respectively. The 3.68 very close to 4 which denoted agreed implied that most teachers agreed that Support training was provided based on their identified weaknesses. Regarding whether lesson plans were approved before conducting lessons, the biggest percentage (75.2%) agreed, 16.8% were not sure and 7.9% disagreed. The mean = 3.96 implied that most of the teachers agreed that lesson plans were approved before conducting lessons. On whether administrators checked pupils' work regularly, the largest percentage (78.3%) agreed while 4% and 17.8% indicated disagreed and not sure respectively. The 3.99 mean indicated that most teachers agreed that administrators checked pupils' work regularly. The largest percentage (78.3%) agreed, 9.9% disagreed and 11.9% were not sure regarding being involved in reviewing the set performance indicators. The mean = 3.82 is roughly a code 4 on the used scale corresponding with agree implied that teachers agreed that they were involved in reviewing the set performance indicators. 82.1% agreed, 7.9% disagreed and 9.9% were not sure over being involved in regular reviews of their performance. The mean = 4.00 implied most teachers agreed that they were involved in regular reviews of their performance. To find out how teachers rated performance monitoring, for the ten items measuring the concept, an average index was determined. Table 4.12 summarizes the findings.

Table 4.12*Summary results for performance monitoring*

		Descriptive	Statistic	Std. Error
Performance	Mean		4.01	0.05
Monitoring	95% Confidence Interval	Lower Bound	3.89	
	for Mean	Upper Bound	4.11	
	5% Trimmed Mean		4.03	
	Median		4.10	
	Variance		0.30	
	Std. Deviation		0.55	
	Minimum		2.40	
	Maximum		5.00	
	Range		2.60	
	Interquartile Range		0.50	
	Skewness		-0.88	0.24
	Kurtosis		0.81	0.48

The result in table 4.12 show a mean = 4.01 close to median = 4.10 but with a negative skew (skew = -0.88) It implied that the outcomes were distributed regularly. the high mean also meant that teachers rated the administrators' performance monitoring to be high. the low standards 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 4.5.

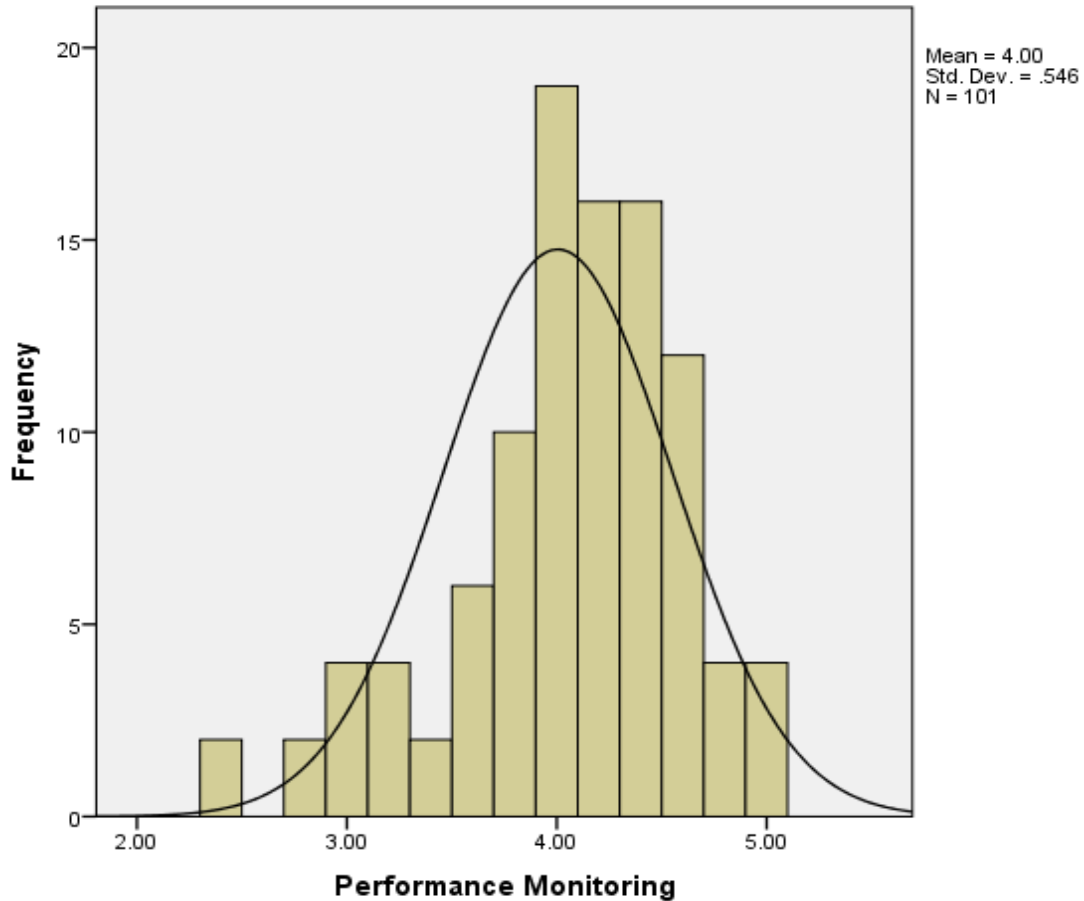
Figure 4.5*Histogram for performance monitoring*

Figure 4.5 shows that teachers rated performance monitoring to be high (mean = 4.00). The standard deviation = 0.546 meant that the results were normally distributed. Therefore, results on performance monitoring were fit for analysis.

4.4.3. Performance evaluation

The concept of performance evaluation was studied using thirteen items. Results on the concept are described in Table 4.13.

Table 4.13**Descriptive findings for performance Evaluation**

Description	SD	D	N	A	SA	Mean
Performance Evaluation	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
Am regularly involved in evaluating my performance	-	6 (5.9)	12 (11.9)	61 (60.4)	22 (21.8)	3.98
My appraiser conducts regular performance appraisal meetings with me	-	8 (7.9)	10 (9.9)	60 (59.4)	23 (22.8)	3.97
I receive a copy of performance appraisal review results	2 (2.0)	12 (11.9)	4 (4.0)	61 (60.4)	22 (21.8)	3.88
I identify strong performance areas with my appraiser	2 (2.0)	6 (5.9)	11 (10.9)	64 (63.4)	18 (17.8)	3.89
I identify performance gaps with my appraiser	2 (2.0)	4 (4.0)	6 (5.9)	70 (69.3)	19 (18.8)	3.99
I agree on the way forward with my appraiser	2 (2.0)	10 (9.9)	4 (4.0)	61 (60.4)	24 (23.8)	3.94
I agree on action plans with my appraiser	4 (4.0)	2 (2.0)	12 (11.9)	59 (58.4)	24 (23.8)	3.96
I identify areas for further support with my appraiser	-	12 (11.9)	8 (7.9)	63 (62.4)	18 (17.8)	3.86
My administrators conduct Multi-level performance evaluation meetings regularly	-	14 (13.9)	16 (15.8)	58 (57.4)	13 (12.9)	3.69
My appraiser involves me in making and submitting Performance appraisal reports	-	8 (7.9)	12 (11.9)	62 (61.4)	19 (18.8)	3.91
My administrators conduct performance staff evaluation meetings regularly	-	8 (7.9)	16 (15.8)	56 (55.4)	19 (18.8)	3.91
I am supported to improve on the identified weak areas	-	14 (13.9)	16 (15.8)	45 (44.6)	26 (25.7)	3.82
My administrators conduct follow-up activities to help me improve me my performance	2 (2.0)	12 (11.9)	10 (9.9)	57 (56.4)	20 (19.8)	3.80

The results in Table 4.13 regarding performance evaluation indicated that cumulatively, the largest percentage (82.2%) agreed, 5.9% disagreed and 11.9% were not sure regarding whether they were regularly involved in evaluating their performance. The mean = 3.98 implied that majority of the

teachers agreed that they were regularly involved in evaluating their performance. A larger percentage (82.2%) agreed, 7.9% disagreed and 9.9% were not sure regarding appraisers conducting regular performance appraisal meeting with them. The high mean = 3.97 implied that most teachers agreed that appraisers conduct regular performance appraisal meetings with them. Regarding whether they receive copies of performance appraisal review results, a larger percentage (82.2%) agreed, 13.9% disagreed and 4% were not sure. The 3.88 mean which is very close to 4 implied that most teachers agreed that they received copies of performance appraisal review results. On whether they identified strong performance areas with their appraisers, 81.2% agreed while 7.9% and 10.9% were for disagreed and not sure respectively. The 3.89 mean implied that teachers agreed that they identified strong performance areas with their appraisers. 88.1% agreed while 5.9% and 6% were not sure and disagreed respectively regarding whether they identified performance gaps with their appraisers. The high mean = 3.99 implied that majority of the teachers agreed that they identified performance gaps with their appraisers.

On whether they agreed on the way forward with their appraisers, the largest percentage (84.2%) agreed, 11.9% disagreed and not sure were 4%. The mean = 3.94 implied most teachers agreed that they agreed on the way forward with their appraisers. Regarding whether they agreed on action plans with their appraisers, the biggest percentage (82.2%) agreed, not sure were 11.9% and 6% disagreed. The mean = 3.96 implied most teachers agreed that they agreed on action plans with their appraisers. On whether they identified areas for further support with their appraisers, the biggest percentage (80.2%) agreed, 11.9% disagreed and 7.9% were not sure. The mean = 3.86 indicated that majority of teachers agreed that they identified areas for further support with their appraisers. The largest percentage (70.3%) agreed, 13.9% disagreed and 15.8% were not sure regarding administrators conducting Multi-level performance evaluation meetings regularly. The

mean = 3.69 implied that majority of the teachers agreed that administrators conducted Multi-level performance evaluation meetings regularly. 80.2% agreed, 7.9 disagreed and 11.9% were not sure over appraisers involving them in making and submitting Performance appraisal reports. The mean = 3.91 implied most of the teachers concurred that appraisers involved them in making and submitting Performance appraisal reports.

The largest percentage (74.2%) agreed, 7.9% disagreed and 11.9% were not sure regarding administrators conducting performance staff evaluation meetings regularly. The mean = 3.91 implied that majority of the teachers agreed that administrators conducted performance staff evaluation meetings regularly. 70.3% agreed, 13.9 disagreed and 15.8% were not sure regarding being supported to improve on identified weak areas. The 3.82 mean implied that most teachers concurred that they were supported to improve on identified weak areas. The largest percentage (76.2%) agreed, 13.9% and 9.9% were for disagreed and not sure respectively regarding administrators conducting follow-up activities to help them improve performance. The mean = 3.80 indicated most teachers agreed that administrators conducted follow-up activities to help them improve performance.

To find out how teachers rated performance evaluation, 13 items measuring the concept were averaged to create an index. Table 4.14 displays the summary findings.

Table 4.14*Summary of results for performance evaluation*

Descriptives		Statistic	Std. Error
Performance Evaluation	Mean	3.89	0.06
	95% Confidence Interval for Mean	Lower Bound	3.77
		Upper Bound	4.01
	5% Trimmed Mean	3.92	
	Median	4.00	
	Variance	0.35	
	Std. Deviation	0.59	
	Minimum	2.31	
	Maximum	4.92	
	Range	2.62	
	Interquartile Range	0.62	
	Skewness	-0.85	0.24
	Kurtosis	0.41	0.48

Table 4.14's results show a mean = 3.89 close to median = 4.01 but with a negative skew (skew = -0.85) It implied that the outcomes were distributed regularly. The high mean also meant that teachers rated the performance evaluation to be high. The low standards deviation = 0.59 also indicated normal distribution of the responses. The normal distribution of the results is also displayed by the normal curve in Figure 4.6.

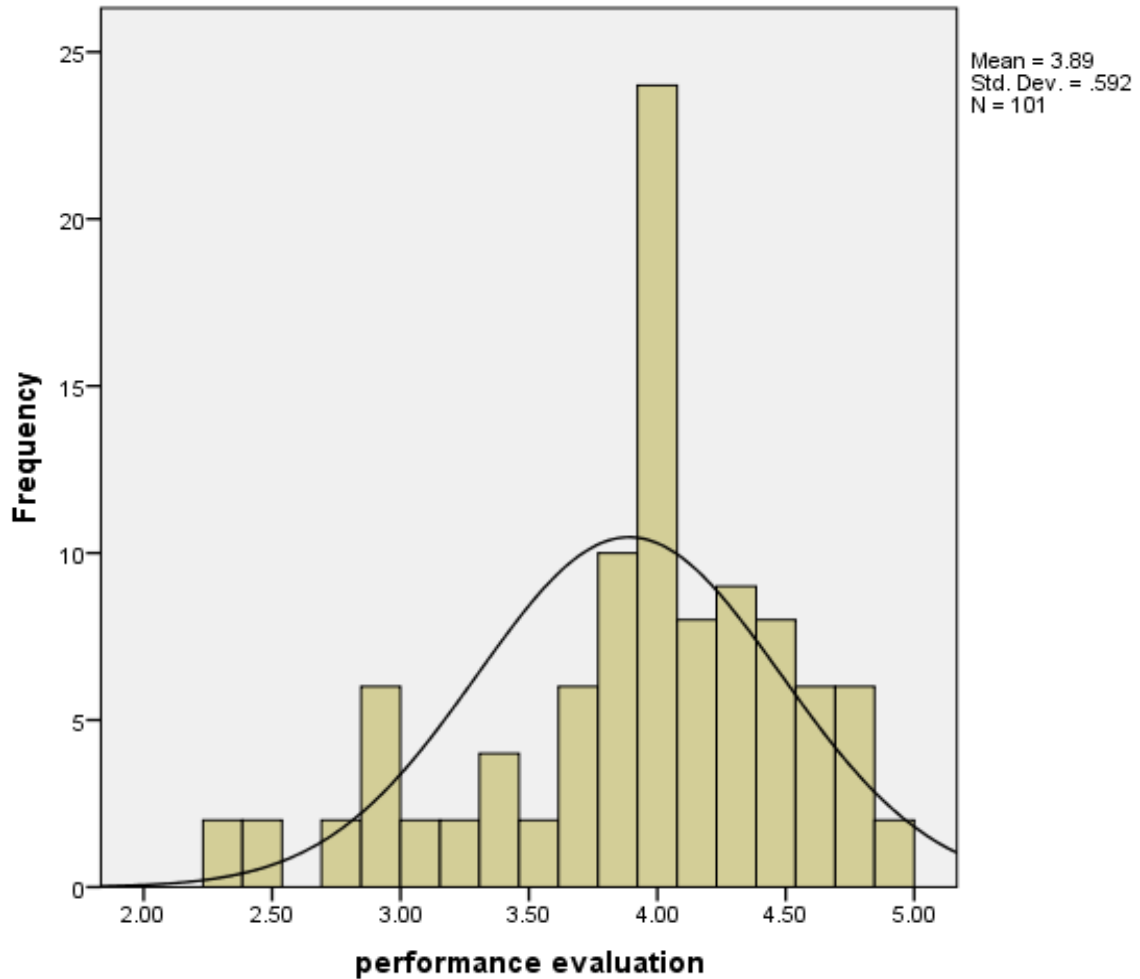
Figure 4.6*Histogram for performance evaluation*

Figure 4.6 shows that teachers rated their performance evaluation to be high (mean = 3.89). The standard deviation = 0.592 meant that the results were normally distributed. Therefore, results on performance evaluation were fit for analysis.

4.5 Hypothesis

The study sought to test three hypotheses and the results are presented below

4.5.1 H1₁: There is a statistically significant relationship between performance planning and teacher effectiveness.

4.5.1.2 Correlation of Performance Planning and Teacher Effectiveness

To establish whether there was a relationship between performance planning (PP) and teacher effectiveness (TE), a correlation analysis was done. The outcomes are presented in Table 4.15.

Table 4.15

Correlation of performance planning and teacher effectiveness

		performance planning	Teacher Effectiveness
performance planning	Pearson Correlation	1	.276**
	Sig. (2-tailed)		.005
	N	101	101
Teacher Effectiveness	Pearson Correlation	.276**	1
	Sig. (2-tailed)	.005	
	N	101	101

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

Table 4.15's findings reveal that Pearson Product Correlation of Performance Planning and Teacher Effectiveness was found to be a very low positive correlation and statistically significant ($r = .276, p = 0.005 < 0.05$) hence H1₁ was accepted. This demonstrates that improved performance planning would increase teachers' effectiveness.

4.5.1.3 Regression Analysis of Performance Planning on Teacher Effectiveness

To ascertain whether performance planning (PP), predicted teacher effectiveness (TE), a simple linear regression was run. TE was regressed on PP. The outcomes are shown in Table 4.16.

Table 4.16

Simple Linear Regression of Teacher Effectiveness and Performance Planning

Hypothesis	Regression weights	Beta coefficients	R ²	F	p-value	Hypothesis supported
H1 ₁	PP → TE	.276	.076	8.195	.005	Yes

Table 4.16's findings show that, the dependent variable Teacher Effectiveness (TE) was regressed on predicting variable performance planning (PP) to test the hypothesis H1₁. PP significantly predicted TE, $F(1, 99) = 8.195$, $p = 0.005 < 0.05$, which indicates that PP can play a significant role in shaping TE ($\beta = .276$, $p < 0.05$). These findings unequivocally demonstrate the benefits of PP. Additionally, the R² value of 0.076 shows that the model accounts for 7.6% of the variance in TE.

4.5.2 H1₂: There is a statistically significant relationship between performance monitoring and teacher effectiveness.

4.5.2.1 Correlation of Performance Monitoring and Teacher Effectiveness

To establish whether there was a relationship between performance monitoring (PM) and teacher effectiveness (TE), a correlation analysis was done. Table 4.17 presents the findings.

Table 4.17***Correlation of performance monitoring and teacher effectiveness***

		Performance Monitoring	Teacher Effectiveness
Performance Monitoring	Pearson Correlation	1	.294**
	Sig. (2-tailed)		.003
	N	101	101
Teacher Effectiveness	Pearson Correlation	.294**	1
	Sig. (2-tailed)	.003	
	N	101	101

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

Table 4.17's findings reveal that Pearson Product Correlation of Performance Monitoring and Teacher Effectiveness was found to be a low positive correlation and statistically significant ($r = .294$, $p = 0.003 < 0.05$) hence H_{12} was accepted. This demonstrates that increased performance monitoring would result in teachers being more effective.

4.5.2.2 Regression Analysis of Performance Monitoring on Teacher Effectiveness

To ascertain whether performance monitoring (PM), predicted teacher effectiveness (TE) in government aided primary schools in Nambale Sub County, a simple linear regression was run. TE was regressed on PM. The outcomes are shown in Table 4.18.

Table 4.18***Simple Linear Regression of Teacher Effectiveness and Performance Monitoring***

Hypothesis	Regression weights	Beta coefficients	R ²	F	p-value	Hypothesis supported
H1 ₂	PM → TE	.294	.087	9.394	.003	Yes

Table 4.18's findings demonstrate that, the dependent variable Teacher Effectiveness (TE) was regressed on predicting variable Performance Monitoring (PM) to test the hypothesis H1₂. PM significantly predicted TE, $F(1, 99) = 9.394$, $p = 0.003 < 0.05$, which indicates that PM can play a significant role in shaping TE ($\beta = .294$, $p < 0.05$). These findings unequivocally demonstrate the benefits of PM. Additionally, $R^2 = 0.087$ shows that the model accounts for 8.7% of the variance in TE.

4.5.3 H1₃: There is a statistically significant relationship between performance evaluation and teacher effectiveness.

4.5.3.1 Correlation of Performance Evaluation and Teacher Effectiveness

To establish whether there was a relationship between performance evaluation (PE) and teacher effectiveness (TE), a correlation analysis was done. Table 4.19 presents the results.

Table 4.19***Correlation of performance evaluation and teacher effectiveness***

		Performance Evaluation	Teacher Effectiveness
Performance Evaluation	Pearson Correlation	1	.108
	Sig. (2-tailed)		.281
	N	101	101
Teacher Effectiveness	Pearson Correlation	.108	1
	Sig. (2-tailed)	.281	
	N	101	101

Table 4.19's findings reveal that Pearson Product Correlation of Performance Evaluation and Teacher Effectiveness was discovered to be very low positive correlation and not statistically significant ($r = .108$, $p = 0.281 > 0.05$) hence H_{13} was rejected.

4.5.3.2 Regression Analysis of Performance Evaluation on Teacher Effectiveness

To ascertain whether performance evaluation (PE), predicted teacher effectiveness (TE), a simple linear regression was run. TE was regressed on PE. Table 4.20 presents the findings.

Table 4.10***Simple Linear Regression of Teacher Effectiveness and Performance Evaluation***

Hypothesis	Regression weights	Beta coefficients	R ²	F	p-value	Hypothesis supported
H_{13}	PE → TE	0.108	0.012	1.173	.281	No

Table 4.20's findings demonstrate that the dependent variable Teacher Effectiveness (TE) was regressed on predicting variable Performance Monitoring (PM) to test the hypothesis H1₃. PM did not significantly predict TE, $F(1, 99) = 1.173$, $p = .281 > 0.05$, which indicates that PM does not have a significant role on forming TE ($\beta = .108$, $p > 0.05$). These findings indicate a very low positive effect of PM. Moreover, according to the R² value of 0.012, the model accounts for 1.2% of the variance in TE.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

The chapter presents the discussion, conclusions and recommendations. Presentation of the discussion, conclusions and recommendations are in the first, second and third sections respectively.

5.1 Discussion

5.1.1 Performance planning and teacher effectiveness

From this objective, the researcher formed the first hypothesis stated as “*There is a statistically significant relationship between performance planning and teacher effectiveness in government aided primary schools of Nambale Sub County in Iganga District*”. The results show that the first hypothesis was accepted indicating that performance planning and teacher effectiveness are positively, statistically and significantly correlated.

The findings of this hypothesis were consistent with the ideas and contributions of other earlier researchers. The study's findings, for instance, are consistent with suggestions of Kumar (2019) who in a study about establishing a relationship between performance management system (PMS) and employee effectiveness (EE) in manufacturing companies revealed that that the practices of performance management systems such as performance planning have a significant relationship with employee effectiveness because they create a committed workforce hence employee effectiveness.

The research's outcomes concur with those made by Lelissa and Lelissa (2016), who looked at the current performance management systems of Ethiopian banks of which performance planning was central. The results of the hypothesis testing demonstrated that there was a substantial

correlation between the efficacy of employees and performance planning. Similarly, the results back up the assertion made by Tumusime et al. (2021), who conducted a descriptive cross-sectional study in Kenyan public secondary schools and found that collaborative planning had a favorable impact on teacher performance.

The result concurs with Delery and Gupta (2016) study of the various conceptualizations of performance management techniques and employee effectiveness in the United States, which found a strong positive relationship between performance planning and employee effectiveness, which in turn led to organizational effectiveness.

Similarly, the study findings concur with that of Awan, et al., (2020) who investigated how well a thorough performance management system affected employee performance. The study established that performance planning a significant element of PMSE demonstrated a favorable substantial correlation with employee performance. They are further supported by Namirimu (2018) who investigated the connection between institutional effectiveness and performance management practices using a case of Stanbic Bank. Namirimu revealed that performance planning and employee effectiveness have a statistically significant beneficial link.

The results concur with those of Nduati and Wanyoike's (2021) investigation on employee performance management practices and employee effectiveness and revealed a satisfactory correlation between employee effectiveness and performance management. Equally, findings by Mehmood et al (2017) provide additional support to study's finding who looked at how human resource management techniques affect institutional performance in public and private universities in Pakistan. The findings showed that performance planning significantly improved staff productivity and performance.

Medlin and Green (2009) provide additional support as they revealed that performance planning and employee engagement have a beneficial link reached through their study which examined the connections between goal-setting, workplace positivity, employee engagement, and personal performance dimensions across full- and part-time workers in the Southern United State. Similarly, Mishra & Farooqi (2014) established a positive relationship between performance planning and employee satisfaction which resulted into employee effectiveness. This was established in their exploratory study on the difficulties encountered in the IT business and employee satisfaction with performance management.

These results are also consistent with the tenets and claims of the goal setting theory, which postulates that setting targets and higher goals fosters motivation to achieve them which improves practice and hence effectiveness achieved in the employees.

5.1.2 Performance monitoring and teacher effectiveness

The second hypothesis *“There is a statistically significant relationship between performance monitoring and teacher effectiveness in government aided primary schools of Nambale Sub County in Iganga District”* was formulated from the second objective. The findings supported the second hypothesis, demonstrating that teacher effectiveness and performance monitoring have a statistically significant positive relationship. This implies that performance monitoring influences teacher effectiveness.

The findings of this hypothesis are consistent with those of a number of earlier researchers. For instance, they support Biruk (2014) assertions that performance monitoring is a key component in evaluating how employees contribute to accomplishing set corporate goals established in the study carried out in Ethiopian universities. They are supported by Ibrahim (2020) who demonstrated that the effectiveness of teachers was known to be significantly impacted by

performance monitoring reached through the descriptive study on teacher effectiveness carried out in secondary schools in Kenya.

The findings concur with the finding of Namirimu (2018) who conducted a cross sectional case study investigating the connection between institutional effectiveness and performance management practices a case of Stanbic Bank. The results indicated that performance monitoring one of the performance management practices had a positive significant relationship with organization effectiveness reached through employee effectiveness. Similarly, the findings are in agreement with Nduati and Wanyoike (2021) who conducted a desk top review study to investigate how performance management practices impacted employee effectiveness. It established a positive relationship between performance monitoring and employee effectiveness because it ensures that goals and objectives are continuously met to foster individual effectiveness and ultimately organizational effectiveness.

The findings are further supported by the findings of Mwangi and Njuguna (2019) conducted a study regarding teacher performance appraisal strategies in Kenya's secondary schools. It established that performance monitoring positively and significantly affects teacher performance hence teacher effectiveness. The findings are also supported by the findings of Judith and Byaruhanga (2020) conducted a study to investigate the outcomes of monitoring in Kitale's cereals and produce board. The regression value indicated that performance monitoring was significant and therefore influenced service delivery hence effectiveness.

However, the findings were contrary to the findings of Atwebembeire et al (2018) who found that performance monitoring doesn't always result in enhanced performance in their cross sectional study carried out in Uganda with a case of private universities.

These results are also consistent with the tenets and claims of the goal setting theory specifically as it postulates that performance monitoring provides avenues for judging whether the targets and goals set are being achieved and if not an improvement plan is designed to guide practice hence effectiveness realized.

5.1.3 Performance evaluation and teacher effectiveness

From this objective, the researcher formed the third hypothesis as *“There is a statistically significant relationship between performance evaluation and teacher effectiveness in government aided primary schools of Nambale Sub County in Iganga District”*. The results indicated that the third hypothesis was rejected, indicating that the correlation between teacher effectiveness and performance evaluation was not statistically significant implying that performance evaluation does not influence teacher effectiveness.

These results are consistent with the results of Evaline and Bula (2017) who explored the existing performance appraisal process and system to understand their impact on worker performance in Nairobi/ Kenya using a case of commercial banks through a quantitative study and established that performance evaluation and employee performance were insignificant and that performance evaluation feedback negatively affects employee performance

However, the findings are in contradiction with several previous studies which established a substantial connection between teacher effectiveness and performance evaluation, for example, the findings of the study are in contradiction with Walid (2020) who found that performance reviews and evaluations have a significant impact on employee productivity and efficiency inside a business obtained through use of data from four enterprises with a variety of specialties and lines of business

The study findings are also in contradiction with Taylor and Tyler (2012) who examined how teacher performance in Cincinnati public schools was impacted by evaluation and demonstrated that performance evaluation is a significant source of knowledge for enhancing and developing abilities that encourages long-term effectiveness. Similarly, Sanyal and Hisam (2018) in their study that examined how teamwork impacted occupational performance at Dhofar University and established that performance evaluation and employee performance were significantly related.

Furthermore, the findings contradict the findings of Al-Jedaia and Mehrez (2020) in their descriptive study that investigated how performance reviews affected work performance in Governmental Sector in Qatar. The results indicated that performance evaluation significantly affects employee motivation which leads to effectiveness. Equally, contradicts with Carol and Florah (2019) who established a substantial positive link between performance assessment and employee productivity which ultimately fosters effectiveness reached through their descriptive study in Kenya with a case of the state department of labor.

Similarly, the findings contradict the findings of Kagema and Irungu (2018) who looked at how teacher performance reviews affected teaching effectiveness and revealed that performance evaluation an aspect of teacher appraisals influences teacher performance.

The findings on this objective were contrary to most of the findings of the studies reviewed (Taylor & Tyler, 2012), Sanyal and Hisam (2018), Al-Jedaia and Mehrez (2020), Carol and Florah (2019), and Kagema and Irungu (2018). Finally, these findings are also deviate from the assumptions and propositions of the goal setting theory which postulates that through performance evaluation areas of weakness can be identified and avenues of improvement are developed which improves practice and hence effectiveness realized in the long run.

5.2 Conclusions

Using the study's objectives as a guide, this section of the report delivers the study's conclusion.

Accordingly, the study objectives led to the following conclusions.

5.2.1 Objective One

The results from this objective indicated that the relationship between performance planning and teacher effectiveness was positive and significant. This implied that, there is need to prepare performance appraisal programs and hold appraisal preparatory meetings to agree on performance areas, indicators, outputs and targets between the appraiser and appraisee.

However, the regression analysis revealed performance planning was positive and insignificant to teacher effectiveness. Therefore, there is need to improve and foster effective planning processes as revealed in the qualitative findings that sometimes the planning process is not given the enough concentration and time.

5.2.2 Objective Two

The results from this objective indicated that the relationship between performance monitoring and teacher effectiveness was positive and significant. This was also confirmed by the regression analysis which also indicated a positive and significant model. Therefore, there is need to maintain and strengthen this practice as revealed that it is a significant predictor of teacher effectiveness.

5.2.3. Objective Three

The results from this objective indicated that the relationship between performance evaluation and teacher effectiveness was positive and insignificant supported by the regression analysis which however, yielded a negative and insignificant regression model. Therefore, there is need for more

critical investigation of the limitations of performance evaluation in order to ensure that it fully contributes to teacher effectiveness as envisaged by the different proponents.

5.3 Recommendations

The study suggests the following recommendations:

Regarding the first objective findings revealed that there was a statistically significant relationship between performance planning and teacher effectiveness. Consequently, the study recommends that Ministry of Education and Sports in liaison with Local Governments come up with clear and systematic guidelines to foster effective and result oriented performance planning in schools so as to strengthen the planning aspect of the performance appraisal practices. As revealed in the study, there is need to involve teachers in the planning process specifically; setting of goals, indicators and targets

Results pertaining the second objective revealed that there was a statistically significant relationship between performance monitoring and teacher effectiveness, in line with these findings, the study recommends that school administrators should incorporate regular performance monitoring as a continuous activity so as throughout the year. The performance reviews should be regular so that good practice is recognized and appreciated and improvement plan drawn to address the weak areas reinforced by organizing and conducting support trainings based of the identified weak areas of the teachers and address them accordingly.

Findings from the third objective revealed that there was no statistically significant relationship between performance evaluation and teacher effectiveness, therefore, the study recommends sensitization of teachers on the importance of performance evaluation to be carried out so that they positively receive it in the spirit of support supervision as opposed to mechanism of victimization. Furthermore, studies should be conducted in different contexts to reveal further

truth. In the meantime, there is need to attach rewards on the evaluation aspect of performance appraisal to foster relevance of the results from the appraisal process so that teachers may be motivated to implement the different action plans agreed upon with the appraisers. Finally, there is need to establish termly evaluations so that teachers can get termly feedback and agreed way forward that can be implemented the following term as opposed to waiting until the end of the year.

5.4 Areas for further research

The researcher suggests that additional research could be conducted in the following areas:

1. An investigation into Performance Evaluation and Teacher Effectiveness.
2. An investigation of feedback and performance appraisal practices.
3. Finally, the study was conducted in government aided primary schools only, therefore, it is recommended for future researchers can investigate the relationship between the variables in private primary schools.

References

- Adeyemi, B. A. (2020). Teachers' effectiveness and students' academic achievement in senior secondary school civic, Osun state Nigeria. *Asian Journal of Social Sciences and Management Studies*, 7(2), 99-103. Doi:10.20448/journal.500.2020.72.99.103
- Aguinis, H. (2009). An expanded view of performance management. In J. W. Smither & M. London (Eds.), *Performance management: Putting research into action* 1–43). Jossey Bass/Wiley.
- Al-Jedaia, Y., & Mehrez, A. (2020). The effect of performance appraisal on job performance in governmental sector: The mediating role of motivation. *Management Science Letters*, 10(9), 2077-2088.
- Atwebembeire, J., Musaaazi, J.C.S., Namubiru, P., & Malunda, P. (2018). Performance Monitoring and Quality Teaching and Research in Private Universities in Uganda. *International Journal of Learning and Education Research*.
- Calaguas, G. M. (2013). Effective Teacher Characteristics in Higher Education from Students' Perspective: An Exploratory Factor Analysis. *IAMURE International Journal of Education*, 3(1), 1-1.
- Carol, O., & Florah, O. M. (2019). Performance management practices and employee productivity at state department of labour, Kenya. *International Journal of Business, Humanities and Technology*, 9(4), 20-30.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (Vol. 7). Prentice Hall Upper Saddle River, NJ.

- Delery, J., & Gupta, N. (2016). Human resource management practices and organizational effectiveness: internal fit matters. *Journal of Organizational Effectiveness: People and Performance*.
- Doyle, W. (1977). 4: Paradigms for research on teacher effectiveness. *Review of research in education*, 5(1), 163-198.
- Evaline, H., & Bula, D.H. (2017). Performance Appraisal Systems and Employees Performance in Commercial Banks in Nairobi City County, Kenya.
- Every Student Succeeds Act (2015). 20 U.S.C. § 6301
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education.
- Gómez-Mejía, L., Balkin, D. and Cardy, R. (2007), *Management: People, Performance, Change*, Prentice Hall, Boston, MA.
- Ibrahim, K. (2020). Monitoring and Evaluation of Teacher Effectiveness, a Case of Teacher Performance Appraisal and Development Tool in Public Secondary Schools in Nyandarua South Sub-County, Kenya. *Advances in Social Sciences Research Journal*, 7(1), 320–329.
[Doi:10.14738/assrj.71.7660](https://doi.org/10.14738/assrj.71.7660)
- Iganga District Education report (2017). *Inspection report for 2nd quarter financial year 2016/2017*. Iganga, Uganda.
- JICA. (2012). Basic Education Sector Analysis report – Uganda: JICA & IDCJ
- Judith, S., Egessa, R. W., & Byaruhanga, J. (2020). Effects of Monitoring of Service Delivery of National Cereals and Produce Board in Kitale. *Africa Journal of Technical and Vocational Education and Training*, 5(1), 120-129.

- Kagama, J., & Irungu, C. (2018). An analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya. *International Journal of Education, 11*(1), 93-98.
- Kidagisa, F.C., & Mukanzi, C. (2021). Influence of performance appraisal practices on employees' performance in selected sugar companies in western Kenya. *The strategic Journal of Business & Change Management, 8* (2), 145 – 156
- Koskenvuori, J., Stolt, M., & Suhonen, R. (2018). Other instruments measuring individuality and related concepts. *Individualized Care: Theory, Measurement, Research and Practice, 91–105*. [Doi:10.1007/978-3-319-89899-5_9](https://doi.org/10.1007/978-3-319-89899-5_9)
- Kundu, S. C., Kumar, S., & Lata, K. (2021). Effects of perceived role clarity on innovative work behavior: a multiple mediation model. *RAUSP Management Journal, 55*, 457-472.
- Malechwanzi, J. M., & Murage, S. W. (2020) A Statistical Analysis of Teacher Effectiveness Dimensions on Students Satisfaction in Kenyan Public Schools. *European Scientific Journal, 16*(10), 346-361. [Doi:10.19044/esj.2020.v16n10p346](https://doi.org/10.19044/esj.2020.v16n10p346)
- Mehmood, M., Awais, M., Afzal, M. M., Shahzadi, I., & Khalid, U. (2017). The impact of human resource management practices on organizational performance. *International Journal of Engineering and Information Systems, 1*(9), 165-178.
- MEL, A. A. A. A. (2021). Action research: A genre in educational research. *advanced educational research and statistics, 64*.
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People, 9*(4), 50-79. [Doi: 10.26458/jedep.v9i4.679](https://doi.org/10.26458/jedep.v9i4.679)

- Mwangi, B. W., & Njuguna, R. (2019). Performance appraisal strategies on performance of teachers in public secondary schools in Kiambu County, Kenya. *International Journal of Current Aspects*, 3(II), 218-230.
- Ndago, E. D. (2020). *the relationship between performance appraisal and employee productivity in the state department for correctional services in Kwale County* (Doctoral Dissertation, University of Nairobi).
- Ngware, M., Hungi, N., Abuya, B., Mahuro, G., Mutisya, M., Nyariro, M., & Guwatudde, D. (2016). The Quality of Education in Uganda: a case of Iganda and Mayuge Districts.
- Plano Clark, V. L., Garrett, A. L., & Leslie-Pelecky, D. L. (2010). Applying Three Strategies for Integrating Quantitative and Qualitative Databases in a Mixed Methods Study of a Nontraditional Graduate Education Program. *Field Methods*, 22(2), 154–174. [Doi:10.1177/1525822X09357174](https://doi.org/10.1177/1525822X09357174)
- Rockoff, J., & Speroni, C. (2011). Subjective and objective evaluations of teacher effectiveness Evidence from New York City. *Labour Economics*. 18. 687-696. Doi: 10.1016/j.labeco.2011.02.004.
- Rudman, R. (2020). *Performance planning and review: Making employee appraisals work*. Routledge.
- Somekh, B., & Lewin, C. (2004). *Research Methods in the Social Sciences*.
- Stronge, J. (2006). Teacher evaluation and school improvement: improving the educational landscape1. In Stronge, J. H. (Ed.), *Evaluating teaching* (pp. 2-24). SAGE Publications, Inc. [Doi: 10.4135/9781412990202](https://doi.org/10.4135/9781412990202).
- Tayebwa, E., Ssempala, F., & Nachuha, S. (2021). Utilization of teacher supervision tool in improving teachers' effectiveness in secondary schools in the Rukungiri District-Uganda.

- International Journal of Educational Policy Research and Review*, 8(4), 146-157. Doi: [10.15739/IJEPRR.21.017](https://doi.org/10.15739/IJEPRR.21.017)
- Taylor, E. S., & Tyler, J. H. (2012). The effect of evaluation on teacher performance. *American Economic Review*, 102(7), 3628-51.
- Taylor, M., Marsh, G., Nicol, D., & Broadbent, P. (2017). *Good work: The Taylor review of modern working practices* (p. 11). London: Department for Business, Energy & Industrial Strategy.
- Tumusiime, P., Mwalw'a , S., & Okemasisi, K. (2021). Principals' Implementation of Teacher Performance Appraisal and Development (TPAD) Tool and Teachers' Performance in Public Secondary Schools in Kikuyu Constituency. *African Journal of Emerging Issues*, 3(4),1-22.
- Ugoani, J. (2020). Performance appraisal and its effect on employees' productivity in charitable Organizations. *Business, Management and Economics Research*, 6(12), 166-175. Doi: [10.32861/bmer.612.166.175](https://doi.org/10.32861/bmer.612.166.175)
- UNESCO – IICBA. (2017). *Transformative Pedagogy for Peace – building: A guide for Teachers*. UNESCO International Institution for Capacity Building in Africa.
- Walid, A.A. (2020). The Significance of Performance Evaluation and Appraisal on Employees in an Organization. *The Scientific Journal of Business and Environmental Sciences*, 9(1) Doi: [10.21608/jces.2018.50788](https://doi.org/10.21608/jces.2018.50788)

APPENDIX I

Questionnaire for teachers regarding Performance appraisal practices and teacher effectiveness in Government Aided primary schools in Nambale Sub County, Iganga District

Dear Respondent,

I am Peter Kyozira, a student at Kyambogo University, undertaking a Masters of Education in Policy, Planning, and Management. I am currently doing research on the topic “*Performance Appraisal Practices and Teacher Effectiveness in Government –aided Primary Schools in Nambale Sub–County Iganga District*”. I respectfully request you to partake in the study and the information will be treated confidentially and will be used austerey for academic purposes.

SECTION A: BACKGROUND INFORMATION

Please, tick the most appropriate response for each question in the “Response” column.

A1. Gender: Male Female:

A2. Age (in years): 20-29 30-39 40-49 50 and above

A3. Teaching Experience in years:

below 3 years 3 – 6 7 – 10 more than 10

A4. Highest level of education attained

Grade III Certificate Grade V - Diploma Bachelors’ Degree

Others (specify)

Tick appropriately

5 = Strongly agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly disagree

B1	Performance planning	SD	D	N	A	SA
		1	2	3	4	5
	In my school					
1.1	My administrators hold regular appraisal preparatory meetings					
1.2	My administrators coordinate the setting of Performance objectives					
1.3	I agree on Performance areas with my appraiser					
1.4	I set Performance targets with my appraiser					
1.5	I agree on Performance indicators with my appraiser					
1.6	I identify key performance outputs with my appraiser					
1.7	I draw Performance work plans with my appraiser					
1.8	My administrators conduct Sensitization sessions on appraisal process					
1.9	My administrators prepare Performance appraisal programs					
1.10	My administrators include Appraisal programs in the termly work plans					
B.2	Performance monitoring					
	In my school,					
2.1	My Schemes of work are approved by the administrators					
2.2	I follow the drawn performance work plans					
2.3	My appraiser involves me in regular performance reviews					
2.4	My lessons are regularly supervised by the administrators					

2.5	My Performance is continually monitored by the administrators					
2.6	Support training is provided based on my identified weaknesses.					
2.7	My lesson plans are approved before I conduct lessons					
2.8	Administrators check my pupils' work regularly					
2.9	Am involved in reviewing the set performance indicators					
2.10	Am involved in the regular reviews of my performance reviews					
B.3	Performance evaluation					
	In my school					
3.1	Am regularly involved in evaluating my performance					
3.2	My appraiser conducts regular performance appraisal meetings with me					
3.3	I receive a copy of performance appraisal review results					
3.4	I identify strong performance areas with my appraiser					
3.5	I identify performance gaps with my appraiser					
3.6	I agree on the way forward with my appraiser					
3.7	I agree on action plans with my appraiser					
3.8	I identify areas for further support with my appraiser					
3.9	My administrators conduct Multi-level performance evaluation meetings regularly					
3.10	My appraiser involves me in making and submitting Performance appraisal reports					
3.11	My administrators conduct Performance staff evaluation meetings regularly					
3.12	I am supported to improve on the identified weak areas					

3.13	My administrators conduct follow up activities to help me improve performance					
------	---	--	--	--	--	--

SECTION C: TEACHER EFFECTIVENESS

The dependent variable is conceptualized according to the dimensions of teacher effectiveness; teaching – related behavior, subject matter expertise, and relational expertise (Calaguas, 2013 & Prakash et al, 2020).

C.1	Teaching related behaviors	SD	D	N	A	SA
		1	2	3	4	5
	In my school					
1.1	I Show enthusiasm when teaching					
1.2	I stimulate enthusiasm among pupils when teaching					
1.3	I incorporate creativity in delivering lessons					
1.4	I provide pupils with relevant activities during lessons					
1.5	I link lessons to real-life situations					
1.6	I Make learning enjoyable for pupils					
1.7	I use a variety of instructional strategies					
1.8	I set realistic goals for pupils to accomplish					
1.9	I plan my lessons based on the techniques tested and found suitable					
1.10	I plan my lessons keeping in view the individual differences among learners					
1.11	I manage the time in the classroom well					
1.12	I encourage pupils' active participation in the lessons					
C.2	Relational expertise					

	In my school					
2.1	I respond to feedback given by pupils					
2.2	I make pupils have a sense of belonging					
2.3	I show understanding and sympathy in working with my learners.					
2.4	I display sensitivity to the needs of pupils					
2.5	I show approachability with pupils.					
2.6	I display fair treatment of pupils					
2.7	I solicit pupils' feedback					
2.8	I welcome comments from pupils					
2.9	I have positive regard for pupils					
2.10	I exhibit open-mindedness in issues concerning pupils.					
2.11	I provide a laudable example of my personal and social living to my learners					
C.3	Subject matter expertise					
3.1	I always prepare schemes of work before the beginning of the term when holding classes.					
3.2	I always prepare lesson plans before every lesson					
3.3	I always prepare instructional materials before every lesson					
3.4	I always prepare evaluation items before every lesson					
3.5	I deliver the content of the subject matter with ease and confidence					
3.6	Am always Knowledgeable about lessons content taught.					
3.7	I manifest proficiency in lessons taught.					
3.8	I provide pupils with timely and relevant feedback					
3.9	I display subject matter authority when teaching					

3.10	I display pedagogical authority when teaching					
3.11	I deliver content in an interesting way.					
3.12	I organize the subject matter in agreement with the courses' objectives					
3.13	I show in-depth understanding of lessons taught.					
3.14	I identify learners' individual needs					
3.15	I share information that are only relevant to lessons taught					
3.16	I show ability to teach several subjects					
3.17	I maintain an updated records of pupils' assessment					

Thank you

APPENDIX II**Informed consent form**

Respected respondent,

I am Peter Kyoziira. I'm pursuing a Master of Education in Policy, Planning and Management at Kyambogo University. My research area is Performance Appraisal Practices and Teacher Effectiveness in Government-Aided Primary Schools of Nambale Sub-County in Iganga District.

This study is purely academic, therefore, seek your opinions in line with the topic above and participation is voluntary. The information gathered will be coded for anonymity and handled with the strictest confidentiality.

You consent to taking part in the study by signing this form, but you can ask any questions you may have about the study.

Thank you.

Accord of the Respondent:

I freely and willingly assent to partake in this research.

_____ Signature

Date

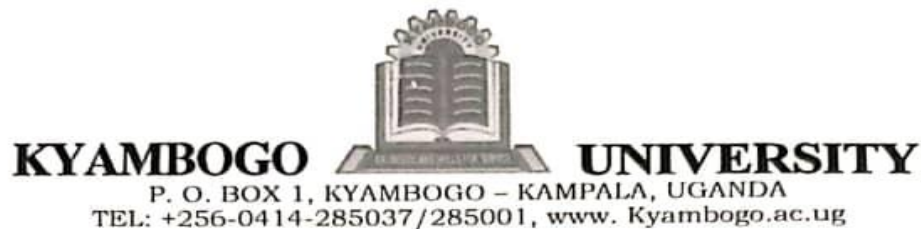
APPENDIX III

Sample Size Determination Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	280	100000	384

APPENDIX IV

Introductory letter from Kyambogo University

**SCHOOL OF EDUCATION*****Department of Educational Planning and Management***Date: 10th June 2022**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

RE: KYOZIRA PETER- 18/U/GMED/19743/PD

This is to certify that Kyoziira Peter- 18/U/GMED/19743/PD is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

“Performance appraisal practices and teacher effectiveness in Government Aided primary schools of Nambale sub-county in Iganga District, Uganda”

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT

HEAD OF DEPARTMENT

EDUCATION PLANNING & MANAGEMENT

