

**PERFORMANCE APPRAISAL PRACTICES AND QUALITY TEACHING IN
SELECTED GOVERNMENT-AIDED PRIMARY SCHOOLS IN
NYAKAYOJO DIVISION MBARARA CITY, UGANDA**

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

NOVEMBER, 2025

DECLARATION

I, Christine Chandiru, declare that this dissertation titled, “Performance Appraisal Practice and Quality Teaching in selected Government-Aided Primary Schools in Nyakayojo Division, Mbarara City, Uganda,” was my original work and has not been presented to any institution for any other academic award.

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APPROVAL

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DEDICATION

To all teachers who strive to have a meaningful impact on the lives of their learners.

ACKNOWLEDGEMENT

First and foremost, I express my profound gratitude to my research supervisors Dr. Joseph Rwothumio and Dr. Wilberforce Okongo for their wise-counsel, support and encouragement at every step of this research journey. I am humbled by the degree of patience you exhibited while taking me through the difficult process of a masters Project. I am really grateful!

I also thank my lecturers, officers in the faculty of Education and my postgraduate colleagues for their tremendous help, advice, and inspiration. I am incredibly appreciative to each of you for the knowledge you have given me, which has made it possible for me to finish this study.

Lastly, I thank my family for all of their support and sacrifice during this journey. Thank you indeed.

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LIST OF ABBREVIATIONS

CCTs Centre coordinating tutors

DES Directorate of Education Standards Agency

MoES Ministry of Education and Sports

NAPE National Assessment of Progress report

NPM New Public Management

OECD Organization for Economic Cooperation and Development

PJT procedural justice theory

Abstract

This quantitative study examined the influence of performance appraisal practices of teachers on the quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City. Study assessed Study sought to determine the influence of goal setting, feedback practices and Performance Monitoring on the quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City Council. Guided by a quantitative research design, data was collected using a structured questionnaire from 89 primary school teachers selected from 5 schools. The descriptive, Pearson correlation and multiple regression results revealed that; (i) Goal clarity ($r=.33$, $\beta =0.413$, $p < 0.05$), had a significant contribution to the quality of teaching, for school leaders, provided supportive and transformational guidance to teachers about performance goals, teachers understood their expectations and were motivated to effectively do their teaching roles, (ii) Formal Feedback ($\beta =-0.258$, $p < 0.05$) had a negative influence on the quality of teaching. Though feedback was given to teachers on how to improve their skills for better performance and how to apply the feedback to improve their performance, it actually decreased the quality of teaching. Teachers had average attachment to the teaching profession, since their schools, lacked a positive work environment that endears an employee to improve his career.; (iii) Both Training ($\beta =0.642$, $p < 0.05$) and promotion ($\beta =0.265$, $p < 0.05$) good positive influences on the quality of teaching. Teachers were more concerned with professional development than promotion. The study concluded that performance appraisal practices play a pivotal role in bridging the gap between school expectations and quality of teaching. The school heads who exhibited transactional employee management traits in their leadership improved the role performance of their teachers. The study recommended that School leadership in primary schools should be made by MOES a professional development practice rather than standards enforcement activity of government, so that teachers can fully benefit from it in terms of appropriate goal setting, feedback and performance management.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The 21st century has been a unique period that required schools to provide quality teaching to learners in response to the global demand. Quality teaching stimulates learners' interest in learning and enhances the performance of learners (Sogunro, 2017). This chapter presented the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, scope of the study, significance of the study, conceptual framework, and definition of terms.

1.1 Background to the Study

This section presented the historical, theoretical, conceptual and contextual aspects.

1.1.1 Historical Perspective

The issue of quality teaching started far back in the 13th century in feudal Europe in the manufacturing industry. In the business world, craftsmen came up with associations whose duties were to inspect the craft work so that taking poor quality productions to the customers was eliminated Chivasa et al, (2021). In the early 18th century, the manufacturing industry adapted the quality model that was used by the craftsmen. The Great Britain industry started quality teaching in all sectors in the 1750s and Quality teaching in education systems came in later towards the end of the 18th century. The first schools inspected for quality teaching were from France under the leadership of Napoleon (Mutabaruka et al 2018). This idea was adopted by other European countries and its implementation kicked off in the 19th Century. Became a major focus in many countries around the world; the stakeholders in the education system started embracing

the holistic framework, together with the best theories of learning and methods. This resulted in an amazing hybrid that naturally varied from one school to another. The first and possibly quality teaching was applied in the management system of an educational establishment, and the application of total quality at that level started to produce efficiency, improvements, and probably would not inspire learners and teachers, or deal with the real root issues that lied within the learning processes (Marsh 1995). In that decade, the concept of quality teaching had covered other parts of the world.

In United States of America (USA), cities and the Clergy adopted the concept of Quality teaching in education and assessed teachers efficiency in the 1700s. Their widespread education and predicted ability towards accomplishment of religious education in schools, made the Clergy to be carefully chosen to teach children. The specific managers and managerial committees monitored the quality of teaching (Mupa & Chinooneka, 2019). Throughout the main two eras of the twentieth century, technical administration approaches entered into schools in USA Taylor (1911). Major emphasis were put on observing quality teaching by different managerial committees. Subsequently, National Board for Professional Teaching Standards was formed to certify teacher certification procedure that added value on each teacher, supervision of teachers and teachers assessment by learners for effective teaching (Marzano et al., 2011).

In a related development, Praetorius et al (2020) in USA, also noted that different schools use various means of information to check the quality teaching, 97% of the public school administrators employ direct classroom observations, videotape in recording quality teaching from classrooms than traditional public school administrators.

In a study by Blikstad-Balas.(2022) in Switzerland, quality teaching is among the important foreseeing issues to learners achievement and its discovered to be more significant than teacher qualifications, class size, and classroom climate. quality of teaching is critical for childrens' learning. Some reviews. Blikstad-Balas in (Hanushek, 2011, 2020; Hattie, 2009; Konstantopoulos & Chung, 2011; OECD, 2005; Seidel & Shavelson, 2007; Timperley & Alton-Lee, 2008) indicated that, teachers' teaching practice does make a difference in childrens' learning and is more important than other factors, including childrens' socio-economic background, class size, classroom climate, and teachers' years of experience and formal training.

In Africa, quality teaching existed before the commencement of colonialism. Ezeanya (2019) cited (Rodney, 1972) stating that “the colonizers did not introduce education into Africa; they added a new set of formal educational institutions which partly supplemented and replaced those which were there before”. Besides, Africans, in their various continent were consistently involved in the business of impacting knowledge and skills to their younger generation. Education across African countries differed across ethnicities, all of which operated within various forms of economic, political, and social systems. Yet, there was an identifiable unity in the culture of learning and in the way of knowledge transmission among these groups and quality teaching was measured according to performance. In most parts of African continent, education was also not done in hiding but it involved a collection of individual teachers, like age-grade (Ezeanya-Esiobu, 2019). Children were taught progressively as they grew in ages and maturity, with more emphasis on both the physical and theoretical realities. Again, Emenyonu (2014) also noted that the contents were majorly passed orally either by word of mouth or by custom and practice.

A study by Dembele et al (2007) elaborated that, the gross increase in the enrolment ratio in schools affects the quality of teaching as reflected in low learners achievement and high dropout rate in Sub-Saharan Africa (SSA). Various evaluations indicates that in this part of Africa, most children leave school without mastering Reading, writing, and arithmetic (3RS). Therefore, the International Community pledged to support the achievement of quality Universal Primary Education (UPE) in low-income countries by 2015, since they face great challenges of access and quality simultaneously like the two sides of the coin, in the context of the economic hardships among other things. (Care et al., 2018, Kafu, 2011, Ozoemena, 2013), also noted that, there is decline of Quality teaching in schools with teachers incompetent to prepare learners with the best skills, knowledge and personalities to catch up with the 21th century domain. As an alternative, passing exams highly so as to obtain certificates is stress (Kellaghan & Greaney, 2019). With these conditions, African countries are facing challenges of human capital development, unemployment, poverty and a high percentage of examination malpractice (Abonyi, 2014). In South Africa, as a sample, there are a number of dysfunctional schools as a consequence of dissatisfied, discouraged, and underachieving teachers (Pretorius, 2014). Also in Nigeria, licenced teachers have a habit of giving more time and vigour to trade-union matters so as to progress on their wages other than attending to childrens needs in the schools (Ozoemena, 2013).

In East Africa, Korir (2022) in Kenya, explains that quality teaching puts in line the future of learners and prepares them to become responsible citizens. On this note, more emphasis should be put on improving quality education which is also greatly affected by the teacher's teaching competence and their ability to perform several vital roles and functions. In this regard, the relationship between quality teaching and teachers'

performance appraisal is of great interest since it's vital in ratifying a pedagogical culture with education quality despite the teacher's negative perception.

In Uganda, Malunda et al; (2016), noted that, in the 1960s, the education system in Uganda was one of the best in Africa. Learners were taught using participatory methods that developed their thinking abilities and the subjects taught were relevant to lead them to obtain the relevant jobs. However, quality teaching altered in the 1970s (Mazaki, 2017). As a result of education sector which was compressed due to the country's political chaos during 1970s and 1980s, which resulted into a fall of quality teaching in education (Oketch & Rolleston, 2007). Throughout these years, there was political instability in the country that affected education systems greatel, hence lessening quality teaching (Essama-Nssah, 2011). Teachers drill learners to cram subject materials to score highly in national examinations instead of preparing them with knowledge and life skills (UNEB, 2012), yet they have been reported for not fully covering the syllabus, absenteeism, and poor attitude toward teaching by some teachers, all these affected quality teaching in the country (Mazaki, 2017).

To boost efficiency of public service workers in Uganda, teachers inclusive, the government of Uganda in early 1990s, introduced performance appraisal (Tumwebaze, 2015). In this document, out put such as Clear objectives, Engagement and active participation, Differentiated instruction, Use of technology, content familiarity, professionalism, professional efficiency and others are checked (Ministry of Education and Sports [MoES] (2016). However, performance appraisal practice existed in other nations, for instance in the United Kingdom, it existed in early 1980s and was broadly linked to the introduction of New Public Management (NPM) especially to the events

backed by the Jarrantt Committee in mid 1980s to manage higher education better. The board promoted education systems to copy performance appraisal practices like qualitative performance indicators and staff appraisals (Ter Bogt & Scapens, 2012). Hence offering various elements like planning, monitoring, assessment and improvement to direct staffs and managers to encounter the general organization's success (Ministry of public serviceon performance appraisal in public service, 2007).

In late 1990s, performance appraisal practices was applied in all sectors in public service in Uganda by the Ministry (Tumwebaze, 2015). The method gave procedures to the performance of staff to be appraised by head teachers on agreed performance outputs and targets yearly (Ministry of Public Service, 2007). Its aimed at knowing the level at which agreed performance ouputs are acheived, find out the gaps, increase teachers morale, and recover teachers performance through performance planning,Management, assessment, and improvement among other things (Pulakos, 2004). Despite all the efforts made by Ugandan Government through the ministry of public service to increase quality teaching, nevertheless, it has not improved. National Assessment of Progress report [NAPE], (2016), as a sample, conducted Assessment in Mbarara and the report indicated that teachers had gaps in lesson preparation, adequate content coverage and methods. Therefore, it's upon this background that, this study will inspected factors involving quality teaching in terms of clear objectives, engagement and active participation, differentiated instruction and use of technology and, performance appraisal practices in terms of goal setting, performance feedback and performance monitering.

1.1.2 Theoretical Perspective.

The study was guided by the Goal setting Theory (GST) of Locke (1968) The theory asserts that the leadership of the school or managers of education (district, Government education department), have control over the teaching and learning operations of a primary school, and apply this mandate by enhancing performance through performance appraisals (Locke, 1968; Latham, 1998). The GST further asserts that Performance appraisal practices of 1) clear target setting , 2) performanceManagement and 3) employee feedback give direction to what is being done as well as guiding the employee on what to be done.

So when teachers that get to know what is expected of them in terms of accomplishment as well as when the accomplishment is to be realized, school leadership routinely ascertain whether activities are moving in the right direction as planned and give feedback to teachers on what is being done as well as guide them on what to be done, they are empowered to achieve quality teaching (Bird et al., 2024). Though the theory originated from the business world (Latham & Locke, 2018), The current study applied it in primary schools examine how their performance appraisal and rewarding practices motivate teachers towards quality teaching.

1.1.3 Conceptual Perspective

The major concepts in this study were; Quality teaching (DV) and Performance appraisal practice which was the independent variable (IV). According to Sogunro (2019) quality teaching is delivery of instruction in a way that provokes learners' interest, critical thinking and learning in a meaningful way. Jensen and Konradsen (2018) defined quality teaching as the capability of the teacher provide relevant learning experiences for

learners. But according to UNICEF(2020) quality teaching involves a teacher providing ; stimulating learning environments, using learner -centered approaches that enable learners achieve meaningful outcomes from the curricula. So based on UNICEF(2020) and Sogunro (2019) Quality teaching in this study was assessed as relevant instructional inputs by the teacher (curriculum , learning environments, approaches and resources) that result into desired students' outcomes (functionality) . In this study, quality teaching referred to the teachers ability to set clear objectives, high levels of engagement and active participation, differentiated instruction and use of technology (Marshall et al, 2017; White & Burke, 1993, Atwebembeire, Musaaazi, Namubiru Sentamu & Malunda, 2018).

Performance appraisal practice was defined as a continuous process of increasing performance of teachers through preparing single and group goals, evaluating and measuring improvement, and giving feedback to resolve issues and increasing employees knowledge, skills, and aptitudes (Armstrong, 2015). Performance appraisal practice was the procedure of orderly inquiry on an employee's work performance and perspectives for improvement (Mugizi & Bakkabulindi, 2018). In this study, based on Locke(1968) goal setting theory, performance appraisal practice was perceived as an evaluation of teachers' performance through goal setting, performance monitoring and performance feedback. Goal setting was assessed as ; goal clarity, goal stressing, and individual participation. Performance feedback was evaluated as formal and informal feedback on what teachers need to do to achieve set performance goals and performance Monitoring was assessed as teacher's self evaluation, peer assessment and critical incidence by school leadership (Armstrong & Taylor, 2020).

1.1.4 Contextual Perspective

The study examined teachers and head teachers in Nyakayojo division Mbarara city in Uganda. The division had a total number of 26 government aided primary schools with 286 teachers and 26 Head teachers out of 75 schools and 1018 teachers in Mbarara city. Report (Mbarara City Education Officer ,2023) by the city education officer indicates that the quality of teaching in terms of lesson preparations, methods used, instructional materials and learner assessment was not good, $\frac{3}{4}$ of the teachers make lesson plans, $\frac{3}{4}$ of the teachers make lesson notes while the rest of the teachers buy schemes of works.

While several strategies such as teachers' professional development through CPDs, performance standards setting through the teachers' profile and salary enhancement have been implemented in government- aided primary schools, in Mbarara district, the ability of teachers in preparing engaging lesson plans, perform active learning , conduct developmental assessment or supervise learners' discipline and co-curricular activities was still low, negatively impacting on the achievement of learners (Mbarara City Education Officer ,2023).

In fact ,the assessment report by NAPE, (2021) showed that the percentage of P 6 learners rated proficient in Literacy in English and Numeracy in 2021 dropped by 4.7 and 13.4 respectively, from that of 2018. Equally, in a joint meeting with district inspector of schools, 'minute number 23/2024' CCTs in Mbarara city expressed their concern over inadequate preparations by the teachers; teachers resorted to commercialised schemes of work and tests other than making their own and assessing learners on the units or topics covered. Hence, government legal and policy frameworks on teacher performance (Ministry of Education and Sports, 2020), were yet to lead to

quality teaching in Mbarara city. This exposed a worrying situation in relation to the achievement of primary education learning outcomes in government aided primary schools in Nyakayojo Division, Mbarara city, Uganda.

Studies (Busingye,2016; Ssenabulya,2016; Muweesi, 2018) have alluded to performance appraisal as being a catalyst through which strategies for enhancing the performance of teachers work to lead to better performance. Unfortunately few studies exist on the role played by performance appraisal practices of school leaders in influencing the performance of teachers through quality teaching, more especially in Mbarara city government- aided primary schools .

1.2 Problem Statement

A variety of government legal and policy frameworks as well as informal initiatives were being implemented in Mbarara city government- aided primary schools to enhance teacher performance (Ministry of Education and Sports, 2020) and (NAPE, 2021). Professional development through CPDs, performance standards application through the teachers' profile , as well as salary enhancement have been implemented in Mbarara city to enhance the ability of teachers in doing quality teaching. While it had been anticipated that these initiatives would enhance the teachers ability in setting clear learning goals, preparing engaging lesson plans, meeting learners individual needs, making the use of technology, (Ministry of Education and Sports, 2018), teachers in Nyakayojo division , have continued to do their work without good preparation, adequate knowledge of their subjects , teaching without clear learning goals and limited learners engagement, little attend to individual learning needs and limited or no use of technology (Mbarara city education officer, 2024). Government legal and policy frameworks failing

to ensure quality teaching, caused a worrying situation in relation to the achievement of primary education learning outcomes in government aided primary schools in Nyakajojo division, Mbarara city.

Studies (Ssenabulya, 2016; Muweesi, 2018) have alluded to performance appraisal leading to better performance, but few studies existed on the role played by performance appraisal practices of school leaders in influencing the performance of teachers through quality teaching in Mbarara city, necessitating the current study.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of performance appraisal practices on the quality teaching in government-aided primary schools in Nyakajojo Division, Mbarara City, Uganda.

1.4 Objectives of the study

The study was guided by the following specific objectives;

- i. To assess the influence of goal setting quality teaching in government-aided primary schools in Nyakajojo Division, Mbarara City Council.
- ii. To assess the influence of performance feedback on quality teaching in government-aided primary schools in Nyakajojo Division, Mbarara City.
- iii. To assess the influence of Performance Monitoring on quality teaching in government-aided primary schools in Nyakajojo Division, Mbarara City.

1.5 Research Hypotheses

This study was guided by the following research hypotheses.

H_{A1}: Goal setting by school leadership significantly influenced quality teaching in government-aided primary schools in Nyakajojo Division, Mbarara City.

H_{a2}: Performance feedback by school leadership significantly influenced quality teaching in government-aided primary schools in Nyakayojo Division, Mbarara City.

H_{A3}: Performance Monitoring by school leadership significantly influenced quality teaching in government-aided primary schools in Nyakayojo Division, Mbarara City.

1.6 Significance of the Study

The results of the study were expected to be of value to policymakers, and all primary school education stakeholders especially the direct policy implementers such as teachers, school administrators, city education officers, and educational researchers. As a result, policymakers including Ministry of Education and Sports may benefit from the empirical data to inform them on appropriate strategies concerning quality of teaching in primary schools. The key implementers like teachers were expected to be helped in their routine classroom situation as they would be influenced to have the right attitudes and ability to address pupils' learning and to critically reflect and advocate for issues that would mend their performance.

Again new knowledge would be gained and could be beneficial to other researchers and scholars in relation to performance appraisal practices and quality of teaching. At the same time, school administrators were expected to use the findings of the study to develop a comprehensive list of indicators through which quality teaching can be achieved. The study findings hoped to benefit School Management practitioners by highlighting how performance appraisal practices could be used to enhance quality teaching in primary schools. It was hoped that both the local and international partners in education action would make use of the useful literature on the under-researched topic of quality teaching in government-aided primary schools. The study findings would further contribute to the body of knowledge in the field of education management

1.7 Scope of the Study

The scope of the study covered: geographical, content and time scopes.

1.7.1 Geographical Scope. The study was carried out in Nyakayojo Division, Mbarara City, Western Uganda. The following government-aided primary schools are found in Nyakayojo Division, Mbarara city; Kibingo 1, Shungezi, Kagaga, Katukuru and Ruti Islamic primary schools.

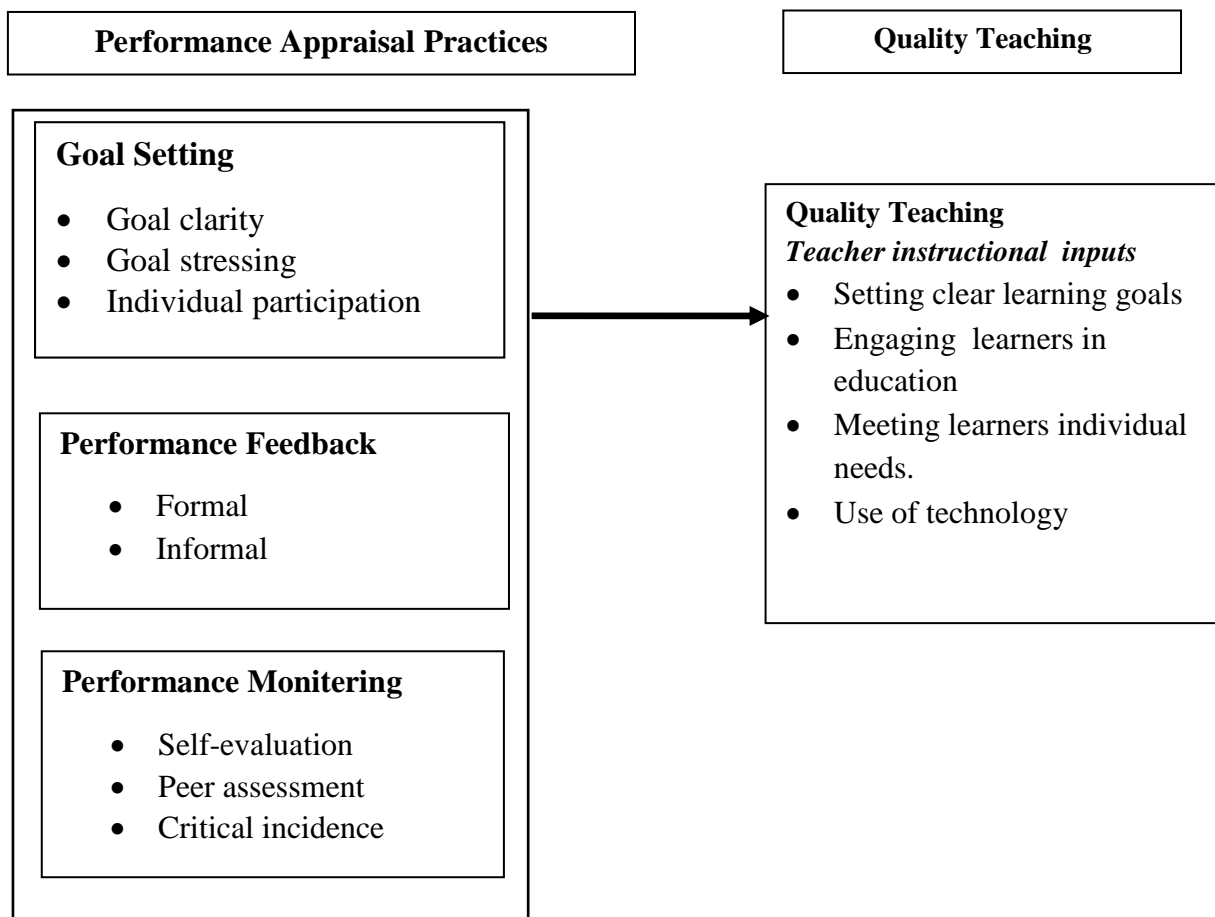
1.7.2 Content Scope. The study assessed the influence of performance appraisal practices on the quality of teaching in selected government-aided primary schools in Nyakayojo Division, Mbarara City. The study sought to find out the influence of goal setting, performance feedback and Performance Management on quality of teaching in Nyakayojo Division Mbarara City.

1.7.3 Time Scope. The study was carried out between January 2024 and July, 2024. This was planned based on the study work plan to manage time to get the required data.

1.8 Conceptual Framework

Independent Variable

Dependent Variable



Source: Adapted from Banfield et al(2018) , UNICEF(2020), and Ministry of Education and Sports (2020).

Figure 1.1: *Conceptual Framework showed the influence of performance appraisal practices on the quality of teaching.*

The conceptual framework above presented the influence of performance appraisal practices (IV) on quality teaching (DV). The framework showed performance appraisal practices as goal setting; goal clarity, goal stressing and individual participation. Performance feedback was considered as formal and informal feedbacks, and

Performance Monitoring as self evaluation, peer assessment and critical incidence. The framework therefore, meant, performance appraisal practices by school leaders influence quality teaching by enabling the teacher to provide as stimulating learning environment , utiisig Engaging and participatory approaches, effectively implementa curriculum through differentiated instruction and use of appropriate teaching technology

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explored the theoretical and conceptual review of the literature in relation to the study objectives and identify the existing gaps. The literature was done based on the work of other scholars, researchers, academicians and writers.

2.1 Theoretical Review

This study was informed by the Goal Setting Theory of Locke (1968). A study by Otaka et al (2023) indicated that school leaders can use effectively use goal-setting to set targets for performance appraisal. Cherulyot et al. (2023) noted goal setting was one of the avenues how performance of teachers could be measured and managed against set standards. Similarly, Ogbeiwi (2018), also noted that goal setting can be used not only to improve the quality of teaching of the teachers, but for the institution as a whole. Therefore, in the context of this study, goal setting was applied in performance appraisal practices of primary schools by analysing how school 1) do clear target setting, 2) carry out performance feedback on how teachers are achieving standard of primary education goals and 3) conduct performance Monitoring.

Goal setting theory states that setting clear, achievable and specific goals together with regular feedback, leads to better performance (Hecht, 2019). Therefore, by setting achievable tasks coupled with regular Management and feedback, school leadership can realize quality instruction through teachers 1) setting a stimulating learning environments, 2) using learner -centered approaches that enable 3) learners achieve meaningful outcomes from the curricula. The assumption behind GST is that workers have the ability, and are committed and motivated enough to perform their tasks (Latham

& Locke, 1991; Hecht, 2019). Therefore, using the GST the study investigated how performance appraisal in terms of goal setting, performance feedback and Management influenced quality teaching in the government -aided prairie school in Nyakojo division in Mbarara City, Uganda.

Though Goal Setting Theory has been criticized for management setting goals that are above the workers' ability/skills level leading to negative effects on the worker's performance and motivation to complete the goal (Hecht, 2019). Additionally, the goals set may be ineffective (Robbins & Judge, 2016), leading to poor performance. But the GST was relevant in the current study and was used to relate performance appraisal practices of primary school leadership to quality Teaching by teachers.

2.2 Review of Related Literature

2.2.1 Goal Setting and Quality teaching. Several scholars had researched on performance appraisal for quality teaching in higher learning institutions and tertiary institutions. Teo and Low (2016) conducted a study on goal-setting as an aspect of performance planning on employee effectiveness in Singapore. They used interviews as an instrument of data collection and, results revealed that performance planning impacted employee effectiveness. Sifawa et al (2020) studied the influence of planning on the performance of teachers in secondary schools in Nigeria, and correlation results revealed that planning had a statistically significant relationship with the performance of teachers.

An investigation into the effects of goal-setting on employee performance in a Seed Company in Kenya by Mukonambi (2016), revealed that there was a significant positive influence. Again, Odindo et al (2020), on goal setting also revealed that it was precursor

of performance among teachers in Kenya's public secondary schools. Pearson correlation analysis showed that goal setting was an important determiner of teachers' performance. Amponsah (2015) in a study on goal setting as a motivation to school teachers in Eastern region of Ghana employed quantitative study design and survey. The study revealed that goal setting practices enabled teachers to teach effectively and efficiently.

Likewise, Camp (2017) conducted a study on Goal setting as teacher development practice Minnesota State University, Mankato and used goal setting theory, results indicated that goal setting enabled: schools to be more prepared for class, proper utilization of class time: avoidance of "busy work," creating adequate class works, full participation which adds learners interest and investment in the concepts and Class discussion that facilitates more productive, active conversations. Cheruiyot (2023). Goal-Setting Practices By Teachers And Service Delivery In Public Secondary Schools In Kenya and also used goal setting theory and a population of 252 secondary teachers, results revealed that there was a significant negative effect between goal setting practices on service delivery. The study concluded that; goal setting practices had a significant impact on service delivery. And; teachers set goals that were achievable for every subject they teach at the beginning of every appraisal period.

According to Papanthymou et al (2023) on the Impact of Self-Assessment with Goal Setting on Students' Motivation in Greece used two groups of learners; experimental and control, results showed that, learners in the experimental group developed a desire to learn after the implementation of self-assessment with goal setting (SAGS).

However, contextually, the foregoing studies were conducted in other countries (Teo & Low, 2016; Sifawa et al, 2020; Mukonambi 2016; Odindo et al, 2020) whose work

environments and standard of living were quite different from those in Uganda. Again, Teo & Low, (2016) used interviews to collect data while the current study used questionnaires, Mukonambi (2016) employed quantitative study design and survey which created a gap with the current study. Also (Mukonambi, 2016; Cheruiyot, 2023; and Camp 2017) used goal setting theories whereas the current stud used PJT.

2.2.2 Performance Feedback and Quality teaching. Many scholars had taken an interest in establishing the influence of performance feedback on employees quality work; Batool et al & Asif (2018). Managing higher education quality enhancement in Pakistan through communication skill to achieve international opportunities. Hasan (2024). Teachers' Feedback and Its Impact on Students' Performance in Education in Bangladesh and collected information through survey, findings revealed that classes that consider giving feedback to learners enabled their learners to progress academically. Hasan went ahead to state that; qiving clear and pricise written feedback on the performance of a learner in their tests, project or assignments enabled them to understan their shortfalls, giving suggestions along side feedback could also give learners a direction to improve on their areas of weakness, engaging learners in classroom discussions and giving feedback on their contributions could motivate them to actively participate in the lesson and giving feedback to learners as an individual or in a group discussions was very vital and it could help in explaining concepts, answering questions, and making sure that feedback was properly acknowledged. Again in another study, Hasan (2024) ; performance feedback and its effects on employees with motivation as the moderating variable in the bank industry showed that there was a significant positive relationship between performance appraisal and employee performance. Relatedly,

Similarly, Ali and Fatima (2016) equally studied performance feedback and its influence on teacher commitment in secondary schools in Pakistan. The findings of the study showed that there was a significant relationship between performance feedback practices and teachers' commitment to the job. Also Garet (2017) conducted a study on impact of performance feedback on teachers and principals in USA and discovered that teachers performance feedback was an essential tool for improving learners achievement through increasing the effectiveness of teachers workforce. They gave an example of a recent study which suggests that providing more frequent, specific feedback on classroom activities was likely to cause positive impact on both the teachers and learners performance. Secondly, the study was supported by a research in U.S. Department of Education's Institute of Education and Science done on the implementation of teacher and principal Performance Management that confirmed, giving feedback reinforced commitment. It further focused on teachers classroom practice with ensuing feedback periods done four times each year based on a classroom observation titles which also had an impact on learners achievement (Garet et al 2017). Bores et al. (2020). In their study urged that, engagement of learners through proper communication procedure in the classroom could also enable teachers solve problems concerning learning and find ways to improve on them rightaway.

Nevertheless, contextual, population, evidence, and methodological gaps arised from the foregoing studies. About the context, since all the studies (Ali and Fatima, 2016; Hasan 2024; Garet et al 2017 and Bores et al. 2020) were set in different countries where the values, work environment, and standards of living were so much different from those of Uganda. Concerning the population, the studies focused on different participants such as employees, secondary school teachers, public university lecturers, and students for

instance Ali and Fatima, 2016 used a population of 300 teachers. Whereas the current study used 95 teachers and head teachers. Ali and Fatima also raised a methodological gap of using non-probability sampling to recruit 300 teachers, equally. Hasan (2024) also used survey to collect data. These gaps prompted a proposed study on performance feedback and quality teaching in government aided primary schools in Uganda, Nyakayojo division in particular.

2.2.3 Performance Monitoring and Quality teaching. According to Armstrong (2009) Performance Monitoring was defined as systematic process of improving organizations by developing performance of individuals and teams. It was a means of getting result from organization, teams and individuals by understanding and monitoring performance within an agreed framework of planned goal, standard and competence requirements. Several studies were also conducted by different scholars on Performance Monitoring and quality teaching; Tripitarsi et al (2019) carried a study on Performance Monitoring cycle in Indonesia. The findings were that Performance Monitoring was constantly used by management to equalize each teacher's goal, and educational institutions also used teacher performance series beginning with planning, implementation and evaluation phase that were mandatory to orientate minimum work standards so as to get work eligibility, benefits, and promote or rank only those that gave raise to performance of teachers concerning issues of administration.

Accordingly, Anyango & Kaahwa (2020) conducted a study on Performance Monitoring and Quality of Lecturers' Services at Makerere University in Uganda and used a cross-sectional survey, used self-administered questionnaire and used goal setting theory (Locke, 1990). Results showed that there was a high positive significant influence of goal setting on quality of lecturers' services and made a conclusion that goal setting

was a strong ‘anticipation of quality of lecturers’ services. Blikstad-Balas et al (2022) explored the influence of performance appraisals monitoring and evaluation system on teachers’ self-efficacy and job satisfaction in Cambridge school and used Social Cognitive Theory (1986) by Bandura and also used qualitative data analysis and results highlighted were that performance appraisal monitoring provided professional development opportunities, recognize teachers’ expertise, and support their autonomy positively influence teachers’ self-efficacy beliefs and job satisfaction. Other findings also included; pre-cycle stage, here, preparation for assessment and creating of teacher performance assessment team were done; the planning phase, which entailed the discussion of roles, responsibilities, and measurable expectations; the coaching phase which was about observation, supervision, support, feedback, and appreciation; and the performance evaluations phase (Triptasari et al 2019). As for the teachers, performance was ever linked to questions like what do teachers do in class; for learners and the institutions, their input to the learners and the school settings. In a study by (Supardi, 2014), good performing teachers were taken to be experts and had proficient knowledge and abilities

Accordingly, Joseph et al (2020) studied performance appraisal on teachers’ performance in selected public primary schools in Limulus sub-county Kiambu County, Kenya. The study found out that teacher appraisals were key in determining the performance of teachers. In addition, appraisal training greatly influences teachers’ performance. In addition, Joseph added that, schools in Kenya were found to be having overwhelmed number of pupils, discipline of pupils was found to have minimal influence on KCPE performance while stakeholder’s support was found necessary to supplement school administrations’ activities. Osendo et al. (2019) studied the influence of teacher

performance appraisal on job performance in public primary schools in Kenya, the study revealed that performance appraisal played an important part in relation with set objectives. Further, the study indicated that performance outcome in schools where head teachers used the appraisal tool to closely monitor the professional development of teachers demonstrated a comprehensive advantage over other schools where head teachers ignored the performance of their teachers. More still, Cudjoe (2021) studied Performance appraisal system in Cape Coast education service and its effectiveness on teachers' performance. The study found out that performance appraisal brought more effective and efficient service delivery.

Equally, Osendo et al. (2019) investigated the relationship between teacher performance appraisal and work performance in public primary schools in Kenya. The study findings showed that performance appraisal was key factor to the set objectives. Additionally, the study showed that performance results were used by some head teachers to closely supervise the professional growth of teachers in their schools compared to schools where performance appraisal was not taken seriously. Jabeen et al (2023). Explored on the influence of performance appraisals and evaluation system on teachers' self-efficacy and job satisfaction in Cambridge school and, used interviews and focused group discussion, findings reflected that teachers' experiences and availing relevant perspectives on improving their self-efficacy along side performance appraisal and evaluation procedures was vital. It also showed that professional development opportunities enabled teachers realize their experience and maintain their autonomy, added to self-efficacy. A conducive and supportive environment also encouraged teachers boost their self-esteem, increased self-efficacy and teachers' general performance.

However, contextual, population, knowledge, and evidence gaps arised from the above studies. For instance, Contextually; most of the studies were conducted outside Uganda with different working environment the one that was conducted in Uganda (Anyango & Kaahwa, 2020) was done in the university. Theoretical; most of the studies used different theaories (Blikstad-Balas et al (2022) Used Social Cognitive theory, Anyango & Kaahwa (2020) used goal setting theory (Locke, 1990), Osendo et al. 2019. Methodology; Jabeen et al (2023) used interviews and focused group discussion to collection data call for a study of Performance Monitering and quality of teaching in government aided primary schools in Uganda.

2.3 Literature gaps

While literature highlights important influences of performance appraisal practices on the quality teaching that could apply to government aided primary schools in Nyakojo division Mbarara city, significant knowledge, contextual and methodological gaps existed. In connection to the knowledge gap, the cited Information on the influence of performance appraisal practices on quality teaching was mixed up with a variety of education levels, including primary, and tertiary, calling for information on primary schools only.

A far as the Context gap is concerned, little research had been done on role performance appraisal practices play in quality teaching in a public primary school context, so need for context relevant information. With reference to methodological gap, most of the available studies had looked at mainly relationships. But the current employed multiple regression to establish the extent to which the three aspects of the independent variable (Goal setting, Performance feedback and Monitoring by school leadership) determined the dependent variable (Quality teaching) . Also theoretically , no studies had applied

the goal setting theory of locke (1968) to analyse role of performance appraisal practices (Goal setting, Performance feedback and Monitoring) by school leadership in influencing Quality teaching in primary schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this section, the methodology that was used to conduct the study was presented. This included research design, research approach, study population, sample size, sampling techniques, instruments of data collection, data quality control, and management, ethical considerations and data analysis.

3.1 Research Approach

A quantitative research approach was adopted in this study, The average score was defined using quantitative data and the central tendency was used to draw numerical implications by relating the independent and dependent variables

3.2 Research Design

This study was buttressed by correlational research design. The correlational research design aimed at determining the relationship amongst variables in a cluster of respondents or different population (Bloomfield & Fisher, 2019). The correlational research design was used to bond between performance appraisal practices and quality teaching of the study contributors since it was quicker and straight forward techniques to be used and realised whether two variables coexist or not (Schober et al., 2018). Again it helped in creating the current association between performance appraisal practices and quality teaching.

3.3 Study Population

The study population included all the teachers from government-aided primary schools in Nyakayojo Division, Mbarara City . Using the inclusion and exclusion criteria, focus was placed on schools that have been in existence for more than 10 years. Hence 5

schools were considered. They were Kibingo 1, Nshungyezi, Kagaga, Katukuru and Ruti Islamic primary schools and had 103 teachers in total (Mbarara city Education office records, 2023). In addition, having been in existence for some time , they had teachers who were directly involved in teaching and learning processes, with a wealth of information in implementing government policy on performance appraisal and quality teaching.

3.4 Sample Size and Sampling Techniques

3.4.1 Sample Size. A sample of 95 teachers was selected from 203 teachers using Krejcie and Morgan's (1970) Table for determining the sample size .The formula was applied on each school leading to 5 sub-samples (see Table 3.1) . Out of the 95 questionnaires that were distributed in the 5 schools , 89 were returned fully filled and these made the actual sample. Therefore, the return rate was 93.7% , which was good enough to result into representative findings .

Table 3.1: Population and Sample Size

Government-aided Primary Schools in Mbarara City	Population	Sample Size
Kibingo 1 Primary School	20	19
Katukuru P/S	22	19
Kagaga P/S	20	19
Nshungyezi primary P/S	18	14
Ruti Islamic	25	24
Total	103	95

Source: Human Resources Department, Mbarara city (2023).

3.4.2 Sampling Techniques. In this study, probability and non-probability sampling techniques were used to determine the sample size. Concerning probability sampling, stratified random sampling (Nanjundeswaraswamy & Divakar, 2021) was used to select teachers because the population was composed of subgroups that ought to be selected for the study based on the strata.

3.5 Data Collection Procedure

First, the approval of the school of Education Higher Degrees Committee of Kyambogo University was sought. Second, they were visited for ethical clearance. Third, an introductory letter was obtained from Kyambogo University, Directorate of Research, Graduate Training. When the proposal was approved by the Directorate of Research, Graduate Training, permission was granted to the researcher to proceed to the field for data collection.

3.6 Research Instruments

In this study, the self-administered questionnaires (SAQ) were used to collect data from the respondents.

3.6.1 Self-Administered Questionnaires. Self-administered questionnaires (SAQ) was used to gather quantitative data from teachers and the head teachers. The SAQ was preferred because they were efficient and provided participants with adequate time to fill (Phellas, et al, 2011). The SAQ contained four sections. Section A solicited information about teachers' bio-data and their teaching experience. Section B elicited information regarding the dependent variable (quality teaching), while Section C collected information about the independent variable (performance appraisal practices). To ensure that the SAQ was of quality, the principles of questionnaire construction as per Kabir (2016) was followed.

3.7 Data Quality Control

3.7.1 Validity of instruments. The research ensured quality control of data by focusing on the validity and reliability of the instruments. Concerning validity, the face and content validity of the questionnaires was ensured by soliciting the lecturers from Mbarara university, Content Validity Index (CVI) as put forward by Lawshe (1975) was used whereby, items that did not score the CVI of 0.7 were rejected, and those that scored 0.7 and above were accepted as valid. The following formula was used:

$$CVI = \frac{n = \text{Items rated relevant}}{N}$$

N = Total number of items in the instrument

Regarding content validity, 2 lecturers from the school of education, MUST (see table 3.2) rated the relevance of the items in the instruments on a scale of 1 being not very

relevant, 2 being not relevant, 3 being somewhat relevant, and 4 being relevant. The CVI was computed by dividing the number of items that were declared legitimate by the total number of items (see table 3.2). Their rating concentrated on the questions' precision, comprehensiveness, and applicability in connection to the research constructs.

Table 3.2: Content validity index (CVI) of the instrument

Evaluator	CVI
Lecturer SOE, MUST	0.79
Lecturer SOE, MUST	0.83
Average	0.81

Source: Validation data (2024)

The information in table 3.2 shows that the validity index for the questionnaire was 0.81. As indicated by Creswell and Creswell (2018), the value was higher than 0.7 a value considered to be appropriate for research instruments.

3.7.2 Reliability of Instruments. The reliability of questionnaire items was determined using Cronbach's Alpha Coefficient (Taherdoost, 2016) generated by SPSS version 27. Constructs whose Cronbach's Alpha was 0.7 was retained while those whose Cronbach's Alpha was below 0.7 was dropped. While conducting the pre-test study, the researcher identified redundant questions, took note of questions that needed to be rephrased, and identified the order in which the questions ought to be asked (Aung et al, 2021). The pre-test sample comprised of 12 teachers , 4 from each of these schools; Nshungyezi primary P/S, Kibingo 1 Primary School and Ruti Islamic. The schools were selected basing on their location in the division ,whether urban , peri-urban or slum. Table 3.3 provides the findings.

Table 3.3: Reliability coefficients (Cronbach's alphas) for the questionnaire

Variable	No. of items	Alpha (α)
Quality of teaching	29	.76
Performance Appraisal	35	.79
Average		0.78

Source: Pilot data from the field 2024

The findings in Table 3.3 reveal that Quality of teaching the dependents variable had an Alpha coefficient of .76, and Performance Appraisal practices the independent variable had .79. The instrument was sufficient for this study because the Alpha coefficients for all the sub scales were above 0.7, the recommended minimum by, for surveys

3.8 Data Analysis

Quantitative data analysis was done using, descriptively and inferentially. Univariate- Descriptive statistics-Means, Standard Deviation, Percentage Bivariate-Pearson correlation Multivariate-Multiple regression Descriptively, data was analyzed through the calculation of frequencies, percentages, and means (Kaur et al, 2018) using SPSS. On the other hand, inferentially, correlation and regression analyses was done using SPSS to test the interrelationship among the study variables (Kafle, 2019).

3.9 Data Management

Quantitative data management involved coding, entry of data using Statistical Package (IBM SPSS Version 27), presentation and screening of data, management of non-response, detection of an outlier, and diagnostic testing.

3.10 Ethical Considerations

Ethical considerations such as informed consent, confidentiality, anonymity, and respect for patent rights (Pietilä et al, 2020), were observed. Regarding informed consent,

participants were informed of the expectations, benefits, and possible consequences of the study. Confidentiality was about the trust that respondents bestow on the researcher, therefore all sensitive information were not divulged or shared with other parties. This study assessed how harm could be mitigated. Therefore, no harm was extended to participants be it physical, emotional, social, or economic. Furthermore, regarding anonymity, the researcher did not solicit information that identified participants and ensured that they were unknown. Additionally, the study guarded against plagiarism by acknowledging all sources in this work. A study of this magnitude couldnot proceed without permission and therefore, the researcher seeked clearance from Kyambogo University and the respective government-aided primary schools from Mbarara City.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter contains results of the study that examined the influence of performance appraisal practices on the quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City. The findings on influence of goal setting, feedback practices and Performance Management are based on questionnaire responses of 89 teachers. The demographic characteristics of the respondents are presented first, followed by findings on the study objectives.

4.1 Demographic Characteristics of the Respondents

This section presents personal and work-related information of the teachers, namely; gender, education attainment and work tenure. The information is presented in in Table 4.1.

Table 4.1: Demographic Information of Teachers (N=89)

Variable	Category	Percentages	
		f	%
Gender	Male	38	42.7
	Female	51	57.3
Age group	20-29 years	33	37.1
	30-39 years	21	23.6
	40-49 years	26	29.2
	50 and above years	9	10.1
Academic Attainment	Grade III Certificate	58	65.2
	Grade IV	21	23.6
	Bachelor's Degree	10	11.2
Tenure	Less than 4 years	39	43.8
	Between 4-9 years	35	39.3
	More than 9 years	15	16.9
Responsibility	Subject teacher	17	19.1
	Classroom teacher	56	62.9
	Departmental head	16	18.0

Source:
Primary
data
from the
field
(2024)

4.1.1 Gender of respondents

The respondents indicated their gender and the results in Table 4.1 show that the majority of respondents (57.3%) were female and 42.7 % were male. Therefore, the views of both genders were captured.

4.1.2 Age of respondents

In connection to the age of respondents, 60.7% of respondents were aged 20-39 years and so were in the age category that is concerned with job performance due to the need for professional advanced and so provided candid information about issue shat were being investigated.

4.1.3 Academic Attainment of respondents

The respondents were asked to indicate their educational attainment. The results in Table 4.1 show that the majority (65.2 %) had attained certificate education, 23.6% had diploma education while 11.2% had degrees. Therefore, most of the respondents had basic teacher training and needed career advancement so were able to provide reliable information the issues that were being investigated.

4.1.4 Work Tenure

Respondents indicated the number of years they have been working as teachers in their particular schools. Table 4.1 shows that the majority (43.8 %) had been teaching for less than 4 while 39.3% had been teaching for 4-9 years. This period was long enough for them to have a good picture of performance appraisal practices of their schools and how they effect on teaching activities and so were able to provide accurate information about the issues that were being investigated.

4.1.5 Responsibility

Respondents provide information on their responsibility apart from the teaching role. The majority had other roles such as being a class teacher (62.9%) and head of department (18.0%). Therefore, most of respondents had some work roles that are often included in performance evaluation so had a good idea of what is needed and so were able to provide reliable information on this issue.

4.2 Quality teaching and Performance appraisal practices in Nyakayojo Division, Mbarara City Government-Aided Primary Schools

In this study, descriptive statistics were run to ascertain the status of the variables that were being investigated. The findings are presented next.

4.2.1 Quality Teaching in Nyakayojo Division, Mbarara City Government-Aided Primary Schools

The dependent variable, quality teaching, was assessed as a teacher having clear learning objectives, active engagement and participation in job roles, doing differentiated instruction and using Technology in teaching. The findings are summarised in table 4.2.

Table 4.2: Mean Response, SD and Ratings on Quality teaching

Aspects	Mean	SD	Rating
<i>Clear learning objectives</i>			
I always prepare lessons before teaching.	4.57	.62	Agree
I set clear teaching and learning objectives	4.29	.61	Agree
I always teach following my set objectives.	4.48	.62	Agree
I continuously know-how to relate ideas to lessons taught.	4.48	.50	Agree

I always achieve my teaching and learning objectives.	4.19	.49	Agree
I always check if my set objectives have been achieved.	4.28	.45	Agree
I always teach from known to unknown to achieve the set objectives	4.46	.50	Agree
I always move to the next lesson after achieving all the objectives set.	3.94	.89	Agree
Score	4.34	0.59	Agree
<i>Engagement and Participation</i>			
I always put my learners at the center of teaching and learning.	4.28	.45	Agree
I am a facilitator other than spoon feeding the my learners.	3.82	1.06	Agree
I always engage learners actively in the teaching and learning process.	4.33	.49	Agree
I put my learners to work in groups.	4.20	.56	Agree
I encourage all group members to work together	4.16	.38	Agree
I check learners in their working groups	4.26	.44	Agree
I encourage the group members to present their findings to the class.	4.13	.67	Agree
I mark and correct learners work instantly.	4.33	.60	Agree
I encourage my learners to give comments on other groups work.	4.37	.61	Agree
I display learners marked work.	4.04	.82	Agree
Score	4.19	0.61	Agree
<i>Differentiated instruction</i>			
I always give activities according to different learning needs	4.12	.72	Agree
I always group weaker learners with faster learners	4.07	1.03	Agree
I always move to check learners with learning difficulties	4.23	.60	Agree

I always conduct remedial lessons for learners with learning difficulties	4.31	.49	Agree
I always appreciate different learners' effort	4.25	.69	Agree
Score	4.2	0.71	Agree
<i>Use of Technology</i>			
I am knowledgeable about ICT skills	3.75	1.29	Agree
I integrate ICT skills during teaching and learning.	2.93	1.51	Not sure
I use projector during teaching and learning process.	2.77	1.54	Not sure
I use cut-outs messages during teaching and learning process.	2.22	1.37	Not sure
I use video tapes during teaching and learning process.	2.94	1.56	Not sure
I print items from the media for my learners.	2.89	1.46	Not sure
Score	2.92	1.46	Not sure
Overall score	3.97	.41	Agree

Source: Primary data from the field (2024)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

The results in table 4.2 show that generally teachers agreed (mean= 3.97, SD=.9) to doing quality teaching. They agreed (mean= 4.34, SD=.59) that they set clear learning objectives and always prepare lessons before teaching (mean= 4.57, SD=.62), teach following set objectives (mean= 4.48, SD=.62) and teach from known to unknown to achieve the set objectives(mean= 4.46, SD=.50) . The teachers also agreed that they engage and actively participate in their teaching roles (mean= 4.19, SD=.61). They agreed that they encourage learners to give comments on other groups work roles (mean= 4.37, SD=.61), mark and correct learners work instantly (mean= 4.33, SD=.60), always engage learners actively in the teaching and learning process (mean= 4.33,

SD=.49), always put my learners at the center of teaching and learning (mean= 4.28, SD=.44) and I check learners in their working groups (mean= 4.26, SD=.44).

Respondents also indicated the extent to which they do differentiated instruction and use technology in their teaching. As far as applying differentiated instruction is concerned, teachers agreed (mean= 4.2, SD=.71) to doing this teaching approach. They agreed they always conduct remedial lessons for learners with learning difficulties (mean= 4.31, SD=.49), always move to check learners with learning difficulties (mean= 4.23, SD=.60) and always appreciate different learners' effort (mean= 4.25, SD=.69). Teachers also were not sure they used technology in their teaching (mean= 2.92, SD=1.46). They were not sure they integrate ICT skills during teaching and learning (mean= 2.93, SD=1.51), print items from the media for my learners(mean= 2.89, SD=1.46), use video tapes during teaching and learning process (mean= 2.94, SD=1.56) or use projector during teaching and learning process (mean= 2.77, SD=1.54).

Therefore, teachers strove to ensure that they prepared well for their teaching and delivery engaging lessons, but were not able to use technology to support learning.

The researcher then examined whether results on quality teaching were normally distributed using the normal curve. The findings in figure 4.1. confirm that data on quality teaching was normally distributed and was fit for inferential analysis.

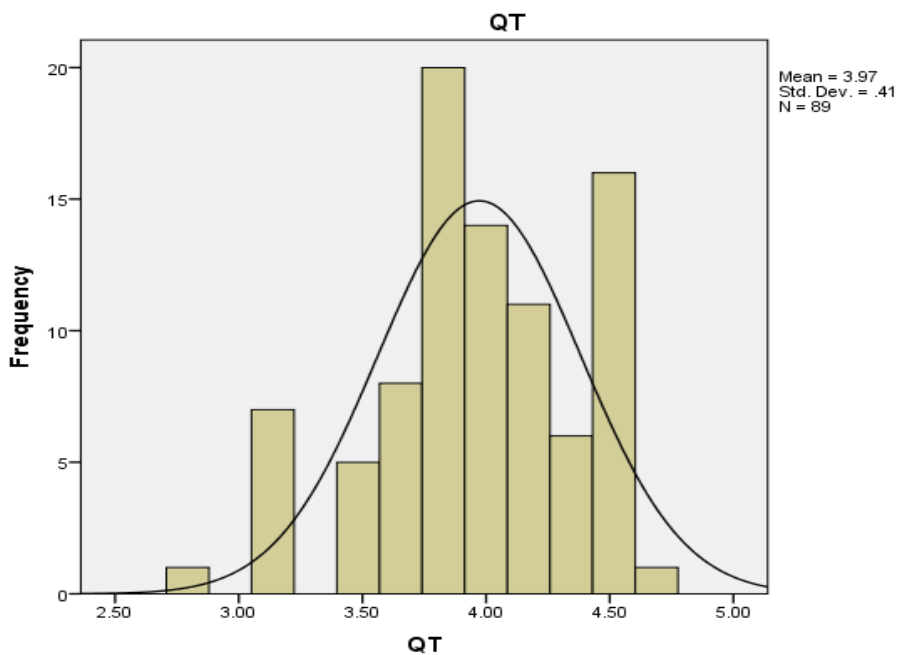


Figure 4.1: Histogram for Quality teaching

4.2.2 Performance Appraisal Practices in Government-Aided Primary Schools in Nyakayojo Division, Mbarara City

The Independent Variable performance appraisal practices in government-aided primary schools in Nyakayojo Division, Mbarara City, was measured as Goal setting, Performance feedback and Performance Management. The findings are summarised in tables 4.3-4.5.

4.2.2.1 Goal Setting by School Leaders in Government-Aided Primary Schools in Nyakayojo Division, Mbarara City

With regard to Goal setting , the researcher explored the level to which administrators set clear and stress performance goals and teachers are given opportunity to participate in setting. The findings are summarized in table 4.3.

Table 4.3: Mean response, SD and ratings on Goal setting

Aspects	Mean	SD	Rating
<i>Goal clarity</i>			
Goals are clearly identified in this school.	3.88	1.21	Agree
I know correctly what I am expected to do in this school.	4.29	.50	Agree
Goals are precisely defined and highlighted in this school.	4.20	.58	Agree
Team goals are granted to all teachers in this school.	4.03	.68	Agree
I have specific and achievable goals to the set target in this school.	4.13	.50	Agree
We always work together with my colleague teachers' and encourage each other to achieve the school goals.	4.17	.46	Agree
Score	4.12	0.66	Agree
<i>Goal Stress</i>			
I have very many goals to achieve in this school.	4.20	.48	Agree
Goals are extremely hard and taxing in this school.	3.67	1.07	Agree
I have got unachievable goals in this school.	3.23	1.08	Not sure
I have many areas to achieve in this school	3.56	.92	Agree
Goals set are conflicting with my personal duties	3.06	1.10	Not sure
I don't have any clear goal in this school.	2.44	1.26	Not sure
Score	3.36	0.99	Not sure
<i>Goal participation</i>			
we always set gals together with the head teachers in this school	4.06	.89	Agree
in this school, my head teacher offers support when i partake in goal setting	4.33	.49	Agree
my head teacher enables me to contribute ideas on the fulfilling of my goals	4.35	.51	Agree
I work together with my administrators to agree on setting clear goals in this school	4.32	.47	Agree
I take part in departmental meetings for choice making in this school	4.28	.45	Agree
Score	3.74	0.81	Agree
Overall score	3.90	.24	Agree

Source: Primary data from the field (2024)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

The results in table 4.4 show that generally teachers agreed to being involved in setting performance goals of the school (mean= 3.90, SD=.24) . They generally agreed (mean= 4.12, SD=.66) the school sets clear and precise goals (mean= 4.20, SD=.58), are specific and achievable (mean= 4.13, SD=.50) and team goals are granted to all teachers (mean= 4.03, SD=.68). They also indicated they know what they are expected to do (mean= 4.29, SD=.50), and work together with colleagues to achieve the goals (mean= 4.20, SD=.58).

In connection to goal stress, respondents were none committal (mean= 3.36, SD=.99), on whether their schools did not stress the goals they set. They were not certain they have got unachievable goals in their school (mean= 3.23, SD=1.08), goals set are conflicting with their personal duties (mean= 3.06, SD=1.10) and they don't have any clear goal in their school (mean= 2.44 SD=1.26). They also agreed they have very many goals to achieve in their school (mean= 4.20 SD=.48), have many areas to achieve in their school (mean= 3.56 SD=.92) and goals are extremely hard and taxing in their school (mean= 3.67 SD=1.07).

As far as participating in setting goals is concerned, teacher agreed (mean= 3.74, SD=.81), to being actively involved. They agreed their head teacher enables them to contribute ideas on the fulfilling of their goals (mean= 4.35, SD=.51), head teacher offers support when they partake in goal setting (mean= 4.33, SD=.49), they work together with their administrators to agree on setting clear goals in their school (mean= 4.32, SD=.47) and take part in departmental meetings for choice making (mean= 4.28, SD=.45). Therefore, primary schools in Nyakayojo Division, Mbarara City strove to set clear performance goals and allowed teachers to actively participate in meeting these goals, though there was limited effort on stressing goal achievement.

The researcher examined the distribution of results on goal setting. A histogram of the distribution of data in Figure 4.2, reveals that data was normally distributed and suitable for inferential analysis.

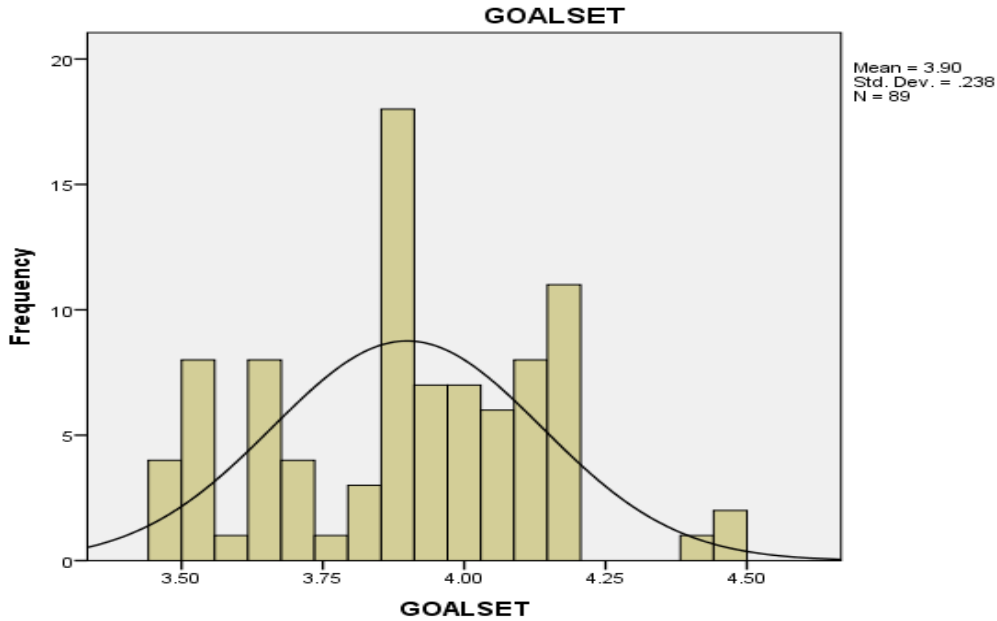


Figure 4.2: Histogram for Goal Setting

4.2.2.2 Performance Feedback Practices by School leaders in Government-Aided Primary Schools in Nyakayojo Division, Mbarara City

In relation to Performance feedback practices, the researcher examines whether feed was given formally or informally extent to which was explored. The findings are summarized in table 4.4.

Table 4.4: Mean response, SD and ratings on Feedback practices

Aspects	Mean	SD	Rating
<i>Formal feedback</i>			
I have been given feedback on my performance in this school.	4.25	.60	Agree
I have been given feedback on how to improve on my skills for better performance in this school.	4.31	.57	Agree
I apply performance feedback to improve on my performance in this school.	4.23	.48	Agree
Performance feedback has helped me to know what people feel about me in this school.	4.19	.56	Agree
Critical performance feedback has helped me to improve on my performance in this school.	4.15	.59	Agree
Score	4.23	0.56	Agree
<i>Informal feedback</i>			
My supervisors always ask me to state any area of teaching and learning that requires their assistance.	4.08	.31	Agree
My supervisors provide me with performance feedback on what they think I have that requires recognition.	3.96	.41	Agree
My bosses provide me with feedback on particular objectives I need to meet in the future.	3.85	.49	Agree
Score	3.96	0.4	Agree
Overall score	4.13	.27	Agree

Source: Primary data from the field (2024)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

The results in table 4.6 show that generally teachers agreed (mean= 4.13, SD=.05) that the school gives them feedback on their performance. They agreed they are often given formal feedback on their performance (mean= 4.25, SD=.60), on how to improve their skills for better performance (mean= 4.31, SD=.57) and how to apply performance feedback to improve their performance (mean= 4.23, SD=.48).

In connection to informal feedback teachers agreed that that Performance feedback has helped them to know what people in their school feel about them (mean= 4.19, SD=.56) ,to improve on their performance (mean= 4.15, SD=.59) , supervisors ask them of area of teaching and learning that requires their assistance (mean= 4.08, SD=.31), supervisors provide them with performance feedback on what they think requires recognition (mean= 3.96, SD=.41) and bosses provide me them feedback on particular objectives they need to meet in the future (mean= 3.85, SD=.49).

Hence schools provided to teachers more formal feedback on job performance aspects to improve, than informal feedback on how to enhance their overall professional competence .The curve in Figure 4.3 also confirms that data on feedback practices was normally distributed and appropriate results could be obtained when subjected to linear correlation and regression.

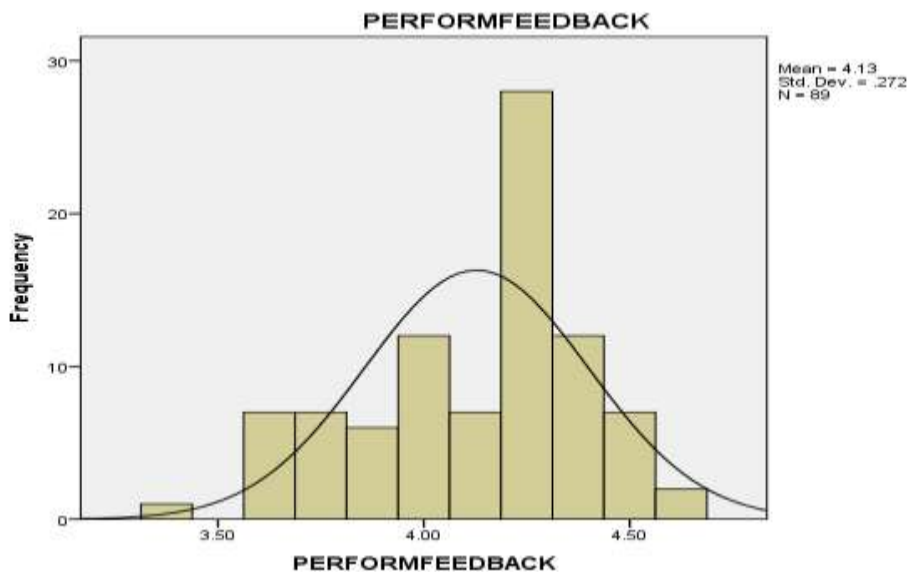


Figure 4.3: Histogram for Performamcne Feedback practices

4.2.2.3 Performance Monitoring by school leaders in Government-Aided Primary Schools In Nyakayojo Division, Mbarara City

In connection to, Performance Monitoring, the researcher assessed the extent to which teachers in Nyakayojo Division primary schools, Mbarara City are given training to improve their performance and opportunities for promotion. The results are summarized in table 4.5.

Table 4.5: Mean response, SD and Ratings on Performance Monitoring by school leaders

Aspects	Mean	SD	Rating
<i>Training</i>			
My immediate supervisor has shown me how to carry out PM in this school.	3.98	.69	Agree
Trainings on the use of new technologies are conducted in this school.	3.51	1.01	Agree
I have been trained to guide my colleagues on how to conduct PM in this school.	3.59	.98	Agree
I am given the opportunity attend CPDs in this school.	3.55	.92	Agree
I'm given Performance monitoring tools yearly in this school.	3.83	.93	Agree
I have been given chances to go for further studies in this school.	4.13	.81	Agree
Score	3.77	0.89	Agree
<i>Promotion</i>			
I am likely to be promoted in this institution based on the result of PM.	3.53	1.02	Agree
I have been given the opportunity to be promoted in this school that has pleased me	3.46	.94	Agree

In this school, policies for promotion are clearly made to me by the administration.	3.62	.84	Agree
Promotions are based on merit in this school.	3.65	.81	Agree
I am well equipped with the promotion necessities for my work in this school.	4.01	.68	Agree
Score	3.65	0.86	Agree
Overall score	3.72	.47	

Source: Primary data from the field (2024)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

The results in table 4.5 show that generally teachers agreed (mean= 3.72, SD=.47) that their schools did appropriate performance Monitoring. They agreed that they received training on how to improve their performance (mean= 3.77, SD=.89). They indicated that their immediate supervisor has shown them how to carry out PM (mean= 3.98, SD=.69), have trained to guide colleagues on how to conduct PM (mean= 3.59, SD=.98), are given Performance Monitoring tools yearly (mean= 3.83, SD=.93) and have been given chances to go for further studies (mean= 4.13, SD=.81).

The respondents also agreed that they have opportunities for promotion (mean= 3.65, SD=.86). They indicated that they are well equipped with the promotion necessities for their work (mean= 4.01, SD=.68), Promotions are based on merit (mean= 3.65, SD=.81), policies for promotion are clearly made to me by the administration (mean= 3.62, SD=.84) and are likely to be promoted in their institution based on the result of PM (mean= 3.53, SD=1.02). Therefore, schools provided more training than promotion opportunities for teachers.

The researcher then examined the distribution of results on performance Monitoring . A histogram of the distribution of data was also run to further ascertain its normality. The findings are shown in Figure 4.4.

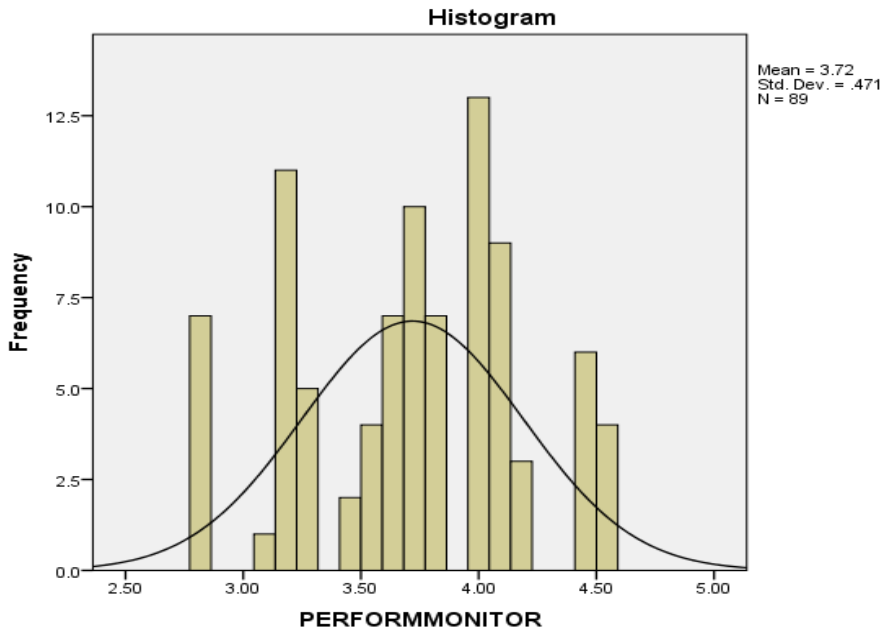


Figure 4.4: Histogram for performance Monitoring

The curve in Figure 4.4 confirms that data on Performance Monitoring was normally distributed and appropriate results could be obtained when subjected to linear correlation and regression.

4.3 Objective One: The influence of goal setting by school leaders on the quality teaching in government-aided primary schools in Nyakayojo Division, Mbarara City

The first objective of the study was to determine the influence of goal setting on the quality teaching in government-aided primary schools in Nyakayojo Division, Mbarara City. It had been hypothesized that goal setting significant influenced the quality of teaching in government-aided primary schools. Pearson correlation was first used to

ascertain whether goal setting was related to quality of teaching. The findings are presented in Table 4.6.

Table 4.6: Correlation Matrix for Goal Setting and Quality of teaching

Variables	1	2	3	4	5
1-Quality of Teaching	1				
2-Goal Clarity	.33**	1			
2-Goal stress	.07	-.36**	1		
3-Goal participation	-.03	.06	-.06	1	
4-GOALSETTING	.24*	.32**	.61**	.53**	1

The results in Table 4.6 show that the relationship between goal setting and quality of teaching was positive and significant ($r=.24$, $p<0.05$). In connection to the relationship between quality of teaching and the indicators of goal setting, it was only goal clarity ($r=.33$, $p<0.01$), that had a significant relationship with the quality of teaching. Other indicators, goal stress ($r=.07$, $p>0.05$) and goal participation ($r=-.03$, $p>0.05$), were not significantly correlated with quality of teaching. Hence schools having clear performance goals, increased the quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City.

Multiple regression analysis was used to test whether goal setting predicted quality of teaching, the findings are summarized in Table 4.7.

0,05

Table 4.7: Multiple Regression of quality of teaching on Goal clarity, stress and participation

Goal setting	Standardized Coefficients		Significance
	Beta (β)		
Goal clarity	.413		.000
Goal Stress	.214		.049
Goal Participation	-.045		.657

$R^2 = 0.153$

Adjusted $R^2 = 0.123$

$F = 5.12, p = 0.003$

a. Dependent Variable: Quality of Teaching

b. Predictors: Goal clarity, stress and Participation

The results in Table 4.7 show that goal setting explained 15.3 % of the variation in the quality of teaching ($R^2 = .153$). This means that 84.7 % of the variation in quality of teaching was accounted for by other factors not considered under this model. It was goal clarity ($\beta = 0.413, p = 0.000 < 0.05$) that had a positive influence on the quality of teaching.

4.4 Objective Two: The Influence of Performance Feedback Practices by School leaders on The Quality of Teaching in Government-Aided Primary Schools in Nyakayojo Division, Mbarara City

The second objective of the study was to assess the influence of feedback practices by school leaders on the quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City. It had been hypothesized that performance feedback practices significantly influenced the quality of teaching in government-aided primary

schools. Pearson correlation was done to ascertain whether feedback practices were related to quality of teaching. The findings are presented in Table 4.8.

Table 4.8: Correlation Matrix for Performance feedback and Quality of Teaching

Variables	1	2	3	4
1-QT	1			
2-FormalFB	-.23*	1		
3-InformalFB	.06	.26*	1	
4-Performance Feedback	-.17	.93**	.58**	1

The results in Table 4.8 show that the relationship between Performance feedback and quality of teaching was not significant ($r = -.17$, $p > 0.05$), though the relationship between quality of teaching and the indicator of performance feedback formal feedback was significant ($r = -.23$, $p < 0.05$). Multiple regression analysis was used to test whether Performance feedback predicted quality of teaching, the findings are summarized in Table 4.9.

Table 4.9: Multiple Regression of quality of teaching on Formal and informal feedback

Performance feedback	Standardized Coefficients	Significance
	Beta (β)	(p)
Formal Feedback	-.258	.019
Informal feedback	.122	.262
$R^2 = 0.65$		
Adjusted $R^2 = 0.43$		
$F = 2.98$, $p = 0.056$		

c. Dependent Variable: Quality of Teaching

d. Predictors: Formal and Informal feedback

The results in Table 4.9 show that though performance feedback had explained 6.5 % of the variation in the quality of teaching ($R^2 = .65$), the contribution was not significant ($p=0.056$), while Formal Feedback ($\beta = -0.258$, $p = 0.019 < 0.05$) that had a negative influence on the quality of teaching. Schools mainly provide formal feedback which actually reduced the quality of teaching.

4.5 Objective Three: The influence of Performance Monitoring on the quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City

The third objective of the study was to establish the influence of Performance Management on the quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City. It had been hypothesized that Performance Monitoring significantly influenced the quality of teaching in government-aided primary schools. Pearson correlation was done to ascertain whether Performance Monitoring was related to quality of teaching. The findings are presented in Table 4.10.

Table 4.10: Correlation Matrix for Performance Monitoring and Quality of Teaching

Variables	1	2	3	4
1-Quality of teaching	1			
2-Training	.685**	1		
3-promotion	.369**	.162	1	
4-Performance Monitoring	.684**	.741**	.782**	1

The results in Table 4.10 show that the relationship between Performance Monitoring and quality of teaching was positive and significant ($r=.68$, $p<0.01$). In connection to the relationship between quality of teaching and the indicators of

Performance Monitoring, all the two indicators training ($r=.60$, $p<0.01$) and promotion ($r=.37$, $p<0.01$) had a significant relationship with the quality of teaching. Hence schools providing training and promotion opportunities to teachers, increased the quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City.

Multiple regression analysis was used to test whether Performance Monitoring predicted quality of teaching, the findings are summarized in Table 4.11.

Table 4.11: Multiple Regression of quality of teaching on Training and Promotion

Performance management	Standardized Coefficients		Significance
	Beta (β)		(p)
Training	.642		.000
Promotion	.265		.001
$R^2 = 0.538$			
Adjusted $R^2 = 0.528$			
$F = 50.144$, $p = 0.000$			

e. Dependent Variable: Quality of Teaching

f. Predictors: Training and Promotion

The results in Table 4.11 show that Performance Monitoring explained 53.8% of the variation in the quality of teaching ($R^2 = .538$). This means that 46.2 % of the variation in quality of teaching was accounted for by other factors not considered under this model. Both Training ($\beta =0.642$, $p = 0.000 < 0.05$) and promotion ($\beta =0.265$, $p = 0.001 < 0.05$) that had a positive influence on the quality of teaching.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a discussion, conclusions, and recommendations of the study that examined the influence of performance appraisal practices on the quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City.

5.2 Discussion

Objective One: The influence of goal setting by school leaders on quality teaching in government-aided primary schools in Nyakayojo Division, Mbarara City

In connection to the first objective; to determine the influence of goal setting on the quality of teaching in government-aided primary schools in Nyakayojo Division, it was only goal clarity ($r=.33$, $\beta =0.413$, $p < 0.05$), that had a significant contribution to the quality of teaching. Other indicators, goal stress and goal participation did not contribute to quality of teaching. The contribution of goal clarity mainly came from the school administration setting clear and precise goals (mean= 4.20, SD=.58), that are specific and achievable (mean= 4.13, SD=.50) clearly indicating what teachers are expected to do (mean= 4.29, SD=.50), and allowing them to work together with colleagues to achieve the goals (mean= 4.20, SD=.58).

So, it was revealed that when school leaders, provide supportive and transformational guidance to teachers about performance goals, teachers understand their expectations and re motivated to effectively do their teaching roles . This is especially effective when school leaders freely and in a collegial manner exchange professional development views with the teachers on teaching preparation and learner assessment. The teachers are more

inclined to improve on the lesson delivery in relation to the curriculum interpretation and the specific content to be taught. According to Sifawa et al (2020) through supportive leadership on understanding of school and individual performance goals, teachers can transform the curriculum content into pedagogical content knowledge appropriate for effective instruction.

It was found that school leaders in Primary schools in Mbarara city also provided some joint consultation with teachers and agreement upon the course of action. This finding agreed with Cheruiyot (2023) who said that school leaders are mandated to provide opportunities for departmental members to improve their instructional process. Since the HODs are squarely responsible for coordinating curriculum implementation in schools and ensuring performance in the teaching and learning process (Odindo et al, 2020), they play pivotal roles in ensuring that teachers within the department are supported professionally at school so that learning outcomes are improved. On this issue Sifawa et al. (2020) suggest that its good for head teachers and other senior staff to create an inviting school atmosphere that enhances trust amongst teachers and administrators so that ownership of the programmes by teachers is exercised. According to Papanthymou et al. (2023) for head teachers to effectively do their leadership roles they have to provide best care to teachers and communicate clearly and regularly with the teachers otherwise frustration and disappointment for both parties will arise. The provision of relevant support supervision services also requires experienced and knowledgeable administrators whose trust should be influential in the teacher's classroom practices.

Objective Two: The Influence of Performance Feedback Practices of school leaders on Quality Teaching in Government-Aided Primary Schools in Nyakayojo Division, Mbarara City

As far as the second objective of the study is concerned; to assess the influence of feedback practices on the quality of teaching it was found that Formal Feedback ($\beta = -0.258, p < 0.05$) had a negative influence on the quality of teaching. Feedback that was given to teachers on how to improve their skills for better performance (mean= 4.31, SD=.57) and how to apply the feedback to improve their performance (mean= 4.23, SD=.48) actually decreased the quality of teaching. It is likely teachers had average attachment to the teaching profession, since their schools, lacked a positive work environment that endears an employee to improve his career. This concurred with Hasan (2024), who affirmed that employees with burdens and responsibilities may negatively affect their bonds to their professions increasing negative reactions to professional development counselling. Also, as indicated by Garet (2017), school leaders in Mbarara city may have made little efforts to detect and restore the defects within the commitment construct and reinforce employees' attachment to the teaching career in all aspects. This conclusion collaborates Hasan (2024), who said that when administrators are not attentive to the changes that might affect employees' commitment and intervene when necessary for the sake of organizational objectives, commitment by employees may significantly fall. Teachers may have lacked altruistic motivations of wanting to make a worthwhile contribution to the lives of students and according to Bores et al. (2020), this factor is often important in increasing teacher commitment to quality of teaching even in the face of difficulties.

Objective Three: The influence of Performance Monitoring on quality of teaching in government-aided primary schools in Nyakayojo Division, Mbarara City

With regard to the third objective of the study; to establish the influence of Performance Monitoring on the quality of teaching, it was revealed that Performance Monitoring made a 53.8% variation in the quality of teaching. Both Training ($\beta = 0.642$, $p < 0.05$) and promotion ($\beta = 0.265$, $p < 0.05$) good positive influences on the quality of teaching. It was revealed that teachers were more concerned with professional development than promotion. They wanted the school leadership to help them be more proficient in their careers than being concerned with how fast and often they were being promoted. They wanted schools in their Performance Monitoring activities, school place emphasis on professional development. Therefore, in line with Joseph et al (2020) professional develop that includes elevating teachers from the present expertise to a higher skill in the organization, even when done internally can be more effective in helping teachers becoming experts in their field or job. Schools in Mbarara city also communicated to teachers what they had to do in order to assume more responsibilities and this enhanced the zeal they put into doing their work.

Hence even in the rigid and slow changing government promotion and advancement guidelines, primary schools made frantic efforts to have relevant internal promotion to motivate teachers to do their jobs well. In line with Osendo et al. (2019) teachers knowing that their performance will be rewarded with promotion results into employees expending effort to do their best. The promotion in the schools, paid attention to change of roles. This according to Mona and Arulraj (2021) may lead to better inclination for teachers to do their work well. So, schools had specific practices to satisfy the needs of employees through quicker promotion. Hence according to Anyango and Kaahwa

(2020), an employee performs better if she feels that the organisation will recognise and reward appropriately work effort through giving relevant promotion.

5.3 Limitations of the study

The self-report nature of the instrument may have increased biases, given that the answers to the questions depended on the way the questions were phrased. So, care is needed in applying the findings in policy formulation. Also using quantitative methods only could have limited in-depth expression views that might have been important in supplementing information on sensitive issues such as recognition and promotion. Future studies may apply mixed methods.

5.4. Conclusion

The discussion above led to the following conclusions.

The study concluded that performance appraisal practices play a pivotal role in bridging the gap between school expectations and quality of teaching. The school leaders who exhibited transactional employee monitoring traits in their leadership improved the role performance of their teachers.

The more teachers are motivated to be committed themselves to their profession, the more likely they were to be dedicated to their teaching roles. When schools provide opportunities for professional development and promotion at the right time, they will feel motivated and work hard as expected.

5.5 Recommendations

MOES

MOES should empower Primary school head teachers and train them to focus more on mentoring, competence building and professional development rather than only compliance with educational standards.

The MOES should make School leadership in primary schools to be a more of a professional development practice rather than Management and standards enforcement activity so that teachers fully benefit from it in terms of appropriate goal setting, feedback and performance Management.

MOES should provide an enabling job performance environment for teachers by changing the overall school leadership from being compliance and standards-driven to a goal achievement orientation.

Head Teachers

Head teachers should communicate clearly to the teachers performance targets and they should be made reflective of individual teacher differences.

Head teachers in Primary schools should develop a policy for Interchange of opinions about performance goals and generation of possible actions by both the head teachers and the teachers.

Head teachers should apply more collaborative leadership so as to increase collaboration, consultation and coordination with teachers. This will eventually make teaching be a performance and professional development oriented career so as to play a significant role in improving the role performance of primary school teachers in

Uganda.

Academic meetings should be held monthly to discuss performance related issues with teachers while offering them performance support

Feedback given to teachers about their performance should always be timely, comprehensive and interactive.

Local government education administrators

The local government and district administration are encouraged to ensure that more effective mechanisms are put in place to involve teachers in identifying relevant goal setting, feedback practices and promotion strategies that meet the role performance needs of teachers more effectively.

The DEOs should give primary schools clear guideline and practices for doing internal promotions that are geared to enhancing the quality of teaching.

At district levels, there should be practical programs to empower teachers to have effective participation and engagement techniques in demanding for appropriate, participation on goals setting and performance evaluation .

Teachers

Teachers should have a positive attitude and often seek for performance appraisals as a tool of improving their effectiveness and professional development.

5.6 . Suggestions for Further Research

The researcher suggests the following further research areas to find more information on;

1. A model of performance appraisal relevant to primary schools in Uganda.
2. Promotion strategies that enhance job performance among teachers in primary schools in Uganda.
3. Research on other influencers of quality of teaching in primary schools using mixed methods.

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APPENDICES

APPENDIX I: KREJCIE AND MORGANS SAMPLE SIZE 1970

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: SELF ADMINISTERED QUESTIONNAIRE FOR TEACHERS

Dear esteem teacher,

This is to kindly request you to participate in this study titled, “Performance Appraisal Practice and Quality Instruction in Government Aided Primary Schools in Mbarara City” I believe you are highly suitable to provide the required information. Kindly fill in the questionnaire as honestly as possible. You remain anonymous and all information that you provide is confidential.

Yours faithfully,

Christine Chandiru

0775347124 /0752190024

Section A: Background characteristics

Tick in the right place provided

1. My sex

Male	Female
1	2

2. Age group

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

3. Highest level of education attainment

Grade III Certificate	Grade IV	Bachelors’ degree	Masters’
1	2	3	4

4. I have thought in this school

Less than 4 years	Between 4-9 years	More than 9 years
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1	2	3
---	---	---

5. The responsibilities hold in this school

Subject teacher	Classroom teacher	Departmental head	Senior teacher

SECTION B: Quality Teaching (DV)

This sector in this school. Whereby, 1= Strongly- disagree (SD), 2= Disagree (D), 3= Unsure (UN), 4= Agree (A) & 5= Strongly-agree comprises of items on quality teaching.

Gentle use the scale to show the degree to which you efficiently apply them - agree (SA).

CO	Clear learning objectives	SD	D	UN	A	SA
		1	2	3	4	5
CO1	I always prepare lessons before teaching.					
CO2	I set clear teaching and learning objectives					
CO3	I always teach following my set objectives.					
CO4	I continuasly know-how to relate ideas to lessons taught.					
CO5	I always achieve my teaching and learning ojectives.					
CO6	I always check if my set objectives have been achieved.					
CO7	I always teach from known to unknown to achieve the set objectives					
CO8	I always move to the next lesson after achieving all the objectives set.					
EP	Engagement and active participation	SD	D	UN	A	SA
EP1	I always put my learners at the center of teaching and learning.					
EP2	I am a facilitator other than spoon feeding the my learners.					
EP3	I always engage learners actively in the teaching and learning process.					
EP4	I put my learners to work in groups.					
EP5	I enourage all group members to work together					

EP 6	I check learners in their working groups					
EP7	I encourage the group members to present their findings to the class.					
EP8	I mark and correct learners work instendly.					
EP9	I encourage my learners to give comments on other groups work.					
EP10	I display learners marked work.					
DI	Differentiated Instruction	SD	D	U	A	SA
DI 1	I always give activities according to different learning needs					
DI 2	I always group weaker learners with faster leaners					
DI 3	I always move to check learners with learning difficulties					
DI 4	I always conduct remidual lessons for learners with learning difficulties					
DI 5	I always appreciate different learners effort					
UT	Use of technoledge	SD	D	U	A	SA
UT1	I am knowledgable about ICT skills					
UT2	I intergrate ICT skills during teaching and learning.					
UT3	I use projector during teaching and learning process.					
UT4	I use cut-outs masseges during teaching and learning process.					
UT5	I use video tapes during teaching and learning process.					
UT6	I print items from the media for my learners.					

Section C: Performance Appraisal Practices (IV)

This section includes items concerning performance appraisal practices. It comprises of three parts; specifically goal setting, performance feedback and performance management. kindly tick where applicable using the scale below whereby, 1= strongly disagree (SD), 2= Disagree (D), 3= Unsure (UN), 4= Agree (A), and 5= Strongly Agree (SA).

GS	Goal setting	SD	D	U	A	SA
		1	2	3	4	5
GS1	Goals are clearly identified in this school.					
GS 2	I know correctly what I am expected to do in this school.					
GS3	Goals are precisely defined and highlighted in this school.					
GS4	Team goals are granted to all teachers in this school.					
GS5	I have specific and achievable goals to the set target in this school.					
GS6	We always work together with my colleague teachers' and encourage each other to achieve the school goals.					
GS 7	I have very many goals to achieve in this school.					
GS 8	Goals are extremely hard and taxing in this school.					
GS 9	I have got unachievable goals in this school.					
GS 10	Goals set are conflicting with my personal duties					
GS 11	I don't have any clear goal in this school.					
GS 12	I always set goals according to individual needs in this					

	school.					
PF	Performance Feedback	SD	D	U	A	SA
PF 1	I have been given feedback on my performance in this school.					
PF 2	I have been given feedback on how to improve on my skills for better performance in this school.					
PF 3	I apply performance feedback to improve on my performance in this school.					
PF 4	Performance feedback has helped me to know what people feel about me in this school.					
PF 5	Critical performance feedback has helped me to improve on my performance in this school.					
PF 6	My supervisors always ask me to state any area of teaching and learning that requires their assistance.					
PF 7	My supervisors provide me with performance feedback on what they think I have than that requires recognition.					
PF 8	My bosses provide me with feedback on particular objectives I need to meet in the future.					
PM	Performance Management	SD	D	U	A	SA
PM1	My immediate supervisor has shown me how to carry out PM in this school.					
PM 2	Trainings on the use of new technologies are conducted in this school.					

PM3	I have been trained to guide my colleague teachers on how to conduct PM in this school.					
PM4	I am given the opportunity attend CPDs in this school.					
PM 5	I'm given Performance Managementtools yearly in this school.					
PM 6	I have been given chances to go for further studies in this school.					
PM 7	Iam likely to be promoted in this institution based on the result of PM.					
PM 8	I has been given the opportunity to be promoted in this school that has pleased me					
PM 9	In this school, policies for promotion are clearely made to me by the administration.					
PM 10	Promotions are based on merit in this school.					
PM 11	I am well equipt with the promotion necessities for my work in this school.					

END

Appendix III: Table for determining sample size

Table for Determining Sample Size for 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	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size

Source: Krejcie & Morgan, 1970

Appendix IV: Letter of Introduction

APPENDIX V: PLAGIARISM TEST REPORT

**PERFORMANCE APPRAISAL
PRACTICES AND QUALITY
TEACHING IN SELECTED
GOVERNMENT-AIDED PRIMARY
SCHOOLS IN NYAKAYOJO
DIVISION, MBARARA CITY,
UGANDA**

by Christine Chandiru

Submission date: 05-Aug-2024 10:52AM (UTC+0100)

Submission ID: 2425244943

File name: CHRISTINE_CHANDIRU_JULY_PRINTED_turnitin.doc (3.45M)

Word count: 6990

Character count: 41677

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