

**PERFORMANCE APPRAISAL AND TEACHER PERFORMANCE IN
GOVERNMENT AIDED PRIMARY SCHOOLS. A CASE STUDY OF NAMASALE
SUB-COUNTY, AMOLATAR DISTRICT**

BY

AMUGE WINNIE PETRI

18/U/GMOP/19441/PD

**A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY GRADUATE
SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF MASTER OF SCIENCE IN
ORGANISATION AND PUBLIC SECTOR MANAGEMENT
OF KYAMBOGO UNIVERSITY**

MAY, 2021

DECLARATION

I, Amuge Winnie Petri, declare that this dissertation is my original work and has not been submitted to any university or institution of higher learning for any award.

Sign..... Date.....

Amuge Winnie Petri

18/U/GMOP/19441/PD

APPROVAL

This work has been done under our supervision and has met the research requirements of Kyambogo University and is now ready for submission.

Sign..... Date.....

Assoc. Prof. Dr. Jacob L. Oyugi

Principal Supervisor

Sign..... Date.....

Dr. Regis Zombeire (PhD)

Second Supervisor

DEDICATION

This dissertation is dedicated to my children Okol Emmanuel, Awor Elisha Primrose and Amule Persis Roshni who always make me do something better in life and to my husband Mr. Okol Eric for the key role he played in my Education.

ACKNOWLEDGEMENT

The journey towards generating this dissertation has received support from a number of individuals and schools that cannot go unacknowledged. First of all, I glorify the Almighty God for thus far he has brought me and the favor upon my life throughout the entire period of my master's studies.

Special thanks to my supervisors, Assoc. Prof. Dr. Jacob L. Oyugi and Dr. Regis Zombeire who have been very supportive right from the selection of the research topic to date. I am enormously grateful for the time, patience, constructive criticisms and useful propositions they have delivered.

With great respect, I would like to salute the teachers, head teachers, deputy head teachers, inspector of schools and the District Education Officer of Amolatar District but specifically Namasale Sub County who responded to questionnaires and interviews and made this study a success. To my dear course mates, thank you very much for the interactive sessions we held and generally, for the cooperation.

TABLE OF CONTENT

DECLARATION.....	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENT.....	v
LIST OF ABBREVIATIONS	x
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT.....	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the study	1
1.1.1 Historical Background	1
1.1.2 Theoretical Background.....	4
1.1.3 Conceptual Background.....	6
1.1.4 Contextual Background	8
1.2 Problem statement.....	9
1.3 Purpose of the study.....	9
1.3.1 Objectives of the study.....	10
1.4 Research questions.....	10
1.5 Scope of the study	10
1.5.1 Geographical Scope	10

1.5.2 Subject Scope.....	11
1.5.3 Time Scope	11
1.6 Significance of the study.....	11
1.7 The Conceptual Framework.....	13
1.8 Operational definitions of terms and concepts.....	14
 CHAPTER TWO	16
LITERATURE REVIEW	16
2.1 Introduction.....	16
2.2 Theoretical Review	16
2.2.1The Goal Setting Theory.....	16
2.2.2 Expectancy Theory	17
2.3 Conceptual Review	18
2.3.1 Performance appraisal.....	18
2.3.2 Teacher performance	19
2.4 Empirical literature on study objectives	19
2.4.1 The effect of Management by objectives criteria on the Teacher Performance.	19
2.4.2 The effect of rating scale criteria on the Teacher Performance	24
2.4.3 The effect of Appraisal interview criteria on the Teacher Performance.....	26
2.5 Summary of knowledge gaps from previous studies	29
 CHAPTER THREE.....	30
METHODOLOGY	30
3.1 Introduction.....	30
3.2 Research Design.....	30

3.3 Study Population.....	30
3.4 Sample size determination	31
3.5 Sampling technique.....	31
3.6 Data Collection Methods	32
3.6.1 Questionnaire Survey Method	32
3.6.2 Interview method	32
3.7 Data collection instruments.....	33
3.7.1 Self-administered Questionnaire.....	33
3.7.2 Interview Guide	33
3.8 Validity and Reliability of the data instruments	34
3.8.1 Validity	34
3.8.2 Reliability.....	37
3.9 Data Collection Procedure	38
3.10 Data Processing, Analysis and Presentation	38
3.11 Data Analysis.....	39
3.11.1 Quantitative Analysis.....	39
3.11.1.1 Diagnostic tests	39
3.11.2 Qualitative Analysis.....	41
3.12 Measurement of the variables	41
3.13 Ethical consideration.....	42
3.14 Limitations of the Study.....	42
CHAPTER FOUR.....	43
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	43
4.1 Introduction.....	43

4.2 Response Rate	43
4.3 Background Information about the Respondents	44
4.4 Descriptive statistics	46
4.4.1 Management by Objective criteria	47
4.4.2 Descriptive statistics corresponding to Rating Scale Criteria	49
4.4.3 Descriptive statistics corresponding to Appraisal Interview Criteria	51
4.4.4 Descriptive statistics corresponding to Teacher Performance	53
4.5 Correlation analysis between the study variables	55
4.6 Multiple Regression Analysis	56
 CHAPTER FIVE	60
SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....	60
5.1 Introduction.....	60
5.2 Summary of the Study Findings	60
5.2.1 Management by objectives and Teacher Performance	60
5.2.3 Rating Scale Criteria and Teacher Performance	61
5.2.3 Appraisal Interview Criteria and Teacher Performance	61
5.3 Discussion of the Study Findings	62
5.3.1 Management by Objectives and Teacher Performance.	62
5.3.2 Rating scale criteria and Teacher Performance.	62
5.3.3 Appraisal Interview Criteria and Teacher Performance.	63
5.4 Conclusion of the study	64
5.4.1 Management by objectives and teacher performance	64
5.4.2 Rating Scale Criteria and teacher performance	64
5.4.3 Appraisal Interview Criteria and Teacher Performance	64

5.5 Recommendations of the study	65
5.5.1 Management by objectives and Teacher Performance in government aided schools in Namasale Sub County	65
5.5.2 Rating Scale Criteria and Teacher Performance in government aided primary schools in Namasale Sub County	65
5.5.3 Appraisal Interview Criteria and Teacher Performance in government aided primary schools in Namasale Sub County	66
5.6 Contributions of the study	66
5.7 Areas for Further Research	67
REFERENCES.....	68
APPENDIX I: QUESTIONNAIRE	77
APPENDIX II: INTERVIEW GUIDE	82
APPENDIX III: OBSERVATION CHECKLIST	83
APPENDIX VI: DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES”, EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT	84

LIST OF ABBREVIATIONS

ANOVA	:	Analysis of Variance
CVI	:	Content Validity Index
MBO	:	Management by Objective
PSRRC	:	Public Service Review Reorganization Committees
SPSS	:	Software Package for Social Sciences
VIF	:	Variance Inflation Factor

LIST OF TABLES

Table 3. 1: Population Category and Sample Size.....	31
Table 3. 2: Validity of data instrument	34
Table 3. 3: Factor analysis for the study variables.....	35
Table 3. 4: Reliability Results.....	38
Table 3. 5: Tests of Normality for Teacher performance, management by objectives, rating scale criteria and appraisal interview criteria.....	40
Table 3. 6: Collinearity diagnostics for management by objectives, rating scale criteria and appraisal interview criteria.....	41
Table 4. 1: Response rate of the study according to the sample	44
Table 4. 2: Background information of the respondents.....	45
Table 4. 3 Descriptive statistics corresponding to Management by Objectives	47
Table 4. 4: Descriptive statistics corresponding to Rating Scale Criteria.....	50
Table 4. 5: Descriptive statistics corresponding to Appraisal Interview Criteria	52
Table 4. 6: Descriptive statistics corresponding to Teacher Performance.....	54
Table 4. 7: Correlation analysis between the independent variables	56
Table 4. 8: Results of the multiple regression coefficients	57
Table 4. 9: ANOVA results of the model	58
Table 4. 10: Model summary of the multiple regression analysis	59

LIST OF FIGURES

Figure 1: Conceptual Framework	13
--------------------------------------	----

ABSTRACT

The general objective of the study was to examine the effect of performance appraisal on teacher performance in government aided primary schools in Namasale Sub County in Amolatar district. The study specifically assessed the effect of management by objectives, rating scale criteria and appraisal interview criteria in government aided primary schools in Namasale Sub County in Amolatar District. The study used a case study design adopting quantitative and qualitative approaches. The study population included 182 respondents consisting of teachers, head teachers, deputy head teachers, inspector of schools and District Education Officer. 101 questionnaires were returned giving a response rate of 98% and 10 interviews were successfully conducted. The study found a moderate positive and significant relationship between management by objectives and teacher performance and was the most significant predictor of the variance in teacher performance. There was a moderate positive significant relationship between rating scale criteria and teacher performance and it was the least significant predictor of the variance in teacher performance). Appraisal interview criteria had also a moderate positive significant relationship with teacher performance and it was the second most significant predictor of the variance in teacher. The study recommends that Head teachers should endeavor to involve teachers during goal setting with a view of increasing sense of belonging and a motivation tool to achieving the set priorities, teachers should also be given practicing permits for a given period of time after which appraisal will be done to assess their performance based on prior targets that were set before their working permits are renewed for the next period of service. This will encourage teachers to work hard so as to achieve the set priorities in fear of losing their jobs failure to meet the school expectations from them, the checklists used by the superiors should be exhaustive enough to avoid appraising teachers on a limited scale or list, the checklists should be made known to teachers and what traits are consider during appraisal, Head teachers are encouraged to provide and make time with the teachers so that issues affecting teachers' performance are brought on the table with the aim of devising measures and the study also recommends that apart from the appraisal, the government of Uganda should get to the ground in Amolatar to discuss with teachers the issues affecting their performance other than appraisal because it was discovered through the findings that teachers are not meeting their expectations because of issues like no promotions, poor accommodations, staying far away from the schools, over work load due to limited teachers, limited class room blocks and seats among others. The government of Uganda should provide solutions to some of these issues if performance is to improve in this Sub County of Namasale.

CHAPTER ONE

INTRODUCTION

1.0 Introduction.

The research focused on examining the effect of Performance appraisal on teacher performance in government aided primary schools in Namasale Sub County, Amolatar District. This chapter discussed the background to the study, the statement of the problem, the specific objectives, research questions, conceptual framework, the significance of the study, justification of the study, scope of the study and operational definitions of terms and concepts.

Teacher performance in government aided primary schools has continued to decline as most of the times the appraisal process is just done for formality and a routine failing to achieve the goals for which it is conducted. This has affected teacher performance negatively who inadequately complete the syllabus on time, rarely report to school to teach as they are always occupied with other work, failure to draw lesson plans and schemes of work and engage in co-curricular activities (Ayugi, 2016). It was because of this that a study was conducted focusing on the effect of performance appraisal on teacher performance in government aided primary schools in Namasale sub- County, Amolatar District.

1.1 Background to the study

The background to the study was presented under four perspectives; historical background, theoretical background, conceptual background and contextual background.

1.1.1 Historical Background

Globally, the public sector has been undergoing restructuring with the aim of bringing effectiveness and efficiency in delivering services and undertaking several activities (Minsongue, 2011). In the education sector, reform efforts in developing countries have mostly

aimed at making education an effective vehicle for national development. Governments and education policy makers have emphasized that developing countries need to invest more in education to ensure that systems of education are efficiently managed and that limited funds allocated to the sector have maximum impact (Inter-Agency Commission, 1990; UNESCO, 1996; World Bank, 1988).

According to Owiye (2013), the most important purpose of a school is to provide children with equal and enhanced opportunities for learning with the most important resource for achieving that purpose being competency of its teachers and the most important strategy for maintaining and improving that resource is a career development process of teacher assessment and professional development. These views are in accordance with Hattie and Clinton (2001) who argue that the major advantage of assessing teachers is the demonstration that the profession can identify value and reward the very best. Owiye (2013) continues to point out that although teacher appraisal is already well established in countries such as Britain, the USA, Australia and New Zealand, it has only recently become a significant issue in developing countries.

However, it is often asserted that children's future, and the development of the country, depend, to a large extent, on the education system and the skill and dedication of its teachers. Perraton (2000) reminds us that good education demands good teachers and yet in many countries (particularly the developing countries) teachers remain poorly educated, poorly paid and all too often poorly regarded. As moves for greater accountability and quality delivery gain momentum in the public and private sectors, attempts to assess the performance of teachers in a number of different countries have been made. Traditionally in developing countries, a muddled appraisal has long flourished based on impulse, prejudice and incorrect or inadequate data. Wanzare (2002) also observes that teacher evaluation as practiced in many third world countries has numerous shortcomings and dubious effectiveness.

Namuddu (2010), asserts that tendencies to invest in high performance have been over the years limited by the consistency of organizations in approaching employee evaluation from a socialist perspective. Over the years, teacher performance has been affected by the neglect of work, less individual initiative and low morale to teach that has been attributed to the inferiority complex attached to poor performance of teachers. Organizations in the past had focused on the employee-based evaluations from a general perspective where departments were required to present their regression performance reports highlighting the progress of that department rather than the individual, whereas departmental supervision took place, the specific focus on individual performance-rate was not as crucial as in the recent years.

Organizations today have developed periodic performance appraisal schemes to strategically evaluate individual performance due to organizational competition, time-based performance and the service and product competition and as such, the need to excel in performance has been emphasized than ever before and thus organizations require the best out of their employees (Namuddu, 2010).

Government Aided primary schools' performance in Uganda over the years has been regulated by Public Service. From 1976-1997, Public service introduced the first performance appraisal system known as the traditional appraisal characterized by bureaucratic oriented management where performance was based on attitudinal and personal traits, no feedback about performance, the system was closed and secretive and raters' and ratees lacked full commitment. Following one of the Public Service Review Reorganization Committee's recommendations, during the financial year 1997/8, a new performance appraisal system was introduced to the Uganda civil service and this was based on using results as a basis for evaluating individual performance. The result-oriented management system aims at joint goal setting and works on open assessment. This reform in performance appraisal was from 1998-

2007 and later on in August 2007, it was reviewed however the new appraisal system has not been able to deliver the desired results (Karyeija, 2010).

Karyeija (2010), asserts that performance management in Uganda has taken the form of result-oriented management aimed at achieving greater efficiency, effectiveness, accountability and access to improved customer-centred public service. Within the result-oriented management framework, each public service institution is expected to have a mission statement, strategic objectives, clear outputs, and performance targets. At the national level, performance management in Uganda is conducted through the collection of base line data, annual performance plans, quarterly assessments, annual performance reports, policy statements, and development plans. On the individual level, individual performance management is evaluated through agreement between the supervisor and subordinate on the key outputs, continuous monitoring and appraisal by both the supervisor and supervisee.

1.1.2 Theoretical Background

This particular study was pinned on Goal Setting Theory and Expectancy Theory of Motivation.

The Goal Setting theory

This Theory was advanced by Locke (1965) who argued that the individual goals established by an employer play an important role in motivating him or her for superior performance because the employees keep following their goals. The Theory predicts that effective goal setting combined with a method to track progress and identify obstacles, contributes to success and bottom line results (Fletcher & Williams, 1996). They also add that employees want to feel successful, to do well at their job and feel they are making a valuable contribution. So in order to ensure this happens, employees need a clear understanding of individual goals and how they fit into the larger organization. Goal setting is done between the principal and subordinates

where clear goals are set, defining timelines and drafting how the appraisal will be done which pushes the subordinates to commit to their work in order to achieve the set targets.

In case of Teacher performance, both the head teachers and deputies plus their teaching staff should plan on how the goals set are to be achieved, timelines and the appraisal criteria to be used to assess their performance, this way teachers will be motivated to work hard knowing that at the end of a given period my performance will be examined and are aware of the criteria being used.

Expectancy Theory

This Theory was advanced by Vroom (1964) which is a motivational Theory that depend on behaviour results from mindful choices among alternatives whose purpose is to maximize pleasure and minimize pain. Vroom's Theory suggests that the employee will consider outcomes associated with various levels of performance and choose to pursue the level that generates the greatest reward for him or her. Under the expectancy component of the theory, a person's belief about whether or not a particular job performance is attainable depends highly on the ability of the organization to develop an appraisal mechanism based on merit and transparent enough to be trusted by the employees.

An employee will be motivated to try a task if she or he believes that it can be done. Following the instrumentality component, an employee who believes that a high level of performance will be instrumental for the acquisition of outcomes which may be gratifying will place a high value on performing well. The valence component refers to the emotional orientation's employees hold with respect to rewards and promotions.

Teacher Performance is therefore a vital component of the Expectancy theory as it is concerned with the linkage between effort - performance and rewards. In essence of this study, teachers will be motivated to work hard in terms of attending class, drawing lesson plans and schemes

of work, attending meeting, completing the syllabus and being a part of curricular activities if they are aware of the appraisal system in place and the benefits attached to a particular performance.

1.1.3 Conceptual Background

In this study, the main concepts were Performance appraisal and Teacher performance. Each of these concepts was conceptualized differently by different authors and they have specific application contexts in the study.

Performance Appraisal

According to Ministry of Public Service of Uganda (2007), Performance Appraisal is the assessment of performance of an individual in relation to the objectives, activities, outputs and targets of a job over a specific period of time. Good performance appraisal practice is beneficial to the organisation, the individual and the Public Service as a whole. Attainment of individual job objectives leads to attainment of organisational and overall Public Service objectives. The objectives of staff performance appraisal are to determine the extent to which set performance targets are achieved; Identify the development needs of the Appraisee with a view to developing his or her potential; Increase officers' motivation; Provide constructive feedback on performance; and Improve staff performance.

Performance appraisal refers to a process which studies and evaluates the job performance of personnel formally (Mondy, 2008). Appraisal is an effective instrument in the human resources management, which if performed correctly and logically, the organization will get its personnel to achieve their interest (Rezghi, 2000). Human resources are arguably the most valuable assets of any organization and obviously constitute the largest corporate investment (Roslender, Kahn & Stevenson, 2009). Basing on the above information performance appraisal was

conceptualised as management by objectives, rating scale and appraisal interviews under this study.

Teacher Performance

Performance refers to the outcome from any economic activity and in primary schools it is basically on teachers' academic performance like class management, punctuality, team work and quality of teaching. However, accordingly to Armstrong (2003), performance is the behavioral aspect that defines the way in which organizations, teams and individuals get work done.

Cole (1998), contend that performance is a function of motivation, ability to cope with the task in a given environment, performance as a function of motivation, involves achieving business objectives and responsibilities from the perspective of judging party (Hersey & Blanchard, 1998). It's against this review that teacher performance was operationalized as completing syllabus, attending classes, developing lesson plans and time management under this study.

The Ministry of Education and Sports has developed Performance Management Guidelines of 2020 which are context-specific and respond to the peculiar circumstances of the Teaching Service. The Guidelines have been developed within the performance management framework for the entire Public Service and Circular Standing Instruction No.5 of 2019 on Performance Management in the Public Service.

Performance management in the Teaching Service is intended to: cultivate a performance culture; promote accountability among teaching staff; link the performance of Heads and Deputy Heads of tertiary institutions and schools, and teaching staff to learning outcomes; and enhance the quality of education at all levels. According to the newly developed guidelines, the assessment period for teaching staff on probation in Uganda is after every six months with effect from the date of assumption of duty and the assessment period for confirmed teaching

staff in centralised Tertiary Institutions shall follow the financial year (1 July to 30 June) while the assessment period for teaching staff in Schools and in decentralised Tertiary Institutions shall be based on the calendar year (1 January to 31 December).

1.1.4 Contextual Background

Uganda has, over the years, made decisive steps in increasing access to education at all levels of the education system. However, the quality of education as measured by learning outcomes has been a major concern among the stakeholders in the Education and Sports Sector. Therefore, the imperative to improve the performance of the sector generally and of the learning outcomes in particular cannot be overemphasised. Performance management is increasingly being viewed by the Ministry of Education and Sports as one of the avenues for passing over the multiple challenges that the sector currently experiences and for enhancing the performance of the sector in both the short and long term (Ministry of Education and Sports, Performance Management Guidelines for Schools and Tertiary Institutions, 2020).

Amolatar District Local Government has 50 government aided primary schools that offer basic education to children. The introduction of new performance appraisal systems by Uganda Public Service in 2002 was to motivate, stimulate and ignite individual performance of teachers for effectiveness and efficiency. On contrary the appraisal systems are viewed by many teachers in Uganda as a waste of time. The appraisal results indicate that most teachers become less committed and motivated, thus affecting the good working habit, team work, and the quality of teaching and the end result is poor performance of teachers and school as a whole (Namuddu, 2010).

Furthermore, Amolatar District was among the poorly performed District according to the ranking in Primary Leaving Examinations for the year 2019. It was number 132 with only 3 candidates in division one. Namasale Sub-County was chosen because there have been

consistent reports by the District Education Officer of Amolatar District about the declining performance of teachers in the Sub-County of Namasale which in turn negatively affects the pupils' performance in Primary Leaving Examinations (District Education Officer 2018).

Therefore, this inspired the researcher to examine the effect of performance appraisals on teacher performance in government aided primary schools in Namasale Sub-County Amolatar District.

1.2 Problem statement

New Uganda Performance Appraisal System was introduced in 2007 to improve performance management in public service through setting measurable performance objectives for each individual that are jointly agreed and assessed to identify actions that will lead to improved individual performance (Mukili, 2012).

Despite the new appraisal system in place, teacher performance has continued to decline in government aided primary schools in Namasale Sub County in Amolatar District where syllabus completion by teachers is rated at 70% , high rate of absenteeism among teachers, is rate at 65%, poor lesson plans and preparation, poor time management is rated at 75% (Amolatar District Education Personnel Report, 2020). Therefore, this current status has inspired the researcher to examine how conducting performance appraisals has an influence on teachers' performance in government aided primary schools in Namasale Sub-County Amolatar District.

1.3 Purpose of the study

The purpose of the study was to examine the effect of Performance Appraisals on Teacher Performance in government aided primary schools in Namasale Sub-County Amolatar District.

1.3.1 Objectives of the study

- i. To assess the effect of Management by objective criteria on Teacher Performance in government aided primary schools in Namasale Sub-County Amolatar District.
- ii. To assess the effect of Rating scale criteria on Teacher Performance in government aided primary schools in Namasale Sub-County, Amolatar District.
- iii. To assess the effect of Appraisal interviews criteria on Teacher Performance in government aided primary schools in Namasale Sub-County, Amolatar District.

1.4 Research questions

1. How does Management by Objectives affect Teacher performance in government aided primary schools in Namasale Sub- County Amolatar District?
2. How does Rating scale criteria affect Teacher performance in government aided primary schools in Namasale Sub- County, Amolatar District?
3. What is the effect of Appraisal interviews criteria on Teacher performance in government aided primary schools in Namasale Sub- County, Amolatar District?

1.5 Scope of the study

1.5.1 Geographical Scope

The study was conducted in the 18-government aided primary schools found in Namasale Sub-county, Amolatar District which is located in Northern part of Uganda. Amolatar District was formed in 2005 from the mother district Lira and became effective 1st July 2005. It lies 185 kilometres North-East of Kampala. The District is divided into five administrative units; Amolatar Town Council, Muntu Sub-county, Awelo Sub-county, Namasale Sub-county and Aputi Sub-county. The population is estimated by 2010 to be about 127,400. The District is bordered by six Districts namely; Apac to the North, Dokolo to the North-East, Kaberamido District to the East, Buyende District to the South-East, Kayunga District to the South and

Nakasongola District to the West. Amolatar district was chosen because there have been consistent reports by Ministry of Education and Sports about the declining performance of teachers in the sub county which in term negatively affects the pupils' performance in primary leaving examinations (Ministry of Education and Sports Report, 2018).

1.5.2 Subject Scope

The study involved examining how Performance appraisals affect Teacher performance in government aided primary schools in Namasale Sub-County, Amolatar District. Performance appraisals under this study was measured by Management by objectives, Rating scale and Appraisal interviews performance planning, performance monitoring and developing employees. Teacher performance under this study was measured by completing syllabus, attending classes, developing lesson plans and time management.

1.5.3 Time Scope

The study was conducted in the period of 6 months as the researcher assumes that that period will be enough to review related literature and collection of data. The literature which was reviewed was from 2005-to date a period of 15 years. Year 2005 was chosen because that's when Amolatar District came into existence and as the researcher thought that the period contained information relevant to this research. The study was a cross sectional study aimed at collecting data within a specific period of time.

1.6 Significance of the study

The information gathered from this study will help the supervisors and teachers to ascertain the strengths and weaknesses regarding performance appraisal system.

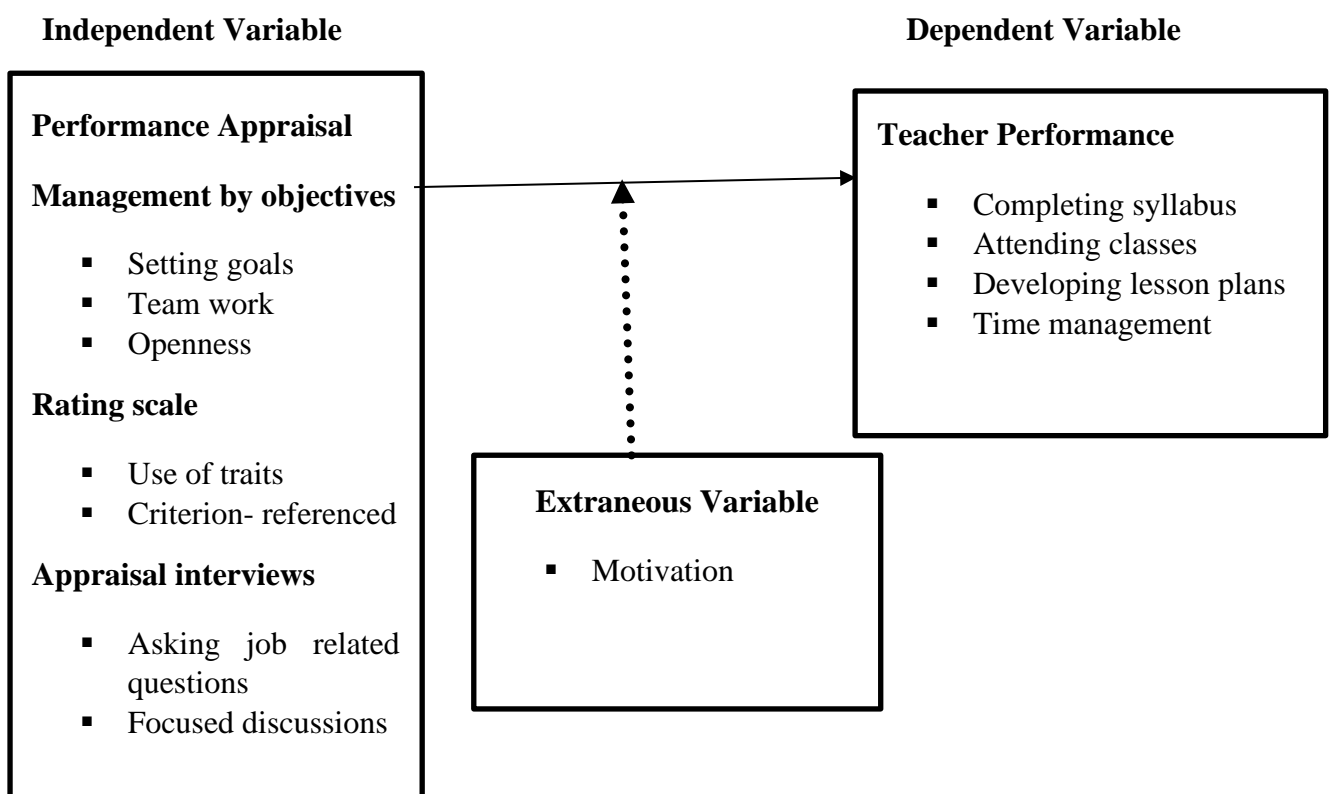
The study will enable the supervisors and teachers to identify whether the teachers' performance appraisal is effective or not, be able to make necessary suggestions on how the performance appraisal system for teachers can be improved and structured to motivate teachers to perform effectively and take necessary action thus improve the quality of education in government aided primary schools in Namasale Sub-County Amolatar District.

The findings of the study will also benefit the Ministry of Education and Sports, teacher educators and curriculum developers in various ways like formulation of policies and strategies for implementation of the system to improve performance in primary education.

It will provide information to be used by other researchers who will be dealing with the related problems.

1.7 The Conceptual Framework

A conceptual framework was developed to help structure the relationship between study variables and to identify variables for measurement (Naoise, Vaughan & Gardiner, 2018). The model below shows the relationship between performance appraisal (independent variable) and teacher performance (dependent variable) using a many to one approach. The model also acted as the basis for the study objectives.



Source: Adapted from Decenzo and Stephens (1998), Nairuba (2004) and Aguinis (2009).

Figure 1: Conceptual Framework

The conceptual framework above was derived from the views of Decenzo and Stephens (1998), Nairuba (2004) and Aguinis (2009) and attempts to explain the relationship that exists between the dependent, independent, extraneous variable that all put together have effect on teachers' performance in government aided primary schools.

Basing on the above conceptual framework, the independent variable being Performance appraisal was conceptualised as Management by objectives, rating scale and Appraisal interviews which are used in an attempt to elaborate deeply the extent to which they can create an effect on teacher performance as the dependent variable conceptualised as time management, completing syllabus, attending classes and developing lesson plans. The extraneous variable being motivation under this study, this variable has been controlled and is not included in the study and that's why its joined to both variables using a broken or dotted line however it affects the performance of teachers both positively or negatively.

1.8 Operational definitions of terms and concepts

Appraisal: Appraisal is a formal assessment, typically in an interview of the performance of an employee over a particular period.

Appraiser: The immediate supervisor or any other person who has been assigned the responsibility of assessing the performance of an Appraisee.

Appraisee: The person whose performance is assessed or evaluated.

Management by Objective: This is type of management aimed to improve performance of an organization by clearly defining objective that is agreed to by both management and employee.

Appraisal interviews: This is an honest conversation between a manager and a subordinate, where the parties analyse a previous time period and set goals for the next.

Rating scale: Under this study rating scale focuses both on personality and behaviour anchored scale as a criteria used to evaluate teachers. Here a criterion is developed and channelled on a

scale awarded weights and the criteria includes both the personality traits and behaviour anchored traits.

Teacher performance: Teacher performance is the critical outcomes and behaviours needed from each teacher to achieve the schools and individual goals. Performance is always measured on lesson planning, punctuality, Co-curricular activities and Attendance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This section detailed the related literature on empirical and theoretical studies on Teacher performance and Teacher appraisal. The review covers scholarly work from both local and international sources of literature, reading materials like reports, articles, and journals among others were highly considered as source of information about the variables in the study.

2.2 Theoretical Review

The theories upon which Performance Appraisal affect Teacher Performance included the Goal Setting Theory and Expectancy Theory which informed the study.

2.2.1 The Goal Setting Theory

This Theory was advanced by (Locke, 1968) who argued that the individual goals established by an employer play an important role in motivating him or her for superior performance because the employees keep following their goals. The Theory predicts that effective goal setting combined with a method to track progress and identify obstacles, contributes to success and bottom line results (Fletcher & Williams, 1996). They also add that employees want to feel successful, to do well at their job and feel they are making a valuable contribution. So, in order to ensure this happens, employees need a clear understanding of individual goals and how they fit into the larger organization. Goal setting is done between the principal and subordinates where clear goals are set, defining timelines and drafting how the appraisal will be done which pushes the subordinates to commit to their work in order to achieve the set targets.

According to Pride, Hughes and Kapoor (2012), goals should be very specific, moderately difficult and employees should be committed to achieve these goals. Goals that is specific in

nature yield high levels of outputs as opposed to goals that are general in nature. This is because specific goals act as internal stimulus of the processes within organizations. Holding other factors for example acceptance of goals constant, it can be stated that the more difficult the goals, the greater the level of performance at the work place.

In case of Teacher performance, both the head teachers and deputies plus their teaching staff should plan on how the goals set are to be achieved, timelines and the appraisal criteria to be used to assess their performance, this way teachers will be motivated to work hard knowing that at the end of a given period my performance will be examined.

2.2.2 Expectancy Theory

This Theory was advanced by Vroom (1964) which is a motivational Theory that depends on behaviour results from mindful choices among alternatives whose purpose is to maximize pleasure and minimize pain. Vroom's Theory suggests that the employee will consider outcomes associated with various levels of performance and choose to pursue the level that generates the greatest reward for him or her. Under the expectancy component of the theory, a person's belief about whether or not a particular job performance is attainable depends highly on the ability of the organization to develop an appraisal mechanism based on merit and transparent enough to be trusted by the employees.

An employee will be motivated to try a task if he or she believes that it can be done. Following the instrumentality component, an employee who believes that a high level of performance will be instrumental for the acquisition of outcomes which may be gratifying will place a high value on performing well. The valence component refers to the emotional orientation's employees hold with respect to rewards and promotions.

Teacher Performance is therefore a vital component of the Expectancy theory as it is concerned with the linkage between effort - performance and rewards. In essence of this study, teachers will be motivated to work hard in terms of attending class, drawing lesson plans and schemes of work, attending meeting, completing the syllabus and being a part of curricular activities if they are aware of the appraisal system in place and the benefits attached to a particular performance.

2.3 Conceptual Review

2.3.1 Performance appraisal

Performance Appraisal is one of the most important functions of human resource managers. It is concerned with identifying, measuring, influencing and developing job performance of employees in the organization in relation to the set norms and standards for a particular period of time in order to achieve various purposes (Gichuhi, Abajadr & Ochieng, 2012). Fisher (1995), defines appraisal as a process of management which entails improving the organization's performance through the enhanced performance of individuals. Moreover, appraisal is viewed as an appropriate way to lead to an improved relationship between remuneration, responsibility and performance (Aksal et al., 2011; Bartlett, 2000; Haynes et al., 2003).

According to Armstrong and Baron (2005), performance appraisal may be defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a period interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development.

Evaluation of individuals in terms of their job performance is a task requiring a quality of managerial judgement which places a considerable responsibility on the managers involved. It

is a task that is delicate as well as complex (Cole, 2004). According to Cole (2004), the most likely reason for the adoption of staff appraisal is to draw attention to present performance in the job in order to reward people fairly and to identify those with potential for promotion or transfer.

2.3.2 Teacher performance

According to Daily Nations (2016), teachers in Kenya were evaluated on how they prepare schemes of work, lessons plan and whether they follow the syllabus. They were also being assessed on the ability to make learning and teaching aids, observance and effective use of time in class, attendance of lessons, staff meetings, participation in co-curricular activities and they will also be evaluated on how they use information technology to advance their skills. Kampkötter (2014) on the other hand found that high quality teaching in schools would only be achieved when head teachers and heads of departments appraised their teachers on a regular basis to identify teacher weaknesses. Teacher performance as asserted by Birabwa (2010), is a key determinant of the quality of education and this is true principally at the secondary level, where most children are graduating from the childhood stage to the early stage of their youth, thus, still in need of more acquaintance.

2.4 Empirical literature on study objectives

This section was structured in accordance with the objectives of the study, that is, the effect of Management by Objectives on teacher performance, the effect of rating scale on teacher performance and Appraisal interviews on teacher performance.

2.4.1 The effect of Management by objectives criteria on the Teacher Performance.

Management by objectives is a technique credited to management expert Peter Drucker, to describe a method of performance management that is based on the setting of clear and

measurable objectives, and the use of those objectives to evaluate and review performance. When done correctly, MBO is probably the best and fairest way to plan for and create effectively performing employees (Drucker, 1954).

Huang, Durcikova, Lai and Lin (2011) stresses the importance of employee involvement in goal setting. MBO as a concept was popularised by Peter Drucker, who noted that objectives perform a crucial role in all areas where performance and results have a direct impact on the survival of the firm (Armstrong, 2009). As Armstrong (2009) further notes, Drucker emphasised on participative goal setting and self-evaluation as one of the most important aspects of MBO.

McGregor 's MBO approach draws attention to weaknesses in conventional appraisal programs such as excessive focus on personality traits. Rather, McGregor advocates for an approach in which the subordinate also sets short-term performance which are discussed with the superior and performance evaluated against these goals (Stein, 2010).

A typical Management by objectives consists of several steps which begins by the establishment of clear objectives for the employee. An action plan detailing the way in which the objectives are to be achieved is developed. The employee is then allowed to implement the developed action plan. This allows for appraisal of performance in an objective manner. Corrective actions are taken in situations deemed necessary as well as new objectives for the future established (Sillup & Klimberg, 2010).

Murphy and Cleveland (2005) asserts that Management by objectives includes involvement in goal-setting. The supervisor and the subordinate work together to define the goals and performance measurements for the subordinate. They decide what needs to be achieved and how the achievements will be measured, entails objective feedback regarding advancement towards accomplishing the goals. In a MBO system, performance is likely to be defined in

terms of measurable outcomes. However, the setting of goals, targets, and objectives is very subjective, involving negotiation between the manager and the employee.

If a high performing employee fails to achieve his or her goals, it is not unusual for the manager to renegotiate objectives so that the manager can be sure that the capable performer will obtain outcomes that are seen as good performance (Berman, 1980).

Management by objective is based on converting organizational goals and objective for individuals (Oberg, 1972). (Maier, 1976) suggests that management by objectives could be communicated to the appraisee. It provides a goal-setting phase, based on the formation of long-term organizational objectives (Erasmus, Swanepoel, Schenk, Westhuizen & Wessels, 2005).

Drucker (2013) underscores that the MBO approach when correctly implemented helps in establishing a performance appraisal system that is based on efficiency and fairness. (Huang, Durcikova, Lai & Lin, 2011) while supporting the need for organisations to implement MBO notes that this approach adds significant value to productivity in the sense that employees tend to show support for goals which they agree are acceptable. In this case, employee acceptance of the organisational goals is considered as one of strongest motivators in the Management by objectives process.

According to McNamara (2002), in management by objective, management and employees work together to set goals with the intent of helping employees to achieve continuous improvement through an ongoing process of goal setting, feedback and correction. As a result of their input, employees are much more likely to be motivated to accomplish the goals and to be responsive to criticism that arises from subsequent objective measurements of performance. This is a way of managing subordinates that permits them to meet their personal needs for responsibility, freedom of action and recognition. At the same time the MBO approach

provides a supervisor with an element of control, and change his or her role from police officer to colleague or coach (Lloyd , Beatty & Schneier, 1982).

Bartlett (2000) added, the more participation of employees in developing appraisal mechanism, the more satisfied they are. The quality of participation is important, in terms of the extent the employee feels able to express his/her ideas and attitudes in an easy manner.

Donaldson and Stobbe (2003) argue, an effective performance appraisal trusts employee to do the right thing if they know what the right thing is. Consequently, setting performance goals is critically important, but how to set goals is the most important factor of all. Goals should be set in a way that reinforces the employee's ability to plan and implement the steps necessary to reach the goal. They insist, performance appraisal must support and reinforce the employee's empowerment, his/her ability to describe the course to successful accomplishment.

According to Lloyd (2014), Employees are highly motivated through MBO because they have been able to actively participate in the process of setting goals, instead of simply having the goals dumped on them. Their involvement in this type of decision-making helps meet many of their higher-level needs for accomplishment, achievement, recognition, and self-worth. Importance and self-efficacy enhance the goal commitment by the individual (Latham, & Locke (2007). Goal setting and reflection have been found to have a powerful impact on action (Latham & Locke, 2002). The setting of goals is central to the development of a self-regulated learning capacity and assists teachers to identify what they need to do to improve their practice (Timperley, Wilson, Barrar & Fung, 2011).

Management by objectives is introduced in the management for improving performance, reducing role vagueness and redirecting effort to important organizational target. MBO system could be fit and work with any types of organization for planning process, a control technique and a form of individual performance appraisal (Baird , Beatty & Schneier, 1982).

Ali (2007), also conducted a research on how should effective teachers' performance appraisal be. In his study he revealed that quality appraiser, appraiser- appraisee relationships, appraiser training, feedback, confidentiality, staff participation in developing appraisal system and having appeal system for appraises are all important significant in making effective teacher performance appraisal.

Aslam, Noor & Rasheed (2011) recommend that, managers and subordinates should understand the appraisal system. The appraisal system should be explicitly described specific to the purpose of the appraisal to reduce the confusion and ambiguity of the process. They suggest the goal should be that everyone knows why appraisals are being conducted.

Management by objectives has got shortcomings like not allowing monitors to see how employee deal with every eventuality over the given work period. This is attributed to the focus on outcomes (Bipp & Kleingeld, 2011). In this case, the manner in which the employee under appraisal arrives at the outcomes may not necessarily represent the most efficient use of resources.

In addition, Bipp and Kleingeld (2011) argue that the MBO approach gives little consideration for comparative evaluation as no benchmark are provided based on the changing workplace environment during the work period.

Management by objectives has many positive sides but it has some limitations that we need to consider. The main issue that a company should consider first to implement MBO is the high level of management commitment and time frame to reorient the thinking of employees (Patten, 1997). Communication is the key to get a good out come and to prevent the complexity of the system from primary excitement that will lead into confusion and disillusionment, bring the result to an end with disinterest and failure. The purpose for the new system needs to be clearly recognized also, because while MBO is a useful tool for performance planning and feedback,

it is not easily used for administrative decisions (DeVries, Morrison, Shullman & Gerlach, 1981)

2.4.2 The effect of rating scale criteria on the Teacher Performance

According to the available literature, the rating scale criteria has been divided in two perspectives that is the graphical rating scale and behaviour rating scale, therefore this section has been discussed basing on the two areas of thought according to the existing literature.

Rating scales constitute the most used method during performance appraisal in most organisations (Woods, 2012; Wirtz, 2004). A rating scale in this context entails a performance appraisal rating checklist. Using the checklist, the manager simply rates the employee on a continuum that may range from poor to excellent depending on the aspect being evaluated.

Owiye (2013) points out that rating scales focus on employee behaviour and outcomes. He continues to assert that the scale is developed by selecting various characteristics that relate to the specific job. The appraiser rates the employee in terms of a number of defined work or personal qualities by placing a tick somewhere along a line from the highest to the lowest score. A non-graphic rating scale is more valid than a graphic scale. The employee is ranked in terms of a brief description relating to each point on the scale.

Woods (2012) attributes the popularity of rating scales to the ability to use such scales for a variety of jobs. Such scales are also considered as requiring minimal cost, training effort and time. Panari, Guglielmi, Simbula, Depolo (2010) identifies a number of performance factors that can be effectively measured using the help of rating scales. First, such scales can be used to evaluate the employee 's quality of work. In this scale the employee 's ability to consistently meet the work requirements, expectations and desired outcomes are assessed. Second, rating scales can be used in assessing productivity in terms of whether the employee makes good use

of available plans, work time and completes assignments on schedule. In addition, the employee 's knowledge of the job can be assessed. These include job relevant skills that are gained through education, experience and on-job training (Panari et al., 2010).

Within the rating scale format, most research has been done in the area of criterion-referenced scales with the goal of increasing the measurement quality and the values that such scales generate (Murphy & Cleveland, 2005). The research endeavoured to understand the meaning of the response categories or anchors, the kinds of anchors (trait, behaviour, adjective, number), and the quantity of anchors that yielded distinct ratings and that raters' found adequate.

According to Harris (1997) the major aim of Behaviourally Anchored Rating Scale is to provide a set of scales that is defined in a precise behavioural manner. According to Wayne (1992) the method has received considerable attention by academicians in recent years. Wayne maintains that, these scales combine major elements from the critical incident and graphic rating scale approaches in that the appraiser rates the employee based on items along a continuum but the points are examples of actual behaviour on the job rather than general descriptions or traits.

Although Behaviour Anchored Rating scales still present performance on a continuum; they provide specific behavioural anchors to help clarify the meaning of the performance dimensions and help calibrate the raters' definitions of what constitutes good and poor performance. Some supporters of behaviourally focused scales also claimed that they would remove unnecessary subjectivity (Latham & Wexley, 1997).

Swan (2012) discusses trait-rating whereby the centre piece of appraisal is a list of personality such as problem-solving ability, co-operation, dependability and punctuality. Supervisors rate employees by indicating specific traits each employee exhibits. Most trait-focused systems use a simple checklist with ratings or similar options. This system is traditionally popular with

customer service departments. These types of evaluations are subject to the supervisor's personal bias, and the majority of employees end up with marks which limits this reliability and accuracy.

In some cases, performance criteria should be based on employee traits. Fisher, Schoenfeldt & Shaw, 1996) report a trait-based appraisal system that assesses the abilities or other personal characteristics of an employee. These included traits such as resourcefulness, enthusiasm, drive, application and intelligence. However, one difficulty with this is that everyone defines them differently and is subject to bias. Raters, therefore, are often unsure of what they are rating. Moreover, ill-defined scales are more susceptible to bias and prejudice (Torrington & Hall, 1998).

For an effective performance appraisal system, focus of appraisers should be on performance variables as opposed to personal traits (Smither, 1998). Despite their ease of use, various studies highlight a number of limitations attributable to the rating scales. First, the standardised nature of the scales overlooks the aspects of trait relevance (Armstrong, 2009). Armstrong (2009) in this case notes that some traits are more relevant in some jobs compared to others and hence specific workplace context ought to be taken into account. In addition, rating scales may suffer from systemic advantage in which case relevant indicators of performance may be excluded and hence the inability to achieve results that reflect the employees 'full value' (Woods, 2012).

2.4.3 The effect of Appraisal interview criteria on the Teacher Performance

Appraisal Interview reveals to the appraisee his or her strengths and weaknesses, his contributions and failures which are discussed with him or her during performance counselling interview. Mukundan and Ahour (2010) writes that the method reveals and create self-awareness, which is a process of giving insight into one's own performance. It helps the teacher

become more reflective and objective about himself and future planning, which establishes an action plan for the coming year in terms of fixing targets, activities, responsibilities among others. It also makes the employee aware of his or her key performance areas and the contribution that he is making to the organization.

Cameron (2008) was of the opinion that, to ignore individuals in the review process is to ignore a major input in the achievement of organizational outcomes. It is often said that organizations that perform well are a reflection of the efforts and successes of their staff. Recognizing these efforts and appropriately praising them is imperative for organizational success. This is the basic purpose of performance appraisal (Burnas, 2002).

Cooper (1998) made the point that as managers we must be less concerned with supervising and concentrate on being leaders. He found out that sustainable cultural change can take place within an organization only when the individuals within the organization first change themselves from the inside out. Sometimes, appraisal processes can be counter-productive to organizational success as they are odds with processes which encourage some degree of risk-taking to meet client needs or develop new methodologies through trial (Keeping & Levy, 2000).

This method involves an evaluator's written report appraising an employee's performance, usually in terms of job behaviours and / or results. Stone observes that the subject of this appraisal is often justification of pay, promotion, or termination decision, but interviews can be used for development purpose as well. Since appraisals are to a large extent unstructured and Open ended, lack of standardization is a major problem. He argues further the open –ended nature of the appraisal makes it highly susceptible to evaluator's bias, which may in some Cases be discriminatory.

By not having to report on all job-related behaviours on result, an evaluator may simply comment on those that reflect favourably or unfavourably on an employee, he noted (Nwoye, 2016). This method of performance appraisal needs supervisor to find out the strengths and weaknesses of an employee and suggest remedies for the identified weaknesses/ problems. Here raters' respond narratively to questions like "what is your overall evaluation of this person over the last year? (Weise & Buckley, 1998). Employees also should describe their weaknesses as a result performance improvement of individual worker and organization at large. (Murphy & Cleveland, 2005).

According to Weise and Buckley (1998), this method proved to be inconvenient in providing developmental feedback to the employees hence the current result-based appraisal. In light of result-based performance appraisal, supervisor and subordinate set and agree upon specific objectives in which will periodically be used to assess employee's performance and reward according to the result obtained in comparison to the objectives. This method focuses more on results achieved rather than how to achieve the goals. In this regard, goal – setting is an important element because goals can stimulate an employee to find new and better ways of work' (Karyeija, 2010). This is the method used in most public organizations to appraise their employees.

Jensen and Reichl (2010) in their study on improving teacher performance cited the most common methods of assessing and improving learning and teacher performance as: student performance and assessments, Peer (Yin, 2014) observation and collaboration, Direct observation of classroom teaching and learning, Student Surveys and feedback, 360 – degree assessment and feedback, self-assessment, Parent Surveys and feedback and External observation.

2.5 Summary of knowledge gaps from previous studies

Literature has been reviewed in relation to the two variables of this study and much has been found out that performance appraisals have an effect on the performance of employees in organisations generally. However, little has been done in the education sector to effectively analyse which appraisal system can be implemented to improve the performance of teachers in mainly government aided primary schools. There is still generalisation of methods used to appraise performance creating a contextual gap that this research intends to fill by proposing the performance methods that can be adopted by the education system to measure teacher performance.

Much of the literature is concentrated on corporate organisation and the education sector is less researched. Particularly in Uganda, there is scarce research that has been done on teacher appraisal in government aided primary schools and how they impact on the teacher's performance. Therefore, this study intended to add on the body of the ready existing literature but particularly addressing the effect of performance appraisals on teacher performance in government aided primary schools.

CHAPTER THREE

METHODOLOGY

3.1 Introduction.

This study was set to examine the effect of Performance Appraisal on Teacher Performance in Namasale Sub-County in Amolatar District. This chapter was set to describe how the research was conducted, how data was analyzed, and the data collection methods, sampling methods, the data collection process, review of statistical tools and measurement of the variables.

3.2 Research Design

This study adopted a case study research approach as a research design. Yin (2014) highlights the importance of context, adding that, within a case study, the boundaries between the phenomenon being studied and the context within which it is being studied are not clearly evident. The choice was based on the fact that the study sought respondents' views and opinions on the objectives of the study. A mixed research method was adapted for this study in order to enable triangulation to take place and to gain confidence in the data the researcher collected and to make some aspects more clearly (Saunders, Lewis & Thornhill, 2009).

3.3 Study Population

The population for this study constituted of 182 respondents who in particular included school teachers, head teachers and deputy head teachers, inspector of schools and the District Education Officers. The selection of the respondents for this background study was based on the role they play in teacher appraisal and teacher performance.

3.4 Sample size determination

The study selected up to 141 respondents based on Krejcie and Morgan (1970) sampling guidelines. The summary of the sample size selected from the study population is presented in table 3.1 below.

Table 3. 1: Population Category and Sample Size

Category	Population	Sample	Sampling technique
Head teachers	18	18	Purposive sampling
Deputy head teachers	18	18	Purposive sampling
Teachers	144	103	Simple random sampling
Inspector of schools	1	1	Census
District Education Officer	1	1	Census
Total	182	141	

Source: (District Inspector of Schools Records, 2020)

3.5 Sampling technique

In this study, simple random sampling was used to select members of the teachers who do the actual teaching. These possess abundant information on how they are currently being appraised and how it affects their performance and this was done to minimize bias by giving all the subjects in the different categories equal opportunities to be considered in the study (Sekaran, & Bougie, 2010). In using simple random sampling, the researcher used the lottery approach where each name was written on a tag and put in box and mixed thoroughly as suggested by Amin (2005). One name was picked without returning into the box until the required number in that specific category was obtained. Purposive sampling was used during interviews where head teachers, deputy head teachers, Inspector of schools and District Education Officer were interviewed since it was assumed, they are knowledgeable about the subject under study.

Census sampling was used when selecting inspector of schools, education officer, deputy head teachers and head teachers where the actual number of the respondents was taken by actual counting.

3.6 Data Collection Methods

The study used both quantitative and qualitative data which was collected using a questionnaire and an interview guide. Firstly, quantitative data was collected using questionnaires and then interviews were conducted to give a clear understanding of the quantitative findings to give a better understanding of the existing situation.

3.6.1 Questionnaire Survey Method

Questionnaires were used to collect quantifiable primary data from the selected respondents by personally delivering them to the respondents. The questionnaires were issued to all the respondents in their different categories from different schools where the respondents' answers were recorded within closely defined alternatives. The choice of the questionnaire was because it collected vast amounts of data in short time with less resources (Sekeran & Bougie, 2010).

3.6.2 Interview method

An interview guide was used to enable gaining of in-depth information from the targeted respondents mainly from heads and deputy head teachers through face to face conversations and probing of the respondent's responses to gain detailed explanations on performance appraisal and teacher performance in government aided schools in Namasale Sub-County, Amolatar District suggested by Sekeran and Bougie (2010).

3.7 Data collection instruments.

3.7.1 Self-administered Questionnaire

Questionnaire refers to documents that include a series of open and closed questions, to which the respondent is invited to provide answers (Saunders et al., 2009). Questionnaires offer an objective means of collecting information about people's knowledge, beliefs, attitudes and behavior.

In this research, a questionnaire was developed through three stages namely; drafting process, piloting stage and finalizing stage. Drafting stage was based on the literature. The data for the study was gathered through the administration of questionnaire to respondents. All the sets of questionnaires contained closed-ended questions. The closed ended questions enabled the researcher to specifically direct the respondents towards the desired responses.

A pre-test was conducted on the sample chosen before the questionnaires are rolled out to the actual respondents to establish the validity, comprehensibility and consistency in their understanding which enabled amendments to take place including suggestions from the test group.

3.7.2 Interview Guide

The interview schedule composed of semi structured questions focusing on areas of teacher appraisal and teacher performance. Interviews were necessary as they provided information to the researcher to confirm, refine and rephrase the research problem and the factors derived from the literature before drawing the final conclusions.

Data was collected using face-to-face semi-structured interviews at a place and time predetermined by the interviewees. Potential interviewees were contacted to seek their agreement, and the objectives of the interview was explained by the researcher. The questions

were designed to allow interviewees to provide additional information and feedback. All the interviewees were assigned codes to protect their anonymity.

3.8 Validity and Reliability of the data instruments

3.8.1 Validity

Content validity is the technique used to ensure that the measures adequately quantify the concepts that they are supposed to measure (Sekaran & Bougie, 2010). The validity of the instruments was tested using the Content Validity Index. This involved judge scoring the relevance of the questions in the instruments in relation to the study variables and a consensus judgment given on each variable taking only variables scoring above 0.70. The Content Validity Index (CVI) was arrived at by using Nunnally and Bernstein (1994) formula:

$$\text{CVI} = \frac{\text{Total number of items declared valid}}{\text{Total number of items}} = \frac{32}{42} \times 100 = 76.1\%$$

Table 3. 2: Validity of data instrument

Variable	No. of Items	CVI
Management by Objectives	10	0.77
Rating Scale Criteria	7	0.70
Appraisal Interview Criteria	7	0.70
Teacher Performance	8	0.72

Source: Primary data 2020

To determine convergent validity, size of the structural relationship between the item and the latent construct (factor) should be statistically different from zero (Smith, Gildeh & Holmes, 2007). Construct validity being the extent to which a particular item relates to other items measuring the same variable were examined using factor analysis. Only statements with factor

loadings greater than the cutoff point of 0.50, as recommended by Nunnally (1978), were considered as this shows strong convergent validity as shown below

Table 3. 3: Factor analysis for the study variables

Variables and their measures	Factor loadings
Teacher Performance $\alpha=0.000$	
Teachers punctuality in school is appreciated	.824
Teachers prepare clear and effective lesson plan	.895
Time management is viewed as important in classroom delivery	.966
Teachers know the teaching content area and know how to teach it	.860
Teachers mark all exercises given to pupils on time	.885
Teachers make conducive class for learning	.824
Teachers use recommended materials for teaching	.895
Teachers prepare relevant scheme of work	.966
Eigen value	6.347
Total variance explained	79.34
Kaiser-Meyer-Olkin (KMO)	0.67
Bartlett's Test Sphericity	344.123***
Management by Objectives $\alpha=6.90E-012$	
Teachers and head teachers meet to discuss how goals are to be achieved	.828
Appraisal of performance is done in an objective manner	.955
There is joint decision making	.952
Involving me in decision making motivates me to work hard	.973
Corrective measures are taken in situations where needed	.965

The supervisor focuses more on the outcome not the process of achieving the outcome	.968
Performance feedback is given on time	.974
I am aware of the appraisal criteria in my school	.958
My head teacher participates in my appraisal	.951
Performance reviews are discussed with teachers	.933
Eigen value	8.961
Total variance explained	89.610
Kaiser-Meyer-Olkin (KMO)	0.000
Bartlett's Test Sphericity	2437.111***
Rating Scale Criteria $\alpha=1.97E-005$	
All my responsibilities are measured in the appraisal criteria	.905
Am rated basing on my behaviors	.936
Am rated basing on personality traits	.920
The head teacher always develops a performance checklist	.942
I am not given a chance to explain my self	.941
I am evaluated basing on my consistent to meet the work requirements	.905
I am evaluated basing on how best I complete my assignment	.904
Eigen value	5.952
Total variance explained	85.024
Kaiser-Meyer-Olkin (KMO)	0.877
Bartlett's Test Sphericity	1038.161***
Appraisal Interview Criteria $\alpha=0.000$	
I discuss my performance with the head teacher always	.837

I am involved in goal setting	.881
I am given a chance to explain my own performance	.914
The head teacher is always objective while appraising me	.912
I am aware of my key performance areas	.896
The head teach seeks for my contribution in improving performance	.897
The main concern is result based	.836
Eigen value	5.450
Total variance explained	77.858
Kaiser-Meyer-Olkin (KMO)	0.881
Bartlett's Test Sphericity	801.126***

N=100, *p<0.000, **p<0.01, *p<0.05, α is Cronbach Alpha coefficient computed for scales with three items and more**

3.8.2 Reliability

Reliability evaluates accuracy of the measures through assessing the internal stability and consistency of items in each variable. For reliability, consistency was examined by establishing internal consistency reliability of the measurement scales for the study variables as well as split-half reliability using Cronbach's alpha (Cronbach, 1951; and Sekaran, & Bougie, 2010). All the reliability coefficients above 0.70, a cutoff recommended by Nunnally (1978) were considered for this study. The study questionnaire was pretested for its reliability on a sample of schools to examine individual questions as well as the whole questionnaire very carefully to ascertain whether the sampled respondents have the same understanding of the questions under a particular study objective (Nunnally & Bernstein, 1994).

Table 3. 4: Reliability Results

Variable	No of Items	Cronbach's Alpha
Management by Objectives	10	.987
Rating Scale Criteria	7	.971
Appraisal Interview Criteria	7	.951
Teacher Performance	8	.962

Source: *Primary data 2020*

3.9 Data Collection Procedure

An introductory letter was collected from Graduate School of Kyambogo University after the successful defense of a full proposal to seek permission to conduct the study in the selected schools. Anonymity and confidentiality of the respondents was observed by not asking the respondents to put their names on the questionnaires. Collected data was checked for its completeness and there after entered into Software Package for Social Sciences in preparation for analysis.

3.10 Data Processing, Analysis and Presentation

Data preparation and cleaning was conducted to ensure data are reliable for the analysis. This consisted screening of questionnaires to identify illegible, incomplete, inconsistent and ambiguous responses. The process involved coding the data, screening the missing cases, outliers and checking on the normality distribution, validity and reliability. The completed questionnaires were numbered to ensure easy detection for further reference and used for further analysis. The data was entered into Software Package for Social Sciences. To ensure the accuracy and data entry error, the data entered in the SPSS was compared with the returned questionnaire.

3.11 Data Analysis

3.11.1 Quantitative Analysis

Quantitative data was analyzed using descriptive statistics of frequencies, percentages and mean for each of the variables used in the study. Data was tested for normality and even distribution; outliers were removed. First correlations were run to establish whether the independent variable is related to the dependent variable and later a Linear multiple regression analysis using ANOVA was run to establish the effect between performance appraisal and teacher performance.

3.11.1.1 Diagnostic tests

Normality tests

In the study, normality tests were carried out to test the normal distribution of the data before analysis. The Shapiro–Wilk Test introduced by Samuel Sanford Shapiro and Martin Wilk in 1965 was adopted to test for normality in the study since its appropriate for small samples (James, Witten, Tibshirani, & Hastie, 2012; Shapiro & Wilk, 2015). The table below shows the results corresponding to the Shapiro Wilk test for normality for the different variables used in the study.

Table 3. 5: Tests of Normality for Teacher performance, management by objectives, rating scale criteria and appraisal interview criteria

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Teacher Performance	.231	100	.000	.878	100	.000
Management by objectives	.194	100	.000	.858	100	.000
Rating scale criteria	.169	100	.000	.879	100	.000
Appraisal interview criteria	.196	100	.000	.861	100	.000

Source: Primary data 2020

The Shapiro – Wilk Test was formed to test for normality in the study. This test is deemed appropriate for samples that fall between 7 and 2,000 Shapiro & Wilk, (1965) and for samples that fall between 2,000 and 5,000 the Kolmogorov – Smirnov test is deemed Appropriate. De Vaus (2002), asserts that skewness values between -1.00 and 1.00 are within the acceptable range and indicate a symmetrical distribution.

Collinearity tests

Multi-collinearity tests were also carried out to test for collinearity of the independent variables used in the study. Collinearity occurs when two or more independent variables used in the study are highly correlated with each other (Hair, Ringle & Sarstedt, 2013). Multicollinearity was assessed by computing the Variance Inflation Factor (VIF), which measures how much the variance of a regression coefficient is inflated due multicollinearity in the model (Hair et al., 2013).

Table 3. 6: Collinearity diagonistics for management by objectives, rating scale criteria and appraisal interview criteria

Model	Collinearity statistics	
	Tolerance	VIF
Management by Objectives	0.460	2.172
Rating Scale Criteria	0.418	2.394
Appraisal Interview Criteria	0.723	1.383

a. Dependent Variable: Teacher Performance

Source: *Primary data 2020*

The results in table 3.6 revealed that the independent variables (management by objectives, rating scale and appraisal interview criteria) were not highly correlated since the Variance Inflation Factor (VIF) was below the recommended limit of 10.

3.11.2 Qualitative Analysis

All the qualitative data that was collected with the use of interview schedules which were put into meaningful and exhaustive categories after which a summary of the key points that emerged, long statements were compressed into brief statements and similar views were put together in order to make sense of what it is. Principal themes that emerged from the interview of each question in the interview guide were presented in the discussion of findings (Saunders et al., 2009).

3.12 Measurement of the variables

The research was operationalized following two ways. First, indicators or parameters of the variables were determined through literature review. Performance appraisal was measured basing on the three aspects which will include management by objectives, rating scale and appraisal interviews and teacher performance was measured by time management, drafting

lesson plans, completing syllabus and attending classes. Second, these were channeled into observable and measurable elements which enabled the development of an index of the concept. A five-point Likert scale ranging from 5 for strongly agree, 4 for Agree, 3 for not sure, 2 for Disagree and 1 for Strongly Disagree.

3.13 Ethical consideration

A number of ethical issues were into consideration including: Confidentiality of respondents where names nor their contacts were revealed and identification numbers assigned instead of names to avoid information given being traced to a respondent, all data gathered was used only for the purpose of the study and nothing else, the research procedures were explained to all the respondents before they take part in the research and their informed consent obtained, all the sources of literature were acknowledged throughout the whole study through proper citations and referencing and personal bias were avoided during the entire study i.e. during interviews, data analysis and reporting.

3.14 Limitations of the Study

The study was constrained by time factors since the researcher has to balance work and school and also delay in receiving responses from the field but the researcher solved the time issues by setting aside time over the weekend to see that she concentrates on meeting the deadline. The study also depended on primary data without use of secondary data which could have an impact on the quality of data collected and also some respondents found it difficult to release information regarding the appraisal criteria used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter focuses on background information of respondents, presentation, analysis and interpretation of findings in relation to study objectives such as; to assess the effect of Management by objective criteria on Teacher Performance in government aided primary schools in Namasale Sub-County Amolatar District, to assess the effect of Rating scale criteria on Teacher Performance in government aided primary schools in Namasale Sub-County, Amolatar District, and to assess the effect of Appraisal interviews criteria on Teacher Performance in government aided primary schools in Namasale Sub-County, Amolatar District. The first section presents the response rates, the second section presents the background information, and the third section presents descriptive and inferential statistical results in line with the three objectives of the study.

4.2 Response Rate

A total of 103 questionnaires were issued and a receipt of 101 questionnaires were got from the 18-government aided primary schools in Namasale Sub- County in Amolatar District for consideration in the study giving a response rate of 98%. A total of 20 interviews were targeted and arranged with head teachers, deputy head teachers, Inspector of schools and District Education Officer of the study however only 10 successful interview sessions were conducted. The results are therefore a good representation of the all the 18-government aided primary schools in Namasale Sub County.

Table 4. 1: Response rate of the study according to the sample

Category	Sample	No.offield respondents	Response Rate
Head teachers	18	5	27%
Deputy head teachers	18	3	18%
Teachers	103	101	98%
Inspector of schools	1	1	100%
Education Officer	1	1	100%
Total	141	111	

Source: Primary data

Field data was collected from government aided primary schools in Namasale Sub County in Amolatar District which included Acii P.7 school, Agulodia, Aninolal, Awikori P.7 school, Bangladesh, Burakwana, Nabweyo, Namasale, Olyaka, Wabinua, Alyecmeda, Omaraebek, Chakwara, Adwala, Abwockwar, Atomoro and Anamwany.

4.3 Background Information about the Respondents

Respondents included in the study were asked about, their gender, age, education level and period work in the school. Findings regarding this information is shown in table below;

Table 4. 2: Background information of the respondents

	Category	Frequency	Percentage %
Gender of respondents	Female	21	20.8
	Male	80	79.2
	Total	101	100
Age of respondents	18-30years	16	15.9
	31-45years	57	56.4
	Above 45years	28	27.7
	Total	101	100
Level of education	Certificate (Grade III)	63	62.3
	Diploma	35	34.7
	Bachelors	2	2
	Masters	1	1
	Total	101	100
Duration of working in the school	Less than a year	8	8
	2-5 years	52	51.4
	5years and above	41	40.6
	Total	101	100

Source: Primary data (2020)

Results in Table 4.2 show that more male respondents (79.2%) participated in the study as compared to their female colleagues (20.8%). This implies a gender discrepancy in teaching in government aided primary schools in Namasale Sub County with more males being as compared to females and also the level of commitment by males is less as compared to females in attending to pupils, punctuality accomplishing all the assignments. The results from table

also shows that the majority of the respondents (56.4%) were aged between 31 - 45 years, followed by those above 45 years (27.7%) and lastly 15.9% were aged between 18-30 years. This implies that most of the respondents were mature enough to answer questions in the questionnaire.

The results also show that the majority of the respondents (62.3%) had Certificate (Grade III), followed by respondents who had acquired Diploma (34.7%), those with bachelors followed (2%) and the least had masters (1%). This shows that the respondents involved in the study were knowledgeable in the framework of the study. In relation to the numbers of years spent in school, findings in table shows that majority of the sampled respondents (51.4%) had been in school for a period between 2 and 5 years, 40.6% of the respondents had been in the school for over 5 years and above and finally 8% of the respondents had been in school for a period of less than a year. This implies that the respondents had enough experience in the school and were knowledgeable on how teachers are appraised and how it influences their performance in school.

4.4 Descriptive statistics

This section consists of the descriptive statistics of the variables under study. The variables of the study whose descriptive statistics were computed included the Management by Objectives, Rating Scale Criteria, Appraisal Interview Criteria and Teacher Performance as the dependent variable. The constructs under these variables were rated on a Likert scale from 1 to 5 where 1 is for strongly disagree and 5 is for strongly agree. The respondents were requested to indicate their level of agreement or disagreement with each statement by ticking the option which best represented their personal feelings and understanding towards the level of Management by Objectives, Rating Scale Criteria and Appraisal Criteria that affects Teacher Performance in government aided schools in Namasale Sub County in Amolatar District.

4.4.1 Management by Objective criteria

The Management by objectives was conceptualized as openness, goal setting and team work and was measured using 10 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3= Not Sure, 2= Disagree and 1= Strongly Disagree. A mean result below 2.82 suggests low rating scale criteria while a mean result of ≥ 2.82 suggests a high level of rating scale criteria on that particular item. The findings are presented in the table below;

Table 4. 3 Descriptive statistics corresponding to Management by Objectives

Statement	Mean	Std. Deviation
Teachers and head teachers meet to discuss how goals are to be achieved	2.78	1.580
Appraisal of performance is done in an objective manner	2.80	1.595
There is joint decision making	2.77	1.589
Involving me in decision making motivates me to work hard	2.79	1.578
Corrective measures are taken in situations where needed	2.83	1.615
The supervisor focuses more on the outcome not the process of achieving the outcome	2.86	1.621
Performance feedback is given on time	2.81	1.643
I am aware of the appraisal criteria in my school	2.84	1.619
My head teacher participates in my appraisal	2.83	1.602
Performance reviews are discussed with teachers	2.84	1.606
Average Mean= 2.82		

Source: Primary data (2020)

As evidenced in table 4.3 above, the findings of the study revealed that, the supervisor focuses more on the outcome not the process of achieving the outcome as indicated with the highest mean of 2.86 and a standard deviation of 1.621. The respondents agreed that they were aware of the appraisal criteria in their school (mean score= 2.84, Standard deviation= 1.619). The study revealed that the performance reviews are discussed with teachers (mean score =2.84, standard deviation =1.606). The head teacher was found out to participate in the appraisal as agreed by majority of respondents in the study (mean scored= 2.83, standard deviation =1.602) and finally the study found out that corrective measures are taken in situations where needed as indicated by a high level mean score of 2.83 and standard deviation of 1.615. All these statements were above the average mean of 2.82 which indicated that respondents of the study were in strong agreement with the conceptualization of Management by Objectives as compared to other statements that measured the same.

Evaluation of interview responses revealed a common theme from all the head teachers of the different schools where a head teacher from Agulodia primary school was asked to comment on Management by Objectives and whether it's used in the school, he commented that,

“Management by Objectives, always at the beginning of each term have a discussion with my teachers where we look at what we want to achieve in that term, we develop goals for each teacher, assign responsibilities and clearly state how the goals are to be achieved and evaluated at the end of the term. This has enabled me to run this school with minimal stress and a lot of team work by the teachers.”

Another head teacher from Nabweyo primary school commented that;

“This is the only objective way of evaluating my teachers' performance because each one of them knows what is expected of them so they will work hard to achieve the set goal.”

The study found that performance feedback is given on time (mean score= 2.81, standard deviation =1.643) and Appraisal of performance is done in an objective manner (mean = 2.80, standard deviation = 1.5950). The respondents contended that they are being involved in decision making which motivates them to work hard (mean score= 2.79, standard deviation =

1.58). The findings revealed that teachers and head teachers meet to discuss how goals are to be achieved (mean score =2.78, standard deviation =1.580) and lastly the study established that there is joint decision making (mean =2.77, standard deviation =1.589). All the above statements were below the average mean implying that the respondents of the study didn't put adequate importance on these statements that conceptualized Management by Objectives. Aspects like joint decision making and instant performance feedback are not practiced by the majority of the head teachers in these schools as one of the head teachers in Olyaka primary school asserted that;

“Due to the limited time that I have and the work load my teachers have, I end up not involving them in decision making of the school and it's hard to get time and sit to discuss performance with teachers because they are few and have to attend to pupils the whole day.”

From the findings therefore, it implies that the respondents believe that setting joint goals and objectives by the head teachers and teachers helps teachers to strive to achieve the goals set and improve on their performance in terms of attending classes, drafting lesson plans for each lesson, time management and completing subject syllabus to enable pupils to excel in their final transitional exams.

4.4.2 Descriptive statistics corresponding to Rating Scale Criteria

The Rating scale criteria was operationalized as use of personality traits and criterion-referenced. Rating scale criteria was measured using 7 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3= Not Sure, 2= Disagree and 1= Strongly Disagree. A mean result below 3.10 suggests low rating scale criteria while a mean result of ≥ 3.10 suggests a high level of rating scale criteria on that particular item. The findings are presented in the table below;

Table 4. 4: Descriptive statistics corresponding to Rating Scale Criteria

Statement	Mean	Std. Deviation
All my responsibilities are measured in the appraisal criteria	3.00	1.595
Am rated basing on my behaviors	2.98	1.602
Am rated basing on personality traits	2.85	1.617
The head teacher always develops a performance checklist	3.80	1.548
I am given a chance to explain my self	2.94	1.619
I am evaluated basing on my consistent to meet the work requirements	3.10	1.567
I am evaluated basing on how best I complete my assignment	3.06	1.632
Average mean=3.10		

Source: Primary data 2020

From table 4.4 above, the findings revealed that the head teacher always develops a performance checklist (mean =3.80, standard deviation =1.548). The respondents supported that they are evaluated basing on their consistence to meet the work requirements (mean= 3.10, standard deviation =1.567). These two statements were above the average mean of 3.10 implying that most of the respondents were in agreement with the conceptualization of rating scale criteria as used in their schools as compared to the other statements.

Additionally, the respondents disagreed that they are evaluated basing on how best they complete their assignment (mean score =3.06, standard deviation =1.632), all the responsibilities are not measured in the appraisal criteria as shown by mean score of 3.00 which is below the threshold of 3.1. The majority of the respondents disagreed that they are rated basing on their behaviors (mean =2.98, standard deviation =1.602). The bigger

proportion of the respondents were in disagreement that they are given a chance to explain themselves (mean =2.94 and standard deviation =1.619) and finally majority of the participants in the study asserted that they are not rated basing on personality traits (mean = 2.85, standard deviation =1.617).

Interview sessions indicated that to a larger extent the majority of the schools in Namasale Sub County make use of the rating scale criteria where one head teacher from Bangladesh primary school noted that,

“I enjoy using performance appraisal method which involves open dialogue using given output put on the scale, it saves time and not so tedious as compared to other methods.”

4.4.3 Descriptive statistics corresponding to Appraisal Interview Criteria

The Appraisal interview criteria was operationalized as use of question sessions and focused discussion groups. Appraisal interview criteria was measured using 7 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3= Not Sure, 2= Disagree and 1= Strongly Disagree. A mean result below 2.47 suggests low appraisal interview criteria while a mean result of ≥ 2.47 suggests a high level of appraisal criteria on that particular item. The findings are presented in the table below;

Table 4. 5: Descriptive statistics corresponding to Appraisal Interview Criteria

Statement	Mean	Std. Deviation
I discuss my performance with the head teacher always	2.59	1.646
I am involved in goal setting	2.50	1.661
I am given a chance to explain my own performance	2.54	1.617
The head teacher is always objective while appraising me	2.23	1.420
I am aware of my key performance areas	2.40	1.470
The head teacher seeks for my contribution in improving performance	2.48	1.439
The main concern is result based		
	2.56	1.533
Mean average= 2.47		

Source: Primary data (2020)

The table 4.5 above shows that most of the respondents were in agreement that teachers discuss their performance with the head teacher always (mean score =2.59, standard deviation =1.646). The bigger percentage of the study participants supported the view that the main concern is result based (mean score=2.56, standard deviation =1.533). The respondents agreed teachers are given a chance to explain their performance (mean score=2.54, standard deviation =1.617), The teachers are involved in goal setting as agreed by most of the respondents in the study (mean =2.50, standard deviation =1.661) and lastly it was established that the head teachers seek for teachers' contribution in improving performance (mean =2.48, standard deviation=1.439). All these items scored above the mean average implying that the respondents were in agreement with the conceptualization.

However, the majority of the respondents were in strong disagreement that they are aware of their key performance areas (mean score =2.40, standard deviation= 1.470) and finally the respondents were in disagreement that head teacher is always objective while appraising teacher (mean =2.23, standard deviation =1.420). These had a mean below the mean average which indicated that their importance in measuring appraisal interview criteria was not rated high as compared to the first five statements or items. This was supported by the interviews held where a head teacher of Namasale primary school was asked to comment on how teachers are appraised in the school, he said that,

‘Holding discussions with my teachers is the best mode of appraising where I invite each teacher and we discuss how best we can work together to improve their performance. He continued to point out that in these discussions teachers can talk to their head teachers about how they can be influenced and how they can give their greatest productivity.’

However, the District Education Officer noted that teachers usually complain that,

‘Head teachers rarely call us for performance discussions, they sit in their offices and evaluate us in our absence which demotivates us because sometimes the performance of a teacher goes beyond classroom environment where there are conditions that affect us personally that need to improve or be worked on if a teacher is to concentrate in class other than just performance evaluation. Due to absence of these discussions, issues like work overload, limited seats for pupils, poor accommodation among others were issues that teachers highlighted that affect their performance but are never handled.’

When the observation checklist was used in reviewing the appraisal forms, the researcher found out that,

“Head teachers make use of rating systems, in which teachers receive a general assessment of either satisfactory or unsatisfactory because usually the supervisors only look at what is on the checklist and draw conclusions.”

4.4.4 Descriptive statistics corresponding to Teacher Performance

Teacher Performance was operationalized as completing syllabus, time management, drafting lesson plans and attending classes by teachers. Teacher Performance was measured using 8 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3= Not Sure, 2= Disagree and 1= Strongly Disagree. A mean result below 2.94 suggests low teacher

performance while a mean result of ≥ 2.94 suggests a high level of teacher performance on that particular item. The findings are presented in the table below;

Table 4. 6: Descriptive statistics corresponding to Teacher Performance

Statement	Mean	Std. Deviation
Teachers punctuality in school is appreciated	2.89	1.556
Teachers prepare clear and effective lesson plan	2.87	1.495
Time management is viewed as important in classroom delivery	2.97	1.527
Teachers know the teaching content area and know how to teach it	3.13	1.474
Teachers mark all exercises given to pupils on time	3.00	1.551
Teachers make conducive class for learning	2.89	1.556
Teachers use recommended materials for teaching	2.87	1.495
Teachers prepare relevant scheme of work	2.97	1.527
Mean Average= 2.94		

Source: Primary data (2020)

Table 4.6 indicates that most of the respondents agreed that teachers know the teaching content area and know how to teach it (mean =3.13, standard deviation =1.474). The study found that teachers mark all exercises given to pupils on time (mean= 3.00, standard deviation =1.551), time management is viewed as important in classroom delivery as supported by majority of the respondents (mean score =2.97, standard deviation =1.527). The results show that teachers prepare relevant scheme of work as shown by a mean of 2.97 which above the recommended threshold of 2.94. These four items were rated high by respondents in the conceptualization of teacher performance.

However, the study revealed that teachers' punctuality in school is not appreciated (mean =2.89, standard deviation =1.556). In terms of conducive class for learning, majority of the respondents were in disagreement that teachers make conducive class for learning (mean =2.89, standard deviation= 1.556). The study found out that teachers do not prepare clear and effective lesson plan (mean =2.87, standard deviation =1.495) and finally it was revealed that teachers do not use recommended materials for teaching (mean= 2.87, standard deviation =1.495).

Despite the fact that the majority of the respondents who were teachers consent that they complete the syllabus, attend classes and manage time and further drafting lesson plans, the majority of head teachers in the various schools deferred from the descriptive results above where they narrated to the researcher that,

“The greatest challenge we still have in Namasale Sub County is teachers stay far away from schools which affect their time of arrival and hence end up starting the classes late. They further noted that due to few classroom blocks in schools with limited seats, pupils end up studying under trees which hinder completion of the syllabus especially during rainy season.”

However, one respondent asserted that,

‘Class attendance by teachers is as stipulated on the timetable.’

4.5 Correlation analysis between the study variables

A correlation analysis was performed to test whether there existed multicollinearity between the independent variables of the study. The study tested whether the relationship between the independent variables had a relationship below 80% which is the condition for no existence of multicollinearity. The results are presented using Pearson multivariate correlation in the table below.

Table 4. 7: Correlation analysis between the independent variables

			Management by Objectives	Rating Scale Criteria	Appraisal Interview
Management by Objectives	Pearson Correlation	1		.731**	.441**
	Sig. (2-tailed)			.000	.000
	N	100	100	100	100
Rating Scale Criteria	Pearson Correlation	.731**	1		.519**
	Sig. (2-tailed)	.000			.000
	N	100	100	100	100
Appraisal Interview	Pearson Correlation	.441**	.519**	1	
	Sig. (2-tailed)	.000	.000		
	N	100	100	100	100

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

Source: Primary data (2020)

The findings in table 4.7 show that the relationship between the independent variables is below 0.8 or 80%, therefore this conforms to the classical linear regression assumption of no existence of multicollinearity between the independent variables. This means that it was appropriate for the researcher to present a multiple linear regression in the next section to give findings on the study objectives.

4.6 Multiple Regression Analysis

In order to address the three study objectives, a multiple regression was conducted. The multiple regression analysis was conditioned to normal distribution of error terms and it also requires the linearity between the dependent variable and the independent variables, as well as

no existence of multicollinearity between the independent variables. These tests were first conducted before running the regression as already indicated above to ensure that all the assumptions for regression analysis to be conducted were satisfied and the results of the regression are revealed in the preceding tables below.

Table 4. 8: Results of the multiple regression coefficients

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	.678	.226		2.999	.003
Management by Objectives	.317	.089	.355	3.574	.001
Rating Scale Criteria	.269	.096	.293	2.804	.006
Appraisal Interview Criteria	.233	.079	.233	2.939	.004

a. Dependent Variable: Teacher Performance

Source: Primary data 2020

In table 4.8 above, it is observed that Management by Objectives had a positive and significant effect on teacher performance in government aided primary schools in Namasale Sub County in Amolatar District ($\beta_1 = 0.317$, $t = 3.574$, $P\text{-value} < 0.05$). This suggests that a unit increase in management by objectives in terms of joint decision making, team work and openness results into 0.317 improved teacher performance in government aided primary schools in Namasale Sub County in Amolatar District.

The findings show that rating scale criteria had a significant and positive effect on teacher performance in government aided primary schools in Namasale Sub County in Amolatar District ($\beta_2 = 0.269$, $t = 2.804$, $P\text{-value} < 0.05$). This indicates that a unit increase in rating scale criteria results into an increase in teacher performance by 0.269.

The study also found out that appraisal interview criteria had a positive and significant effect on teacher performance in government aided primary schools in Namasale Sub County in Amolatar District ($\beta_3 = 0.233$, $t = 2.939$, $P\text{-value} < 0.05$). The findings show that a unit increase in appraisal interview criteria also increases on teacher performance in government aided primary schools in Namasale Sub County by 0.233.

Table 4. 9: ANOVA results of the model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	102.155	3	34.052	41.182	.000 ^b
	Residual	79.379	96	.827		
	Total	181.534	99			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Management by Objectives, Rating Scale Criteria, Appraisal Interview Criteria						

Primary data 2020

Table 4.9 above shows the results of testing the significance of the model using F-test. The P-value of the F-test was 0.000 which was less than 0.05, which indicates that Management by Objectives, Rating Scale Criteria, and Appraisal Interview Criteria were statistically significant in predicting Teacher Performance in government aided primary schools in Namasale Sub County ($F = 41.182$, $P\text{-value} < 0.05$).

Table 4. 10: Model summary of the multiple regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.563	.549	.90932

a. Predictors: (Constant), Management by Objects, Rating Scale Criteria, and Appraisal Interview Criteria.

Primary data 2020

Table 4.10 shows adjusted R^2 of 0.549 suggesting that management by objectives, rating scale criteria and appraisal interview criteria all account for 54.9% of the variations in teacher performance in Namasale Sub County in Amolatar District. Other factors except MBO, appraisal and rating scale account for the remaining variations of 45.1%.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussions, conclusions and recommendations of the study on performance appraisal and teacher performance in government aided primary schools in Namasale Sub County in Amolatar District based on the study findings. The first section presents the summary based on the study findings. Discussions, conclusions, recommendations, limitations, contributions, and areas for further study were equally presented in this chapter.

5.2 Summary of the Study Findings

5.2.1 Management by objectives and Teacher Performance

On teacher performance, the study found out that the majority of respondents who filled the questionnaires agreed that they complete the syllabus, attend classes regularly, manage time and draft lesson plans. However, on conducting the interviews with key informant, it was noted that the teachers still have gaps in syllabus completion, time management and inadequate lesson plan preparation.

On Management by objectives, the study found out that the majority of the head teachers set goals with their subordinates and they are evaluated at the end of each term. However, a few noted that some head teachers only apprise them if there is a need to transfer a staff and a report is needed. The correlation results revealed a moderate positive and significant relationship between management by objectives and teacher performance in government aided primary schools in Namasale Sub County in Amolatar District although it was the most significant

predictor of the variance in teacher performance, with ($r = 0.672^{**}$, $p = 0.000$, $\beta_1 = 0.317$, $t = 3.574$, $\text{Sig.} = 0.001$).

5.2.3 Rating Scale Criteria and Teacher Performance

On rating scale criteria, the study found out that most schools that use this method mostly develop a personality checklist suitable for teaching and teachers are evaluated basing on that checklist as it saves time and not tedious. However, some respondents explained that this method is so subjective as head teachers can only focus on one trait that is still a challenge and evaluates you based on that which affects the performance.

The correlation and regression results reveal a moderate positive significant relationship between rating scale criteria and teacher performance and it was the least significant predictor of the variance in teacher performance with ($r = 0.674^{**}$, $p = 0.000$, $\beta_1 = 0.269$, $t = 2.804$, $\text{sig} = 0.006$).

5.2.3 Appraisal Interview Criteria and Teacher Performance

Some schools through their head teachers noted that implementation of this method yields a lot of information, allows teachers to open up on the issues hindering their performance and finding solutions to the problems. Also, the quantitative analysis showed that the respondents agreed that to a moderate level, this method is used however, there were respondents who disagreed with the usage of this method as head teachers never consult them or invite them for a discussion pertaining their performance.

The correlation and regression results reveal a moderate positive significant relationship between appraisal interview criteria and teacher performance and it was the second most significant predictor of the variance in teacher performance with ($r = 0.542^{**}$, $p = 0.000$, $\beta_1 = 0.233$, $t = 2.575$, $\text{Sig.} = 0.004$).

5.3 Discussion of the Study Findings

5.3.1 Management by Objectives and Teacher Performance.

Management by Objectives significantly influenced teacher performance in government aided primary schools in Namasale Sub County in Amolatar District and it was the most significant predictor of the variance in teacher performance. The study therefore concluded that teacher performance depends on how the head teachers jointly set goals with teachers, encourage team work and open flow of information and communication in the schools. These study findings and observations are supported by previous studies which attributed teacher performance on proper goal setting which when correctly implemented helps in establishing a performance appraisal system that is based on efficiency and fairness (Drucker, 2013), Huang et al., (2011) while supporting the need for organisations to implement MBO notes that this approach adds significant value to productivity in the sense that employees tend to show support for goals which they agree are acceptable. Ali (2007), also conducted a research on how should effective teachers' performance appraisal be. In his study he revealed that quality appraiser, appraiser-appraisee relationships, appraiser training, feedback, confidentiality, staff participation in developing appraisal system and having appeal system for appraises are all important significant in making effective teacher performance appraisal.

Aslam et al., (2011), also recommend that, managers and subordinates should understand the appraisal system. The appraisal system should be explicitly described specific to the purpose of the appraisal to reduce the confusion and ambiguity of the process. They suggest the goal should be that everyone knows why appraisals are being conducted.

5.3.2 Rating scale criteria and Teacher Performance.

Rating Scale Criteria significantly influenced teacher performance in government aided primary schools in Namasale Sub County in Amolatar District and it was the least significant

predictor of the variance in teacher performance. The study therefore concluded that teacher performance depends on the nature of personality traits and criterion referenced used in schools. These study findings and observations are supported by previous studies which attributed teacher performance on a rating scale which entails a performance appraisal rating checklist. Using the checklist, the manager simply rates the employee on a continuum that may range from poor to excellent depending on the aspect being evaluated (Woods, 2012; Wirtz, 2004), Owiye (2013) points out that rating scales focus on employee behaviour and outcomes. He continues to assert that the scale is developed by selecting various characteristics that relate to the specific job. Such scales are also considered as requiring minimal cost, training effort and time. Panari, Guglielmi, Simbula, and Depolo. (2010) identifies a number of performance factors that can be effectively measured using the help of rating scales. First, such scales can be used to evaluate the employee 's quality of work. In this scale the employee 's ability to consistently meet the work requirements, expectations and desired outcomes are assessed.

5.3.3 Appraisal Interview Criteria and Teacher Performance.

Appraisal Interview Criteria significantly influenced teacher performance in government aided primary schools in Namasale Sub County in Amolatar District and it was the second most significant predictor of the variance in teacher performance. The study therefore concluded that teacher performance depends on conducting question sessions and focused discussion groups with teachers. These study findings and observations are supported by previous studies which attributed teacher performance. on Cameron (2008) whose opinion was that, to ignore individuals in the review process is to ignore a major input in the achievement of organizational outcomes. It is often said that organizations that perform well are a reflection of the efforts and successes of their staff. Cooper (1998) made the point that as managers we must be less concerned with supervising and Concentrate on being leaders. He found out that sustainable cultural change can take place within an organization only when the individuals within the

organization first change themselves from the inside out. Sometimes, appraisal processes can be counter-productive to organizational success as they are odds with processes which encourage some degree of risk-taking to meet client needs or develop new methodologies through trial (Keeping & Levy, 2000).

5.4 Conclusion of the study

5.4.1 Management by objectives and teacher performance

The study concludes that teacher performance depends on the extent to which there is joint goal setting, open flow of information and communication and encouragement of team work. There was significant goal setting, team work and openness in flow of information and communication gaps among government aided primary schools in Namasale Sub County in Amolatar District. Such gaps need to be addressed so as to ensure improvement in performance of teachers in Namasale Sub County.

5.4.2 Rating Scale Criteria and teacher performance

The study concludes that teacher performance depends on how personality traits and criterion referenced checklists are used by the superiors in schools. There were significant personality trait checklist gaps identified among government aided primary schools in Namasale Sub County in Amolatar District. Such gaps need to be addressed so as to ensure improvement in performance of teachers in Namasale Sub County.

5.4.3 Appraisal Interview Criteria and Teacher Performance

The study concludes that teacher performance depends on how focused discussions and question sessions are conducted by the head teachers. There were significant gaps in how these discussions and question sessions are currently being conducted which negatively affect the performance of teachers among government aided primary schools in Namasale Sub County

in Amolatar District. Such gaps need to be addressed so as to ensure improvement in performance of teachers in Namasale Sub County.

5.5 Recommendations of the study

Based on the study findings, the following are the recommendations

5.5.1 Management by objectives and Teacher Performance in government aided schools in Namasale Sub County

Head teachers should endeavor to involve teachers during goal setting with a view of increasing sense of belonging and a motivation tool to achieving the set priorities. There should be a well-developed communication system in the schools to allow staff to be aware of their expectations, timelines and responsibilities. Teachers should also be given practicing permits for a given period of time after which appraisal will be done to assess their performance based on prior targets that were set before their working permits are renewed for the next period of service. This will encourage teachers to work hard so as to achieve the set priorities in fear of losing their jobs failure to meet the school expectations from them.

5.5.2 Rating Scale Criteria and Teacher Performance in government aided primary schools in Namasale Sub County

The checklists used by the superiors should be exhaustive enough to avoid appraising teachers on a limited scale or list. The checklists should be made known to teachers and what traits are consider during appraisal.

5.5.3 Appraisal Interview Criteria and Teacher Performance in government aided primary schools in Namasale Sub County

Head teachers are encouraged to provide and make time with the teachers so that issues affecting teachers' performance are brought on the table with the aim of devising measures. The study recommends that head teachers and deputy head teachers should attempt to record and monitor teachers' attendance and punctuality to ensure that teachers attend class and complete the syllabus on time hence improving the overall performance of pupils. The study recommends that teachers should be given refresher training courses as suggested by the inspector of schools in Amolatar District of the reasons why appraising their performance as the teachers seem to have valid bias about the process as it was quoted by one of the teachers who said it's a means of transfer to another school. These trainings will remove the negativities of evaluation and instill confidence in performance appraisal. The study also recommends that apart from the appraisal, the government of Uganda should get to the ground in Amolatar to discuss with teachers the issues affecting their performance other than appraisal because it was discovered through the findings that teachers are not meeting their expectations because of issues like no promotions, poor accommodations, staying far away from the schools, over work load due to limited teachers, limited class room blocks and seats among others. The government of Uganda should provide solutions to some of these issues if performance is to improve in this Sub County of Namasale.

5.6 Contributions of the study

The study contributed to the knowledge on how performance appraisal is conducted and its effect on teacher performance in government aided primary schools in Uganda which has not gained a lot of consideration and yet performance appraisal affects performance of teachers. Recommendations generated contributed in supporting the decision of Ministry of Education and Sports on behalf of the government of Uganda and the head teachers and deputy head

teachers on key aspects of performance appraisal and teacher performance at policy level, district level and school level. The head teachers will use the information gained to devise best ways of evaluating teachers like use of performance output checklists as recommended by some head teachers and enforce teacher performance practice such as completion of syllabus, drafting lesson plans, time management and attending classes.

5.7 Areas for Further Research

The study found that management by objectives, rating scale criteria and appraisal interview criteria all predict 54.9% of the variance in teacher performance in government aided primary schools in Namasale Sub County and they were significant predictors while variables other than the above methods predicted the remaining variance of 45.1%. Further research should be conducted on performance appraisal and teacher performance in Amolatar District in general to provide conclusive analysis since this study only focused on one Sub County.

Other studies need to examine the effect of other performance appraisal methods on teacher performance. The study also proposes future research on the effectiveness of appraisal systems on teacher performance in government aided primary schools in Amolatar District so as to establish the best form of appraisal to enhance teachers' performance.

REFERENCES

- Aguinis, H. (2009). *An expanded view of performance management*. In J.W. Smither & M. London (eds). *Performance Management: Putting research into action*. Jossey-Bass.
- Ali, T. (2007). *Professional Development of Teachers at Higher Education in Pakistan*, paper presented at National Conference on Professional Development of Teachers in Higher Education in Pakistan. 73–79.
- Amin, E. M. (2005). *Social Science Research, Conception, Methodology and Analysis: Makerere Univerity*.
- Amolatar District Education Personnel. (2020). *Amolatar District Education Personnel Report*.
- Armstrong, M. and Baron, A. (2005). *Managing Performance: Performance management in action*.
- Armstrong, M. (2003). *A hand book of Human Resource Management Practice* (6th Editio). Kogan Page.
- Armstrong, M. (2009). *Strategic Human Resource Management; A Guide to Action Paperback*,.
- Aslam, H.A, Noor A, Rasheed M I., and Y. S. (2011). A critical analysis of performance appraisal system for teachers in public sector universities of Pakstan: A case study of the Islamia University of Bahawalpur (IUB). *African Journal of Business Management*, 5(9), 3735 – 3744.
- Ayugi, P. V. (2016). *Appraisal and teacher performance in public primary schools in gulu district (unpublished maters' thesis)*. Uganda Management Institute.
- Bartlett S. (2000). The development of teacher appraisal: A recent history. *British Journal of*

Educational Studies, 48, 24–37.

Berman, W. F. (1980). *MBO in student personnel: Can it work? In C. H. Foxley (Ed.), Applying management techniques New Directions for Student Services*. Jossey-Bass.

Bipp, T. and Kleingeld, A. (2011). Goal-setting in practice: The effects of personality and perceptions of the goal-setting process on job satisfaction and goal commitment. *Personnel Review*, 40(3), 306–323.

Birabwa, M. (2010). *Motivational factors and teacher performance in universal primary education (UPE) schools in nyenga sub-county, Mukono district; A research report*.

Burnas, R.G. Hollman, T. D. (2002). An empirical comparison of the relative effects of rater response bias on three rating scale formats. *Journal of Applied Psychology*, 59, 307 – 312.

Cameron, D. (2008). *Performance Appraisal and review*. MCB Publication Ltd.

Cole, G. A. (1998). *Management theory and practice*. The Guernsey Press Ltd.

Cole, G. A. (2004). *The administrative theory and Workers Motivation*. Zante Institute of administration press Ltd.

Cooper, W. . (1998). Ubiquitous halo. *Psychological Bulletin*, 91, 218 – 244.

Cronbach, L. J. (1951). Coefficient alpha and the internal Structure of tests. *Psychometrika*, 16(3), 297–334. <http://psych.colorado.edu/>

Daily Nations. (2016). *Teachers Appraisal System has improved Curriculum Delivery*, April 25th.

De Vaus, D. (2002). *Surveys in Social Research* (5th Editio).

Decenzo, A & Stephens, P. (1998). *Personnel/human resource management*. Prentice hall of India.

DeVries, D. L., Morrison, A., Shullman, S., & Gerlach, M. (1981). *"Performance Appraisal On The Lin.*

District Inspector of Schools Records. (2020). *Human Resource Records*.

Donaldson, C. and Stobbe, C. (2003). Teacher Evaluation: A self – directed, inquiry- based approach. *Thrust for Educational Leadership*, 29, 30 – 32.

Drucker, P. F. (1954). *The practice of management* (1st Editio).

Drucker, P. F. (2013). *People and Performance*.

Erasmus, B. Swanepoel, B. Schenk, H. van der Westhuizen, EJ. Wessels, J. (2005). *South African human resource management for the public secto.*

Fisher, C. D., Schoenfeldt, L. F. and Shaw, J. B. (1996). *Human Resource Management* (3rd Editio). Houghton Mifflin Company.

Fisher, M. (1995). *Performance Appraisals*. Kogan Page.

Fletcher, C. and Williams, R. (1996). Performance Management, job satisfaction and organizational commitment. *British Journal of Management*, 7(2), 169–179.

Gichuhi, A. W. Abajadr, P.O. Ochieng, I. (2012). Effect of performance appraisal on employee productivity; a case study of supermarkets in nakuru town, kenyaAsian. *Journal of Business and Management Sciences*, 22(11), 42–58.

Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). *Partial Least Squares Structural Equation Modeling: Rigorous Applications, Better Results and Higher Acceptance*. Long Range

Planning. <https://doi.org/10.1016/j.lrp.2013.01.001>

Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). Partial Least Squares Structural Equation Modeling: Rigorous Applications, Better Results and Higher Acceptance. *Long Range Planning*. <https://doi.org/10.1016/j.lrp.2013.01.001>

Harris, M. (1997). *Human Resource Management: A Practical Approach*. Dryden Press.

Hattie, J. and C. (2001). The assessment of teachers. *Teaching Education*, 12(3), 279–300.

Hersey P. & Blanchard, K. (1998). *Management of organizational behaviours: utilizing human resources*. Prentice Hall.

Huang, S., Durcikova, A., Lai, H. and Lin, W. (2011). The influence of intrinsic and extrinsic motivation on individuals' knowledge sharing behavior. *International Journal of Human-Computer Studies*, 69(6), 415–427.

James, G., Witten, D., Tibshirani, R., & Hastie, T. (2012). Introduction to Statistical Learning with Application. *European Review for Medical and Pharmacological Sciences*.

James, G., Witten, D., Tibshirani, R., & Hastie, T. (2012). Introduction to Statistical Learning with Application in R. In *European Review for Medical and Pharmacological Sciences*.

Jensen, B. and Reichl, J. (2010). *The OECD Teaching and Learning International Survey (TALIS) and teacher education for Diversity, Education Teachers for Diversity: Meeting the challenges*, OECD.

Kampkötter, P. (2014). *Performance appraisals and job satisfaction; SOEP papers on Multidisciplinary Panel Data Research*. No. 672.

Karyeija, K. G. (2010). *Performance Appraisal in Ugandan Civil Service. Does Administrative*

culture matte. University of Bergen, Norway.

Keeping, L.M., Levy, P. . (2000). Performance appraisal reactions: measurement, modeling and method bias. *Journal of Applied Psychology*, 85(5), 708–723.

Krejcie,R. & Morgan, D. (1970). Determining sample size for research activities. *Education & Psychological Measurement*, 30, 607–610.

Latham, G. P., & Locke, E. A. (2007). New developments in and directions for goal setting. *European Psychologist*, 12, 290–300.

Latham, G. P. and Wexley, K. N. (1997). *Increasing Productivity Through Performance Appraisal*. . Reading, Mass.

Latham and Locke. (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-year odyssey. *American Psychologist*, 57, 705–717.

Lloyd Baird , Richard W. Beatty , Schneier, C. E. (1982). *Paperback, Performance Appraisal Source Book*.

Lloyd, K. (2014). *How to Use Performance Appraisals to Motivate Employees*.

Locke, E. A. (1965). The relationship of task success to task liking and satisfaction. *Journal of Applied Psychology*, 49, 379–385.

Maier, N. (1976). *The Appraisal Interview; La Jolla, Calif University Associates*. 13(1), 4–20.

McNamara, C. (2002). Performance measurement and management: Some insights from practice. *Australian Accounting Review*, 15(35), 14–28.

Ministry of Education and Sports. (2020). *Performance Management Guidelines for Schools and Tertiary Institutions*.

- Ministry of Public Service of Uganda. (2007). *Staff performance appraisal in the public service*.
- Minsongue, M. (2011). *The Internationalization of Public Management Reinventing the Third World States*.
- Mondy, W. (2008). *Human Resource Management* (9th Editio). Prentice Hall.
- Mukili, C. (2012). *The New Performance Appraisal Scheme And Employee Performance In Local Governments In Uganda. Case Study: Arua Municipal Council Local Government. Post graduate dissertation*. Uganda martyrs university.
- Mukundan, J. & Ahour, T. (2010). *A review of textbook evaluation checklists across four decades (1970- 2008)*. In Tomlinson, B., Masuhara, H. (Eds.). *Research for materials development in language learning: Evidence for best practice*.
- Murphy, K. R. and J. N. C. (2005). *Understanding Performance Appraisal: Social, Organizational and Goal-Based Perspectives*. CA: Sage.
- Nairuba, J. (2004). *Motivational practices and teachers' performance in Jinja Municipality secondary schools, Jinja district, Uganda. Unpublished Master's Thesis*. Bugema University.
- Namuddu, J. (2010). *Staff appraisal systems and teacher performance at Aga Khan schools in Kampala district, unpublished thesis*. Makerere University.
- Naoise Collins Brian Vaughan, Keith Gardiner, C. C. (2018). *Towards a Conceptual Framework for the Development of Immersive Experiences to Negotiate Meaning and Identity in Irish Language Learning*.
- Nunnally, J. C., and Bernstein, I. H. (1994). *Psychometric theory* (3rd Ed). McGraw-Hill, Inc.

- Nunnally, J. C. (1978). *Psychometric Theory*. New York, NY.
- Nwoye, O. J. (2016). *Performance appraisal as a tool for enhancing productivity in an organization*.
- Oberg, W. (1972). Make performance appraisal relevant. *Harvard Business Review*, 50(1), 61–67.
- Owiye, B. A. (2013). *A survey of performance appraisal practices in public secondary schools in Ugunja District, Kenya , Un published Masters Thesis from University of Nairobi*.
- Panari, Chiara; Guglielmi, Dina; Simbula, Silvia; Depolo, M. (2010). Can an Opportunity to Learn at Work Reduce Stress?: A Revisitation of the Job Demand-Control Model. *Journal of Workplace Learning*, 22(3), 166–179.
- Patten, T. H. J. (1997). *Pay: Employee compensation and incentive plans*. Free Press.
- Perraton, H. (2000). *Open and Distance Learning in the Developing World*.
- Pride, M. W., Hughes, R. J., & Kapoor, J. R. (2012). *Business*. South-Western Publishing.
- Rezghi, R. (2000). *Performance evaluation system*. Tadbir Publication.
- Roslender, R. Kahn, H. and Stevenson, J. (2009). *Recognising workforce health as a key organisational asset: a study of current thinking and practice*.
- Saunders, M., Lewis, P. & Thornhill, A. (2009). *Research Methods for Business Students* (5th Editio). New York: Prentice Hall.
- Sekaran, U., & Bougie, R. (2010). *Research Methods for Business: A Skill Building Approach* (5th Editio). John Wiley and Sons, Hoboken.

- Shapiro, & Wilk, M. B. (2015). *he Shapiro-Wilk And Related Tests For Normality. Statistics.*
- Shapiro, S. S., & Wilk, M. B. (1965). JSTOR: Biometrika. *Biometrika*, 52(3/4), 591–611.
- Shapiro, S. S., & Wilk, M. B. (1965). JSTOR: Biometrika, Vol. 52, No. 3/4 (Dec., 1965), pp. 591-611. *Biometrika*.
- Shapiro, & Wilk, M. B. (2015). The Shapiro-Wilk And Related Tests For Normality. *Statistics.*
- Sillup, P. George, Klimberg, K. R. (2010). Assessing the ethics of implementing performance appraisal systems. *Journal of Management Development*, 29(1), 38–55.
<https://doi.org/10.1108/02621711011009063>
- Smith, T., Gildeh, N., & Holmes, C. (2007). he Montreal cognitive assessment: Validity and utility in a memory clinic setting. *Canadian. Journal of Psychiatry.*
<https://doi.org/10.1177/070674370705200508>
- Smither, J. W. (1998). *Performance appraisals: A state of the art in practice.*
- Stein, G. (2010). *Managing People and Organizations.* Emerald Group Publishing.
- Swan, S. (2012). *Ready-to-Use Performance Appraisals.* John Wiley & Sons.
- Timperley, H. Wilson, A. Barrar, H. and Fung, I. (2011). *Teacher professional learning and development: Best evidence synthesis iteration.*
- Torrington, D. and Hall, L. (1998). *Human Resource Management* (4th Editio). Prentice Hall.
- Vroom, Victor, H. (1964). *Work and Motivation.* Wiley.
- Wanzare, Z. . (2002). Rethinking teacher evaluation in the third world: the case of Kenya. *Educational Administration and Management*, 30(2), 213–229.

Wayne, F. C. (1992). *Managing Human Resources: Productivity, Quality of work life, Profits*.
McGraw-Hill Publishers.

Weise, D.S. and Buckley, R. . (1998). The Evolution of the Performance Appraisal Process.
Journal of Management History.

Yin, R. K. (2014). *Case Study Research: Design and Methods, Applied Social Research
Methods Series* (3rd Editio). Sage Publication.

APPENDIX I: QUESTIONNAIRE

Dear respondent,

I'm Petri Winnie Amuge, a student of Masters of Science in Organization and Public Sector Management under the Department of Business Administration, Faculty of Graduate School of Kyambogo University conducting a study on Performance Appraisal and Teacher Performance. This study is to examine the effect of performance Appraisal on Teacher performance among government aided primary schools. Your response is highly appreciated.

Please tick in the box the option of your choice

SECTION A: DEMOGRAPHICS

1. Gender of respondents.

1. Female ☐ 2. Male ☐

2. How old are you?

1. 18 -30 years ☐ 2. 31 - 45 years ☐ 3. Above 45 years ☐

3. What is your level of education?

1. Certificate ☐ 3. Undergraduate ☐
2. Diploma ☐ 4. Masters ☐

If others, please specify.....

4. For how long have you been at this school?

1. Less than a year. ☐
2. 2-5years ☐
3. 5years and above. ☐

Note: In the subsequent sections, please show your level of agreement or disagreement in regards to the following statements.

Strongly disagree (SD)	Disagree (D)	Not sure (NS)	Agree (A)	Strongly agree (SA)
1	2	3	4	5

SECTION B: MANAGEMENT BY OBJECTIVE CRITERIA.

Code	Statement	1	2	3	4	5
1	I am involved in goal setting					
2	Teachers and head teachers meet to discuss how goals are to be achieved					
3	Appraisal of performance is done in an objective manner					
4	There is joint decision making					
5	Involving me in decision making motivates me to work hard					
6	Corrective measures are taken in situations where needed					
7	The supervisor focuses more on the outcome not the process of achieving the outcome					
8	Performance feedback is given on time					
9	I am aware of the appraisal criteria in my school					
10	My head teacher participates in my appraisal					
11	Performance reviews are discussed with teachers					
12	Appraising my performance helps me improve					
13	My head teacher conducts the appraisal in a trustworthy manner					

SECTION C: RATING SCALE CRITERIA.

Code	Statement	1	2	3	4	5
1	All my responsibilities are measured in the appraisal criteria					
2	Am rated basing on my behaviors					
3	Am rated basing on personality traits					
4	The head teacher always develops a performance checklist					
5	I am given a chance to explain my self					
6	I am evaluated basing on my consistent to meet the work requirements					
7	I am evaluated basing on how best I complete my assignment					
8	The appraisal criteria is limited to what the head teacher deems necessary					
9	I am appraised basing on the head teacher's opinion					
10	My head teacher is always biased when evaluating me					

SECTION D: APPRISAL INTERVIEW CRITERIA

Code	Statement	1	2	3	4	5
1	I discuss my performance with the head teacher always					
2	I am involved in goal setting					
3	I am given a chance to explain my own performance					
4	The head teacher is always objective while appraising me					
5	I am aware of my key performance areas					
6	The head teacher seeks for my contribution in improving performance					
7	The main concern is result based					

SECTION E: TEACHER PERFORMANCE

Code	Statement	1	2	3	4	5
1	Teacher class management skills is very important					
2	Teachers set relevant written exercises for pupils after even lesson					
3	Teachers punctuality in school is appreciated					
4	Teachers prepare clear and effective lesson plan					
5	Time management is viewed as important in classroom delivery					

6	Teachers know the teaching content area and know how to teach it					
7	Teachers mark all exercises given to pupils on time					
8	Teachers lesson preparation is suitable for teaching					
9	Teachers always beat deadline when given assignment					
10	Teachers make conducive class for learning					
11	Teachers use recommended materials for teaching					
12	Teachers prepare relevant scheme of work					

Thank you for participating in this session.

APPENDIX II: INTERVIEW GUIDE

PERFORMANCE APPRAISAL AND TEACHER PERFORMANCE IN GOVERNMENT AIDED PRIMARY SCHOOLS. A CASE STUDY OF NAMASALE SUB-COUNTY, AMOLATAR DISTRICT.

Introduction

The purpose of the interview is to gather personnel views on performance appraisal and Teacher performance and how Management by Objectives, rating scale criteria and appraisal interview criteria affect Teacher Performance in government aided primary schools.

Part 1: Questions about Teacher Performance

1. How is teacher performance evaluated in your school?
2. How often do you teachers attend classes during week days?
3. Do teachers complete subject syllabus on time?
4. Is developing lesson plans beneficial in teaching?
5. Do teachers arrive at school on time?
6. Is time management important during teacher performance evaluation?

Part 2: Interview guide questions on Performance Appraisal

1. Which performance appraisal methods are used when evaluating teachers?
2. When does performance appraisals take place?
3. Are there recommended appraisal methods from Ministry of Education and Sports on how teachers should be evaluated?
4. What could be the challenges faced with the current methods being used for performance appraisal?
5. Which performance appraisal methods could you recommend for teacher evaluation in Primary Aided schools if Ministry of Education and Sports is to see positive results from appraisals?

APPENDIX III: OBSERVATION CHECKLIST

PERFORMANCE APPRAISAL AND TEACHER PERFORMANCE IN GOVERNMENT AIDED PRIMARY SCHOOLS. A CASE STUDY OF NAMASALE SUB-COUNTY, AMOLATAR DISTRICT.

Introduction

The purpose of the observation checklist is to gather information on performance appraisal and Teacher performance and how Management by Objectives, rating scale criteria and appraisal interview criteria affect Teacher Performance in government aided primary schools.

S/NO	Area of concern	YES/NO	Comment/ Detail
1.	Management by Objective <ul style="list-style-type: none">• Goal setting• Team work• Openness• timelines		
2.	Rating Scale <ul style="list-style-type: none">• Use of traits• Criterion- referenced		
3.	Appraisal interviews <ul style="list-style-type: none">• Question sessions• Focused discussions		
4.	Attendance in classes <ul style="list-style-type: none">• Class/school register		
6.	Development of lesson plans		
7.	Completion of syllabus		
8.	Time management <ul style="list-style-type: none">• Gate register		
9.	Any other important observation relevant to the study		

**APPENDIX VI: DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES”,
EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT**

Table for Determining Sample Size from a given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: “N” is population size

“S” is sample size

Krejcie, Robert V., Morgan, Daryle W. (1970). “Determining Sample Size for Research Activities”, Educational and Psychological Measurement.