



UGANDA MANAGEMENT INSTITUTE

**APPRAISAL AND TEACHER PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN GULU DISTRICT**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF
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DECLARATION

I, Pamela Vicky Ayugi, hereby declare that the work presented in this report is my original piece, and confirm to the best of my knowledge that it has never been submitted either in part or in full for publication or award of a degree in any other institution.

I therefore present it for the award of Master Degree in Business Administration of Uganda Management Institute.

Signature Date.....

APPROVAL

This is to certify that this dissertation titled; ‘Appraisal and Teacher Performance in public Primary Schools in Gulu district,’ has been submitted under our approval.

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DEDICATION

This work is dedicated to my dear parents, Mr Tom Ogwal Ekuka and Mrs Janet Amadi Okello for the care, support and continuous guidance, and for paying school fees for my early education that has enabled me to reach this level. My siblings, Andrew Ekuka, Brenda Ruth Akello, Patricia Akullu, Dinna Adong and Jesse Jonathan Ogwang. My daughters Abigail Poro and Rachel Poro, my nephew Jeremiah Ekuka as well as my husband Mr. Sammy G.Poro. My friends, George Rumanyika, Gladys Nakiboneka, Vivien Bisanda, Freda Acheng and Lynda Ducha.

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LIST OF ABBREVIATION

ACRs	Annual Confidential Reports
DEO	District Education Official
DES	Directorate of Education Standards
MBO	Management by Objectives
MoES	Ministry of Education and Sports
NPAS	New Performance Appraisal Scheme
PAS	performance appraisal system
PLE	Primary Leaving Examination
PSRRC	Public Service Review and Reorganization Commission
UPE	Universal Primary Education

ABSTRACT

The study investigated the relationship between appraisal and teacher performance in public primary schools in Gulu district. The objectives of the study were; to investigate the relationship between management by objectives and teacher performance in public primary schools in Gulu district, to investigate the relationship between teacher based evaluation and teacher performance in public primary schools in Gulu district, and to investigate the relationship between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district. A cross-sectional survey research design was used for this study. Simple Random Sampling was used to sample respondents. Data were collected using questionnaires surveys, documentary review and interviews. The collected data was analyzed using descriptive statistics in the form of frequencies and percentage tables with the aid of SPSS (Statistical Packages for Social Scientists). Qualitative data was transcribed, organized into various emerging themes guided by the objectives of the study and reported in a narrative way

Findings revealed that appraisal of teachers on adequacy of planning and preparation by heads of departments and subject heads before attending classes assisted on improvement of students' academic performance to a large extent at 70(72.2%), 67(69.1%) and 57(58.8%) respectively. Appraisal of teachers on adequacy of classroom environment by school principals assisted on improvement of students academic performance to a large, medium and small extent at 57(59%), 28(29%) and 12(12%) respectively. Appraisal of teachers' on professional responsibilities assisted in improvement of students' academic performance to a large, medium and small extent at 54(56%), 31(32%) and 12(12%) respectively. 67(69%). teachers acknowledged that appraisal of teachers during classroom instructions assisted in boosting students academic performance to a large extent while 30(31%) held a contrary opinion.

The study concluded that Appraisal has a weak positive influence on teacher performance and therefore teachers should be given clear goals which should be communicated early to avoid misunderstanding during evaluation. There is need for sensitising teachers and head teachers on the need for appraisal as well as provide feedback on instructional matters early enough to encourage teachers to improve on their performance.

CHAPTER ONE INTRODUCTION

1.0 Introduction

According to Ngang, Adulla & Mey (2010), teachers are a very crucial in determining the quality of education pupils receive. Measuring performance of teachers in school is a key lever for increasing focus on teaching quality (Elliot, 2015). A performance culture is characterised by a clear focus on improving teaching as a powerful means of improving student outcomes. It necessitates teachers to know what is expected of them; receive frequent and useful feedback on their teaching; and access high quality support to improve their practice and performance (Dee and Wyckoff, 2015).

This chapter explores the relationship between appraisal and teacher performance in public primary schools in Gulu district. Appraisal was viewed as the independent variable while as teacher performance was the dependent variable. This chapter presents an insight into the background to the study, problem statement, purpose, the objectives, research questions, hypotheses, scope and significance of the study.

1.1 Background to the Study

The study was discussed the background based on historical background, theoretical background, conceptual background and contextual background.

1.1.1 Historical background

a) **Historically:** the term “performance management” was not utilized until the 1970s (Armstrong and Baron, 2005). Since then, the language of performance has become an almost every-day feature of work in many public sector organizations, in some form or another and the language of performance has been associated with the establishment of standards or indicators to be achieved, and the audit of organizational systems to ensure conformance (Boland and Fowler, 2000). In general, performance management includes activities that ensure that organizational goals are consistently being met in an effective and efficient manner so that it involves shared vision, management style, employee involvement,

incentives and rewards, competence framework, team work, education and training, attitudes, and dialogue.

Brown (2005) notes many different reasons for introducing performance management: (1) to provide information on organizational and/or employees' effectiveness; (2) to improve organizational and/or employees' effectiveness; (3) to provide information on organizational and/or employees' efficiency; (4) to improve organizational and/or employees' efficiency; (5) to improve employees' levels of motivation; (6) to link employees' pay with perceptions of their performance; (7) to raise levels of employee accountability; and (8) to align employees' objectives with those of the organization as a whole.

(b) Globally: teacher's performance appraisal in public primary schools has been involved through formative aspects that focus on developing performance, such as career development, professional learning and feedback. Summative aspects, on the other hand, evaluate performance for career progression, possible promotion or demotion and termination purposes. When used for both accountability and instructional improvement, performance appraisal that identifies and enhances teaching quality may be considered the ideal quality assurance mechanism (Danielson & McGreal, 2000). The OECD (2009b) acknowledges that: Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning.... It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve.

Research in the late 1980s and early 1990s saw a focus on teacher quality and the provision of quality teacher education programs (Ingvarson, 2010). Australia was not alone in the promotion of quality teaching, with the adoption of rigorous standards figuring prominently

in public debate in the United Kingdom and United States (Louden, 2000; Sachs, 2005). Tensions associated with the development of exemplary standards (alongside a proliferation of professional associations, national boards and agencies) meant that various groups, including teaching and subject associations, competed to represent the profession. While many developments were driven by a desire to increase the ‘professionalism’ of teachers and teaching, standards that reflect the intricacies of teaching, ‘allowing it to be the art as well as the science’ (Phillips, 2012) was-and is-a complex matter. Although standards are important, Darling-Hammond (1994) cautioned against policy that focused solely on introducing standards and claimed that it is not so much the standards that would improve the education system, but how the standards were used. Within the performance appraisal process, standards provide scope for teachers and school leaders to make informed decisions about teaching performance and may assist in identifying future areas for growth and development. In Australia, a description of what constitutes teaching quality is encapsulated in the *Australian Professional Standards for Teachers* (Australian Institute for Teaching and School Leadership [AITSL], 2011). According to the Australian Institute for Teaching and School Leadership (AITSL), standards aim to articulate expectations for teaching, foster consistency and accountability and serve as the foundation for performance review at the end of the appraisal cycle.

(c) Regionally in East Africa: teacher performance appraisal has been based on the National Performance and Development Framework comprises of formal and informal feedback on performance. It usually includes a teacher being provided with written feedback against their goals. During this phase, an evaluation of performance is made against the agreed action plan and new objectives are set for the next review cycle. According to the 2009 TALIS report (OECD, 2009a), appraisal and feedback have a strong influence on teachers, increasing job satisfaction and improving teaching practice. Performance appraisal needs to provide

feedback to teachers about their professional practice and offer opportunities for improvement. Although Donaldson and Donaldson (2012) report that teachers need constructive feedback from skilled practitioners in order to improve their teaching, research suggests that feedback is often not a common occurrence in schools (OECD, 2009a; Zatynski, 2012). Just as students need feedback about performance and progress, so to do teachers. Success criteria outlining what quality teaching look like, informed by timely feedback about how to improve and in what areas, should surely be part of a continuous learning process for both teachers and students alike.

Strengthening of the link between professional learning and performance appraisal and allowing for greater differentiation of professional learning addressing the individual needs of teachers are necessary. Given that performance appraisal helps teachers link professional learning to standards and individual goals (Gilbert, 2011), understanding how these fit together within an appraisal cycle is important

(d) In Uganda: according to (Mukili, 2012), for many years, the Ministry of Public Service in Uganda were using closed system of assessing individual performance known as Annual Confidential Reports (ACRs) where the supervisor assessed subordinate without any input from the subordinate but based on the supervisor's subjective judgments. The Government of Uganda therefore set up the Public Service Review and Re-organisation Commission (PSRRC) in 1989 to, among others, re-examine the Uganda Civil Service and recommend ways of reforming and reorganizing the institution. The report of PSRRC (1990) observed that the Annual Confidential Report was not a reliable and effective tool to measure individual performance as assignment of work to public officers was not clearly specified in terms of measurable outputs.

The PSRRC suggested that in order to motivate civil servants to perform and increase general productivity, a performance measurement tool that could link results to specific civil servants should be introduced (Onzoma, 2006). Following recommendations from the PSRRC, the Ministry of Public Service in Uganda introduced The New Performance Appraisal Scheme (NPAS) for the Uganda Public service in July 2002 through Establishment Notice No: 1 of 2002 to replace the ACRs.

According to Ministry of Public Service, the objective of Performance Appraisal was to improve performance management in the public service through setting measurable performance objectives for each individual that are jointly agreed and assessed to identify actions that would lead to improved individual performance (Ministry of Public Service, 2002).

1.1.2 Theoretical background

The study was informed by two theories: Expectancy Theory by Victor Vroom (1964) and Goal-Setting Theory by Edwin Locke (2008). Vroom's theory was based on the hypothesis that individuals adjust their behaviour in the organization on the basis of anticipated satisfaction of valued goals set by them. This theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Salaman, 2005). Teachers will work hard to get a good performance appraisal if they expect a good reward from the school.

Vroom's (1964) expectancy theory of motivation proposes that behaviour results from conscious choices among alternatives whose purpose is to maximise pleasure and minimize pain. Vroom's theory suggests that employees will consider outcomes associated with various levels of performance and choose to pursue the level that generates the reward for him/ her. Under the Expectancy Theory, a person's belief about whether or not a particular job

performance is attainable will depend highly on the ability of the organisation to develop appraisal mechanism based on merit and transparent enough to be trusted by the employees (Namuddu 2010).

Teachers in Gulu District therefore attained a particular job performance if the government provided the most basic materials and equipment for teaching such as textbooks, chalkboards, and descent classrooms for the students; this is because lack of these basic materials has a negative impact on the teachers as well as supervisors in which the end result can be poor performance.

According to Locke's Goal Setting Theory on the other hand, high or hard goals are motivating because they require one to attain more in order to be satisfied than do easy goals. Feelings of success in the workplace occur to the extent that people see that they are able to grow and meet job challenges by pursuing and attaining goals that are important and meaningful. A goal is the aim of an action or task that a person consciously desires to achieve or obtain (Locke & Latham, 2002; Locke & Latham, 2006). Goal setting involves the conscious process of establishing levels of performance in order to obtain desirable outcomes. This goal setting theory simply states that the source of motivation is the desire and intention to reach a goal (PSU WC, 2015, L. 6). If individuals or teams find that their current performance is not achieving desired goals, they typically become motivated to increase effort or change their strategy (Locke & Latham, 2006). In this study therefore it was expected that if the teachers in Gulu participated in assignments and setting of goals, then we would expect improvement in teacher performance.

1.1.3 Conceptual Background

Teacher appraisal is defined as the process of evaluating the performance of teachers in service delivery (Dictionary of Human Resources Management, 2001). Appraisal is judgmental in nature, that is, the staff's performance is measured against certain standards. Jackson and Schuler (2003), cited in Ahmed (2010) viewed performance appraisal as a method by which the job performance of an employee is evaluated. It is seen as a key contributor to successful human resource management (Erdogan 2002, cited in Ahmed 2010). According to Partington and Stainton (2003) there are three main purposes of performance appraisal: it shows and furnishes aspects of staff member performance, it alerts the staff member to the degrees of improvement needed in any weaker aspect of his/her performance, and it prioritizes the aspects of performance in which improvement is needed.

Asghar (1996) and Groeschl, (2003) added other purposes and functions such as appraising performance for institutional development, for self-development which is the most important purpose of appraisal, for increased pay and for promotion. They add to say that development-oriented staff appraisal provides the means by which enhanced communication between staff and senior colleagues can determine systematic identification of roles, tasks, targets and training plans for individuals, which support developmental and institutional goals. Further, an effective teacher appraisal can be used as reinforcement for teacher learning and development. An effective appraisal provides an opportunity for appraisees to reflect on their performance, accomplishment and achievements. In addition, the best indicator of effectiveness of a developmental appraisal must lead to staff development (James, 1995). Further, (Cardno, 2005 cited in Murphy, 2012) advocated that "to ensure the system or appraisal is effective and successful, a balance between accountability and developmental purposes must be achieved and maintained". "Appraisal also helps to develop and reinforce

the line of management control. It does this by developing the managerial skills of the appraiser and enhancing their power over appraisees" (Barlett, 1998).

Performance appraisal can be powerful and influential if it is used for reinforcement and disciplinary decisions, such as staff promotion, crossing of efficiency bar and pay raises as well as termination of contract. The key aspects of a successful appraisal are: training of appraisal is a very important issue because carrying out staff appraisal and evaluation each year should not be treated as just a regular routine, and it is certainly not a formality. Byars and Pynes (2004) asserted that in order to overcome errors and problems associated with performance appraisal; the appraiser should be trained on how to improve his or her skills such as documentation and counseling skills. Appraisers should be trained to be open minded, honest, positive and skilful in addressing staff member's capabilities and competencies. Appraisers should be competent, fair, credible, report appraisee's strengths and weaknesses and be able to make logical and fair recommendation for assisting and improving appraisee's future performance (To, 2007).

James (1995) added "the capacity of appraisers to create a climate for effective discussion becomes critical for an effective and successful appraisal". Appraisees would be in difficult position if they mistrust their appraisers; therefore, trust and respect are very important in an effective appraisal. Increased participation in the appraisal process is positively related to appraisees' satisfaction and their acceptance to the appraisal system (Cawley *et al.*, 1998 cited in

Kelly *et al.*, 2008). "Teachers who participate in developing the appraisal system are more likely to be aware and accepting of performance expectations, better understand the appraisal process and outcomes, and be more committed to the appraisal system" (Kelly *et al.*, 2008). Further, Piggott-Irvine (2003) advocated that transparency and confidentiality are important

and should be considered and assured by appraiser and appraisee. The appraiser should maintain absolute "confidentiality in dealing with information, whether it is from respondents providing feedback, or documentary evidence, or information from the principal. The information should not be tampered with or altered". Clear guidelines, accountability, mutual respect and trust should be

maintained. According to (Duckett, 1991 cited in Chow *et al.*, 2002) the relationship between appraiser and appraisee is central and crucial to successful outcome of appraisal. Therefore, it is important that the appraiser be credible, respected and skilful in appraising staff. "The appraiser must be viewed as competent, capable of evaluating the teachers and unbiased for evaluation outcomes to be perceived as reliable and useful for providing feedback to improve teacher performance.

Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals (Aguinis, 2009). According to Elliot (2015), 'performance appraisal' is defined as an on-going process used for identifying, measuring and developing an individual's performance in accordance with an organisation's strategic goals. Armstrong (2006) defines 'performance appraisal' as the formal assessment and rating of individuals by their managers at, usually, an annual review meeting. To him, an appraisal should not be viewed as an end in itself but rather as an important process within the broader performance management system that links organisational objectives, professional development and rewards.

Performance appraisal is classified into traditional and modern methods. Traditional methods puts emphasis on the rating of the individual's personality traits such as integrity, intelligence, leadership potential among others and include; confidential report, ranking method, grading, checklist method, critical incident methods among others. The modern method of performance appraisal on the other hand places more emphasis on the evaluation

of work results, job achievements than the personal traits. Modern methods are more objective and worthwhile and include; management by objectives, 360 degree appraisal, behaviourally anchored rating scales, assessment centres.

According to (Decenzo & Pobbing, 2008), Performance' involves a combination of doing a job efficiently and effectively with a minimum degree of employee created disruptions. Performance of teachers were therefore measured based on teachers overall punctuality, lesson planning, involvement in student preparation supervision, organisation, attendance and involvement in co-curricular activities. Employees are put to task to deliver to set challenges through the employment of their competencies. Ideally this would result in the increased innovation, high student relationship, efficiency, high morale to perform and personal development. Properly operating performance appraisal systems provide a clear communication of work expectations. This is so, through knowing what is expected, hence assisting an employee work bearing in mind the expected outcome of his or her devotion to work. In essence, teachers' performance would result from positive work habits, job knowledge, teamwork; productivity and motivation to work. Performance management is an ongoing process that involves both managers and the employees in: (1) identifying the strategic vision, goals and objectives of the organization; (2) identifying and describing essential job functions and relating them to the mission and goals of the organization; (3) developing realistic and appropriate target standards of performance; (4) implementing ways of measuring actual, compared with target performance; (5) communicating constructive performance evaluations; and (6) planning development opportunities to sustain, improve or build on employee work performance (Neely et al., 1996). The performance management process provides an opportunity for the employees and performance manager to discuss development goals and jointly create a plan for achieving those goals. Development plans should contribute to organizational goals and the professional growth of the employees (Carney, 1999).

1.1.4 Contextual Background

Primary schools in Gulu District Local Government are part of the primary schools in Uganda under the Ministry of education and Sports (MoES) that operate in many other parts of the country. Gulu district currently operates 190 schools that offer basic education to children. The introduction of the New Performance Appraisal System by the Uganda public service in the year 2000 was an effort that was meant to motivate, stimulate and ignite individual performance of teachers for effectiveness and efficiency.

On the contrary, the appraisal system was viewed by many of the teachers in Ugandan schools as an introduction of a methodology to kick them out of teaching. The appraisal results and reports indicated that most teachers became less committed and motivated which endangered good work habits, team work and the quality of teaching in primary schools in Uganda which affected the productivity and performance of the teachers and the schools at large (Namuddu 2010).

1.2 Statement of the Problem

According to Mukili (2012), the Uganda Public Service introduced the New Performance Appraisal systems in 2002 to improve performance management in the public service through setting measurable performance objectives for each individual that are jointly agreed and assessed to identify actions that will lead to improved individual performance. Despite various efforts such as registering in the attendance book that indicate the arrival time and presence of teachers, efforts such as the abrupt headcounts organized by MOES to monitor head teachers and teachers' attendance have not yielded impressive results (UPE report, 2014).

Preliminary reports of an investigation into the poor performance by Gulu district in PLE over the past years showed that most teachers do not complete the syllabus, absent themselves from school, do not teach, have poor lesson plans and preparation, go late for classes and have poor assessment of learners. This was claimed to be attributed to the failure by head teachers in their administrative functions such as supervision, examining teacher preparation, tracking learning as well as monitoring teacher performance through teacher evaluation (Were Brais Abraham, Personal communication, October 31 2011 as cited in Poro, 2013).

Absenteeism and failure to complete syllabus, poor lesson planning and preparation and poor time management are signs of poor teacher performance which affects pupils' academic performance. For example; PLE results in Gulu district showed that only 102 out of 4196 pupils got first grade in 2015 a reflection of 2.4% of the total number of pupils who sat; 166 out of 4576 got first grade, reflection of 3.6% in 2014; 133 out of 4080 got first grade, a reflection of 3.3% in 2013 and 93 out 4015 got first grade in 2012, reflecting 2.3% (UNEB PLE Result 2015, 2014, 2013 and 2012). Such concerns were perplexing to the researcher due to the fact that appraisal was put in place to motivate teachers to improve performance and yet teacher performance was not significantly better. This raised the question of whether appraisal was being done in the approved manner and what form of appraisal would work best in improving teachers' performance in Gulu district, a situation that stimulated the researcher into investigating the relationship between teacher appraisal and teacher performance in public primary Schools in Gulu district.

1.3 Purpose of the Study

The purpose of this study was to investigate the relationship between appraisal and teacher performance in public primary schools in Gulu district.

1.4 Objectives of the Study

This study was guided by the following objectives:

1. To investigate the relationship between management by objectives and teacher performance in public primary schools in Gulu district.
2. To explore the relationship between teachers based evaluation and teacher performance in public primary schools in Gulu district.
3. To assess the relationship between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district.

1.5 Research Questions

1. What is the relationship between management by objectives and teacher performance in public primary schools in Gulu district?
2. How does teachers based evaluation affects performance in public primary schools in Gulu district?
3. To what extent does 360⁰feedback appraisal affects teacher performance in public primary schools in Gulu district?

1.6 Hypotheses of the Study

1. There is a significant positive relationship between management by objectives and teacher performance in public primary schools in Gulu district.
2. Teacher based evaluation positively influence performance in public primary schools in Gulu district.
3. There is a positive relationship between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district

1.7 Scope of the Study

This section of the study focused on the range of the study divided into three sub sections that is the content scope, geographical scope and time scope.

1.7.1 Content scope

The study focused on appraisal and teacher performance in public primary schools in Gulu district. The main content area covered appraisal which included management by objective, teacher based evaluation and 360 degree feedback system. On the other hand, the content included teacher performance which was considered on the basis of lesson planning, punctuality, involvement in co-curriculum activities, attendance, assessment of learners, guidance and counselling, attending staff meetings and classroom teaching.

1.7.2 Geographical Scope

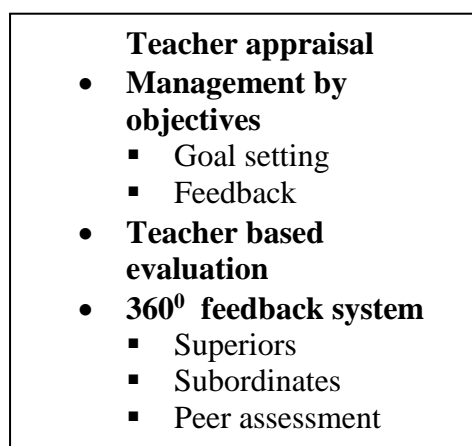
The study was conducted in public primary schools in Gulu district. Gulu district is located in Northern Uganda which lies 332 km north of the capital of Kampala and consists of two counties of Omoro, Aswa and a municipality. The 2014 census put the population of Gulu at about 443,733 (Uganda Bureau of Statistics provisional results, 2014). Gulu district is bordered by six districts of Lamwo to the North, Pader to the East, Oyam to the south, Lira South East and Amuru and Nwoya districts to the North West and South West respectively (Porro2013).

1.7.3 Time scope

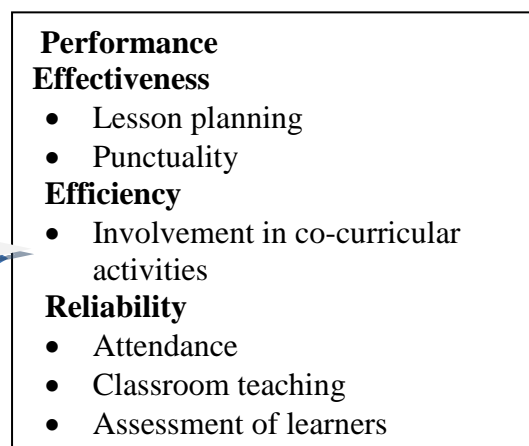
This study covered the period from 2002 up to date as this is the period from which the new performance appraisal was introduced in Uganda by the Uganda Public Service. This period provided a greater insight on the effectiveness and efficiency of teacher appraisal in public primary schools in Gulu district especially the rural areas. The data for this study was collected between August and September 2016.

1.8 Conceptual framework

Independent Variable



Dependent Variable



Source: Researcher 2016 based on literature review

Figure 1. A conceptual framework of Appraisal and teacher performance

Fig.1 above shows how components which have been conceptualized as independent variables include; management by objectives, teachers based evaluation and 360 feedback appraisal of teachers on planning and preparation which involves: lesson planning, demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, setting instructional outcomes, demonstrating knowledge of resources, designing coherent instructions, designing students assessment. These attributes of teachers planning and preparation influence students' academic performance either positively or negatively depending on how they are harnessed.

In conceptual framework Figure 1, it was assumed that the appraisal that is to say; management by objectives, teacher based evaluation and 360⁰ feedback appraisal led to teachers' commitment to tasks and competence related performance measured by lesson planning, punctuality, involvement in co-curricular activities, participation in co-curricular activities, classroom teaching, assessment of learners and attendance.

1.9 Significance of the study

The findings will be used in analysis and formulation of policy, planning and decision making at all levels to improve on appraisal through feedback on teacher performance and strengthen it in schools to promote professionalism among teachers.

The findings, conclusions and recommendations from this study will also provide practical guidance in facilitating the Head teachers of primary schools in Gulu in particular in improving their staff appraisal and teacher performance. The study findings will also be useful in providing knowledge which will be used by policy makers in developing staff appraisal policies.

Finally it is hoped that the study might be of value to future researchers venturing into appraisal and teacher performance, additionally the researcher used the recommendation from this research to improve on her research work.

1.10 Justification of the Study

There have been only a few research studies in the field of teacher appraisal and teacher performance in public primary schools and yet the performance of teachers in these schools is very poor especially in rural areas. So, in view of the poor research-based on teacher appraisal in public primary schools and the lack of knowledge existing in this field, the researcher justified the need for a study on teacher appraisal and teacher performance. The research would lead to an increased understanding of and improvement of appraisal in public primary schools especially in Gulu district. It would provide insights to many categories of people, agencies as well as government through the Ministry of Education and Sports in analysis and formulation of policy, planning and decision at all levels to improve on teacher appraisal as they attempt to increase teachers' productivity and performance while reducing absences and turnover. Lack of specific research in this field encouraged the researcher to

take up the task of conducting a comprehensive research with the purpose of examining the relationship between appraisal and teacher performance in public primary schools in Gulu district. This study would disclose a clear representation of the existing state of appraisal in public primary schools in Gulu district.

1.11 Operational definition of terms and concepts

Appraisal: Appraisal is a process whereby organization link performance to goals of organization and employees.

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

Teacher based evaluation: Performance-based evaluation is an appraisal system which includes multiple measures of teacher performance.

360 degree feedback system: 360 degree feedback is appraisal where direct feedback from an employee's subordinates, peers and supervisors as well as self-evaluation data is shared.

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

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature related to appraisal and teacher performance in public primary schools in Gulu district. It examined variables related to appraisal and teacher performances basing on respect to their status, functions, practices Lesson planning, punctuality, involvement in co-curricular activities, attendance, classroom teaching, assessment of learners, participation in co-curricular activities

2.1 Theoretical Review

2.1.1 Expectancy Theory

According to Vroom's (1964) Expectancy theory, an employee performs or is motivated to do so according to the expected result of the work done (Namuddu, 2010). Vroom concluded that people will be motivated to the extent that they can perceive links between effort, performance and rewards available. He further argued that performance is a vital component of expectancy theory. Specifically, he was concerned with the linkage between effort and performance. That employees need to know what to expect after a given task, however it is critical for management to communicate what is expected of the employees. Furthermore he argued that they must feel confident that if they exert an effort within their capabilities, it will result in a satisfactory performance as defined by the criteria by which they are being measured. Vroom however underestimated the fact that employees should feel confident in the process of evaluation in that, if they perform as they are being asked, they will achieve the rewards they value.

Expectancy theory is relevant to the study because Head teachers' expectations indirectly affect teachers' performance. For example, if a teacher is always coming to school early, always has the lesson plan ready, then the head teacher expectations of those teachers will be

high which affect teachers' outcomes that would condition the teachers' attitudes, expectations, and behaviour so as to meet the head teacher's expectation. Based on these expectations, the head teachers behave differently toward different teachers, and as a result of these behaviours the teachers begin to understand what the head teacher expects from them. If teachers recognise the Head teachers' expectations and behaviour towards them, then they will be more likely to act in ways that confirm the Head teacher's initial expectations which ultimately affect teacher performance.

2.1.2 Goal Setting Theory

Locke and Latham stated that the 'Goal setting' theory was based on the premise that much human action is purposeful, in that it is directed by conscious goals (O'Neil & Drillings, 1994). The decision to set a goal results from dissatisfaction with current performance levels. Setting a goal should include setting a structure that directs actions and behaviors which improve the unsatisfactory performance. Setting a goal will change a person's behavior in order to work towards achieving the set goal. Goal-setting theory predicts that people will channel effort toward accomplishing their goals, which will in turn affect performance (Locke & Latham, 1990). Locke and Latham (2002) found a direct linear relationship between goal difficulty, level of performance, and effort involved. This relationship will stay positive, as long as the person is committed to the goal, has the requisite ability to attain it, and doesn't have conflicting goals (Locke & Latham, 2006). Locke and Latham's goal setting theory states that several conditions are particularly important in successful goal achievement. These include goal acceptance and commitment, goal specificity, goal difficulty, and feedback (O'Neil & Drillings, 1994). These conditions have been extended and edited by other researchers, such as Kenneth Blanchard and Spencer Johnson's SMART goals, which are conditions that are necessary to make goals effective.

Goal-setting is an important element because goals stimulate employee effort, focus attention, increase persistence, and encourage employees to find new and better ways to work. While carrying out the appraisal, it is important that raters are well-informed and credible. Raters should feel comfortable with the techniques of appraisal, and should be knowledgeable about the employee's job and performance. Results-oriented performance measurements seek to measure employee performance by examining the extent to which predetermined work objectives have been met (Mitala, 2006).

2.2 Thematic Review of Literature

This section discusses existing literature on the above study with the objective of revealing contributions made by earlier scholars, weaknesses and gaps in existing knowledge and lessons learnt. The literature review will focus on the themes of the study and will enlighten more on the objectives of the study.

2.2.1 Management by objectives and teacher performance

Managers always have been challenged to produce results, but the modern manager must produce them in a time of rapid technological and social change. Managers must be able to use this rapid change to produce their results; they must use the change and not be used or swallowed up by it. Both they and the organizations they manage need to anticipate change and set aggressive, forward-looking goals in order that they may ultimately begin to make change occur when and where they want it to and, in that way, gain greater control of their environments and their own destinies (Humble, 2008).

The most important tool the manager has in setting and achieving forward-looking goals is people, and to achieve results with this tool the manager must: first, be able to instil in the workers a sense of vital commitment and desire to contribute to organizational goals; second, control and coordinate the efforts of the workers toward goal accomplishment; and, last, help

his or her subordinates to grow in ability so that they can make greater contributions (Humble, 2008).

According to Khanna and Sharma (2015), the concept of management by objective (MBO) was developed by Peter Drucker in 1954. He called it management by objectives and self-control. It is also known as work planning and review or goal setting approach to appraisal and under that an employee is not appraised by his individual qualities, but his performance with respect to the agreed goals and objectives. List of objectives are set and assessments made on performance on a regular basis and rewards are made based on the results achieved. In the modern world of business where gaining competitive advantage over competitors has become one of the main goals by organizations, Management by Objective has become one of the most widely accepted philosophies of management (Gaurav, 2010).

This is an objective type of evaluation which falls under modern approach of performance appraisal. In MBO method of performance appraisal, manager and the employee agree upon specific and obtainable goals with a set deadline. With this method, the appraiser can define success and failure easily. Modern evaluation methods try to remove some of the subjectivity and bias inherent in traditional methods. The process relies on goal setting and constructive feedback to be successful.

2.2.1.0 Goal setting

According to Lloyd (2014), MBO begins with managers at the top of the company setting goals. Then managers and employees at each successively lower level develop their own goals. Employees' goals are designed to support the goals of their own managers. In this way, the entire organization is linked together in the pursuit of objectives. Management by objectives involves setting specific measurable goals with each employee and then periodically discussing his/her progress toward these goals.

MBO processes goes as follows; Establishing goals and desired outcomes for each subordinate, setting performance standards, comparison of actual goals with goals attained by the employee and establishing new goals and new strategies for goals that have not been achieved in the previous year (Khanna and Sharma, 2015). The main objective of appraisal process is to provide a control system, where the organization and functional strategies are deployed to its human resources. Therefore, employees finally will check their feedback under the performance appraisal system (PAS) and check the effectiveness of PAS. Therefore, the system of PAS in the organization must be having clear goals, defined system and more importantly, it must be easy, clear and understandable to all the employees (Chouhan and Verma, 2014).

The essence of MBO is participative goal setting, choosing course of actions and decision making. An important part of the MBO is the measurement and the comparison of the employee's actual performance with the standards set. Ideally, when employees themselves have been involved with the goal setting and the choosing of the course of action to be followed by them, they are more likely to fulfill their responsibilities (Prahalad, 2015).

According to Lloyd (2014), Employees are highly motivated through MBO because they have been able to actively participate in the process of setting goals, instead of simply having the goals dumped on them. Their involvement in this type of decision-making helps meet many of their higher-level needs for accomplishment, achievement, recognition, and self-worth. Importance and self-efficacy enhance the goal commitment by the individual (Locke & Latham, 2006). The individual must find the goal important and must believe they can achieve it (Locke & Latham, 2006). Making the importance of the goal personal provides the individual with the motivation to move beyond failure and maintain the path toward the goal.

The finding of the study in Gulu public schools through questionnaire survey revealed that teachers who are applying MOB are those experienced teachers than newly

completed teachers. Experienced teachers' planning can be best described as a simultaneous consideration of learner, context/ content, resources and methodology, rather than a step by- step or linear progression of decision-making. Planning also occurs during the interactive phases of teaching as the teacher reflects on situations as they arise and plans ahead accordingly. Many teachers are guided in their planning and teaching by broad intentions, intuition, tacit knowledge, and lesson images (John, 2000). While these processes are rarely articulated in detail, either verbally or in writing, they nevertheless are geared towards the activity flow of lessons. They elaborate on the material presented in textbooks or other curriculum materials (Featherstone, 1992) and re-structure knowledge for and with students during the process of planning and teaching thus enhancing academic performance of students.

This finding confirms the study conducted by Kennedy (1987) on the significance of teachers planning and preparation in enhancing students academic performance indicate that teachers who plan elaborately before conducting their lessons had their students perform better than their counter parts who haphazardly hurry to class without planning. This study indicates that for students to perform better in exams, teachers must embrace proper preparation and planning before embarking on teaching. For this reason, teachers must be equipped with teaching documents such as lesson notes, schemes of work, lesson plan etc in order to accomplish their teaching mission.

2.2.1.1 Feedback

The performance feedback process is ongoing between managers and employees. The exchange of information involves both performance expected and performance exhibited. According to Indiana University Human resource Service, constructive feedback can praise good performance or correct poor performance and should always be tied to the performance standard. Getting the facts, then having a face to face conversation can provide direction to help solve performance problems.

For feedback to have a positive outcome, it should be specific rather than general. Generalization might help you gather information about what the staff is feeling, but it will not solve specific problems (Griffin 2009). It is important to focus on the behavior instead of the person and make sure you give feedback gear to help but not hurt. You will need to limit

the information you give to what your employee can hear and process. If you over load a person, they tend to block you out just to simplify things. Be aware of the effects of your feedback and follow up on the situation to see what changes have been made.

Feedback can come from many different sources: managers and supervisors, measurement systems, peers, and customers just to name but a few. Effective and timely feedback is a critical component of a successful performance management program and should be used in conjunction with setting performance goals. If effective feedback is given to employees on their progress towards their goals, employee performance will improve (United States Office of Personnel Management 2014).

2.3. Teacher-based Evaluation and Teacher Performance

Evaluations should provide all teachers with regular feedback that helps them grow as professionals, no matter how long they have been in the classroom. Evaluations should give schools the information they need to build the strongest possible instructional teams, and help districts hold school leaders accountable for supporting each teacher's development. Most importantly, they should focus everyone in a school system, from teachers to the superintendent, on what matters most: keeping every student on track to graduate from high school ready for success in college or a career (Pipere, 2016).

Ngang et al., (2010) asserted that evaluations should do all of these things, but in most cases, they don't even come close. Instead, they are typically perfunctory compliance exercises that rate all teachers "good" or "great" and yield little useful information. As Secretary of Education Arne Duncan noted in a summer 2010 speech, "our system of teacher evaluation... frustrates teachers who feel that their good work goes unrecognized and ignores other teachers who would benefit from additional support." No evaluation system can be perfect in teaching or in any other profession. But systems can be developed that are dramatically better

than current ones, and that teachers and school leaders believe are fair and accurate (Atwater et al., 2005).

Conducting regular performance appraisal is an important work force development strategy for organizations such as schools. Given the challenges of working in the education sector, (teaching profession), performance appraisals offer a valuable opportunity to recognize and reward staff's efforts and performance, detect key barriers and facilitation to work practice and identify professional development needs and opportunities as noted by Cole (2002). Vroom's (1964) expectancy theory suggests that the expected reward (financial and non-financial) will motivate or be the basis of the employee's performance.

Through documentary review, the study found that the weak state of teacher evaluation and the need for reform (Measures of Effective Teaching Project 2010; National Council on Teacher Quality 2009; Weis-berg 2009; Toch and Rothman, 2008). Most teacher evaluations neither differentiate among teachers and the quality of their instruction nor emphasize teachers' influence on student achievement (Daley and Kim 2010; Measures of Effective Teaching Project 2010; Weisberg et al. 2009). The widespread use of binary rating systems, in which teachers receive an overall rating of either satisfactory or unsatisfactory, has been criticized for lacking accuracy, as nearly 99 per cent of teachers in some districts earn satisfactory ratings (Weisberg et al, 2009).

However, what was not considered by this study was the fact that all the above should have a basis of individual focus such as suggested by the review forms. It should be put to record that most studies have undermined the importance of the employee involvement in the designing of the seminars, workshops, and any other training to such an extent that they feel part of the process. According to Taylor (2003), the performance appraisal process offers employees the opportunity to receive structured, constructively framed feedback about their work and growth potential. According to Berman (2005), appraisal and improvement are critical to developing and maintaining a strong capable workforce. Formal teaching qualifications, such as degrees and certification, which sometime are used to evaluate and reward teachers, are weakly correlated with teacher performance and student achievement (Toch and Rothman 2008; Aaronson, Barrow, and Sander 2007; Kane, Rock off, and Staiger 2006). Additionally, research indicates that principals can generally identify teachers who are

the most and least effective but are less able to differentiate among teachers whose effectiveness is between these extremes (Jacobs and Lefgren, 2008).

Interest in educator effectiveness, specifically in teacher evaluation, has grown in recent years, partly in response to the emphasis on effective teachers that is evident in race to the Top. In the USA the Race to the Top guidelines for state teacher evaluation systems call for states to develop “rigorous, transparent, and fair evaluation systems that differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor” (U.S. Department of Education, 2009, p. 9).

2.3.1 The 360⁰ feedback appraisal system and teacher performance

360⁰ feedback is also known as full-circle appraisal, multi-rater feedback, multi-source feedback, upwards feedback, group performance review, 360⁰ appraisal, 540 degree feedback, all-round feedback, and peer appraisal. According to Mason et al., (2009) all these terms convey the same meaning. Lepsinger and Lucia define 360⁰ feedback method as ‘the feedback process which involves collecting perceptions about a person’s behaviour and the impact of that behaviour from the person’s boss or bosses, direct reports, colleagues, fellow members of project teams, internal and external customers, and suppliers’ (Lepsinger and Lucia, 1997. p.6). The authors claim that 360⁰ feedback and the feedback from various raters are used as synonyms.

There are two common uses of the 360⁰ feedback implementation these are development and appraising and performance management purposes (Heisler, 2006). It has been acknowledged that most multi-source feedback techniques have been used with a development emphasis. Furthermore, it may be argued that multi-rater feedback practices provide the best results when they are utilised for development rather than performance ratings; most research

declares that 360⁰ approaches provide beneficial results when used for performance evaluating purposes (Heisler, 2006).

It increases the performance of the employees as it gives a variety of career development opportunities. It is possible to have better performance because 360⁰ provides a strong motivation, enhances information quality, increases the staff knowledge, and supports continuous learning. Samaduzzaman (2013) discussed that 360⁰ feedback is an effective performance evaluation method to measure the efficiency of a person. The feedback helps in removing the misconceptions or wrong perceptions where in the author failed to focus on the type of the organizations where 360⁰ feedback has been used and has made an impact.

The 360⁰ feedback as an appraisal form uses multiple appraiser which include the supervisor, employees, subordinates, and peers. It is 360 degree because the information is collected and feedback is collected for decision purposes (Khanna and Sharma, 2015). The 360 degree system need a full circle in order for the appraisal system to be complete, the issues of feedback is very important for management and employees. 360-degree feedback requires the employer to survey co-workers, supervisors, subordinates and even peers about each employee's actions. The components of 360⁰ feedback appraisal are superiors, subordinates, peers and self-assessment. These components are reviewed as follows:

2.3.2 Review by Superiors

This forms the traditional part of the 360 degree appraisal where the employees' responsibilities and actual performance is rated by the superior. This is the most basic form of appraisal. The Superior is considered to be the fit candidate to appraise the performance of his subordinates (International Research journal of Commerce Arts and Science 2014). Performance appraisal is conducted by direct supervisors because they are in the best position to monitor and assess their subordinates (Kondrasuk, Riley, &Hua, 1999; Daley, 2002; Kondrasuk, 2012). This method is widely used and estimated to occur in almost ninety

percent of the cases (Daley, 2002). There are a few reasons in support of this. First reason is, the Superior is familiar with the individual's performance and he has the best opportunity to observe actual job performance. Another reason is that the superior has the responsibility of managing a particular unit. When the task of evaluating a subordinate is given to another person, the superior authority may be undermined seriously.

In Gulu public schools, through questionnaire survey, the study revealed that teaching and learning in schools have strong social, emotional, and academic components. Students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families. Existing studies suggest that an intervention focused on teacher and parent communication could increase student motivation, efficacy, engagement and ultimately academic achievement. (Barnard, 2004; Seitsinger et al., 2008). Benefits associated with parental involvement include improved academic performance, improved school behavior, greater academic motivation and lower dropout rates.

According to the United States Office of Personnel Management (1997), the supervisor has the broadest perspective on the work requirement of an employee and is able to take into accounts shifts of these requirements. The focus is to provide constructive feedback on employee performance. Superior must communicate to the employee in clear way what the organization plans for the employee so as to enable employees work towards achieving the targets and improve performance (Kumar 2010).

2.3.3. Review by the Subordinates

In this case the employees give their perception about their superiors on the parameters like superiors ability to delegate the work, communication, motivating abilities and leadership qualities etc. Appraisal by the subordinate can be a useful input to the immediate supervisor's development. The ratings are of great significance for the assessment of his leadership qualities when used for that purpose. Subordinates know the extent to which the supervisor actually delegates, how well he communicates, the type of leadership style he is comfortable with and the extent to which he plans and organises.

According to International research journal of Commerce Arts and Science 2014, the use of this appraisal may be useful in assessing an employee's ability to communicate, delegate work, allocate resources, disseminate information, resolve intra-personal conflict and deal with employees on a fair basis. However, this source of appraisal is more acceptable if the managers believe that their subordinates are familiar with the job. The subordinates' ratings provide particularly valuable data on performance elements concerning managerial and supervisory behaviours (USOPM 1997). Walker and Smither (1999) clarified that the improvements in subordinate ratings was greater for managers who discussed the previous year's feedback with subordinates than for managers who had not discussed ratings. People who gave themselves higher self-rating than the ratings their subordinates gave them tended to improve overtime (Johnson and Ferstl, 1999).

Appraisal of supervisors and managers by subordinates creates enormous apprehension from both parties. This is as a result of its anti-hierarchical status which tends to undermine authority patterns (Daley, 1992; Murphy and Cleveland, 2005; Daley, 2002; Condrey, 2012). The nature of the subordinate appraisal makes it very difficult to adopt and is rarely used by organizations even though, it is strongly recommended and advocated for by some scholars as it can aid and enhance the quality of the working environment and also provide managers with relevant feedback that will improve their workforce attitude.

2.3.4 Review by Peer

This appraisal includes the correct feedback given by peers. It can help to find employees' abilities to work in a team, co-operation and sensitivity towards others. In some jobs, the superior may observe a subordinate's actual job performance; peers can provide a perspective in performance that is different from that of superior.

According to United States Office of Personnel Management (1997), Peers have a unique perspective on a co-workers job performance and employees and generally very receptive to the concept of rating each other. Peer ratings have proven to be excellent predictors of performance. Closeness of the working relationship and the amount of personal contact place peers in a better position to make accurate assessments. However, friendship/animosity may result in distortion of evaluation.

Peers are in a better position to evaluate certain facts of job performance which the subordinates/superiors cannot do and these facts include contribution to workgroup projects, interpersonal effectiveness, communication skills, reliability and initiative (International Research Journal of Commerce Arts and Science 2014). Peer influence through peer approval and peer pressure is often more effective than the traditional emphasis to please the boss. Employees report resentment when they believe that their extra efforts are required to make the boss look good as opposed to meeting the units' goals.

According to Kumar 2010, organisations must include peers from within the department as well as other departments; select the right peers for getting the appraisal done. The use of multiple ratters in the peer dimension of 360⁰ assessment program tends to average out the possible biases of any one member of the group of ratters (United States Office of Personnel Management, 1997). There is also a fear of making negative impact on individual career and relationship.

2.3.5 Self-appraisal

The self-appraisal is an exceptionally useful technique whereby the employee assesses his or her own achievements since one knows the accurate information of the performance. Although questionable in a judgmental approach due to self-bias and subjectivity it is quite useful in developmental appraisals (Murphy and Cleveland 2005; Daley, 2002). In essence, it is important to understand employees' way of thinking when applying this method because

they tend to think more of their potentials -what they can do rather than present performance- what they did (Daley, 2002).

However, findings from the interview survey revealed that teachers in Gulu public schools also have the responsibility to assess and evaluate learners. T20 noted that there is roles and goals of assessment: feedback to the students, diagnostic formation, summary data for record keeping, evidence for reports and helping with curriculum revision. According to Wiggins (1993b), assessment improves performance and not just audits it. Evaluation on the other hand should judge their participation, effort and their quality of work. Participation includes things like raising their hands, giving answers when called on and paying attention. Effort focuses on how much they are putting forth in the classroom while quality of work is basically their grades. With information from assessment and evaluation, teachers can make decisions about what to focus on in the curriculum and when to focus on it. Assessment identifies who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment is to provide ongoing feedback to teachers, students and parents in order to improve students' academic performance.

Self-appraisal is an important part of 360 degree appraisal. It gives a chance to the employee to look at his/her strengths and weaknesses, his achievements, and judge his own performance. It provides an opportunity to participate in evaluation process, particularly if appraisal is combined with goal setting and improves motivation. It is also used to evaluate an employee who works in physical isolation. However, Self-appraisals tend to be more lenient, less variable and more biased. According to (Linmann, 2006), from 360⁰ feedback, the worker is able to set goals for self-development, which will advance their career and benefit the organization.

Self-appraisal provides the organization with direct information of employees' apparent needs for enhancement which is very vital in a developmental setting. It gives employees absolute freedom to objectively look at his/her strengths and areas of development along with an opportunity to assess the performance (Kumar 2010).

2.3.6 Performance Appraisal

Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals (Aguinis, 2009). Appraisal may involve formative aspects that focus on developing

performance, such as career development, professional learning and feedback. Summative aspects, on the other hand, evaluate performance for career progression, possible promotion or demotion and termination purposes. When used for both accountability and instructional improvement, performance appraisal that identifies and enhances teaching quality may be considered the ideal quality assurance mechanism (Danielson & McGreal, 2000). The OECD (2009b) acknowledges that: Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning.... It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve the effectiveness of teaching and learning and raise educational standards (p.3).

As the intensity of change quickens and the emphasis on keeping up with it heightens (Day, 2013), greater transparency demands that school systems compete in a global economy. An effective performance appraisal system will, ideally, assist in meeting these demands by holding employee's accountable, addressing underperformance and enhancing performance and practice (Zbar, Marshall, & Power, 2007).

2.4 Summary of the Literature Review

Linking appraisal and performance in organizations look complicated. However, performance appraisal compares an individual's job performance to standards developed for individual's position. In appraisal, low performance may prompt corrective measures such as providing training and high performance may merit rewards. However, judging an employee's performance accurately is not always easy, the fairness of appraisal system then raise questions for debate (Stoner et al, 2005). Based on this challenge also we can say, to get better measurement of performance, one has to do the following major tasks listed by Kowal

and Hasbe (2010): determine the purposes of performance measurement, such as informing professional development, promotions, compensation, retention, and dismissals.

Despite using the right measures for teacher appraisal, the general responsibilities of the teachers in all schools are to teach according to the given time table, and to prepare lesson plans with appropriate teaching and learning materials (MoES, 2009). Teachers are also expected to maintain students' discipline, mark the attendance register and prepare test and other relevant materials. In addition teachers are required to be active in the co-curricular activities of the schools as well as having a good rapport with the other school stakeholders such as parents (Nganget *al.*, 2010). Therefore, the level of performance as teachers are equally crucial and that is why teachers need to understand their roles and they must be supported in order to perform these roles effectively (Nganget *al.*, 2010).

The available literature shows the different forms of appraisal that are practiced within different organizations and how it is practiced, however there is little literature that focus on appraisal of teachers in public schools in Uganda. Appraisal literature that is available in Uganda focuses mainly on the education curriculum reforms and not teachers and yet appraisal of teachers could enhance their performance. The literature available is also sometimes too foreign and is not applicable in the Ugandan context therefore there is a gap that needs to be addressed in regards to teacher appraisal in Uganda especially in public primary schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This study examined the relationship between appraisal and teacher performance in public primary schools in Gulu district. This chapter focuses on methodology of the research. Specifically, it addresses the research design, population and sample size, sampling techniques, data collection techniques, instruments, quality control, ethical consideration and data analysis. It also includes a description of the limitations of the study.

3.1 Research Design

A cross-sectional survey research design was chosen for this study because it allowed analysis or mapping out of the relationship between two or more educational variables (Kombo & Tromp, 2006). The design was also considered suitable because it allowed the researcher to generalise from a sample to a population and inferences were made about behaviours of the population under study (Odiya, 2009). The cross sectional survey therefore enabled the researcher to get the opinions and attitudes of the respondents towards teacher appraisal and performance using small samples from the bigger population (Creswell, 2009).

Quantitative and Qualitative techniques were used to collect and analyse data. The triangulation of methods enabled validating and deeper understanding of the variables. The Quantitative method was selected because most phenomena was described in numbers and measured while qualitative method was chosen to accommodate narrative information in the open ended questions (Ochol-Onono, 2008). According to Collis and Hussey (2003) as cited in Poro 2013, it was a perfect idea and advantageous to have used both quantitative and qualitative methods for collecting data.

3.2 Target Population

The population was 2795 and targeted head teachers and teachers in public primary schools in Gulu district as well as the sub-county chiefs, District Education officials and Directorate of Education Standards (DES). The choice of the target population was based on the assumption that the head teachers, DEOs, DES, and sub-county chiefs are the ones directly in charge of conducting appraisal and teachers were seen as the subjects of appraisal in their schools and that appraisal challenges are more directed at the sub-county chief, head teachers, DEO, DES office, quality assurance and support supervision levels.

3.3 Sample size

From a target population of 2795 respondents and using Sloven (1960) formula; the sample of the study constituted 350 respondents.

The Sloven Formula is given by;

$$n = \frac{N}{1 + N e^2}$$

Where n=sample size; N=Population size and e= margin of error at 0.05.

Thus, substituting into the Sloven's formula of $n = \frac{N}{1 + N(e)^2}$

$$n = \frac{2795}{1 + 2795 (0.05)^2} = \frac{2795}{1 + 2795 (0.0025)} = \mathbf{350}.$$

To select the respondents in each category, the researcher considered the proportions in which they existed in the natural setting in the area of study. This ensured representativeness for each category of respondents in the education sector in Gulu district.

3.3.1 Sampling Frame

This table presents a summary of the sample techniques, target population and the sample size used in the study.

Table 4.1: Population and Sampling Techniques

Category	Target population n	Sample size	Percentage (%)	Sample method
Head teachers	190	24	11	Simple random sampling
Teachers	2584	323	81	Simple random sampling
District Education officials	6	1	4	Simple random sampling
DES	4	1	2	Simple random sampling
Sub county chiefs	11	1	2	Simple random sampling
Total sample	2795	350	100	

Source: Primary data

3.4 Sampling technique and procedure

This study used simple random sampling techniques to select participating primary schools and their teachers from the various schools in the district as well as the other education stakeholders in the district. This method helped the researcher to avoid sampling bias. The researcher used the fishbowl technique in which the names of every teacher in each school were listed on a separate piece of paper and placed in a basin whereby the number of teachers corresponding to the sample was drawn for each of the selected schools and participants. The process was done with replacement, that is, piece of paper selected was placed back in the basin so that every piece of paper to be drawn has the same probability of being selected.

3.5 Data collection methods

The study adopted a combination of data collection methods and these methods were questionnaires surveys, documentary review and interviews.

3.5.1 Questionnaires Surveys

A composite of questionnaires were designed to capture information about relationship between appraisal and teacher performance in the public primary schools in Gulu district. The questionnaire was administered to the primary school teachers and their head teachers. The choice of this method was made because it helped collect opinions, views and beliefs from a large number of respondents in a relatively short time and generated reliable data because the generally literate respondents answered the questions in private without being affected by the researcher's presence (Ochol-Onono, 2009).

3.5.2 Documentary Review

The researcher used documents from Gulu district that has information about district education officials, head teachers, teachers and teacher appraisal and teacher performance. It included reports written by DES, DEOs and head teachers of the different schools in Gulu district. According to Amin (2005), documentary reviews were used because it provides details of numerical information required for the research. According to Sekaran (2003), accurate information is obtained through documentary reviews. This helped the researcher to investigate the relationship between Management by Objectives and teacher performance in public primary schools in Gulu district.

3.5.3 Interviews

An interview guide was designed to obtain in-depth information from the education officials, sub county chiefs and directorate of education standards. This choice of method was made because it allowed the researcher to obtain information that cannot be directly observed and gain control over the line of questioning (Oso & Onen, 2009). Interviews also helped to test

for areas hard to investigate by the use of the questionnaire approach. Interviews further helped test for variations in responses as suggested by Amin (2005).

3.6 Data collection instruments

The study used questionnaires, documentary review checklist and interview guides to collect data.

3.6.1 Questionnaires

Questionnaires were used for gathering data from the respondents. The researcher used set of systematically structured closed-ended and open ended questionnaires to get needed information from the respondents. The questionnaire for this study comprised of four sections. Section A sought responses on demographic information of gender, age bracket, education qualification and year(s) of service of respondents. Section B sought responses on school facilities and infrastructure; section C sought responses on level of appraisal and teacher performance using a five-point Likert rating scale ranging from strongly disagree (SD) to strongly agree (SA) containing 30 items each for measuring teacher appraisal and performance in public primary schools in Gulu district. Section D had open ended questions and seeks responses on the challenges affecting teacher performance in primary schools in Gulu district.

3.6.2 Documentary review checklist

A documentary review checklist was used to review a variety of existing sources for example Directorate of Education Standards reports, meeting minutes, DIS reports, employment record files, appraisal documents, turnover records, promotion records and other written articles with the intention of collecting independently verifiable data and information. It was used to obtain information related to appraisal and teacher performance in public primary schools in Gulu district.

3.6.3 Interview guides

Interview guides were also used to collect qualitative data whereby a set of questions were used to guide the researcher during interviews when gathering information from the participants. The head teachers, sub county chiefs, district education officials and DES were interviewed by the researcher as they are at the focal point of managing the appraisal process. The interview guide lasted for 30 minutes whereby opening remarks took 3 minutes, providing information took 5-10 minutes, gathering information took 15-20 minutes and closing remarks took 2 minutes.

3.7 Pre-testing (validity and reliability)

This was a data quality control measure to ensure that the instruments to be used for data collection were valid and reliable and provided accurate information as required for the study.

3.7.1 Validity. In this study, content validity of the questionnaire were obtained by identifying three people well versed with measurement of the study attributes to rate the items for relevance to the study variables. Each of them were asked to rate each question as relevant, quite relevant, irrelevant or quite irrelevant. The CVI for the whole instrument was then obtained by calculating the number of items declared relevant by all the three judges divided by total number of items in the questionnaire.

CVI = No. of items declared relevant

Total number of items in the questionnaire

If the $CVI \geq 0.70$, then the item were accepted as valid for the research purpose (Odiya, 2009; Burns, 1997, cited in Ochol-Onono, 2009).

3.7.2 Reliability: This is how consistently an instrument measures what it is purported to measure. It is the degree to which research findings can be replicated under similar circumstances (Burns, 1997, cited in Odiya, 2009). Therefore, the reliability of the instrument was determined during the pilot test results/scores using Cronbach's alpha coefficient with the formula below (Amin, 2005).

$$\alpha = \frac{K - 1 - \sum SDi^2}{K - 1 - SDt^2}$$

$$K - 1 - SDt^2$$

Where α = the alpha co-efficient of correlation = Number of items in the instrument

SDi^2 = Variance of scores on individual items

SDt^2 = Variance of scores on total test

\sum = Summation

Instruments with $\alpha \geq 0.70$ are considered reliable.

3.8 Data analysis

Data Analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap, and evaluate data collected. The study used both qualitative and quantitative data analysis techniques.

3.8.1 Qualitative data analysis

The researcher used the content analysis method to analyse qualitative data, which helped in describing and discussing the opinions of the respondents on the relationship between teacher appraisal and teacher performance in public primary school in Gulu district. The analysis of interview responses and documentary reviews involved linking them to teacher appraisal and teacher performance. The information from interview responses was analysed by listing down all respondents' view to be voiced by more than one respondent.

3.8.2 Quantitative data analysis

Quantitative data was analysed using descriptive method (frequency tables) and inferential statistics (Pearson correlation, Regression analysis, and ANOVA) with the help of statistical package for social scientists (SPSS). Data collected which were pre-coded in the questionnaire, after checking and sorting were entered in SPSS because this was the most recommendable package for analyzing social sciences researcher data (Sekaran, 2003). Pearson correlation was prepared for this study because it gave a measure of strength and

direction of association between the two variables and is suitable for normally and bivariate data (Collins & Hussey, 2003)

3.7 Ethical consideration

The ethical issues for considerations in this study included confidentiality, anonymity, privacy and informed consent which are required in all studies and research using human participants. In seeking consent from the respondents, the researcher explained the purpose of the study; expected duration and procedures of the study and what the information gathered were used for ensuring informed consent. The researcher ensured that privacy matters are addressed from the inception of the research to the publication of the results.

There were safety nets put in place to guarantee confidentiality. The instruments for collecting data guaranteed anonymity for all the respondents. The only amount of personal data that was collected for the research is the minimal amount needed to ensure a proper sampling of the population. Personal identifiable information such as names, workplace (school) was not considered unless absolutely necessary and consented to by the respondents. The respondents remained anonymous throughout the study and data collected reported strictly as grouped data from the sampled respondents.

All the instruments, the questionnaires and interview guide clearly explained the purpose of the study to the respondents. Respondents received full disclosure of the nature of the research, the benefits and risks involved with an opportunity to ask questions. The researcher also explained to respondents the major objective of research as being purely for academic purpose. The researcher thereafter requested respondents to give their opinions as per the problem under study.

3.8 Limitations

The nature of the questionnaire was closed ended questions, it was focusing at students and teachers,. This might have made the teachers while answering the questionnaire, hence affecting the reliability of the data collected.

The study focused on relationship between appraisal and teacher performance in public primary schools in Gulu district. Specific focus was mainly on management by objectives, teacher based evaluation and 360⁰ feedback appraisal which formed the gist of the study, however, it can be noted that a number of other factors were not considered based on this note, the study findings could not be generalized.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter involves background information of respondents, presentation, analysis and interpretation of findings in relation to study objectives such as; to investigate the relationship between management by objectives and teacher performance in public primary schools in Gulu district, to investigate the relationship between teacher based evaluation and teacher performance in public primary schools in Gulu district, and to investigate the relationship between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district.

4.1 Response Rate

The response rate is the percentage of people who responded in the study (Mugenda & Mugenda, 2003). This is calculated by dividing the number of the completed surveys by the total number of respondents that were contacted and then multiplying the results by 100. This same procedure can be done for each item in the questionnaire to determine the response rate for the respondents in Gulu District. However, if the response rate is 50% or less, it shows that the data is inadequate for analysis, but if the response rate is 60%, it indicates that the data is good for analysis and if it is 70% and above, then the data is very good for analysis.

Table 2: Response Rate of the study

Category	Sample size	Number of Respondents	Response Rate (%)	Non Response
Head teachers	24	24	100	0
Teachers	323	323	100	0
District Education officials	1	1	100	0
DES	1	1	100	0
Sub county chiefs	1	1	100	0
Total sample	350	350	100	0

Source: Primary data

From Thetable2above, the study had a response rate of 100 % (r=350) of the respondents who answered the questionnaires and key informants interview. This response rate is as a result of the nature of the questionnaire design and key informants interview design which were used. Closed ended questions in questionnaires were used and structured interview schedules were used where structured questions were categorized in a way that the interviewer simply checks the respondent response (Mugenda&Mugenda, 2003).The response rate was therefore good and the results were reliable to represent a survey population.

4.2 Background information of respondents

Findings on the background information of respondents were captured basing on the perceived performance, gender, position of respondents, level of education, and marital status and results are evidenced below

Table 3: Demographic characteristics of the respondents

Variable	Categories	Freq	Percent
Sex of respondents	Male	187	53.4
	Female	163	46.6
Age bracket	Below 30 years	61	17.4
	31 – 40 years	189	54.0
	41 – 50 years	69	19.7
	51 years and above	31	8.9
Education qualification	‘O’ Level	84	24.0
	“A” Level	43	12.3
	Diploma	205	58.6
	Degree	18	5.1
Year of service	0 – 5 years	59	16.9
	6 - 10 years	95	27.1
	11 years and above	196	56

Source: Primary Data

Results in Table 3 shows that more male respondents, 187 (53.4%) participated in the study as compared to their female counterparts, 163 (46.6%) This implies a gender disparity in the employment of workers in the education sector in Gulu district with more males being employed as compared to females. The results also show that the majority of the teachers, 205 (64.3%) had the requisite qualification (at least a diploma) to teach at primary school

level. This shows that the teachers involved in the study were knowledgeable in the context of the study. In relation to the numbers of years spent in teaching, findings in Table 3 shows that majority of the sampled teachers, 196 (56%) had taught for over 11 years, with 95 (27.1%) sampled teachers having taught for between 6 to 10 years and only 59 (16.9)% taught for between 0 to 5 years. This implies that the respondents had long standing cognate experience in serving as teachers. The results from table 3 also shows that the majority of the respondents, 189 (54%) were aged between 31 to 40 years, followed by those between 41 to 50 years with 69 (19.7%) which implies that most respondents were mature enough to answer questions in the questionnaire.

4.2 Findings on teacher appraisal

This section provides the descriptive and inferential study findings on teacher appraisal based on the specific objectives of the study. In addition, it answered the hypothesis and research questions. When responding to items in the questionnaire, respondents specified their level of strongly disagree (SD), Disagree (D), Undecided (UN), Agree (A), strongly agree (SA) agreement or disagreement on a symmetric agree-disagree scale for a series of statements. Thus, the range captured the intensity of their feelings for a given item.

4.2.1 The relationship between management by objectives and teacher performance in public primary schools in Gulu district

The first objective was to investigate the relation between management by objectives and teacher performance in public primary schools in Gulu district. Table 3 shows the descriptive statistics of management by objectives on teacher performance in public primary schools in Gulu district. A number of opinions were obtained as indicated in table 3.

Table 2: Management by objectives

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
School supervisor helps in solving problems in class	22	6.4	38	11.0	30	8.7	201	58.4	53	15.4
The school supervisor conducts individual assessments	16	4.7	33	9.7	30	8.8	211	62.2	49	14.5
Supervisor encourages peer evaluations	15	4.4	39	11.3	43	12.5	197	57.3	50	14.5
Head teachers participate in appraisal	24	7.0	7	2.0	12	3.5	201	58.4	100	29.1
Supervisor monitors teachers attendance in schools and classes	9	2.7	16	4.8	21	6.2	222	66.1	68	20.2
Supervisor monitors punctuality of teachers in schools	8	2.4	13	3.9	29	8.6	218	64.7	69	20.5
Supervision involve promoting teachers' professional growth	29	8.5	39	11.4	42	12.3	201	58.8	31	9.1
Supervisor rewards teachers positively depending on appraisal results	19	5.6	47	13.8	78	22.9	165	48.4	32	9.4
Department heads are involve in appraising teachers	38	11.2	89	26.3	34	10.1	154	45.6	23	6.8
Supervisor possess teaching knowledge	14	4.1	29	8.5	52	15.3	210	61.8	35	10.3
Supervisor creates environment that foster trust	10	2.9	43	12.6	50	14.6	202	59.1	37	10.8
Supervisor focuses on appraisal strategies	13	3.8	41	12.1	48	14.2	201	59.5	35	10.4
Supervisor enforces the code of professional conduct	8	2.3	13	3.8	29	8.5	227	66.6	64	18.8
Supervisor fulfils their duties as appraisers in a trustworthy manner	16	4.7	32	9.3	25	7.3	221	64.2	50	14.6

Source: Primary Data

Where SD=Strongly Disagree D=Disagree UD=Undecided A=Agree SA=Strongly Agree

From the table above, 6.4% of the respondents strongly disagreed that School supervisors help in solving problem in class, 11% disagreed, 8.7% undecided, 58.4% agreed, and 15.4% strongly agreed. This means that School supervisors help in solving problem in class. More so, 4.7% of the respondents strongly disagreed that the school supervisor conducts individual assessment, 9.7% disagreed, 8.8% undecided, 62.2% agreed, 14.5% strongly agreed. This implies that the school supervisor conducts individual assessment. On whether Supervisors encourage peer evaluations, 4.4% of the respondents strongly disagreed that Supervisors encourage peer evaluations, 11.3% disagreed, 12.5% undecided, 57.3% agreed, and 14.5% strongly agreed. This implies that Supervisors encourage peer evaluations

Furthermore, 7% of the respondents strongly disagreed that Head teacher participate in the teacher appraisal, 2% disagreed, 3.5% undecided, 58.4% agreed, 29.1% strongly agreed. This implies that Head teacher participate in the teacher appraisal. Results show that, 2.7% of the respondents strongly disagreed that Supervisors monitor teachers attendance in school and class, 4.8% disagreed, 6.2% undecided, 66.1% agreed, 20.2% strongly agreed. This implies that Supervisors monitor teachers' attendance in school and class. In addition, 2.4% of the respondents strongly disagreed that Supervisors monitor teachers attendance in school and class, 3.9% disagreed, 8.6% undecided, 64.7% agreed, 20.5% strongly agreed. This implies that Supervisors do not always monitor punctuality of teachers in school. Results show that, 8.5% of the respondents strongly disagreed that Supervision involve promoting teacher professional growth, 11.4% disagreed, 12.3% undecided, 58.8% agreed, 9.1% strongly agreed. This implies that Supervision does not always involve promoting teacher professional growth.

Findings revealed that, 5.6% of the respondents strongly disagreed that Supervisors reward teachers positively depending on appraisal results, 13.8% disagreed, 22.9% undecided, 48.4% agreed, 9.4% strongly agreed. This implies that Supervisors always reward teachers

positively depending on appraisal results. More to that, 11.2% of the respondents strongly disagreed that Departments heads are involve in the teacher appraisal, 26.3% disagreed, 10.1% undecided, 45.6% agreed, 6.8% strongly agreed. This implies that department heads are always involved in the teacher appraisal. More to the above, 4.1% of the respondents strongly disagreed that Supervisors possess teaching knowledge, 8.5% disagreed, 15.3% undecided, 61.8% agreed, and 10.3% strongly agreed. This implies that Supervisors always possess teaching knowledge. Results still show that, 2.9% of the respondents strongly disagreed that Supervisors creates environment that foster trust, 12.6% disagreed, 14.6% undecided, 59.1% agreed, and 10.8% strongly agreed. This implies that most of the time supervisors create environment that foster trust.

Besides the above, 3.8% of the respondents strongly disagreed that supervisor's focuses on appraisal strategies, 12.1% disagreed, 14.2% undecided, 59.5% agreed, and 10.4% strongly agreed. This implies that supervisors always focus on appraisal strategies. More to that, 2.3% of the respondents strongly disagreed that Supervisors enforce the code of professional conduct, 3.8% disagreed, 8.5% undecided, 66.6% agreed, and 18.8% strongly agreed. This indicates that Supervisors enforce the code of professional conduct. Analysis of the interview data showed that the key education stakeholders in public primary schools in Gulu district believe in the need to set performance targets with the teachers and head teachers within the school. They believe that each teacher needs to be reminded of their roles and responsibilities and this can only be done when teachers know what is expected of them by setting performance targets. One of the key education stakeholders (KES-1) was asked what he thought is the basis of appraisal and why he thought so and this was his response:

Appraisal should be based on the teachers' performance and this can only be done through setting targets such as punctuality and continuously monitoring their teaching and lesson plans so as to have a basis for appraising them when time for appraising them reaches. Some teachers need to be pushed for them to actually maintain professionalism so what better way than to give them targets and monitor how they play along with what is expected. Nevertheless, 4.7% of the respondents

strongly disagreed that Supervisors fulfil their duties as appraisers in a trustworthy manner, 9.3% disagreed, 7.3% undecided, 64.2% agreed, and 14.6% strongly agreed. This indicates that Supervisors fulfil their duties as appraisers in a trustworthy manner

Another respondent (KES-3) revealed that ;the head teachers pick appraisal forms from their respective districts and give to the teachers to record their performance and set new goals where they did not achieve the required performance, the system is already in place so it is not like we are introducing a new appraisal in place. These teachers have been doing this and some have improved on their performance especially those given warnings by their head teachers.

From the findings therefore, it implies that the key education stakeholders believe that setting performance targets can help teachers improve on their performance which in turn can reflect positively on pupils' performance as well.

Table 4.3: Teacher performance in public primary schools in Gulu district

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers prepare clear and effective lesson plans	12	3.4	24	6.9	10	2.9	210	60.3	92	26.4
Teachers' lesson notes are relevant for teaching	6	1.7	11	3.2	10	2.9	218	63.6	98	28.6
Teachers lesson preparation is suitable for teaching	8	2.3	4	1.1	2	.6	212	60.9	122	35.1
Teacher class management skills are very effective	5	1.5	24	7.0	11	3.2	228	66.9	73	21.4
Teachers use recommended materials for teaching	6	1.8	15	4.5	7	2.1	222	66.5	84	25.1
Teachers' interaction with students is good	6	1.8	7	2.0	13	3.8	246	71.9	70	20.5
Teachers make conducive class for learning	9	2.6	24	7.1	5	1.5	218	64.1	84	24.7
Teachers have ability to discipline students	5	1.4	11	3.2	12	3.5	236	68.4	81	23.5
Teachers' attendance in school is recommended	2	.6	17	5.0	12	3.5	230	67.8	78	23.0
Teachers punctuality in school is appreciated	14	4.1	14	4.1	17	4.9	236	68.4	64	18.6

Teachers participate in all co-curricular activities	14	4.1	38	11.1	25	7.3	197	57.6	68	19.9
Teachers give tests to students as planned	9	2.7	32	9.6	25	7.5	186	56.0	80	24.1
Teachers keep class records as recommended	6	1.8	27	7.9	17	5.0	229	67.0	63	18.4
Teachers always beat deadline when given assignment	14	4.2	36	10.8	39	11.7	187	56.3	56	16.9
Teachers present themselves as role model to pupils	8	2.3	10	2.9	22	6.3	203	58.3	105	30.2
Teachers understand how students learn and develop	3	.9	11	3.2	8	2.4	232	68.2	86	25.3
Teachers know the teaching content area and know how to teach it	0	0.0	16	4.7	10	2.9	210	61.8	104	30.6
Teachers facilitate, monitor and assess student learning	5	1.4	16	4.6	19	5.5	209	60.6	96	27.8
Teachers work as partners with parents and the community	9	2.6	13	3.8	17	4.9	216	62.6	90	26.1
Teachers Performance based on Quality and Efficiency in Gulu Primary Schools										
Teachers maintain a high standard of professional ethics	5	1.5	22	6.5	18	5.3	193	57.3	99	29.4
Teachers communicate high standards for students performance	5	1.5	11	3.2	18	5.3	237	69.7	69	20.3
Teachers demonstrate consistency between beliefs and practice	15	4.4	14	4.1	53	15.6	196	57.6	62	18.2
Teachers prepare relevant scheme of work	5	1.5	13	3.8	24	7.1	184	54.1	114	33.5
Teachers teach objectively	9	2.6	13	3.8	10	2.9	194	56.4	118	34.3
Teachers set relevant written exercises	3	.9	12	3.5	21	6.1	190	55.2	118	34.3
Teachers mark all exercises given to pupils	8	2.3	24	7.0	24	7.0	185	54.3	100	29.3
Teachers teach in the present of supervisor	32	9.3	34	9.9	8	2.3	204	59.5	65	19.0
Teachers maintain professional attitude towards colleagues	14	4.1	11	3.2	19	5.5	218	63.6	81	23.6

Teachers teach without discrimination against pupils in classroom	8	2.3	14	4.1	0	0.0	181	52.6	141	41.0
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Source: Primary Data

Where SD=Strongly Disagree D=Disagree UD=Undecided A=Agree SA=Strongly Agree

From the table above, 3.4% of the respondents strongly disagreed that Teachers prepare clear and effective lesson plan, 6.9% disagreed, 2.9% undecided, 60.3% agreed, and 26.4% strongly agreed. This indicates that Teachers prepare clear and effective lesson plan. More so, 1.7% of the respondents strongly disagreed that teachers lesson notes is relevant for teaching, 3.2% disagreed, 2.9% undecided, 63.6% agreed, and 28.6% strongly agreed. This indicates that Teachers lesson notes are relevant for teaching. In addition to the above, 2.3% of the respondents strongly disagreed that Teachers lesson preparation is suitable for teaching, 1.1% disagreed, 0.6% undecided, 60.9% agreed, and 35.1% strongly agreed. This indicates that Teachers lesson preparation is suitable for teaching. Results still show that, 2.3% of the respondents strongly disagreed that Teacher class management skills is very effective, 7.0% disagreed, 3.2% undecided, 66.9% agreed, and 21.4% strongly agreed. This indicates that Teacher class management skills are very effective.

More so, 1.8% of the respondents strongly disagreed that Teachers use recommended materials for teaching, 4.5% disagreed, 2.1% undecided, 66.5% agreed, and 25.1% strongly agreed. This indicates that Teachers use recommended materials for teaching. Results show that, 1.7% of the respondents strongly disagreed that Teachers' interaction with students is good, 2.0% disagreed, 3.8% undecided, 71.9% agreed, and 20.5% strongly agreed. This indicates that Teachers' interaction with students is always good. Furthermore, 2.6% of the respondents strongly disagreed that Teachers make conducive class for learning, 7.1% disagreed, 1.5% undecided, 64.1% agreed, and 24.7% strongly agreed. This indicates that Teachers always make conducive class for learning, 1.4% of the respondents strongly disagreed that Teachers have ability to discipline students, 3.2% disagreed, 3.5% undecided,

68.4% agreed, and 23.5% strongly agreed. This indicates that Teachers have ability to discipline students, 0.6% of the respondents strongly disagreed that Teachers' attendance in school is recommended, 5% disagreed, 3.5% undecided, 65.8% agreed, and 23% strongly agreed. This indicates that Teachers' attendance in school is always recommended.

The above findings confirm Henry (1998) views that see the classroom as a powerful instrument in organizing the attitudes and feelings of students. On the basis of observational research, Henry found out that the skill in being a teacher is one of a learned capacity to keep shifting states of order intelligently as the work demands- not the traditional you-hear a pin-drop type of order but rather the kind of order in which the emotions of the children are caught up and organized towards the achievement of a specific goal. As teachers and learners vary in their effective characteristics and behaviors, so the feeling or affective tone of the classroom setting for learning varies. Whatever the specific goals of classroom instruction might be, the classroom affective tone can facilitate or interfere with their attainment. In this regard, proper classroom control and effective tone variation by the teacher enhances students' academic performance

However, the results show that, 4.1% of the respondents strongly disagreed that Teachers punctuality in school is appreciated, 4.1% disagreed, 4.9% undecided, 68.4% agreed, and 18.6% strongly agreed. This indicates that Teachers punctuality in school is always appreciated. More to that, 4.1% of the respondents strongly disagreed that Teachers punctuality in school is appreciated, 11.1% disagreed, 7.3% undecided, 57.6% agreed, and 19.9% strongly agreed. This indicates that Teachers always participate in all co-curricular activities. In addition, 2.7% of the respondents strongly disagreed that Teachers give tests to students as planned, 9.6% disagreed, 7.5% undecided, 56% agreed, and 24.1% strongly agreed. This indicates that Teachers always give tests to students as planned. In addition to the above, 1.7% of the respondents strongly disagreed that Teachers keeps class records as recommended, 7.9% disagreed, 5.0% undecided, 67% agreed, and 18.4% strongly agreed. This indicates that Teachers always keep class records as recommended, 2.6% of the respondents strongly disagreed that Teachers communication ability in teaching is acceptable

by the school, 4.3% disagreed, 6.1% undecided, 67.5% agreed, and 19.4% strongly agreed. This indicates that Teachers communication ability in teaching is always acceptable by the school. Results further show that 4.2% of the respondents strongly disagreed that Teachers always beat deadline when given assignment, 10.8% disagreed, 11.7% undecided, 56.3% agreed, and 16.9% strongly agreed. This indicates that Teachers always beat deadline when given assignment.

Results show that, 2.3% of the respondents strongly disagreed that Teachers present themselves as role model to pupils, 2.9% disagreed, 6.3% undecided, 58.3% agreed, and 30.2% strongly agreed. This indicates that Teachers present themselves as role model to pupils, 0.9% of the respondents strongly disagreed that Teachers understand how students learn and develop, 3.2% disagreed, 2.4% undecided, 68.2% agreed, and 25.3% strongly agreed. This indicates that Teachers always understand how students learn and develop. Furthermore, 4.7% of the respondents disagreed that Teachers know the teaching content area and know how to teach it, 2.9% disagreed, 61.8% agreed, and 30.6% strongly agreed. This indicates that Teachers know the teaching content area and know how to teach it. Results show that, 1.4% of the respondents strongly disagreed that Teachers facilitate, monitor and assess student learning, 4.6% disagreed, 5.5% were undecided, 60.6% agreed, and 27.8% strongly agreed. This indicates that Teachers always facilitate, monitor and assess student learning.

Results further revealed that, 2.6% of the respondents strongly disagreed that Teachers work as partners with parents and the community, 3.8% disagreed, 4.9% were undecided, 62.6% agreed, and 26.1% strongly agreed. This indicates that Teachers always work as partners with parents and the community, 1.5% of the respondents strongly disagreed that Teachers maintain a high standard of professional ethics, 6.5% disagreed, 5.3% were undecided, 57.3%

agreed, and 29.4% strongly agreed. This indicates that Teachers always maintain a high standard of professional ethics, 1.4% of the respondents strongly disagreed that Teachers communicate high standards for students' performance, 3.2% disagreed, 5.3% were undecided, 69.7% agreed, and 20.3% strongly agreed. This indicates that Teachers communicate high standards for students' performance.

The above finding confirms the idea that teachers also have the responsibility to assess and evaluate learners. Wilson (1996) identifies the following roles and goals of assessment: feedback to the students, diagnostic information, summary data for record keeping, evidence for reports and helping with curriculum revision. According to Wiggins (1993b), assessment improves performance and not just audits it. Evaluation on the other hand should judge their participation, effort and their quality of work. Participation includes things like raising their hands, giving answers when called on and paying attention. Effort focuses on how much they are putting forth in the classroom while quality of work is basically their grade.

Besides the above, 4.4% of the respondents strongly disagreed that Teachers demonstrate consistency between beliefs and practice, 4.1% disagreed, 15.6% were undecided, 57.6% agreed, and 18.2% strongly agreed. This indicates that Teachers demonstrate consistency between beliefs and practice. More to that, 1.5% of the respondents strongly disagreed that Teachers prepare relevant scheme of work, 3.8% disagreed, 7.1% were undecided, 54.1% agreed, and 33.5% strongly agreed. This indicates that Teachers always prepare relevant scheme of work, 1.5% of the respondents strongly disagreed that Teachers prepare relevant scheme of work, 3.8% disagreed, 7.1% were undecided, 54.1% agreed, and 33.5% strongly agreed. This indicates that Teachers always prepare relevant scheme of work. Results show that 0.9% of the respondents strongly disagreed that Teachers set relevant written exercises, 3.5% disagreed, 6.1% were undecided, 55.2% agreed, and 34.3% strongly agreed. This indicates that Teachers set relevant written exercises. Nevertheless, 2.3% of the respondents strongly disagreed that Teachers mark all exercises given to pupils, 7.0% disagreed, 7.0% were undecided, 54.3% agreed, and 29.3% strongly agreed. This indicates that Teachers always mark all exercises given to pupils. Results also revealed that, 9.3% of the respondents strongly disagreed that Teachers teach in the present of supervisor, 9.9% disagreed, 2.3%

were undecided, 59.5% agreed, and 19% strongly agreed. This indicates that Teachers always teach in the present of supervisor. Results in table above show that, 9.3% of the respondents strongly disagreed that Teachers teach in the present of supervisor, 9.9% disagreed, 2.3% were undecided, 59.5% agreed, and 19% strongly agreed. This indicates that Teachers always teach in the present of supervisor.

Lastly, 2.3% of the respondents strongly disagreed that Teachers teach without discrimination against pupils in classroom, 4.1% disagreed, 52.6% agreed, and 41% strongly agreed. This indicates that Teachers always teach without discrimination against pupils in classroom.

Table 4.4: Correlation between management by objectives and teacher performance in public primary schools in Gulu district

		Management by Objectives	Performance in Public Primary Schools
Management by Objectives	Pearson Correlation	1	.193**
	Sig. (2-tailed)		.000
	N	350	346
Performance in Public Primary Schools	Pearson Correlation	.193**	1
	Sig. (2-tailed)	.000	
	N	346	346

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data

In reference to table above, there is a weak positive relationship between management by objectives and teacher performance in public primary schools in Gulu district at $r=0.193$, where $r^2=0.037$ implying that management by objectives affects teacher performance in public primary schools in Gulu district by 3.7%

Table 4.5: Regression analysis between management by objectives and teacher performance in public primary schools in Gulu district

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.990	.300		9.961	.000
Management by objectives	.316	.086	.193	3.657	.000

a. Dependent Variable: Performance in public primary schools

$$Y = a + bX$$

Y is the dependent variable which is “performance in public primary schools”, X is independent variable which is “management by objectives”, and ‘a’ is constant.

$$Y = 2.990 + 0.316X$$

This implies that for each unit increase in management by objectives there is 0.316 improvements on teacher performance in public primary schools.

Testing for hypothesis

Table 4.6: Analysis of variance between management by objectives and teacher performance in public primary schools in Gulu district

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	63.035	19	3.318	3.953	.000
Within Groups	273.581	326	.839		
Total	336.616	345			

ANOVA looks for difference between the means of the groups. When the means are very different, we say that there is a great degree of variance between the conditions. If there were no differences between the means of the groups then there would be no variation.

ANOVA is not determined on data within groups because one of the assumptions of ANOVA is that the variances in each group are similar. This is because the formula for ANOVA takes

the variances of each group and calculates an average. It only makes sense to use such an average if groups are similar.

The degree of freedom between groups is 19 meaning that the scores can be changed 19 times without changing the mean value. The degree of freedom within groups is 326 meaning that the scores can be changed 326 times without changing the mean value. When testing for hypothesis the f value and the significant level were considered. When using an alpha of 0.05 correspondingly, the observed P-value of 0.000 is well below the bench mark sig. = 0.05, indicating that the means are different. Therefore hypothesis is true that there is a significant positive relationship between management by objectives and teacher performance in public primary schools in Gulu district.

4.3. The relationship between teacher based evaluation and teacher performance in public primary schools in Gulu district

Findings on the relationship between teacher based evaluation and teacher performance in public primary schools in Gulu district were captured and results are evidenced below

Table 4.7: Teacher based evaluation

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
There is an appraisal process for teachers in place	30	8.7	10	2.9	2	.6	219	63.7	83	24.1
Performance reviews are discussed with teachers	32	9.4	23	6.8	16	4.7	190	56.0	78	23.0
I am actively involved in the teacher appraisal	19	5.5	22	6.4	20	5.8	208	60.5	75	21.8
All staff are subjected to the teacher appraisal	16	4.7	33	9.6	25	7.3	186	54.4	82	24.0
There is a recognised frame work for appraising teachers	19	5.6	28	8.3	32	9.5	204	60.4	55	16.3
The appraisal criteria is designed in consultation with teachers	35	10.2	38	11.0	29	8.4	184	53.5	58	16.9

The appraisal is tailored to teacher duties	11	3.3	26	7.8	34	10.1	228	68.1	36	10.7
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Where SD=Strongly Disagree D=Disagree UD=Undecided A=Agree SA=Strongly Agree

Source; Primary Data

From the table above, 8.7% of the respondents strongly disagreed that there is an appraisal process for teachers in place, 2.9% disagreed, 0.6% undecided, 63.7% agreed, and 24.1% strongly agreed. This implies that there is an appraisal process for teachers in place. More so, 9.4% of the respondents strongly disagreed that Performance reviews are discussed with teachers, 6.8% disagreed, 4.7% undecided, 56% agreed, and 23% strongly agreed. This implies that there is an appraisal process for teachers in place. Results further show that, 5.5% of the respondents strongly disagreed that they are actively involved in the teacher appraisal, 6.4% disagreed, 5.8% undecided, 60.5% agreed, 21.8% strongly agreed. This implies that most people are actively involved in the teacher appraisal.

Besides the above, 4.6% of the respondents strongly disagreed that all staff are subjected to the teacher appraisal, 9.6% disagreed, 7.3% undecided, 54.4% agreed, 24% strongly agreed. This implies that not all staff is subjected to the teacher appraisal. More so, 5.6% of the respondents strongly disagreed that there is a recognised frame work for appraising teachers, 8.3% disagreed, 9.5% undecided, 60.4% agreed, 16.3% strongly agreed. This implies that there is a recognised frame work for appraising teachers. In addition, 3.3% of the respondents strongly disagreed that the appraisal is tailored to teacher duties, 7.8% disagreed, 10.1% undecided, 68.1% agreed, and 10.7% strongly agreed. This implies that the appraisal is tailored to teacher duties.

The interview analysis shows that both the Head teachers and teachers are believe that the teacher based evaluation improves performance of the teachers as they feel pressured into coming to class as early as possible so as not to get the supervisor in class and be given

warning for late coming and always ensure their lesson plans are ready, one of the respondents T5 was asked what he thought about teacher based evaluation and this was his response:

When I get to know that the coming week the Head teacher will be in class to monitor our performance, I always prepare my lesson plan in advance and make sure I am in school 30 minutes before time because I won't be sure when the Head teacher will be in my class so I try my best to behave the whole week and a few of my behave the same way as I do during for that week therefore I believe if we had people to monitor our teaching everyday then teachers would be very punctual in class and always perform as expected.

Nevertheless, 10.2% of the respondents strongly disagreed that the appraisal criteria is designed in consultation with teachers, 11% disagreed, 8.4% undecided, 53.5% agreed, 16.9% strongly agreed. This implies that the appraisal criteria are most of the times designed in consultation with teachers.

T29 was quoted saying: very many teachers need to be pushed in order for them to perform and here at our school we have the head teacher monitoring our classroom activities at least once a month and during this week both the pupils and teachers tend to be at their behaviour in terms of punctuality and participation in class as well as other school activities as we fear bad remarks from the head teacher at the end of the term.

Table 4.8: Correlation analysis between teachers based evaluation and teacher performance in public primary schools in Gulu district

		Teacher Based Evaluation	Performance in Public Primary Schools
Teacher Based Evaluation	Pearson Correlation	1	.070
	Sig. (2-tailed)		.009
	N	344	340
Performance in Public Primary schools	Pearson Correlation	.070	1
	Sig. (2-tailed)	.009	
	N	340	346

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data

In reference to table above, there is a weak positive relationship between teacher based evaluation and teacher performance in public primary schools in Gulu district at $r=0.070$, where $r^2=0.0049$ implying that teacher based evaluation affect teacher performance in public primary schools in Gulu district by 0.49% .

Table 4.9: Regression analysis between the relationships between teachers based evaluation and teacher performance in public primary schools in Gulu district

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.858	.177		21.854	.000
Teacher Based Evaluation	.057	.044	.070	1.286	.199

a. Dependent Variable: teacher performance in Public Primary Schools

$$Y=a + bX$$

Y is the dependent variable which is “teacher performance in public primary schools”, X is independent variable which is “Teacher Based Evaluation”, and ‘a’ is constant.

$$Y = 3.858 + 0.057X$$

This implies that for each unit increase in Teacher Based Evaluation there is 0.057 improvements on teacher performance in public primary schools.

Testing for hypothesis

Table 4.10: Analysis of variance between teachers based evaluation and teacher performance in public primary schools in Gulu district

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	64.567	22	2.935	3.423	.000
Within Groups	271.810	317	.857		
Total	336.377	339			

ANOVA looks for difference between the means of the groups. When the means are very different, we say that there is a great degree of variance between the conditions. If there were no differences between the means of the groups then there would be no variation. ANOVA is

not determined on data within groups because one of the assumptions of ANOVA is that the variances in each group are similar. This is because the formula for ANOVA takes the variances of each group and calculates an average. It only makes sense to use such an average if groups are similar.

The degree of freedom between groups is 22 meaning that the scores can be changed 22 times without changing the mean value. The degree of freedom within groups is 317 meaning that the scores can be changed 317 times without changing the mean value. When testing for hypothesis the f value and the significant level were considered. When using an alpha of 0.05 correspondingly, the observed P-value of 0.000 is well below the bench mark sig. = 0.05, indicating that the means are different. Therefore hypothesis is true that there is a significant positive relationship between Teacher Based Evaluation and teacher performance in public primary schools in Gulu district.

4.4 The relationship between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district

Findings on the relationship between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district were captured and results are evidence below.

Table 4.11: 360⁰ feedback appraisals

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
The appraisal process is on going	21	6.1	17	4.9	10	2.9	228	66.3	68	19.8
Staff are promoted to higher positions according to excellent performance	73	21.6	51	15.1	23	6.8	124	36.7	67	19.8
Aware of the appraisal in my school	21	6.2	18	5.3	18	5.3	203	59.5	81	23.8
Feedback on instructional matters are given on time	19	5.7	66	19.7	45	13.4	167	49.9	38	11.3
The appraisal criteria helps me improve my performance	17	5.0	19	5.6	14	4.1	217	63.6	74	21.7
Individual performance are evaluated by supervisors	11	3.3	27	8.1	26	7.8	226	67.5	45	13.4
Discusses my performances with my supervisor always	37	10.9	47	13.9	23	6.8	203	60.1	28	8.3
All my duties are measured in the appraisal criteria	21	6.2	28	8.3	37	10.9	208	61.5	44	13.0
The appraisal criteria is linked to my job description	19	5.5	30	8.7	39	11.3	204	59.3	52	15.2

Source: Primary data

Where SD=Strongly Disagree D=Disagree UD=Undecided A=Agree SA=Strongly Agree
 From the table above, 6.1% of the respondents strongly disagreed that the appraisal process is on-going, 4.9% disagreed, 2.9% undecided, 66.3% agreed, and 19.8% strongly agreed. This means that the appraisal process is on-going. More to that, 21.6% of the respondents strongly disagreed that Staff are promoted to higher positions according to excellent performance, 15.1% disagreed, 6.8% undecided, 36.7% agreed, and 19.8% strongly agreed. This implies

that Staff members are not always promoted to higher positions according to excellent performance.

Besides results in table above, 6.2% of the respondents strongly disagreed that they are aware of the appraisal in the school, 5.3% disagreed, 5.3% undecided, 59.5% agreed, 23.8% strongly agreed. This implies that most people are aware of the appraisal in their school. More so, 5.7% of the respondents strongly disagreed that Feedback on instructional matters are given on time, 19.7% disagreed, 13.4% undecided, 49.9% agreed, 11.3% strongly agreed. This implies that Feedback on instructional matters are not always given on time. Results further revealed that, 5.0% of the respondents strongly disagreed that the appraisal criteria helps improve performance, 5.6% disagreed, 4.1% undecided, 63.6% agreed, 16.3% strongly agreed. This implies that the appraisal criteria help improve performance. Results also revealed that, 3.3% of the respondents strongly disagreed that Individual performance are evaluated by supervisors, 8.1% disagreed, 7.8% undecided, 67.5% agreed, 13.4% strongly agreed. This implies that individual performance is not always evaluated by supervisors.

Nevertheless, 8.5% of the respondents strongly disagreed that they discuss their performances with their supervisor always, 13.9% disagreed, 6.8% undecided, 60.1% agreed, 8.3% strongly agreed. This implies that most respondents always discuss their performances with their supervisor. In addition to that 6.2% of the respondents strongly disagreed that all their duties are measured in the appraisal criteria, 8.3% disagreed, 10.9% undecided, 61.5% agreed, 13% strongly agreed. This implies that duties of most respondents are measured in the appraisal criteria. Lastly results revealed that, 5.5% of the respondents strongly disagreed that the appraisal criteria is linked to my job description, 8.7% disagreed, 11.3% undecided, 59.3% agreed, 15.2% strongly agreed. This implies that the appraisal criteria are always linked to job description.

Table 4.12: Correlation analysis between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district

		3600 feedback Appraisal	Performance in Public Primary Schools
3600 feedback appraisal	Pearson Correlation	1	.429**
	Sig. (2-tailed)		.000
	N	348	346
Performance in Public Primary Schools	Pearson Correlation	.429**	1
	Sig. (2-tailed)	.000	
	N	346	346

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data

In reference to table above, there is a weak positive relationship between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district $r=0.429$, where $r^2=0.184$ implying that 360⁰ feedback appraisal affects teacher performance in public primary schools in Gulu district by 18.4%

Table 4.13: Regression analysis between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.942	.359		2.626	.009
3600 feedback appraisal	.768	.087	.429	8.803	.000

a. Dependent Variable: teacher performance in public primary schools

$$Y=a + bX$$

Y is the dependent variable which is “teacher performance in public primary schools”, X is independent variable which is “360⁰ feedback appraisal”, and ‘a’ is constant.

$$Y = 0.942 + 0.768X$$

This implies that for each unit increase in 360⁰ feedback appraisal there is 0.768 improvements on teacher performance in public primary schools.

Testing for hypothesis

Table 4.14: Analysis of variance between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	98.438	24	4.102	5.528	.000
Within Groups	238.178	321	.742		
Total	336.616	345			

ANOVA looks for difference between the means of the groups. When the means are very different, we say that there is a great degree of variance between the conditions. If there were no differences between the means of the groups then there would be no variation.

ANOVA is not determined on data within groups because one of the assumptions of ANOVA is that the variances in each group are similar. This is because the formula for ANOVA takes the variances of each group and calculates an average. It only makes sense to use such an average if groups are similar. The degree of freedom between groups is 24 meaning that the scores can be changed 24 times without changing the mean value. The degree of freedom within groups is 321 meaning that the scores can be changed 321 times without changing the mean value. When testing for hypothesis the f value and the significant level were considered. When using an alpha of 0.05 correspondingly, the observed P-value of 0.000 is well below the bench mark sig. = 0.05, indicating that the means are different. Therefore hypothesis is true that there is a significant positive relationship between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter involves summary, discussion of findings in relation to the study objectives, conclusion based on the problem statement and recommendations based on the conclusion.

5.1 Summary of the Findings

The study summarized that, performance evaluation system in Gulu public primary schools should be based on management system. The reason for this is that it aims to improve the performance of all individuals and, as a result, improve the overall personal and organizational performance. While approaches to evaluation may vary, there are common features of performance management systems. Generally, these are a clear link between the goals of the organization and the work of the individuals; and work plans or objectives that are decided, with deadlines, at the start or during the year and that link directly to organizational need. This includes a clear understanding by the individual of what they have to achieve and how it will be measured clear directions about the kinds of behaviors people must have to perform their duties to the levels that are acceptable by the organization and which can be measured. This is often described in a competency framework: (1) a transparent measurement system that is understood by all teachers in Gulu Public schools, (2) a process for the identification and recording of development needs and achievements; (3) a clear process for identifying and dealing with people who do not perform well; and (4) some forms of motivation and recognition for those who perform very well. Many evaluation systems would normally have the following main sections: (1) objectives or a work plan – with room for written assessment and marking; (2) some will have a summary of the main duties of the job – especially important where there is no job description; (2) a competency framework or other way of recording and marking behaviors and skills; (3) a section for identifying and recording development needs; and (4) written comments on performance and a marking box.

5.1 Discussion of Findings

This section discusses in detail the findings of the study based on the study's specific objectives.

5.1.1 The relationship between management by objectives and teacher performance in public primary schools in Gulu district

Findings revealed that School supervisors help in solving problem in class. This is in line with the findings of Edwards (1996) who noted that management by objectives helps to gain better control and coordination toward goal accomplishment by having a clearer picture of who is doing what and how the parts all fit together, having subordinates who are more likely to control and coordinate their own activities because they know what will help and what will hinder their goal achievement, and being able to see which subordinates consistently produce and which do not.

Findings revealed that the school supervisor conducts individual assessment. On whether Supervisors encourage peer evaluations. This agrees with the findings of Hallam (2004) who asserted that in order to make organizational objectives organization-wide, it is important that these are translated to employee level

Findings revealed that supervisors encourage peer evaluations. This is in line with the findings of Testa (2002) who noted that the management by objectives principle does not allow management to determine the objectives by themselves. According to management by objectives, objectives should be clearly recognizable at all levels and everyone should know what their responsibilities are in this.

Findings revealed that Head teacher participate in the teacher appraisal. This is in line with the findings of Testa (2002) who noted that the starting point is to have each employee participate in the determining of personal objectives that are in line with the objectives of the

organization. This works best when the objectives of the organization are discussed and shared throughout all levels of the organization so that everyone will understand why certain things are expected of them.

Findings revealed that supervisors monitor teachers' attendance in school and class. This is in line with the findings of Rensburg & Prideaux (2006) who asserted that by broadening the decision making process and responsibility throughout the organization, people are motivated to solve the problems they are faced with in an intelligent manner and they are given the information they need so that they can be flexible in the changing circumstances. Findings revealed that supervisors do not always monitor punctuality of teachers in school. This is in line with the findings of Curtis (1996) who noted that using a management approach that teaches the subordinates (and the manager, for that matter) to think in terms of results in the future an approach that teaches them to try to anticipate change, to define clear and specific objectives, and to delineate concrete measurements that will tell them when they have achieved their goals increases ability to help subordinates.

Findings revealed that supervision does not always involve promoting teacher professional growth. This is in line with the findings of Mason et al. (2009) who noted that giving subordinates a better sense of where they fit in the organization by making clear how the subordinates' objectives fit into the overall picture, helps to gain greater commitment and desire to contribute from subordinates

Findings revealed that department heads are always involved in the teacher appraisal. This is in line with the findings of Humble, 1970) who noted that even more situational than the degree of formality and structure is the degree to which a subordinate is allowed to set his or her own goals. In this regard, the kind of work that an organization does plays a large part in

determining how much and on what level a subordinate will be allowed to participate in formulating his or her own goals.

Findings revealed that supervisors always possess teaching knowledge and that supervisors create environments that foster trust in most cases. This is in line with the findings of Reddin (1971) who noted that the subordinate has much more room for innovation and personal contribution as well as a greater part in designing the specifics of the program than does the production worker who is simply asked which part of a very specific activity he or she cares to commit to. Humble (1968) notes that managers must be able to use this rapid change to produce their results; they must use the change and not be used or swallowed up by it. Both they and the organizations they manage need to anticipate change and set aggressive, forward-looking goals in order that they may ultimately begin to make change occur when and where they want it to and, in that way, gain greater control of their environments and their own destinies.

Findings revealed that supervisors always focus on appraisal strategies, Supervisors enforce the code of professional conduct, and supervisors fulfil their duties as appraisers in a trustworthy manner. This is in line with the findings of Odiorne (1970) who noted that all organizations exist for a purpose, and, to achieve that purpose, top management sets goals and objectives that are common to the whole organization. In organizations that are not using the MBO approach, most planning and objective setting to achieve these common organizational goals is directed downward.

Findings revealed that management by objectives affect performance in public primary schools in Gulu district by 3.7%. This is in line with the findings Gaurav Akrani (2010) who noted that list of objectives are set and assessments made on performance on a regular basis and rewards are made based on the results achieved. In the modern world of business where

gaining competitive advantage over competitors has become one of the main goals by organizations, Management by Objective has become one of the most widely accepted philosophies of management.

Findings revealed that for each unit increase in management by objectives there is 0.316 improvements on performance in public primary schools. This is in line with the findings Griffin (2009) who noted that for feedback to have a positive outcome; it should be specific rather than general. Generalization might help you gather information about what the staffs is feeling, but it will not solve specific problems. It is important to focus on the behaviour instead of the person and make sure you give feedback gear to help but not hurt.

Therefore hypothesis is true that there is a significant relationship between management by objectives and performance in public primary schools in Gulu district. This is in line with the findings of Locke & Latham (2006) who noted that Employees are highly motivated through MBO because they have been able to actively participate in the process of setting goals, instead of simply having the goals dumped on them. Their involvement in this type of decision-making helps meet many of their higher-level needs for accomplishment, achievement, recognition, and self-worth.

5.1.2 The relationship between teacher based evaluation and teacher performance in public primary schools in Gulu district

Findings revealed that there is an appraisal process for teachers in place. This is in line with the findings of Wakhlu (2003) who noted that great teachers are critical to student success and that schools have not done nearly enough to evaluate teachers accurately and use this information to improve educational quality. Liang & Akiba (2015) also notes that most evaluations communicate a devastating message that all teachers are about the same, and that

the primary purpose of evaluation is to identify and remove a tiny number of teachers who are judged grossly incompetent.

Findings also revealed that most people are actively involved in the teacher appraisal. This agrees with the findings of Latham and Locke (2009) who noted that a teacher who believes his or her students cannot meet ambitious expectations is not the right fit for that classroom. Great teachers across the country prove every day that students can consistently succeed in spite of enormous challenges outside the classroom.

Findings revealed that not all staff members are subjected to the teacher appraisal but that there is a recognised frame work for appraising teachers.. This is in line with the finding of Liang & Akiba (2015) who noted that good evaluations identify excellent teachers and help teachers of all skill levels understand how they can improve; they encourage a school culture that prizes excellence and continual growth. Hegarty (2004) also asserted that removing persistently underperforming teachers is a necessary but insufficient step to building a thriving teacher workforce. Evaluations should play a major role in important employment decisions

Findings revealed that the appraisal criteria are most of the times designed in consultation with teachers. This agrees with the findings of Hegarty (2004) who noted that for good teaching in every classroom, good teaching must be valued. District leaders should factor teachers' effectiveness as measured by evaluations into decisions about hiring, pay increases, promotions, tenure and retention. The goal is not to increase teachers' level of effort or penalize struggling teachers, but to make teaching a fulfilling career and a profession that talented people aspire to enter and master.

Findings revealed that the appraisal is tailored to teacher duties. This is in line with the findings of Kyakulumbye (2013) who noted that Teachers contribute to student learning in ways that can largely be observed and measured. Through focused, rigorous observation of classroom practice, examination of student work, and analysis of students' performance on high-quality assessments, it is possible to accurately distinguish effective teaching from ineffective teaching.

Findings revealed that teacher based evaluation affect performance in public primary schools in Gulu district by 0.49%. This is in line with the findings of Cole (2002) who noted that conducting regular performance appraisal is an important work force development strategy for organizations such as schools. Given the challenges of working in the education sector, (teaching profession), performance appraisals offer a valuable opportunity to recognize and reward staff's efforts and performance, detect key barriers and facilitation to work practice and identify professional development needs and opportunities.

Findings revealed that for each unit increase in Teacher Based Evaluation there is 0.057 improvements on the performance in public primary schools. This is in line with the findings of Berman (2005) who noted that appraisal and improvement are critical to developing and maintaining a strong capable workforce. Formal teaching qualifications, such as degrees and certification, which sometime are used to evaluate and reward teachers, are weakly correlated with teacher performance and student achievement.

Findings revealed that there is a significant relationship between Teacher Based Evaluation and performance in public primary schools in Gulu district. This is in line with the findings of Weisberg et al (2009) who noted that the widespread use of binary rating systems, in which teachers receive an overall rating of either satisfactory or unsatisfactory, has been criticized

for lacking accuracy, as nearly 99 per cent of teachers in some districts earn satisfactory ratings.

5.1.3 The relationship between 360⁰ feedback appraisal and teacher performance in public primary schools in Gulu district

Findings revealed that the appraisal process is ongoing. This is in line with the findings of Curtis (1996) who highlighted on why employers appreciate 360 degree feedback. When 360 degree feedback is introduced everyone may not be comfortable but it is a part in the process of change. 360 degree feedback helps in having an enhanced management style, improved communication, better team work, better understanding of strength and weakness and recognition of value of good relationship skills. Staff members are not always promoted to higher positions according to excellent performance is in line with the findings of Edwards (1996) who noted that Organizations use 360 degree aggregate reports as a meaningful figure to mainly look at a collaborative project which helps in designing, coaching and training. Today Human Resource professionals are equipped to analyze the 360 degree aggregate data and contribute to the more effective management of their staff.

Findings revealed that most people are aware of the appraisal in their school and receive feedback from the Head teacher however feedback instructional matters is not always given on time. Whiddett&Galpin (2002) noted that 360 degree feedback provides an in-depth feedback which helps in encouraging and motivating efforts by the individual themselves. 360 degree feedback is a regular process through which managers need to motivate themselves and reenergizing themselves throughout their career.

Findings also revealed that the 360⁰ appraisal helps improve performance. This is in line with the findings of Heisler (1996) who noted that it is possible to have better performance because 360 degree provides a strong motivation, enhances information quality, increases the

staff knowledge, supports continuous learning, these findings however also revealed that individual performance is not always evaluated by supervisors. This is in line with the findings of Coates (2006) who noted that 360 degree feedback is a very effective process of feedback followed by development wherein technology has to be properly understood before implementing. The organization should be prepared for the implementation of the process keeping in view two important factors: skilled facilitator and maintaining confidentiality.

Findings revealed that most respondents always discuss their performances with their supervisor. This is in line with the findings of Newbold (2008) says 360 degree appraisals are classics. 360 degree appraisals are a powerful addition to the performance management system. It should be in alignment with the strategic aim of the organization.

Findings also revealed that duties of most respondents are measured in the appraisal criteria. This is in line with the findings of Vloeberghs (2009) highlighted on the effect of Multi-rater feedback on personal as well as organizational front. An individual growth happens when psychologically the person accepts the job happily. When the psychology of the person is rated low then it leads to dissatisfaction.

Findings also revealed that 360⁰ feedback appraisal affect performance in public primary schools in Gulu district by 18.4%. This is in line with Khanna and Sharma (2015). The 360 degree system need a full circle in order for the appraisal system to be complete, the issues of feedback is very important for management and employees. 360-degree feedback requires the employer to survey co-workers, supervisors, subordinates and even peers about each employee's actions.

Findings revealed that for each unit increase in 360⁰ feedback appraisal there is 0.768 improvements on the performance in public primary schools. This is in line with the findings of Condrey (2012) who noted that The nature of the subordinate appraisal makes it very

difficult to adopt and is rarely used by organizations even though, it is strongly recommended and advocated for by some scholars as it can aid and enhance the quality of the working environment and also provide managers with relevant feedback that will improve their workforce attitude.

Findings revealed that there is a significant relationship between 360⁰ feedback appraisal and performance in public primary schools in Gulu district. This is in line with the findings of Kumar (2010) who noted that Self-appraisal is an important part of 360 degree appraisal. It gives a chance to the employee to look at his/her strengths and weaknesses, his achievements, and judge his own performance. It provides an opportunity to participate in evaluation process, particularly if appraisal is combined with goal setting and improves motivation. It is also used to evaluate an employee who works in physical isolation.

5.2 Conclusions from the study

This section presents conclusions on how Management by Objectives, Teacher based evaluation and 360⁰ feedback appraisal influences teacher performance in public primary schools in Gulu district.

5.2.1 Conclusion on the relationship between Management by Objective and teacher Performance and performance in public primary school in Gulu district

This study concluded that management by objectives has a weak positive influence on performance of teachers in public primary schools in Gulu district. Teachers should be given clear goals and these goals should be communicated early to avoid misunderstanding during evaluation. Like other professions, teachers should also be given renewable practicing certificates so that they are evaluated basing on it in order to find out whether they have achieved certain set targets before their practicing certificates are renewed. By doing so, teachers will work hard so as to achieve the set targets as they know that if they don't do so

their teaching certificates will not be renewed making them lose their jobs hence improving on teachers performance.

5.2.2 Conclusion on the relationship between Teacher Based Evaluation and teacher Performance in Public Primary Schools in Gulu

This study concluded that there is a weak positive relationship between teachers based evaluation and performance in public primary schools in Gulu district. Some of the teachers believe that being monitored while on duty causes them to be nervous making them not perform well and yet if they were on their own they would perform well. To see better results through teacher based evaluation therefore, there is need for sensitising both the teachers and head teachers in public primary schools in Gulu district on the need for teacher based evaluation and its importance as this has a positive influence on the teachers' performance which impacts positively on the pupils and the school at large.

5.2.3 Conclusion on the relationship between 360⁰ Feedback appraisal and teacher performance in public primary schools in Gulu district

This study concluded that there is a weak positive relationship between 360⁰ feedback appraisal and performance of teachers in public primary schools in Gulu district. To achieve greater results therefore, there is need to provide feedback on instructional matters early enough so as to encourage the teachers to improve on their performance this is because by providing such feedback, teachers are able to identify areas of their strength and keep the good work at the same identifying areas of weaknesses that need improvement so as to improve on their performance and that of the pupils at large.

5.3 Implication of the study findings

This section discusses the implication of the study findings for policy and practice as well as the theories used in the study.

5.3.1 Implication for policy and practice

For policy makers, administrators, head teachers and teachers, these findings highlight the benefits of appraisal both to teachers personally and to the development of their teaching which impacts on the performance of the pupils and the school at large. Teachers report that appraisal has contributed to their development as teachers suggest that such systems contribute to school improvement. Numerous initiatives developed by policy makers aiming to lift school improvement have had teacher development at the core. Strengthening the system of teacher appraisal can according to teachers' responses improve on their performance and teaching skills within schools. These findings are of greater importance if it is considered that the system of appraisal in schools could be strengthened, in a number of ways. Greater emphasis upon the system for appraising teachers in schools could improve on the performance of teachers and the schools at large. The results of appraisal could be used more directly to plan professional development of individual teachers. Policy measures to emphasize teacher appraisal in the career structure of teachers may better instil the benefits of appraisal within schools.

5.3.2 Implication for the Goal setting theory

Head teachers should set specific and challenging goals and provide on-going feedback so that teachers can compare their own performance with the goals at hand. Teachers report that when goals have been set it gives them an urge to work hard towards achieving these goals and helps them improve on their performance which agrees with Locke and Latham's goal setting theory which emphasizes the fact that goals stimulate employee effort, focus and encourage employees to find new and better ways to work.

These findings are of great importance if teachers are given goals at the beginning of each evaluation period so that they are aware of what they are supposed to do and work towards achieving these goals being set for them and that means that teachers need to be given feedback on their performance on time so that they know their weakness and work on improving their weakness so as to perform better next time.

5.3.3 Implication for Expectancy theory

Findings reveal that during the week of teacher evaluation, teachers perform to their best. This is because they know anytime the head teacher or inspector of schools will be in their classrooms so they report to school on time as well as have their lesson plan for the entire week ready so that they are not given a bad review.

These findings reveal that teachers perform better when they know what is expected of them such as daily attendance, time keeping, having lesson plans ready among others. Expectancy theory is important when teachers know what their supervisors expects of them and that head teachers should communicate clearly and early of what teachers are expected to do and achieve on time for better performance of the teachers and the school at large.

5.4 Recommendations

5.4.1 Management by objectives and teacher performance in public primary school

The study recommends the ministry of Education and Sports to come up with clearly set up guidelines for easy execution of duties of teachers and head teachers in these public primary schools in Gulu district so that they are aware of what they are supposed to achieve at the end of the academic year. Clear goals and objectives should be put in place and communicated early enough to prepare these teachers on working upon the set goals.

The head teachers should encourage teachers to set individual goals and align it to the school goal for their own personal and career development that would not only benefit them as

individuals but would benefit the school and thereby improve on the school performance in general and that of the pupils.

With findings revealing that Supervisors do not always monitor punctuality of teachers in school, the study recommends that supervisors should endeavour to keep track of the teachers attendance and punctuality since the teachers already know they are supposed to keep time, it is the duty of the head teachers and supervisors to monitor and ensure that teachers adhere to these expectations and to make sure teachers always register their attendance and sign the attendance register.

Lastly, with findings revealing that supervisors do not always involve promoting teacher professional growth, the study recommends that teachers professional growth should be promoted basing on their performance so as teachers are encouraged to perform better as they know they will be rewarded and that it would promote their professional growth and make them better people. Sometimes all it takes is a motivating reason for teachers to improve on their performance as they try to achieve their personal career goals.

5.4.2 Teacher based evaluation and teacher performance in public primary schools in Gulu district

The study recommends continued training of teachers on the importance of evaluation. It seems some teachers still believe that appraisal is a mechanism that is used to find fault in them and kick them out of their profession, and yet this is not the case, evaluation helps to identify their strengths and weaknesses for better results, there is need therefore to sensitize teachers on why it is important for them to be monitored while in class.

School administrators in public primary schools in Gulu district should give power to students through students' bodies like prefects and counsellors because students are the ones

who spend more time with these teachers so they are in better position to air out the teachers strengths and weaknesses which makes it easy for evaluation of the teachers. It is through school councils and prefects' bodies that students can have a plat form to air out views and problems regarding teachers' performance to the administration so as to get these problems solved.

Findings revealed that not all staff members are subjected to the teacher appraisal but that there is a recognised frame work for appraising teachers. The study therefore recommends that all staff members should be subjected to appraisal so that they are all motivated to perform and aim for better performance so as to be better than colleague. People are motivated to perform when they know that they are all evaluated using the same criteria and there is fairness and equity in the system of appraisal.

5.4.3 360⁰ Feedback appraisal and teacher performance in public primary schools in Gulu district

The study recommends management of public primary schools in Gulu district to clearly define in details the impact of subordinate's outputs on the subordinate him/herself, on the department, and the organization as a whole. Describing the impact of the situation or behaviour may provide a new insight for the subordinate who is receiving feedback as to how the situation or behaviour affects his or her performance and helps set a tone of personal responsibility.

The study recommends that performance feedback instructional matters should be communicated to the teachers on time, given that findings revealed that head teachers give feedback but that feedback on teacher performance is not always communicated on time to teachers and that teachers do not always know their performance, if feedback is given to

teachers then it gives them room to perform better as they aim at working hard so as to achieve better results next time.

Lastly, the study recommends that head teachers should encourage peer and subordinate evaluation of teachers. This is because the teachers understand each other well and therefore would be able to discuss openly their performance and the problems that affect their performance which gives them room to improve on their performance and that of the school at large.

5.5 Contributions of the study

The study contributed to the pool of knowledge in the area of appraisal and teacher performance that has not been so much put into consideration and yet teacher appraisal influences positively of performance of teachers which reflects positively on the performance of pupils in public primary schools in Gulu district.

Recommendations generated contributed in supporting the decision of policy makers on issues of teacher appraisal and performance at policy level, district level and school level. Policy makers used the information obtained during the study to help in formulation of policy as well as decision making.

It has contributed to solving the immediate issues of appraisal at the school level and district level. The head teachers used the information obtained to enforce teacher performance practice such as time management and lesson planning among others.

5.6 Area for Further Research

This study did not explore certain areas that were equally important. Such areas were left out because the scope of this study warranted. In view of this, the researcher suggests the following areas for further research:

- i. Influence of utilization of modern instructional techniques on the improvement of Students' academic performance.
- ii. Influence of total quality management on the improvement of students academic performance in public secondary schools.
- iii. A replication of this study in a different Sub-county in order to validate its
- iv. Further research needs to focus on Teacher competency and performance in public primary schools in Gulu district this is because teacher competency is a subject that has been under looked and yet it contributes a lot to teacher performance.
- v. The study also proposes future research on the effectiveness of appraisal systems on teacher performance in public primary schools in Gulu district so as to establish the best form of appraisal to enhance teachers' performance.

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**APPENDIX I:
QUESTIONNAIRE:**

Dear Respondent,

The following questionnaire is designed to gather data on the relationship between teacher appraisal and teacher performance in public primary schools in Gulu District.

For the purpose of this study, we refer to teacher appraisal role as roles played by the head teachers in appraising teachers. Teacher performance is the level at which teachers perform in teaching and learning in primary school.

No individual information about the respondents will be published or disclosed. Your responses will be combined with that of others and reported as grouped data. This study is in partial fulfilment of the requirement for the award of the Master's degree of Business administration of Uganda Management Institute Kampala.

Thank you for taking time to fill in this questionnaire to enhance our understanding of the relationship between teacher appraisal and performance in public primary school in Gulu District

Sincerely,

Ayugi Pamela Vicky

SECTION A: Demographic Information:

Tick the correct option from the list provided against each of the questions.

(1). Gender: Male Female

(2). Age bracket:

Below 30 years 31 – 40 years 41 – 50 years
51 years and above

(3). Education qualification

‘O’ Level “A” Level Diploma Degree

Others please specify.....

(4). Year of service

0 – 5 years 6 - 10 years 11 years and above

SECTION B: School Facilities and Infrastructure

(5). Standards of school facilities and infrastructure

Poor

Fair

Good

Very Good

(6). Standards of school Instructional materials

Poor

Fair

Good

Very Good

SECTION C: Level of Teacher appraisal and teacher performance

(6). Please read each item in the Table below and carefully indicate by *ticking* your disagreement or agreement on teacher appraisal in public primary school.

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

No.	Staff appraisal systems variables	1	2	3	4	5
1	There is an appraisal process for teachers in place					
2	The appraisal process is on going					
3	School supervisors help in solving problem in class					
4	The school supervisor conducts individual assessment					
5	Supervisors encourage peer evaluations					
6	Performance reviews are discussed with teachers					
7	Staff are promoted to higher positions according to excellent performance					
8	Head teacher participate in the teacher appraisal					
9	I am aware of the appraisal in my school					
10	I am actively involved in the teacher appraisal					
11	All staff are subjected to the teacher appraisal					
12	Feedback on instructional matters are given on time					
13	There is a recognised frame work for appraising teachers					
14	The appraisal criteria helps me improve my performance					
15	Supervisors monitor teachers attendance in school and class					

16	Supervisors monitor punctuality of teachers in school					
17	Individual performance are evaluated by supervisors					
18	Supervision involve promoting teacher professional growth					
19	I discusses my performances with my supervisor always					
20	All my duties are measured in the appraisal criteria					
21	The appraisal criteria is designed in consultation with teachers					
22	The appraisal criteria is linked to my job description					
23	Supervisors reward teachers positively depending on appraisal results					
24	Departments heads are involve in the teacher appraisal					
25	Supervisors possess teaching knowledge					
26	Supervisors creates environment that foster trust					
27	The appraisal is tailored to teacher duties					
28	Supervisors focuses on appraisal strategies					
29	Supervisors enforce the code of professional conduct					
30	Supervisors fulfils their duties as appraisers in a trustworthy manner					

(7). Please read each item in the Table below and carefully indicate by *ticking* your disagreement or agreement on teachers' performance in primary school.

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

No.	Performance variables	1	2	3	4	5
1	Teachers prepare clear and effective lesson plan					
2	Teachers lesson notes is relevant for teaching					
3	Teachers lesson preparation is suitable for teaching					
4	Teacher class management skills is very effective					
5	Teachers use recommended materials for teaching					
6	Teachers' interaction with students is good					
7	Teachers make conducive class for learning					
8	Teachers have ability to discipline students					
9	Teachers' attendance in school is recommended					
10	Teachers punctuality in school is appreciated					
11	Teachers participate in all co-curricular activities					

12	Teachers give tests to students as planned					
13	Teachers keeps class records as recommended					
14	Teachers communication ability in teaching is acceptable by the school					
15	Teachers always beat deadline when given assignment					
16	Teachers present themselves as role model to pupils					
17	Teachers understand how students learn and develop					
18	Teachers know the teaching content area and know how to teach it					
19	Teachers facilitate, monitor and assess student learning					
20	Teachers work as partners with parents and the community					
21	Teachers maintain a high standard of professional ethics					
22	Teachers communicate high standards for students performance					
23	Teachers demonstrate consistency between beliefs and practice					
24	Teachers prepare relevant scheme of work					
25	Teachers teach objectively					
26	Teachers set relevant written exercises					
27	Teachers mark all exercises given to pupils					
28	Teachers teach in the present of supervisor					
29	Teachers maintain professional attitude towards colleagues					
30	Teachers teach without discrimination against pupils in classroom					

SECTION D: Challenges facing teachers’ performance and staff appraisal systems

(8).In your independent opinions, what are the major challenges/ problems which affect teacher performance primary schools?

1.....

(9). How do you think these challenges/ problems can be solved?

1.....

(10). In your own opinions, what are the major problems which affect teacher appraisal in primary schools

1.....

2.....

(11). How do you think Teacher appraisal problems in school can be solved?

1.....

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE

Appendix II: STRUCTURED INTERVIEWS.

Instructions: Please answer the following questions or statement as they apply to you in a more individualistic manner.

1. How often are you appraised?
2. What do you think are the important components of teacher performance?
3. What do you think should be the basis of teacher appraisal? And why do you think so?
4. What do you think are the limitations to the success of appraisal?
5. What do you consider the successes of appraisal?
6. What are your personal concerns about appraisal?
7. Why do you think it is important to appraise teachers in primary schools?
8. What form of appraisal do you think would work best to improve teachers' performance?
9. What do you think should be done to improve teachers' performance in primary schools?
10. In your own opinion, what perception do you think teachers have towards appraisal? Why do you think so?

Appendix III:

Documentary Review Checklist

A Documentary Review Checklist on Teacher appraisal and teacher performance in public primary schools in Gulu district.

Documents Reviewed	Year	Available	Relatively available	Not Available
Appraisal Documents	2015	80%	40%	10%
DES Reports	2015	70%	50%	30%
Meeting minutes	2015/2016	70%	40%	30%
Employment record files	2015	80%	50%	20%
DIS Reports	2015/2016	60%	40%	50%
Attendance records	2016	70%	60%	10%

Appendix IV:

List of schools sampled for the study.

1. Gulu public
2. Layibi central
3. Labourline primary school
4. Gulu Prisons
5. Gulu town school
6. St.Peters- Laroo
7. Highland primary school
8. Pece Primary school
9. Pece Prisons
10. Holy Rosary
11. Christ Church
12. PecePawel
13. Mary Immaculate
14. Kasubi Central
15. Obia West
16. Gulu primary
17. Layibi Green
18. Christ the king D
19. Cubu primary school
20. Abuga Primary school
21. Kineyo Primary school
22. Ongako Primary school
23. Koch Koo Primary school
24. Lalogi Central Primary school