

**PERFORMANCE APPRAISAL PROCESS AND TEACHER PRODUCTIVITY IN GOVERNMENT
AIDED PRIMARY SCHOOLS IN BUSIA DISTRICT**

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DECLARATION

I Axophery Okumu, hereby declare that to the best of my knowledge, this research proposal titled *“Performance Appraisal Process and Teacher Productivity in government aided Primary Schools in Busia District”* is my original work and has never been presented to any institution of higher learning for any academic award.

Signature

Date.....13/08/2024.....

OKUMU AXOPHERY

APPROVAL

This is to certify that this research proposal entitled “*Performance Appraisal Process and Teacher Productivity in government aided Primary Schools in Busia District*” will be conducted under our supervision and is now ready for submission.

Signature.....

Date.....*13/08/2024*

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DEDICATION

This work is dedicated to my wife Akello Christine and my children Oguttu Robert, Wandera Fred, Nasirumbi Justine , Auma Constance, Nambire Judith, Taaka Immaculate, Onyango Richard, Barasa Ronne, Mukisa Daniel, Sammanya Muwanguzi Hannah, Alinaffe Samila.

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ABSTRACT

This study investigated *“Performance Appraisal Process and Teacher Productivity in government aided Primary Schools in Busia District”*. It used a cross-sectional research design and the objectives of the study were To determine the effect of setting targets on teachers’ productivity in Busia district government aided primary schools ;to establish the effect of monitoring on teachers productivity in Busia district primary schools; to assess the effect of performance feedback practices on teachers’ productivity in Busia district government aided primary schools. The study population was 247 with a sample size of 128 respondents. Results showed that schools set targets to which teachers were committed and that the school set targets gave direction to consolidate unique productivity standards in those schools. It was also found out that schools continuously assessed teachers’ productivity levels and that during monitoring teachers are provided with the necessary guidance from the supervisors and also that during monitoring, supervisors are open to suggestions. Finally it was found out that teachers received constructive criticism which enabled me better their teaching proficiency and also that Feedback to teachers facilitated quality of teaching in their schools. It was recommended that since target setting positively affects teacher productivity in their schools; and that schools set targets to which teachers are committed and finally that schools set targets in order to give direction to consolidate unique productivity standard, schools in other regions of Uganda should set targets as a way of improving academic standards in schools.

Since during monitoring teachers are provided with the necessary guidance from their supervisors; that teachers received personal support from their appraisers that aided teachers to focus on key areas of weakness for improved productivity, the researcher recommended that monitoring should be a continuous practice in schools.

Also, since teachers received constructive criticism which enabled them better their teaching proficiency and also that Feedback to teachers facilitated quality of teaching in their schools, more skills in monitoring and evaluation should be part of the continuous professional development.

CHAPTER ONE

1.0 Introduction

Productivity of teachers cannot be over emphasised in regard to attaining quality education. The role played by school appraisal process to stimulate individual teacher productive abilities, cannot be underestimated in skillful optimal fulfillment of their obligations. Besides in Busia primary schools, teachers' participation in school activities, quality of teaching and school administration seems to be affected by unfair implementation of the performance appraisal process. Appraisal problems such as lack of continuous documentation, subjectivity and inability to provide timely feedback and supervisors tending to lose at interview process forgetting the prerequisite process, central tendency, contrast, false attribution, lack of participation from the subordinates in the process of its implementation and ineffective criteria seem to attribute poor productivity (Nyongesa, 2018; Odhiambo, 2015). Teacher performance appraisal errors that include: halo, distribution, similarity, stereotyping, evolving accurate performance measures, use of multiple criteria as well as the use of the traits-based evaluation seem to affect teacher productivity in Busia district primary schools. Hence this chapter will cover the background to the study, statement of the problem, purpose, objectives, research questions, significance of the study, scope of the study, definition of key terms and conceptual framework.

1.1 Background to the Study

1.1.1 Historical Perspective

The origin of performance appraisal can be traced way back during the industrial revolution when it was used as a means of measuring organizational efficiency (Agesa, 2012). Globally, appraisal system began to be practiced in the 1940s and through this system, merit rating was used for the first time during the Second World War as a method of justifying an employee's wages (Boyan, 2013). The process was based on material outcomes where higher output was rewarded with higher pay. In 1950s, performance appraisal was used in the United States as a potential tool for motivation

and development of employees (Namudu, 2010). Common synonyms for appraisal are assessment and evaluation. Teacher evaluation fulfills two main functions namely; a formative function for the development of professional teaching skills and a summative function for selection and as a basis for grading and promotion (Ali, 2012). Performance appraisal was incepted when Robert Owen used wooden colored block to measure the achievement of employees working in the cotton Mills in Scotland at the close of work hours. During that era, it was utilized as a disciplinary mechanism for punishing poor performance (Odiambo, 2011). This resulted in the negative notation of the appraisal system which turned out to be despised by both the appraiser and the appraisee (Zhang, 2015). In the early 20th century, the history of performance appraisal has its roots traced from Taylor's pioneering time and motion studies in the field of modern human resources management. This helped to promulgate teachers' seriousness in the execution of their roles, duties and responsibilities.

In African countries teacher appraisal enables head teachers to evaluate the extent to which policies, objectives, activities and events laid down in the long and short term plans are successfully carried out (Cheg & Choon, 2016). While in East African countries performance appraisal was a basic requirement in school administration to bring on board strategies of efficient and proper personnel management with an aim of steering their efforts towards realization of desired educational Targets (Kagama & Irungu,2018).

In Uganda teacher performance appraisal was introduced with the enactment of the Education Act of 1970, The District Teaching Service Committee Regulations, 1991; Standing Orders,1991 Edition; The Uganda National Examinations Board Act, 1983, constitution of the Republic of Uganda, 1995 (Atugonza, 2017). Teachers were appraised informally based on the extent, to which they were obedient to their masters, their level of diligence and discipline, as well as in guiding the learners. This was mainly done through observing them as they performed their duties, as well as relying on the reports provided to the employers by the respective heads of department, the learners and the parents (Atungoza, 2017 & Kakooza, 2020).

According to the Education Act, 2008, teachers in Ugandan schools have to be appraised so as to establish their weaknesses and strengths, with a view of improving their productivity. Currently the Ministry of Education and Sports approved the performance management guidelines for tertiary institutions and schools in Uganda in 2020. Despite the historical perspective, appraisal process is both inexorable and widespread to all sectors and institutions.

Schools use various performance appraisal methods to evaluate teachers' productivity. These methods cover past oriented methods which include rating scales, checklist, and force choice method; and future oriented methods such as: MBO, assessment center method, 360 degree appraisal and psychological appraisal. Past-Oriented Methods of appraisals are based on the ability of the employee to work as a team player, communicate effectively and possess technical competences (Khan, 2013). The scale is necessary for the appraisers' job (Okeyo, Mathooko and Sitati, 2010). The biggest advantage for this technique is the comparison of the employee's performance in the entire workforce (Ali, Mahdi & Malihe, 2012). The limitation of this technique is that it lacks applicability to all sorts of jobs. It is also not applicable in measuring the worker traits (Ali, Mahdi and Malihe, 2012). On the other hand future-Oriented Methods of appraisal make use of management by objectives to pursue teacher productivity by examining the extent to which the predetermined teaching objectives are met (Newman, Thanacoody & Hui, 2012). They are expected to monitor their own development and progress. If a teacher meets or exceeds the set objectives, then he or she has demonstrated acceptable level of productivity (Qureshi, 2007)

1.1.2 Theoretical review

The study will be guided by Expectancy Theory and be supported by the goal-setting formalized by Edwin Locke, (1960).

According to Victor Vroom's (1964) Expectancy Theory, a teacher is motivated to be productive according to the expected result of the work done. Vroom concluded that people will be motivated to the extent that they can perceive links between effort,

productivity and rewards provided. He further argued 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 (Chijioke & Ihedinmah, 2015). 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. Nevertheless, Vroom under-estimated the fact that employees should feel confident in the process of appraisal in that, if they are productive, they will achieve the rewards they value (Singh & Rana, 2014)

The other supporting theory is the goal-setting theory advanced by Edwin Locke in 1960. The Target setting theory states that Target setting is essentially linked to teaching. It states that specific and challenging Targets along with appropriate appraisal feedback contribute to higher and better teacher productivity (Dessler, 2011). Targets indicate and give direction to a teacher about what needs to be done and how much effort to put in (Selvarajan & Cloninger, 2011). Suitable appraisal results direct a teacher's behavior and contribute to higher output. However, there is need to involve teachers in setting Targets to make them more acceptable. But if the set Targets are not well designed, nor made clear and measurable then teacher productivity will not be realized. Therefore, Target setting theory is the most appropriate in this study because it gives direction on how to prepare and implement a successful performance appraisal process which leads to increased teacher productivity (Nyongesa, 2018).

1.1.3 Conceptual Review

The Uganda Public Service Standing Orders (2021) define productivity as the achievement of agreed targets and consistently producing results of excellent quality and high level of timeliness. Public-sector productivity measures the rate with which inputs are converted into desirable outputs. Measures can be developed at the level of the employee, organization, or overall public sector, and can be tracked over time. Such information allows policymakers to identify good and bad performers, understand what might be correlated with good performance, and measure the

returns to different types of public expenditures. This knowledge can be used to improve the allocation of public resources in the future and maximize the impact of the public purse (Ministry of Public Service, 2018). In the context of the school system, productivity is measured by both efficiency and effectiveness, with the realization of set targets and objectives in the school being a function of teacher efficiency and effectiveness (Vipinosa, 2015). Low productivity in primary schools reflects on pupils' output, such as skills acquired, failure, repetition and dropout rates amongst others that have adverse effects on the society and student.

Teachers perform well when they are productive. Productivity implies both concern for effectiveness and efficiency, effectiveness refers to goal accomplishment. Efficiency evaluates the ratio of inputs consumed to outputs achieved. The greater the output for a given input, the greater the efficiency (Asodike & Ogbu, 2014). Teachers output can be determined by the extent to which any educational targets are met. In the classroom, the productivity of a teacher is a reflection of learning outcome of pupils. A productive teacher is an effective teacher. Aina, Olanipekun & Garuba (2015) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning. Effective teachers are very important for student learning. However, it is possible to measure some teachers' attribute like interaction with student, teaching strategy, motivation, pedagogical content knowledge and classroom management (Agboola & Akporche, 2016). Classroom management is a vital component of teacher productivity. Classroom Management is one of the neglected areas in Busia government aided primary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classrooms are managed (Sunday-Piaro, 2018). In this study, teacher productivity will be considered as number of lesson plans, number of lessons delivered, number of lessons on the time table, number of times attended and number of times learners are assessed.

In organization setting, performance appraisal is defined as a structured formal interaction between a subordinate and supervisor that usually takes the form of a

periodic interview in which the performance of the subordinate is examined and discussed with a view of identifying weaknesses and strengths as well as opportunities for improvement and skills development (Odayo, Obura, 2020). In the book “Strategic performance management” the author defined Performance appraisal as “a systematic & holistic process of work, planning, monitoring and measurement aimed at continuously improving the teams and individual employee’s contribution to achievement of organizational Targets” (Asuku, Mayomi & Abraham, 2019).

Eseyin (2016) indicated that any appraisal system concentrates at least in four reasons; promoting organizational effectiveness and efficiency, enhancing individual, maintaining control of employees’ behaviors and attitudes as well as making the administrative processing simple and ease. The staff performance appraisal system in the Public Service shall be guided by the following principles:- (a) Objectivity; (b) Transparency; (c) Fairness; (d) Openness; and (e) Participation. The performance appraisal system shall involve the following processes: (a) Performance planning; (b) Continuous performance monitoring; (c) Performance assessment/evaluation; and (d) Performance improvement. In conducting the performance appraisal, public officers shall follow guidelines issued by the Responsible Permanent Secretary, from time to time.

A staff performance appraisal report form shall be completed for each pensionable and non-pensionable officer and a copy submitted to the Responsible Permanent Secretary, as follows:- (a) For a confirmed officer and those on contract terms in Ministries or Local Governments, by 30th of June of every financial year; (b) For a confirmed officer and those on contract terms in the Education Service, by 31st December every year; (c) For an officer on probation every three (3) months with effect from the date of assumption of duty.

According to Asodike (2014), staff appraisal process enables key areas to be effective and stand the test of times. Key responsibilities for performance areas are: teaching responsibilities, such as planning the lesson, teaching method and technique,

classroom management, classroom environment and control, curriculum knowledge and students assessment.

Appraisal builds the teacher's strength and knowledge for a preferred productivity. The Ministry of Education & sports, educational managers and administrators use it to actualize results, and abolish weak practices in teaching and learning among teachers (Asodike & Ogbu, 2014). Conversely, Agboola and Akporche (2016) also asserted that appraisal helps schools administrators to identify not only areas of strength but the weaknesses/deficiency of the staff, and offering solution to areas of deficiency of staff may definitely be a sure way to improve the job performance of such staff (Buhl-Wiggers, Kerwin, Smith & Thornton, 2018). In this study performance appraisal process will be considered as a way of setting targets, supervision, monitoring and communicating the feedback to teachers.

Productivity is achievable through periodic review of the entire teaching processes in a primary school system. This review in various areas of teaching and its processes eliminates weaknesses, incompetence and administrative bottlenecks (Adigun & Oluwakemi, 2021). Through the review, areas of weakness will be identified and strength will be noticed (Oshode, Alade & Arogundade, 2014). It challenges teacher's efforts, knowledge and sets high their spirit to deliver quality services in school. It also prompts innovations and interests for in-service training to guard against demotion and negligence in various workplaces. More so, to enhance school productivity tasks that are reviewed as major challenges, should be broken down into manageable sizes, units and departments. When this is done, teacher's commitment will be enhanced for productivity (Ondimu, 2017). It is upon this background that the researcher seeks to investigate the extent to which teachers' appraisal process affects productivity in government aided primary schools in Busia district.

1.1.4 Contextual review

In Busia government aided primary schools, it has been reported that teacher productivity has been and is continuing to deteriorate. This is exhibited by low

morale, low motivation to work, rampant absenteeism from schools, low commitment, late coming, teachers do not prepare adequately for lessons. Teachers' appraisal system has failed to provide accurate feedback, growth and advancement to the teachers about how well they can be productive (Sunday-Piaro, 2018). It is not clear whether there is mutual involvement of head teachers and teachers in developing a workable appraisal system (Vipinosa, 2015). Little research has been carried out to assess the effect of performance appraisal methods on teachers' productivity. It is against this background that the researcher is interested to conduct a study to investigate the effect of appraisal process on teachers' productivity in Busia government aided primary schools.

1.2 Statement of the Problem

An effective appraisal process helps to improve teachers' productivity as a basic tool for effective and active discharge of duties and responsibilities. This is realized in terms of excellent teaching, learning, assessment, classroom management and as well as refining education standards and quality (Kareithi, 2018). Nevertheless, poor teacher productivity seems to have ruined the degree to which learners receive knowledge to develop their mental, emotional, social, spiritual and economic skills for society development.

Teacher productivity, in Busia government aided primary schools, appears to be continuously declining probably due to implementation of inappropriately designed appraisal process (Jonyo & Owour, 2017). Preliminary study on teachers revealed that the appraisal process does not provide feedback and lacks involvement of teachers. Teachers persistently absent, come late to school, exhibit poor lesson notes preparation and irregularly attend to learners' needs. The DEO report (2021) revealed that haphazard, unsystematic, appraisal process in government aided primary schools of Busia is a source of conflict between appraisers and appraisees, and has led to inaccurate productivity as well as subjective personnel decisions. The extent to which appraisal process provides teachers with professional learning morale, motivation and growth remains a grey area of investigation in Busia government aided primary

schools. Many studies have attempted to research on effect of performance appraisal but none has related it to teacher productivity (Kanisa & Makokha, 2017). A number of teaching staff do not teach using practical demonstrations, discovery and discussion methods to effectively impart subject and pedagogical knowledge in learners (Khan, 2017). Vivid evidence in regard to the challenges teachers face in adopting or adapting appraisal practices that can enhance their productivity has never been established before. This has compelled the researcher to undertake this study to examine the effect of teacher appraisal process on teachers' productivity in Busia government aided Primary schools.

1.3 Purpose of the Study

The purpose of this study is to determine effect of teacher appraisal process on teachers' productivity in Busia government aided Primary schools.

1.4 Objectives of the Study

Specifically, the study seeks:

- i) To determine the effect of setting targets on teachers' productivity in Busia district government aided primary schools
- ii) To establish the effect of monitoring on teachers productivity in Busia district primary schools
- iii) To assess the effect of performance feedback practices on teachers' productivity in Busia district government aided primary schools.

1.5 Research Questions

The following research questions will guide the study;

- i) What is the effect of setting targets on teachers' productivity in Busia district government aided primary schools?
- ii) What is the effect of monitoring on teachers' productivity in Busia district government aided primary schools?

- iii) What is the effect of performance feedback practices on teachers' productivity in Busia district government aided primary schools?

1.6 Justification of the Study

Education quality and standards cannot be compromised if investment in teacher productivity exhibited through an appraisal process is well designed and implemented. Therefore, school, administrators must at all costs enforce teacher motivation, training and development. Although, there is no standard framework for designing and implementing an appropriate appraisal system process as whole, a wide range of factors must be considered in interpreting and analyzing teacher appraisal process. Globally, institutions are currently implementing performance management systems to improve staff productivity. Limited studies have been undertaken to establish the reasons why teacher appraisal process particularly in Busia government aided primary schools recurrently has a negative attitude towards rewarding of teaching staff for their productivity. Thus the need to establish the effect of teacher appraisal process on teacher productivity in Busia district government aided primary schools.

1.7 Significance of the Study

The results of this study will be of great importance in several ways as discussed below;

Ministry of Education and Sports and their agencies may make use of the study results to identify areas of weaknesses and bridge gaps in the existing school appraisal processes by reviewing performance management systems, determine how to effectively monitor, assess and follow up appraisal process loopholes. This in turn may help in improving teachers' productivity in Primary schools.

Primary schools in Busia district will be able to utilize the study findings to identify appraisal practices that may positively be implemented to influence teachers' productivity and hence make adjustments in existing systems in order to positively influence teacher productivity in Busia government aided primary schools.

The findings of this study will benefit the management/administration of primary schools in establishing the effects of performance appraisal system on teacher productivity so that school heads are able to understand ways of motivating, retaining and improve teachers' satisfaction and subsequently students' performance.

Teachers and head teachers in primary schools may utilise the study findings to facilitate them implement appraisal programmes in their respective primary schools in a more efficient approach in order to achieve more accurate and dependable productivity results.

Education standards agency may make use of the study recommendations to design quality assurance standards which aid to provide insights into teacher appraisal approaches and its influence on staff productivity. Recommendation may enable the inspectorate to make informed decisions on the best ways of executing its responsibility of teachers in a friendly manner so as to enhance education quality.

The study findings may add literature to the body of prevailing knowledge by building insightful ideologies upon which further research by interested scholars and academicians may be anchored.

1.8 Scope of the Study

This covers subject, geographical and time scope as explained below

1.8.1 Subject scope

The main focus of the study will be to investigate the effect of performance appraisal on teacher performance in Busia district.

1.8.2 Geographical scope

The study will be carried out from Busia district in Busime Sub-County primary schools.

1.8.3 Time scope

The study will be carried out between November 2021 and March 2022.

1.9 Operational Definition of Key Terms

Appraisal: refers to emphasizing the forming of qualitative judgments about an activity, a person, or an organization.

Appraisal tools: These are techniques of evaluating employee's job performance.

Appraisee: refers to the teacher being assessed (TPAD 2018).

Appraiser: refers to teacher's immediate supervisor (TPAD 2018).

Feedbacks: refers to the responses or reports given to teachers by their supervisor about their job performance (Martuoret 2011).

Target setting: is the process of identifying objectives that you want to achieve (Mayse 2015).

Head of institution refers: administrator in a public educational institution appointed by commission (TSC code of regulation 2015).

Performance appraisal: refers to the process of evaluating teachers' performance in relation to set targets (TSC code of regulation 2015).

Performance contract: refers to the agreement between the Teachers Service Commission and Head of Institution about teachers' performance Targets or responsibilities and behaviors during the review period (TSC code of regulation 2015).

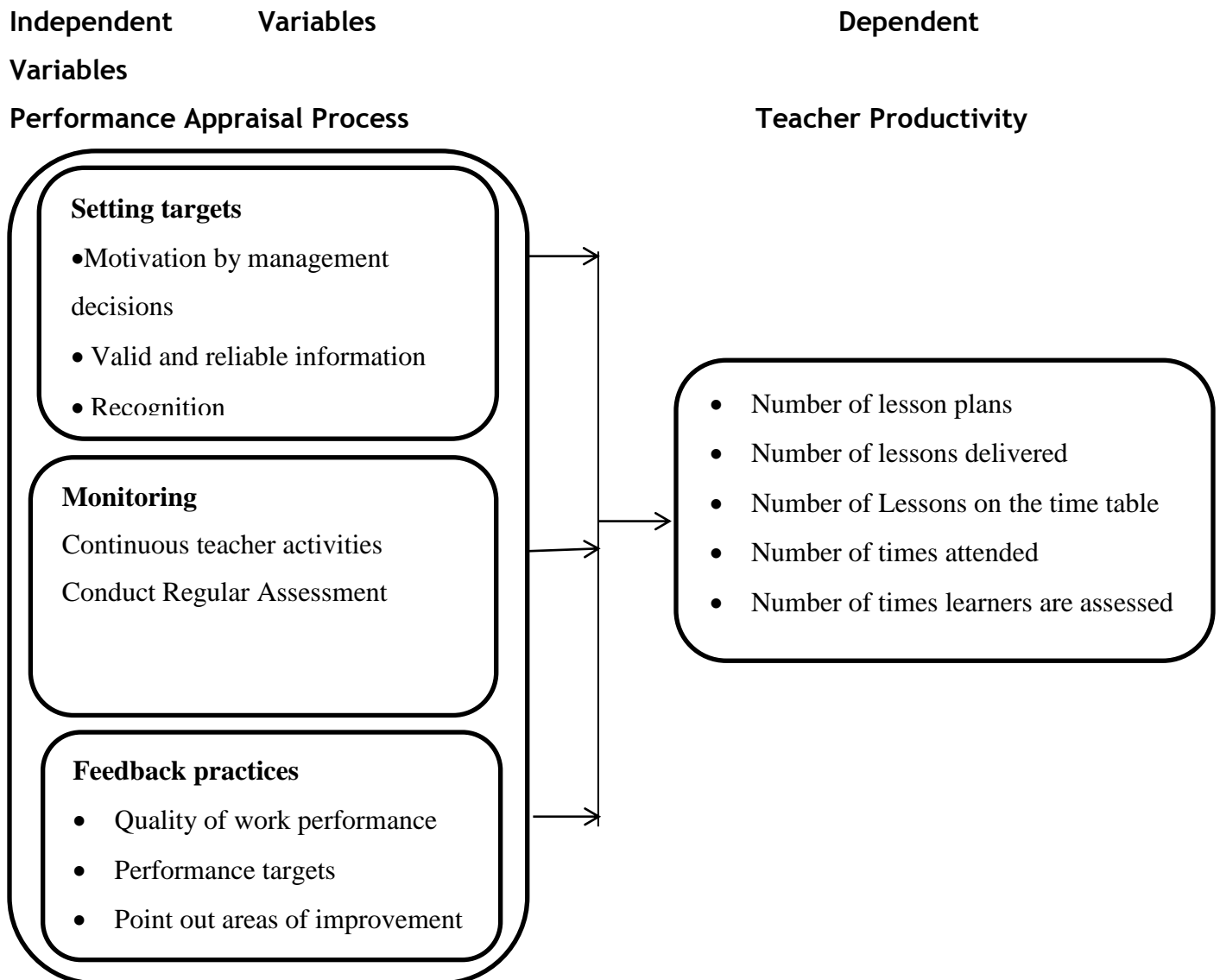
Appraisees: The employees whose performance is being evaluated.

Performance appraisal: is defined as a structured formal interaction between a subordinate and supervisor that usually takes the form of a periodic interview in which the performance of the subordinate is examined and discussed with a view of identifying, weaknesses and strengths as well as opportunities for improvement and skills development.

Productivity : is the result of efforts exerted and resources utilized in creating a good outcome (Vipinosa, 2015). Productivity can be measured as a ratio of output input (Ajayi & Afolabi,2012)

1.7 FIGURE 1. Conceptual frame work.

The conceptual framework shows a diagrammatic representation of the inter-relationship between independent and dependent variables of the study



Source: Adapted from Nyongesa (2018) and Asuku, Mayomi&Nath (2019) and modified by the researcher

The frame work above depicts the relationship that exists between teacher performance appraisal process which is the independent variable and teacher productivity the dependent variable. It is conceptualized that constructs measuring performance appraisal process that affect teacher productivity cover: setting targets with mini-components being motivation by management decisions, valid and reliable

information and recognition. The other appraisal component is monitoring which involves continuous teacher activities as well as regular assessment and the final measure of appraisal process is the feedback practices which entails quality of work performance, performance targets as well as point out areas of improvement. The dependent variable which is teacher productivity will be measured by lesson plans, lessons delivered, lessons on the time table, number of times attended class, lessons on the time table, number of times learners are assessed. A good performance appraisal process takes into account the best methods and the right appraisal system to be used in a school setting (Nyongesa, 2018). The appraisal process may be right but if not well communicated and the target well discussed to be clear, achievable and non-ambiguous by the appraiser, it may create a room for biasness on the side of the appraisee. This leads to a feeling of unfair process. It is important to note that when an employee experiences a state of dissatisfaction in the appraisal process, he may respond to the imbalance by opting for a number of actions that may lead to low productivity and hence failure to achieve personal and organisational Targets and objectives (Asuku, Mayomi&Nath,2019).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical framework and empirical review of literature. An elaborate review of existing literature on performance appraisal and teacher productivity is extensively reviewed, synthesized, evaluated and critically discussed. The information covers extracts from textbooks, journals, publications and articles by previous scholars. Finally, the gaps are identified in the knowledge base and how this study is able to fulfill them as discussed below;

2.1 The Theoretical Framework

The study will be guided by Target setting theory and supported by Expectancy theory as described below;

2.1.1 Target-Setting Theory

Target setting theory as a human behavior theory applied in various working environments was founded by Edwin Locke in 1968. The theory stresses that Target setting is principally linked to job fulfillment. Target setting theory shows that Targets which are exact, inspiring and recognized by employees alongside suitable feedback compel higher level of productivity (Gichuki, 2014). Teachers' participation in performance appraisal involves setting up Targets to be achieved at the end of appraisal period (Ibra & Khan, 2015). It also identify performance gap and helps them to improve their weak areas. Target theory reveals that Targets make teachers to discover new and better approaches to perform their duties excellently. According to this theory when Targets are clear and teachers are involved in setting them productivity improves. As indicated by (Kithuku, 2012). There are five Target setting rules that can enhance our chances of accomplishment. These are: Clarity, challenge, commitment, feedback and task complexity. Newman, (Thanacoody & Hui, 2012) ascertained that setting of Targets motivates, raises employees' drive, gives competence in work and raises self-esteem which additionally energizes the need for self-improvement. Target setting theory is pertinent and informative to this study

because it supports the use of performance appraisal as a strategy of raising teachers' productivity (Heather, 2013). The Targets identify and provide guidance to teachers as employees about what needs to be done and how much determinations must be considered.

2.1.2 Expectancy Theory

This study on performance appraisal process and teacher productivity will also be supported by the expectancy valence theory (EVT) developed by Vroom (1964). EVT states that workers' expectations influence their behavior and the remuneration they work for. EVT further views that motivation is realised as a result of expected reward and expected output of an individual staff (Omusebe, Gabriel & Douglas, 2013). Vroom (1964) also trusts that if individuals acknowledge as true a certain worth of a Target and that they will accomplish it through their actions; they will be motivated to accomplish it. Vroom's theory verifies that teachers' inspiration towards productivity is hinged on individual's specific Target incentives and the possibility of accomplishing that Target (Asedilu, 2016). The theory also encourages school heads and employers to recognize the link between motivation, productivity and reward (Asuku, et al, 2019). EVT requires that employee inspirations be hinged on the expectations that yield efforts to stimulate teacher productivity. EVT is applicable to this study in that it helps to explain how performance appraisal processes/ methods when implemented lead to productivity.

2.2 Empirical Review

2.2.1 Target setting practices on performance of teachers

According to Mayse (2016) Targets are defined as the end toward which effort is directed. They are the outcome of having a vision, planning what one wants to achieve, then following that plan to success. Targets are set in all areas of life from organizations, schools, to military engagement. Target gives organization and individual direction to follow and help them to turn their plans to a reality. The study states that every successful organization or entity should have clear and defined

Targets that are designed to bring the best out of people as well as a group. It also indicates that Targets help a person achieve success and motivate those who always set them. The key requirement for Targets achievement is commitment. This study is intended to establish whether Busia government aided primary school teachers have targets which they are committed to realise.

This study is intended to establish whether Busia government aided primary school Targets give teachers direction to consolidate unique standards of measuring productivity.

Sahai and Srivastava (2012) conducted a study to determine the role of Target setting and performance assessment as a tool for talent management. The study found out that Target setting process creates a more attractive and objective strategy for defining expectations and performance assessment (Omboi, 2011). The study demonstrated that Target setting gives particular and quantifiable objectives thus giving clearness to the workers on what is expected from them. This study is intended to established whether Busia government aided primary schools set targets as productivity assessment tool for talent management

Choon and Cheng (2016) did a study on research the effect of Target setting on employees' effectiveness to enhance organization effectiveness in Singapore. The study revealed that Target setting positively affects employee performance and ultimately improves organization effectiveness. In addition the study established that Target is a common idea that integrates diverse concepts like aim, responsibility, deadline, reason, intentions and objective and is deemed as a controller of activity. The study confirmed that establishments are always looking for methods for accomplishing their Targets (Ingram, Lee, Mazzotti, & Rowe, 2016). The study also discovered that Target setting was beheld as a method for helping all employees to pull in a similar way with a view of increasing performance. This study is intended to establish whether Target setting positively affects teacher productivity to enhance effectiveness in Busia government aided primary schools.

Khan (2014) carried out a study on the effect of Target setting on teachers' performance; the study revealed that Target setting improves teachers' efficiency and effectiveness. In addition, the study discovered that the Target setting has positive effect on work performance. Finally, the study concluded that the Target is commanding to advance the work performance of the teachers because without Target worker will not work to full prospective. Target setting theory contends that there are assorted sorts of Targets like specific and difficult Targets that yield in a higher performance than easily attainable Targets, unclear Targets or without Targets at all (Sarai & Srivastava, 2012) This study is envisioned to create whether in Busia government aided primary schools Target setting enhances teachers' performance

According to Heather (2017) Target setting is a broadly embraced practice in organization settings and an overwhelmingly respected subject in literature on the working environment. However, its principle is weaker in advanced education on teaching. The study showed that the ongoing research piloted on schools states that training offers motivation to give careful consideration to teachers' Targets. The findings of the study indicate that teachers' Targets may influence their professional growth and instructional effectiveness. The study stated that without obligation to one's Targets there will be no significant advancement. Dobson (2016) carried out a study on the nature and practice of Target setting in teachers' appraisal. The study argued that for teacher to realize their Targets first they should believe that Targets are significant and that they have the ability to achieve them.

Ingram, lee, Mazzotti and Lowe (2016) in their study, revealed that training on Target setting is away to advance academic participation. Though teachers feel they are not prepared to set Targets. This study is intended to establish whether Busia government aided primary schools Target setting effectiveness improves teacher productivity which in turn improves student academic achievement.

In summary of the above review, Target setting improves teacher productivity which in turn improves student academic achievement. However, the extent to which this

enhanced pupils' academic performance specifically in Busia government aided primary schools is not clear. This necessitated the need for further research.

2.2.2 Monitoring and Teachers' Productivity

Monitoring refers to follow up of the teaching goals to observe and evaluate realization of the teaching goals (Elnaga & Amen, 2013). In this study, monitoring aids to examine the whether teacher productivity is steadfast and processes the ability to deliver dependable advice or feedback to a teacher or groups of teachers on their progress towards completion of their goals.

Monitoring of teacher productivity has been studied by (Larson James R & Callahan, 1990) in their works entitled "Performance Monitoring: how it affects work productivity". According to their findings, monitoring may also have an independent consequence on teachers' behaviors towards absolution of their roles of teaching and learning. For example, during monitoring the teaching and lesson goals are observed so as to comprehend how best a teacher is able to fulfill them (Elnaga & Amen, 2013). Monitoring productivity output must be done frequently against plans to warranty that corrective action is being undertaken. This means teachers monitor and manage their own productivity while supervisors give feedback, support and guidance and therefore this indicates that apprising objectives and continuous learning is conducted through coaching (Armstrong, 2015).

According to Pulakos, Hanson, Arad, &Moye, (2015),School supervisors' performance during monitoring of teachers is a key factor in influencing teachers' productivity. Appraisers cannot take on operative performance appraisal single-handedly without being considerate to teachers' needs. There is need for an effective interaction amongst appraisers and appraisees to thrive daily responsibilities accurately (Pulakos, Hanson, Arad, &Moye, 2015). Therefore, this study intends to determine the extent to which monitoring teachers influences their productivity.

Effective monitoring of teachers for proper appraisal must be embedded in the supervisor's work plan and targets for it to be clearly confirmed to be conducted in schools. Hence this study seeks to establish the extent to which monitoring influences teacher productivity in government aided primary schools in Busia district.

2.2.3 Performance feedback practices and teachers' productivity

Njeru (2013) articulated that feedback denotes to the information given about work behaviour and results. Also, it controls the work behaviour of staff by harmonizing behaviour through the providing of vital feedback for curative action. Incapability to give such feedback may damage the psychological contract amongst workers and their employer, also, to forestalling corrective action in case of unproductive performance (Onyaro, 2016). The researcher sought to ascertain the extent to which teachers of Busia government aided primary schools receive vital feedback about work behaviour for corrective action.

In a study conducted by in 2015 established that effective feedback is essential for any school to meet its targets. Also that additional feedback allows the employees to be made aware of what specifically is expected from them. The study also revealed that actual performance feedback amongst workers and supervisor is the way to effective strengthening of the efficiency of schools (Odhiambo as cited in Swaartbooi, 2016). The study sought to establish whether teachers in Busia government aided primary schools obtain feedback to be made aware of what precisely is expected from them.

Records from Indiana University of Human Resource (2011) specify that a supervisor and an employee engross in a process of collaboration in which they altercate information concerning the yield of performance from a set of performance targets as feedback for performance appraisal. Also Hillman et al, (2010) notes that giving feedback on evaluation entails communicating to employees about the expected results of a performance target that that school has set. The purpose of a feedback is to provide information about the quality of work performance and is essential to

management (London, 2003). This study seeks to examine the extent to which the assertion applies in Busia government aided primary schools.

According to Bernardin and Beatty (2014) feedback is key to the process of institutional management. As Thiry (2009) puts it, feedback is an indicator of a worker's performance and internal motivation; it is also a parameter for evaluating future objectives. Giving feedback on performance evaluation in schools involves giving educators all information about the quality of their work performance regarding their responsibilities at the end of the evaluation process (Thurston, & McNall, 2010). Such feedback enlightens teachers with relevant information shading light about the extent to which they realize organizational Targets and point out the areas for improvement. There is need to conduct a study in Busia government aided primary schools to ascertain the extent to which feedback to teachers facilitates quality of teaching and learning.

Xavier (2015) points out that giving staff feedback about their performance gives them an opportunity to table the reasons for the inefficiency to seek support to improve in their areas of weakness thereby positively impacting on the behaviour of the teachers to rationalize their performance. Clear data to teachers about their performance levels is helpful in the improvement of the standards of teaching and learning. It is not clear whether feedback about their performance gives them an opportunity to table the reasons for the inefficiency to seek support to improve in their areas of weakness (Yen & Khuong, 2016). It is not known whether teachers in Busia government aided primary schools receive performance feedback to enable them give evidence for the inefficiency aimed to improving areas of weakness which this study seeks to redress.

Further, Jensen (2011) suggests that student will receive the best learning experience when teachers receive constructive criticism about the performance of their work. Teachers derive motivation and direction in their teaching patterns upon the receipt of constructive feedback (OECD, 2012). An ideal feedback empowers teachers to

weight the strength of the professionalism and improve in their areas of weakness to ensure better teaching proficiencies. This study seeks to find out whether teachers in Busia government aided primary schools receive constructive criticism about the performance of their work to enable them better their teaching proficiencies.

Constructive presentation of information about the quality of performance to people is essential as people would always desire to improve on their work (Billkopt, 2010). Moreover, informing people about the level of service delivery is superior to many fruitless techniques that most institutions use in evaluating their workers to improve their performance. Teachers appreciate regular feedback about their performance so that they can improve on the efficiencies of their work performance and power up their strengths. Without performance feedback, it is impossible to witness improved work practices (Martouret, 2016). The study pursues to ascertain the extent to which teachers of Busia government aided primary schools desire to receive and evaluate their feedback to improve their service delivery

The process of giving feedback to workers is appalling to staff more than the disciplinary process (Billkopt, 2010). Many people find the process of giving feedback the most uncomfortable only few people can stand the interaction. Educators in schools resist constructive feedback about their performance even when their weaknesses are apparent thereby becoming defensive of their faults. At times, unreliability of performance results lead to the resistance to feedback data from teachers (Kaymaz, 2011). The researcher intends to establish whether teachers in Busia government aided primary schools resist constructive feedback about their teaching even when their weaknesses are apparent thereby becoming defensive of their faults.

OECD (2010) reports confirmations that even in the developed nations, teachers' feedback is a rare practice. For instance, the rate of giving feedback to teachers in Australia and Portugal are 35 and 33 percent respectively. The situation is the same in Kenyan schools. Muli (2011) research in Kitui West indicates that only few schools

gave feedback to their teachers. Even worse, not even the teachers' employer (TSC) gives feedback to teachers. Simply, it is hard for teachers to receive their feedback. The researcher intends to conduct a study to verify the extent to which feedback is a rare practice in Busia government aided primary schools.

The study by Kuymaz (2011) demonstrated that satisfactory feedback builds accountability, since workers and supervisors take an interest in developing Targets, recognizing skills, talking about profession advancement and worker motivation. The researcher intends to find out whether head teachers in Busia government aided primary schools allow teachers to provide accountability as a result of constructive feedback.

Kuymaz (2011) carried out a study on performance feedback on individual based reflections and the impact in light of motivation. The findings revealed that the performance feedback enhances the behaviour effectiveness of workers which then leads to the job motivation. The study also demonstrated that performance feedback impacts motivation through reducing the performance ambiguity, enhancing the manager- subordinate relationship, making it less demanding to accomplish Targets, supporting the personal development and adjusting to change. The study concluded that performance feedback is an essential source of information which supports the technical and behaviour improvement of all levels in a school. It is possible to recognize strength and shortcomings of the workers with the help of this information (Kibeti, Maina, Njagi & Njanja, 2013). There is need to conduct a study to find out whether performance feedback is an essential source of information which supports the technical and behaviour improvement of all levels in Busia government aided primary schools

According to Marthuoret (2011) feedback informs people in the workplace about how well they have achieved both their own and the school Targets. The study discovered that despite the fact that feedback is extensively used to enhance performance, the feedback result highly differs along quantities of dimensions. For example, the result

of feedback can vary according to the feedback mechanism utilized, for example, verbal or written feedback i.e. regardless of whether the feedback is given orally or given by text. The second dimension is the beneficiary of feedback i.e. regardless of whether the feedback is given separately or in a group. The third level is the temporary attributes of feedback, for example, when the feedback is given and the length of feedback i.e. how much time it takes to give or get the feedback. The researcher is determined to the dimensions of feedback applicable in Busia government aided primary schools.

Performance appraisal feedback has a developmental purpose of providing chances to change through appraisal feedback, training and development which is an on-going performance management activity aimed at continuous improvement practices. Feedback is used to bring about improvement in current performance (Karyeija, 2012). Nonetheless, feedback must be conveyed in the appropriate manner if it is used to be inspiring and encouraging desirable behaviours. However, there is need to conduct further research to establish if performance appraisal feedback is conducted in an appropriate manner to inspire and encourage desirable behaviours among teachers of Busia government aided primary schools.

In order to make appraisal interview more effective, supervisors are urged to give frequent performance feedback to workers and maintain comprehensive record of work performance in their allocated tasks. Kamiti (2014) indicates that appraisal systems utilized by schools are entirely confidential and teachers have no possibility of knowing the content of the assessment report. There is need to find out whether Busia government aided primary schools appraisers maintain comprehensive record of teaching performance and whether they make teachers understand the content of the assessment.

A study conducted by Onyaro (2016) reveals that principals do not give feedback on time after appraising the teachers and that the feedback is not communicated in a friendly manner which makes the teachers to have negative attitude toward

performance appraisal process. The study recommends that feedback should be given immediately after appraising teachers to avoid delays. There is need to find out whether feedback is neither delayed nor given immediately after appraising in Busia government aided primary schools.

Kamuri (2012) recommends that performance appraisal ought to be done in a situation where the teacher and the employer cooperate to decide measures for assessing each objective. Throughout the appraisal period each individual must be effectively included and educated all through the process. Wango (2010) affirms that performance appraisal feedback must be clear in clarifying employees' performance. However, this is not done in most schools thus creating a research gap for this study. There is need to find out whether teachers and the employer cooperate to decide measures for assessing every objective of performance appraisal feedback in Busia government aided primary schools.

Unprofessional delivery of feedback information can demoralize teachers. A couple of suggestions by Prat and Stenning (2017) are helpful in the achievement of feedback satisfaction among teachers. The feedback should center on the process rather on the personality of the teacher. Dalton (2016) recommends giving feedback confidentially to reduce negative views. Ironing out performance challenges through open less formal frequent interactions can be profitable. The feedback should rely on facts and not suggestions or personal opinions. The feedback session should take place the earliest time possible after receiving the data on performance (Sindhi, 2013). Assessors should stick to the areas that the teacher can improve on and advice only if requested. There is need to find out whether appraisers in Busia government aided primary schools unprofessionally deliver performance appraisal feedback to teachers.

In summary of the review performance appraisal feedback enables teachers to improve on their teaching process and learning experience of learners. Nevertheless the extent to which this applies among schools in Busia government aided primary schools necessitates the need for this study.

2.3 Conclusion

Despite the fact that many studies have been conducted to establish the effect of performance appraisal on teacher productivity, still, there were unsolved problems over the years. For example due to the above inconsistencies in scholarly literature, this study is intended to fill the knowledge gap in bid to determine the effect of performance appraisal process on teacher productivity. Based on the findings from the literature review there have been many studies conducted in relation to the effect of performance appraisal process on teacher productivity. Most of the studies done focused on effect of performance appraisal process on employees' motivation, perception, job satisfaction and productivity both in public and private sector. The previous studies overlooked the effect of performance appraisal process on feedback, Target setting and monitoring. This study therefore seeks to fill this knowledge gap by determining the effect of performance appraisal process on teacher productivity in Busia government aided primary schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods and procedures that were used to conduct the study about *“performance appraisal process and teacher productivity in Government aided primary schools in Busia district”*. It covers a description of the research design, population and sampling techniques, data collection methods and tools, validity and reliability, data presentation and analysis, ethical issues, study limitations and delimitation.

3.1 Research Design

Kothari (2010) defined research design as the outlay of requirements to collect and analyze data in a way that targets to attach significance to the research general objective with economy in procedure. The study adopted a cross-sectional design. This design was considered appropriate for the study due to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Babbie, 2013). Both qualitative and quantitative techniques were used for the mutual validation of findings for the production of more coherent and complete picture of the investigation domain than a one method research can yield (Cooper & Schindler, 2011).

3.2 Target Population

The study population refers to a complete enumeration of all items in the universe (Brew and Lucas, 2009). Target population refers to all conceivable elements, subject or observation relating to the research work (Banji, 2007 & Walliman, 2011). There were 124 government aided primary schools in Busia district. The population of the 124 public or government aided primary schools that was studied included; head teachers (124), deputy head teachers (about 124), directors of studies and classroom teachers (about 870, taking an average of 07 teachers per school director of studies inclusive). The target population of this study was about 1200 participants.

Table 3.1: Sample Size Determination Table

Category of Population	Study Population	Sample size	Sampling techniques
Head teachers	25	24	Simple Random sampling
Deputy Head teachers	25	24	Simple Random sampling
DOS	25	24	Simple Random sampling
Teachers	260	156	Simple Random sampling
Total	335	228	

Source: Primary data

3.3 Sample, Sample size and Sampling Technique

3.3.1 Sample

A sample is a part of the targeted population that is systematically selected to represent the whole population. The sampling design refers to the procedure for obtaining samples from the selected population (Mugenda & Mugenda, 2009). A sample is a portion of the population whose results can be generated to the entire population (Denscombe, 2008). A sample is a set of respondents selected from the target population for purposes of a survey (Kombo & Tromp, 2006 cited in Kigenyi, 2017). It is a sub-set of the total population that can be studied. The ultimate sample is one that is sufficient to serve as an adequate representation of the target population about which the researcher could generalize and adequately select economically in respect to degree of accuracy, time, money, complexity of data analysis and respondent availability.

3.3.2 Sample size

The sample size concurs with Kothari (2010) who believes that a sample size should be optimum to fulfill the requirements of efficiency, representativeness, reliability and flexibility. Gupta and Gupta (1986) cited in Kigenyi, 2017) pronounce that an

appropriate sample size should increase as the variation in the respondents increases and the greater the degree of accuracy required the larger the sample.

The sample size was determined using Krejcie & Morgan (1970) sample size determination table.

3.3.3 Sampling Technique

Purposive sampling technique was used to select head teachers, deputy head teachers and directors of studies. The choice for using simple random sampling technique was that the respondents had sufficient knowledge and willingness to provide information regarding the study variables. The study applied simple random sampling technique because according to (Palys, 2008) it saves time and also enables the researcher to get information from the right people who have knowledge and skills regarding the subject/topic.

On the other hand, simple random sampling technique was used to select primary teachers to avoid bias and permit equal chance of participation in the study. Simple random sampling was used because it provided equal chances of participation in the study. The researcher used simple random sampling technique. According to Amin, (2010) a simple random sample is a subset of individuals chosen from a larger set (a population). Each individual was selected randomly and entirely by chance, such that each individual had the same probability of being selected at any stage during the sampling process.

3.4 Data Collection Methods

The study collected both primary and secondary data from Busia government aided primary schools. Data collection methods included; questionnaires, interview guides and documentary review (Barifaijo et al., 2010). The researcher used qualitative data collection methods like Interviews and self-administered structured Questionnaires. According to Oso and Onen, (2008) interviews is a data collection technique in which the researcher interacts with the respondents on a number of items in relation to

study. He also defined questionnaires as a data collection technique in which the participants respond to the number of items in writing.

3.4.1 Questionnaire survey

Questionnaire survey is a method where a set of questions on a form are asked to a group of persons who are considered to have particular information required by the researcher (Amin, 2005). Kothari (2010) defines a questionnaire as a short-printed form, with questions given to respondents to fill in order to collect data often relating to the problem. The questionnaire formed a major data collection tool for this study because it was cheap, time saving, easy to administer, effective and it was the best form to obtain information from the police head teachers and teachers who were busy. The main aim of using questionnaires was because it helped in preliminary data analysis and presentation of tables. Questionnaires were employed since the study was concerned with variables that could not be directly observed such as views, opinions and perceptions of the respondents. In this research, closed ended (self-administered questionnaires) were designed and distributed to teachers in Busia government aided primary schools.

3.4.2 Interview Method

According to Brew and Lucas (2009), interviews involve the presentation of oral verbal stimuli and reply in terms of oral verbal responses. Interviewing was a method of data collection where the researcher collected information from the Head teachers, deputies and directors of studies through forms of face-to-face conversations while also probing for clarifications that yielded more information (Amin, 2005). The interview method was used to obtain qualitative data and supplement quantitative data obtained using questionnaires to help explain how performance appraisal process influenced teacher productivity in Busia government aided primary schools. In this method the researcher interviewed key informants. Interviews, specifically structured interviews, were selected due to their flexibility to explore themes and topics that dug deeper for responses to the research question. This method allow new emerging ideas to be raised and explored in the due course of the interviews. The choice to conduct interviews was based on practical reasons such as respondents' availability.

3.5 Data Collection tools/Instruments

The study used primary data (Kumar, 2011). The primary data was obtained using a semi-structured questionnaire. The questionnaire was given to the teachers. The questionnaire was divided into segments; segment one concerning the demographic characteristics of the respondents, segment two dealing with the specific objectives of the study while section three with teacher productivity in Busia government aided primary schools. The Researcher used both quantitative and qualitative tools of data collection such as Questionnaires and Interview guides.

3.5.1 Questionnaire forms

A questionnaire is a set of systematically structured questions that are employed to gather quantitative information from teachers. As a significant research tool for collecting data, a questionnaire has its key function as measurement and is used to homogenize questions so that the same questions are asked in the same way repeatedly (Mugenda & Mugenda, 2003; Oppenheim, 2006). It is the major data collection technique in surveys and yields to quantitative data. A close-ended set of questionnaires scored on five-point Likert scale ranging from 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5= strongly agree developed by the researcher were employed in this study. The questionnaire was chosen because it maximized the proportion of subjects answering or simply put, it receives a high response rate. Questionnaires were also chosen in this study because the study covered a large geographical area that made the use of questionnaires appropriate (Amin, 2005).

3.5.2 Interview Guide

An interview guide is a set of questions that the researcher queries the respondents during the interview (McNamara, 2009). In the same vein, Osborne (2008) states that an interview guide is list of thematic areas or issues that the research focuses on while engaging key informants during an interview. Interview guides were used to collect qualitative data from the Head teachers, Deputies, and Directors of studies. The researcher designed an open-ended question in the interview guide to facilitate interviews with the key informants. The researcher postured questions that compelled respondents towards giving data to meet the study objectives and probed the respondents to elucidation of responses required. Interviews were chosen because

they were regarded as a tool that collected in-depth data about the research phenomenon. Mugenda & Mugenda (2003) argues that interviews are beneficial because they provide in depth information which is not possible to obtain by using quantitative tools.

3.5.3 Documentary Analysis

The main sources of secondary data obtained from the field included the following: DEO reports to Ministry of education and sports, performance appraisal reports filled by head teachers, deputies and directors of studies. While on the other hand secondary data for literature review was got from; Internet surfing, reviewing of magazines, newspapers, reports and publications, archive, census report, statistical abstracts, published dissertations and textbooks were reviewed.

3.6 Research Procedure

The researcher obtained an introductory letter from the dean Faculty of education, Uganda Christian University which he used to introduce himself to DEO Busia District seeking permission to carry out the study in respective schools. The researcher personally administered the questionnaires. Thereafter, the researcher made courtesy calls to the sampled schools to book appointments with the head teachers on when to administer the instruments. Questionnaires were disseminated by the researcher to the respective schools. The researcher through the head teachers created a good rapport with the respondents before asking them to be fill questionnaires or to be interviewed. The respondents were assured of strict confidentiality when dealing with their identities. The completed questionnaires were then collected within the same day of administration. Data was collected within a period of four weeks. The researcher analyze the available documents concerning teacher appraisal process and productivity within three weeks.

3.7 Quality Control

Validity and reliability of the research instrument were measured as follows:

3.7.1 Validity of Instruments

Validity refers to the extent to which research results can be accurately interpreted & Generated to other populations. Research tools were first prepared, presented to the supervisors who checked on their correctiveness. The supervisors' comments were used to improve the questionnaire by eliminating all errors. Pretesting of questionnaires also was done by administering questionnaires to 10 respondents within the target population but outside the sample that is Busia municipal council. This helped to identify the gaps and modifications were made accordingly. The researcher ensured that questions were relevant in order to have meaningful and reliable results represented by variables in the study, (Mugenda & Mugenda 2005). The researcher used the formula below to establish validity of the research tool;

$$\begin{aligned}\text{Content validity index (CVI)} &= \frac{\text{agreed items by all judges as suitable}}{\text{Total number of the items judged}} \\ &= \frac{30}{33} \\ &= 0.90\end{aligned}$$

If the overall content validity Index of the instrument is equal 0.90 which is above the average acceptable index of 0.7 or above for the instrument is accepted as valid (Amin, 2005).

3.7.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeat. Cronbach's Alpha coefficient was used to measure reliability of the instrument. According to Amin (2005) an alpha of 0.5 or higher is sufficient to show reliability the closer it is to 1 the higher the internal consistency in reliability, (sekaran2003).The questionnaire was pretested using respondents within Busia municipality and reliability was computed using statistical Package for Social Scientists (SPSS)and scores were evaluated.

To ensure reliability of quantitative data, the Cronbach's Alpha Reliability Coefficient for Likert-Type Scales test was performed. In statistics, Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. According to

Sekaran (2003) some professionals as a rule of thumb, require a reliability of 0.70 or higher (obtained on a substantial sample) before they use an instrument. Upon performing the test, the results that are above 0.7 are considered reliable.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.893	.887	30

3.8 Data Analysis

3.8.1 Quantitative data Analysis

The qualitative data involved data from the questionnaires only. The data was put in order and structured to get meaning from data. The raw data was cleaned, sorted and coded. The coded data was entered into the computer, checked and statistically analyzed using the statistical package for social scientists (SPSS) software package to generate descriptive and inferential Statistics. Descriptive analysis was applied to describe the primary variables and associated indicator item related to the study objectives by generating percentages, mean and standard deviation. The Pearson product correlation coefficient was used to determine the relationship among variables and regression coefficient models were also used to determine the extent to which the independent variable impacts on the dependent variable. The results were presented in form of tables and then discussed in relation to existing literature, conclusions and recommendations were drawn in relation to the set objectives of the study.

3.8.2 Qualitative Data Analysis

Qualitative data was collected using interview guide during the discussion with the administrators and documentary review. Descriptive statistics was categorized and organized based on pattern, repetitions and commonalities into different themes and sub-themes using content analysis and substantiated using quotations (Rwomushana, 2005). This kind of data was interpreted by explanations and substantiated using open

responses from the field. The data was analyzed based on study variables and information was recorded and summarised.

3.9 Ethical Considerations

The researcher ensured that respondent's decisions to participate were respected. They were subjected to freely/willingly consented and made choice whether to participate or not having understood the researcher value and intentions of conducting the study. They were provided with information on the purpose of study, the expected duration of participation and procedure to be followed, unforeseen risk to the respondents, benefits of the research to the respondents, privacy and confidentiality of the data obtained during the course of the study.

Authority and permission were granted by both Uganda Christian University and Principal Education Officer before any field work was conducted.

3.10 Study Limitations and Delimitations

Funds: The researcher had inadequate financial resources to cater for all the expenses that were incurred. However, the researcher tried to mobilize as more funds as possible, to avoid extravagancy and debts. The researcher will also made a budget to suit his available finances.

Time factor: The research was affected by time constraint since the researcher had to carryout the study at the same time working and yet limited time frame was given for submission of a dissertation. The researcher thus established a system time schedule apportionment for the available time to the different activities accomplishments and ethically adhered to the work plan.

Information: Some of the respondents were not willing to give complete information as they looked at research as a threat to the organizational status and wastage of their time. The researcher, however made his questions and interviews as objective as possible and also avoided miss- leading questions.

Area of study: The boundary in which the researcher carried out the study was wide in such a way that, narrowing down the study to suit the researcher ability was not an easy task. The researcher however, used an appropriate sampling technique convenient for the study.

CHAPTER FOUR PRESENTATION AND ANALYSIS OF DATA

4.1. Introduction

This chapter presents data analysis, presentation, interpretation and discussion of the findings

4.2. Biographical data

Table 4.1 Gender of Respondents.

The study sought to find out the gender of the respondents and the results obtained are presented in the table below;

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	132	57.9	57.9	57.9
	Female	96	42.1	42.1	100.0
	Total	228	100.0	100.0	

Source: Field data

From Table 4.1 above, 132(57.9%) of the respondents were male while 96(42.1%) were female. Although the females were less than the males, it means that the data obtained by the researcher represents both genders.

Age bracket of respondents

The study sought to find out the age bracket of the respondents and the results obtained are presented in the table below;

Table 4.2. Age bracket of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26-30 years	12	5.3	5.3	5.3
	31-35 years	76	33.3	33.3	38.6
	36 years and above	140	57.9	57.9	96.5
	Total	228	100.0	100.0	

Source: Field data

From Table 4.2. above, 12(5.3%) of the respondents were aged between 26 and 30years, 76(33.3%) were aged between 31 and 35years while 140(57.9%) were aged 36 years and above. This means that the study used respondents of varied ages and therefore, the responses were likely to be reliable.

The study sought to find out the highest academic qualification of the respondents and the results obtained are presented in the table below;

Table 4.3. The highest academic qualification of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	60	26.3	26.3	26.3
	Bachelors degree	140	61.4	61.4	87.7
	Post graduate	28	12.3	12.3	100.0
	Total	228	100.0	100.0	

Source: Field data

From Table 4.3. above, 60(26.3%) of the respondents had diplomas ,140(61.4%) had bachelor's degrees while 28(12.5%) had postgraduate qualification. This also shows that the study obtained responses from respondents of various qualifications and therefore of different academic backgrounds.

The study sought to find out the length of service of the respondents and the results obtained are presented in the table below;

Table 4.4.Length of service of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10 years	24	10.5	10.5	10.5
	11-15 years	48	21.1	21.1	31.6
	above 15 years	156	68.4	68.4	100.0
	Total	228	100.0	100.0	

Source: Field data

Table 4.4.above shows that 24(10.5%) of the respondents had served between 6 and 10years, 48(21.1%) had served for between 11 and 15 years, while 156(68.4%) had served for above 15years. This also means that the study got responses from a variety of individuals with different experiences in their service.

4.3. SETTING TARGETS

Objective One: To determine the effect of setting targets on teachers' productivity in Busia district government aided primary schools

According to Mayse (2016) Targets are defined as the end toward which effort is directed. They are the outcome of having a vision, planning what one wants to achieve, then following that plan to success. Targets are set in all areas of life from organizations, schools, to military engagement. Target gives organization and individual direction to follow and help them to turn their plans to a reality.

This study sought to find out whether in the respondents' schools, targets were set for purposed of attaining the set goals. The results obtained are presented in the table below;

Table 4.5. Setting targets

Items	SD	D	U	A	SA	M	SD
My school sets targets to which teachers are committed	0(0.0%)	4(1.8%)	12(5.3%)	100(43.9%)	112(49.0%)	4.4035	.67770
My school set targets give direction to consolidate unique productivity standard	0(0.0%)	8(3.5%)	16(7.0%)	116(50.9%)	88(38.6%)	4.2456	.73874
My school sets targets as productivity assessment tool for talented teachers	8(3.5%)	16(7.0%)	24(10.5%)	80(35.1%)	100(43.9%)	4.0877	1.07372
Target setting positively affects teacher productivity in my school	0(0.0%)	4(1.8%)	32(14.0%)	100(43.9%)	92(40.4%)	4.2281	.75634
Target setting effectiveness in my school improves my productivity	0(0.0%)	4(1.8%)	44(19.3%)	112(49.1%)	68(29.8%)	4.0702	.75261
OVERALL MEAN \bar{X}						4.2070	

Source: Field data

LEGEND

- 1.00 - 1.49 - Strongly Disagree
- 1.50 - 2.49 - Disagree
- 2.50 - 3.49 - Undecided/Not Sure
- 3.50 - 4.49 - Agree
- 4.50 - 5.00 - Strongly Agree

INTERPRETATION

- very low
- low
- moderate
- high
- very high

From Table 4.5 above, respondents were requested whether their schools set

targets to which teachers are committed 0 (0.0%) Strongly disagreed 4(1.8%)

Disagreed 12 (5.3%) Undecided 100 (43.9%) Agreed 112 (49.0%) Strongly agreed with

$\bar{X}=4.4035$ And $SD=.67770$. This shows that 4(1.8%) disagreed, 12(5.3%) were not sure while 212(93.9%) agreed that their schools set targets to which teachers were

committed. This means that there was a high level of setting targets to which teachers were committed.

On the issue of whether the set targets gave direction to consolidate unique productivity standard0 (0.0%) Strongly disagreed 8(3.5%) Disagreed16 (7.0%) Undecided 116(50.9%) Agreed 88(38.6%) Strongly agreed with $\bar{X}=4.2456$ And $SD=.73874$. This shows that 8(3.5%) disagreed, 16(7.0%) were not sure and yet 204(89.5%) agreed that the set targets gave direction to consolidate unique productivity standards. This also means that there was a high level of setting targets.

Still on whether the sets targets acted as productivity assessment tool for talented teachers8 (3.5%) Strongly disagreed 16(7.0%) Disagreed24 (10.5%) Undecided 80(35.1%) Agreed 100(43.9%) Strongly agreed with $\bar{X}=4.0877$ And $SD=1.07372$. This means that 24(10.5%) disagreed, 24(10.5%) were not sure while 180(97.0%) agreed. From the legend provided, it means that there was a high level of target setting in these schools.

Again respondents were asked whether target setting positively affects teacher productivity in their schools 0 (0.0%) Strongly disagreed 4(1.8%) Disagreed32 (14.0%) Undecided100 (43.8%) Agreed 92(40.4%) Strongly agreed with $\bar{X}=4.2281$ And $SD=.75634$. This shows that 4(1.8%) of the respondents disagreed, 32(14.0%) were not sure while 192(84.2%) agreed that target setting positively affected teacher productivity. This means that there was a high level of target setting in these schools.

Lastly respondents were asked whether target setting effectiveness in their schools improves my productivity0 (0.0%) Strongly disagreed 4(1.8%) Disagreed 44(19.3%)

Undecided 112(49.1%) Agreed 68(29.8%) Strongly agreed with $\bar{X}= 4.0702$ And $SD=.75261$. This data shows that 4(1.8%) disagreed, 44(19.3%) were not sure while 180(78.9%) agreed. This means that there was a high degree of target setting in those schools. From the overall mean of $\bar{X}= 4.2070$ it means that there is a high level of setting targets.

The researcher went ahead and did a regression analysis and the results are presented in the model summary below;

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		df2
1	.726 ^a	.527	.519	2.92160	.527	61.333	1	227	.000

a. Predictors: (Constant), Setting targets

From the model summary above, $R^2=.527$ $p=.000$ which means that 52.7% of teacher productivity is predicted by setting targets and the remaining 47.3% is predicted by other factors. This shows that this is a fit model.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	523.518	1	523.518	61.333	.000 ^b
	Residual	469.464	227	8.536		
	Total	992.982	228			

a. Dependent Variable: Teachers productivity

b. Predictors: (Constant), Setting targets

MONITORING

Objective Two: To establish the effect of monitoring on teachers productivity in Busia district primary schools

Monitoring teacher productivity has been reviewed by (Larson James R & Callahan, 1990) in their works entitled “Performance Monitoring: how it affects work productivity”. According to their findings, monitoring may also have an independent effect on teachers’ behaviors towards discharge of their roles of teaching and learning.

This research sought to find out whether monitoring was being done in these schools during the teaching and learning process. The findings are presented in the table below;

Table 4.6 Monitoring

Items	SD	D	U	A	SA	M	SD
Our school continuously assesses our productivity levels	0(0.0%)	16(7.0%)	32(14.0%)	92(40.4%)	88(38.6%)	4.1053	.90008
As a teacher I often seek for monitoring feedback about my job	8(3.5%)	16(7.0%)	24(10.5%)	72(31.6%)	108(47.4%)	4.1228	1.08677
During monitoring am provided with the necessary guidance from my supervisor	24(10.5%)	4(1.8%)	8(3.5%)	84(36.8%)	108(47.4%)	4.2982	.77839
I receive personal support from my appraiser during monitoring of lessons that I conduct	0(0.0%)	4(1.8%)	32(14.0%)	116(50.9%)	76(33.3%)	4.1579	.72677
I share open interaction with my appraiser during discharge of my roles	8(3.5%)	4(1.8%)	40(17.5%)	88(38.6%)	88(38.6%)	4.0702	.97942
During monitoring my supervisor is open to suggestions	4(1.8%)	4(1.8%)	32(14.0%)	100(43.9%)	88(38.6%)	4.1579	.86167
Monitoring of my work aids me to focus on key areas of weakness for improved productivity	0(0.0%)	4(1.8%)	40(17.5%)	96(42.1%)	88(38.6%)	4.1754	.78200

Monitoring enables my school administrators to get data about my input to out put	4(1.8%)	20(8.8%)	60(26.3%)	88(38.6%)	56(24.6%)	3.7544	.98707
Monitoring classroom activates my productivity levels	4(1.8%)	8(3.5%)	16(7.0%)	156(68.4%)	44(19.3%)	4.0000	.75593
OVERALL MEAN \bar{X}						4.0936	

Source: Field data

LEGEND

1.00 - 1.49 - Strongly Disagree
 1.50 - 2.49 - Disagree
 2.50 - 3.49 - Undecided/Not Sure
 3.50 - 4.49 - Agree
 4.50 - 5.00 - Strongly Agree

INTERPRETATION

very low
 low
 moderate
 high
 very high

From Table 4.5. above, on the issue of whether the schools continuously assessed our productivity levels 0(0.0%) Stronglydisagreed16 (7.0%) Disagreed 32(14.0%) Undecided 92(40.4%) Agreed88 (38.6%) Strongly agreed with $\bar{X}=4.1053$ And $SD= .90008$. This shows that 16(7.0%) of the respondents disagreed, 32(14.0%) were not sure while 180(79.0%) agreed that their schools continuously assessed their productivity levels. From the level of agreement, it shows that there was a high level of monitoring in those schools.

A to whether as teachers they often sought for monitoring feedback about their job8 (3.5%) Strongly disagreed16 (7.0%) Disagreed24 (10.5%) Undecided72 (31.6%) Agreed 108(47.4%) Strongly agreed with $\bar{X}= 4.1228$ And $SD=1.08677$. This data shows that 24(10.5%) of the respondents disagreed, 24(10.5%) were not sure while

180(79.0%) agreed. From the legend provided, it means that there is a high level of seeking for monitoring feedback.

Also whether during monitoring teachers are provided with the necessary guidance from their supervisors 24(10.5%) Strongly disagreed4 (1.8%) Disagreed8 (3.5%) Undecided84 (36.8%) Agreed108 (47.4%) Strongly agreed with $\bar{X}=4.2982$. And $SD=.7783$. This data shows that 28(11.3%) of the respondents disagreed, 8(3.5%) were not sure while 192(84.2%) of the respondents agreed. This means that there is a high level of monitoring in those schools

As to whether respondents receive personal support from their appraiser during monitoring of lessons that they conduct0 (0.0%) Strongly disagreed4 (1.8%) Disagreed 32(14.0%) Undecided116 (50.9%) Agreed76 (33.3%) Strongly agreed with $\bar{X}=4.1579$ And $SD=.72677$. This data shows that 4(1.8%) of the respondents disagreed, while 32(14.0%) were undecided and 192(84.2%) agreed. From the level of agreement provided by the legend above, it means that there is a high level of personal support received by the respondents in their schools.

On the issue of whether respondents share open interaction with their appraisers during discharge of their roles8 (3.5%) Strongly disagreed4 (1.8%) Disagreed40 (17.5%) Undecided88 (38.6%) Agreed88 (38.6%) Strongly agreed with $\bar{X}=4.0702$ And $SD=.97942$. This shows that 12(5.3%) of the respondents disagreed, while 40(17.5%) were not sure and 176(77.2%) agreed that they shared open interaction with their appraisers during the discharge of their roles. From the legend provided, it means that there is a high level of monitoring in those schools.

Likewise, regarding the issue of whether during monitoring their supervisor is open to suggestions 4 (1.8%) Strongly disagreed 4(1.8%) Disagreed 32(14.0%) Undecided 100(43.8%) Agreed88 (38.6%) Strongly agreed with $\bar{X}=4.1579$ And $SD=.86167$. This data shows that 8(3.6%) of the respondents disagreed, while 32(14.0%) were undecided and 188(82.4%) agreed that their supervisors were open to suggestions during supervision. From the agreement level given by the legend it means that there was a high level of monitoring.

Also on the issue of whether monitoring of their work aids them to focus on key areas of weakness for improved productivity0 (0.0%) Strongly disagreed 4(1.8%) Disagreed 40(17.5%) Undecided 96(42.1%) Agreed88 (38.6%) Strongly agreed with $\bar{X}=4.1754$ And $SD=.78200$. This means that 4(1.8%) of the respondents disagreed, while 40(17.5%) were undecided and 184(80.7%) agreed that monitoring of their work aided them to focus on key areas of weakness for improved productivity. This also shows from the mean that there was a high level of monitoring.

Given the issue of whether monitoring enables their school administrators to get data about their input to out put4 (1.8%) Strongly disagreed20 (8.8%) Disagreed 60(26.3%) Undecided88 (38.6%) Agreed56 (24.5%) Strongly agreed with $\bar{X}= 3.7544$ And $SD=.98707$. This shows that 4(1.8%) of the respondents disagreed, 40(17.5%). This data shows that 24(10.6%) of the respondents disagreed, while 60(26.3%) were not sure and 144(63.1%) agreed. This means that still there was a high degree of monitoring.

Finally, on the issue of whether monitoring classroom activates their productivity levels4 (1.8%) Strongly disagreed 8(3.5%) Disagreed 16(7.0%) Undecided 156(68.4%) Agreed 44(19.3%) Strongly agreed with $\bar{X}= 4.0000$ And $SD=.75593$. 12(5.3%) of the

respondents disagreed, while 16(7.0%) were undecided and 200(87.7%) agreed. This also shows that there was a high level of monitoring. From the overall mean $X=4.0936$ it means that there is a high level of monitoring in those schools.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.800 ^a	.640	.634	2.54910	.640	97.815	1	227	.000

a. Predictors: (Constant), Monitoring

From the regression analysis done, it shows that $R^2=.640$, which means that 64.0% of teachers' productivity is predicted by monitoring and the remaining 36.0% is predicted or contributed by other factors. This shows that this is a fit model

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	635.596	1	635.596	97.815	.000 ^b
	Residual	357.386	227	6.498		
	Total	992.982	228			

a. Dependent Variable: Teachers productivity

b. Predictors: (Constant), Monitoring

$F(1,227= 97.815, p=.000)$

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	3.839	2.531		1.517	.135	-1.233	8.912
	Monitoring	.673	.068	.800	9.890	.000	.537	.810

a. Dependent Variable: Teachers productivity

PERFORMANCE FEEDBACK

Objective Three: To assess the effect of performance feedback practices on teachers' productivity in Busia district government aided primary schools.

Table 4.7 Performance feedback

Items	SD	D	U	A	SA	M	SD
I am aware of the performance appraisal feedback in my school	0(0.0%)	0(0.0%)	24(10.5%)	108(47.4%)	96(42.1%)	4.3158	.65895
Feedback to teachers facilitates quality of teaching in my school	0(0.0%)	8(3.5%)	8(3.5%)	132(57.9%)	80(35.1%)	4.2456	.68870
Performance appraisal feedback helps me improve my areas of weakness	4(1.8%)	4(1.8%)	20(8.8%)	84(36.8%)	116(50.9%)	4.2456	.68870
I receive constructive criticism which enables me better my teaching proficiency	4(1.8%)	4(1.8%)	36(15.8%)	116(50.9%)	68(29.8%)	4.3333	.85217
I desire to receive performance appraisal feedback to aid improve the way I deliver services in my school	0(0.0%)	8(3.5%)	36(15.8%)	104(45.6%)	80(35.1%)	4.0526	.83283
OVERALL MEAN \bar{X}							

Source: Field data

LEGEND

1.00 - 1.49 - Strongly Disagree
 1.50 - 2.49 - Disagree
 2.50 - 3.49 - Undecided/Not Sure
 3.50 - 4.49 - Agree
 4.50 - 5.00 - Strongly Agree

INTERPRETATION

very low
 low
 moderate
 high
 very high

From Table 4.7 above respondents were required to respond to the issue of whether they were aware of the performance appraisal feedback in their schools

0(0.0%) Strongly disagreed
 0(0.0%) Disagreed 24(10.5%) Undecided 108(47.4%) Agreed 96(42.1%) Strongly agreed with $\bar{X}=4.3158$ And $SD=.65895$. None disagreed while 24(10.5%) were undecided and 204(89.5%) agreed that they were aware of performance feedback in their schools. This shows that there was a high level of monitoring given the mean level of agreement.

Also, on the issue of whether feedback to teachers facilitates quality of teaching in their schools 0(0.0%) Strongly disagreed 8(3.5%) Disagreed 8(3.5%) Undecided 132(57.9%) Agreed 80(35.1%) Strongly agreed with $\bar{X}=4.2456$ And $SD=.68870$. This data shows that 8(3.5%) disagreed, while 8(3.5%) were undecided and yet 212(93.0%) agreed. This means that there was a high level of monitoring and performance feedback given to teachers in those schools.

Regarding the issue of whether performance appraisal feedback helps them to improve their areas of weakness 4 (1.8%) Strongly disagreed 4 (1.8%) Disagreed 20(8.8%) Undecided 84(36.8%) Agreed 116 (50.8%) Strongly agreed with $\bar{X}=4.2456$ And $SD=.68870$. This data show that 8(3.6%) of the respondents disagreed while 20(8.8%) were undecided and 200(87.6%) agreed that appraisal feedback helped them to improve their areas of weakness. This means, from the level of agreement given by the legend that there is a high level of monitoring.

Whether they receive constructive criticism which enables them better their teaching proficiency 4 (1.8%) Strongly disagreed 4(1.8%) Disagreed 36(15.8%) Undecided 116(50.9%) Agreed 68(29.8%) Strongly agreed with $\bar{X}=4.3333$ And $SD=.85217$. This information shows that 8(3.6%) disagreed while 36(15.8%) were not sure and 184(80.7%) agreed that they received constructive criticism that enabled them better their teaching proficiency. This also means the there was a high level of monitoring.

Finally, on the issue of whether they desire to receive performance appraisal feedback to aid improve the way they deliver services in their schools 0(0.0%) Strongly disagreed 8(3.5%) Disagreed 36(15.8%) Undecided 104(45.6%) Agreed 80(35.1%) Strongly agreed with $\bar{X}=4.0526$ And $SD=.83283$. This shows that 8(3.5%) of the respondents disagreed while 36(15.8%) were undecided and 184(80.7%) agreed. This also means that there was a high level of monitoring. From the overall mean, it means that

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.633 ^a	.401	.390	3.28766	.401	36.869	1	55	.000

a. Predictors: (Constant), Feedback

When a regression analysis was done, $R^2 = .401$ $p = .000$. This means that feedback predicts 40.1% of teacher productivity and the remaining 59.9% is predicted by other factors. This means that it is a fit model.

TEACHER PRODUCTIVITY

Table 4.8. Teacher productivity

Items	SD	D	U	A	SA	M	SD
I find it easy to prepare lesson notes	4(1.8%)	4(1.8%)	40(17.5%)	92(40.4%)	88(38.5%)	4.0526	.83283
Preparation of lesson plans is not a challenge to my side	8(3.5%)	4(1.8%)	28(12.3%)	104(45.2%)	84(36.2%)	4.1053	.93892
I have proper content for lesson delivery	4(1.8%)	4(1.8%)	36(15.3%)	88(38.6%)	96(42.1%)	4.1754	.88888
I use appropriate pedagogical skills in the classroom	0(0.0%)	4(1.8%)	16(7.0%)	136(59.2%)	72(31.0%)	4.2105	.64744
I conduct proper assessment of my pupils	0(0.0%)	16(7.0%)	40(17.5%)	108(47.0%)	64(28.0%)	3.9649	.86530
I make use of proper instructional materials	0(0.0%)	12(5.3%)	44(19.1%)	88(38.6%)	84(36.0%)	4.0702	.88357
I can manage my classroom well	0(0.0%)	16(7.0%)	40(17.5%)	100(43.5%)	72(31.0%)	4.0000	.88641
OVERALL MEAN \bar{X}						4.0827	

Source: Field data

LEGEND

- 1.00 - 1.49 - Strongly Disagree
- 1.50 - 2.49 - Disagree
- 2.50 - 3.49 - Undecided/Not Sure
- 3.50 - 4.49 - Agree
- 4.50 - 5.00 - Strongly Agree

INTERPRETATION

- very low
- low
- moderate
- high
- very high

From Table 4.7 above, it shows that on the issue of whether teachers find it easy to prepare lesson notes 4 (1.8%) Strongly disagreed 4(1.8%) Disagreed 40(17.5%) Undecided 92(40.4%) Agreed 88(38.5%) Strongly agreed with $\bar{X}=4.0526$ And $SD=.83283$. This data shows that 8(3.6%) of the respondents disagreed while 40(17.5%)

were undecided and 180(78.9%) agreed. This means from the legend given above that there was a high level of teacher productivity in those schools.

Regarding the issue of preparation of lesson plans is not a challenge to their side 8(3.5%) Strongly disagreed 4(1.8%) Disagreed 28(12.3%) Undecided 104(45.6%) Agreed 84 (36.8%) Strongly agreed with $\bar{X}=4.1053$ And $SD=.93892$. This information shows that 12(5.3%) of the respondents disagreed that preparation of lesson plans was not a challenge to them while 28(12.3%) were not sure and 190(81.4%) agreed. This means that there was a high level of productivity in those schools.

Also, on the issue of whether respondents had proper content for lesson delivery 4 (1.8%) Strongly disagreed 4 (1.8%) Disagreed 36(15.8%) Undecided 88(38.5%) Agreed 96 (42.1%) Strongly agreed with $\bar{X}=4.1754$ And $SD=.88888$. This data shows that 8(3.6%) of the respondents disagreed, while 36(15.8%) were not sure and yet 184(80.6%) agreed. This also means that there was a high level of productivity.

Regarding the issue of whether teachers use appropriate pedagogical skills in the classroom 0 (0.0%) Strongly disagreed 4(1.8%) Disagreed 16(7.0%) Undecided 136(59.6%) Agreed 72 (31.6%) Strongly agreed with $\bar{X}=4.2105$ And $SD=.64744$. This shows that 4(1.8%) of the respondents disagreed, while 16(7.0%) were undecided and 208(91.2%) agreed that they used appropriate pedagogical skills in the classrooms. This means from the level of agreement that there is a high level of productivity among those teachers.

Also on the issue of whether they conduct proper assessment of their pupils 0 (0.0%) Strongly disagreed 16(7.0%) Disagreed 40(17.5%) Undecided 108(47.4%) Agreed 64 (28.1%) Strongly agreed with $\bar{X}=3.9649$ And $SD=.86530$. This data shows

that 16(7.0%) of the respondents disagreed, while 40(17.5%) were undecided and 172(75.5%) agreed that they conducted proper assessment of their pupils. This also means that there is a high level of productivity among the teachers in those schools.

On the issue of whether they make use of proper instructional materials0 (0.0%) Strongly disagreed 12(5.3%) Disagreed 44(19.3%) Undecided 88(38.6%) Agreed84 (36.8%) Strongly agreed with $\bar{X}=4.0702$ And $SD=.88357$. This data shows that 12(5.3%) of the respondents disagreed, while 44(19.3%) were undecided and yet 172(75.4%) agreed that they made use of proper instructional materials. This also shows that there is high productivity among teachers in those schools.

Finally, on the issue of whether they can manage their classrooms well 0(0.0%) Strongly disagreed 16(7.0%) Disagreed 40(17.5%) Undecided 100(43.9%) Agreed72 (31.6%) Strongly agreed with $\bar{X}=4.0000$ And $SD=.88641$. This data also shows that 16(7.0%) of the respondents disagreed, while 40(17.5%) were undecided and 172(75.5%) agreed that they can manage their classrooms well. This also shows from the level of agreement that there is a high level of productivity in those schools. From the overall mean of $X =4.0827$, it means that there is a high level of monitoring in those schools.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.832 ^a	.693	.676	2.39847	.693	39.871	3	53	.000

a. Predictors: (Constant), Setting targets, Feedback, Monitoring

When a multiple linear regression analysis was done, it shows $R^2=.693$ $p=.000$. Meaning that 69.3% of teacher productivity is predicted by setting targets, feedback and monitoring and the remaining 30.7% of teacher productivity is accounted for by other factors. This means that this is a fit model.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.312	2.608		.503	.617
	Setting targets	.444	.151	.319	2.935	.005
	Monitoring	.470	.109	.559	4.305	.000
	Feedback	.032	.168	.022	.188	.852

a. Dependent Variable: Teachers productivity

From the table above, Teachers productivity=($B_1 + B_2 + B_3 * \text{constant}$) which means that monitoring contributes more to teacher productivity followed by setting targets and then feedback.

CHAPTER FIVE

DISCUSSION AND SUMMARY OF THE FINDINGS

5.0 Introduction

From the findings in the previous chapter, this chapter provides a summary of the relevant information about the findings as follows.

5.1 Summary of findings

Objective one: To determine the effect of setting targets on teachers' productivity in Busia district government aided primary schools

This study found out that school set targets to which teachers were committed and that the school set targets gave direction to consolidate unique productivity standards in those schools. This finding is in corroboration with Sahai and Srivastava (2012) who conducted a study to determine the role of Target setting and performance assessment as a tool for talent management. The study found out that Target setting process creates a more attractive and objective strategy for defining expectations and performance assessment (Omboi, 2011). The study demonstrated that Target setting gives particular and quantifiable objectives thus giving clearness to the workers on what is expected from them.

On the other hand, the study also found out that Target setting positively affects teacher productivity in those schools. This finding is also in line with Khan (2014) who carried out a study on the effect of Target setting on teachers' performance; the study discovered that Target setting improves teachers' efficiency and effectiveness. In addition, the study discovered that the Target setting has positive effect on work performance. Finally, the study concluded that the Target is

imperative to improve the work performance of the teachers because without Target worker will not work to full potential.

Objective Two: To establish the effect of monitoring on teachers productivity in Busia district primary schools

This study found out that school continuously assessed teachers' productivity levels and that during monitoring teachers are provided with the necessary guidance from the supervisors and also that during monitoring, supervisors are open to suggestions. This finding is also in line with Pulakos, Hanson, Arad, & Moye, (2015) who assert that school supervisors' performance during monitoring of teachers is a key determinant in influencing teachers' productivity. Appraisers cannot take on effective performance appraisal single-handedly without being considerate to teachers' needs. There is need for an effective interaction amongst appraisers and appraisees to thrive daily responsibilities accurately (Pulakos, Hanson, Arad, & Moye, 2015).

Objective Three: To assess the effect of performance feedback practices on teachers' productivity in Busia district government aided primary schools.

This study also found out that performance appraisal feedback helped teachers improve their areas of weakness and that teachers received constructive criticism which enabled them better their teaching proficiency. This finding is in corroboration with the study conducted by Odhiambo (2015) who found out that effective feedback is essential for any school to meet its target. In addition feedback allows the employees to be made aware of what precisely is expected from them. The study also discovered that effective performance feedback amongst workers and supervisor is the way to effective strengthening of the efficiency of schools.

This study is also supported by Billkopt, (2010) who asserts that constructive presentation of information about the quality of performance to people is essential as people would always desire to improve on their work (Billkopt, 2010). Moreover,

informing people about the level of service delivery is superior to many fruitless techniques that most institutions use in evaluating their workers to improve their performance. Martouret, (2016) study also says that teachers appreciate regular feedback about their performance so that they can improve on the efficiencies of their work performance and power up their strengths. Without performance feedback, it is impossible to witness improved work practices (Martouret, 2016).

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

In this chapter the researcher makes conclusions of the study basing on the study findings and discussions as well as recommendations as follows.

6.1. Conclusion

Objective one: To determine the effect of setting targets on teachers' productivity in Busia district government aided primary schools

The researcher concluded that target setting positively affects teacher productivity in their schools; and that school set targets to which teachers are committed and finally that schools set targets in order to give direction to consolidate unique productivity standard.

Objective Two: To establish the effect of monitoring on teachers productivity in Busia district primary schools

The researcher also concluded that during monitoring teachers are provided with the necessary guidance from their supervisors; that teachers received personal support from their appraisers and during monitoring of lessons that I conduct and also that Monitoring of their work aided teachers to focus on key areas of weakness for improved productivity

Objective Three: To assess the effect of performance feedback practices on teachers' productivity in Busia district government aided primary schools.

The researcher also concluded that teachers received constructive criticism which enabled me better their teaching proficiency and also that Feedback to teachers facilitated quality of teaching in their schools

6.2. Recommendations

1. The researcher recommended that since target setting positively affects teacher productivity in their schools; and that schools set targets to which teachers are committed and finally that schools set targets in order to give direction to consolidate unique productivity standard, schools in other regions of Uganda should set targets as a way of improving academic standards in schools.

2. Since during monitoring teachers are provided with the necessary guidance from their supervisors; that teachers received personal support from their appraisers and during monitoring of lessons that I conduct and also that Monitoring of their work aided teachers to focus on key areas of weakness for improved productivity, the researcher recommended that monitoring should be a continuous practice in schools.

3. Also, since teachers received constructive criticism which enabled me better their teaching proficiency and also that Feedback to teachers facilitated quality of teaching in their schools, more skills in monitoring and evaluation should be part of the continuous professional development

6.4. Recommendations for further research

1. Since the research was done in Busia district, it is recommended that another research be conducted in other districts of Uganda.

2. It is also recommended that research be carried on the methods of appraisal.

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APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am **Axophery Okumu**, a student of UCU pursuing a Master's Degree in Education Administration and Planning. I am carrying out a study on "***Performance Appraisal process and Teacher Productivity in Public Primary Schools in Busia District***". You have been chosen as one of the key respondents. Therefore, am requesting you to read the given questionnaire and answer the questions appropriately. The information you give will be treated with utmost confidentiality and be used for academic purposes only.

Instructions

This questionnaire is divided into three sections A, B and C. Please complete each section according to the instructions. Do not write your name or your school's name to ensure complete confidentiality. Please respond to all the questions. Tick (✓) where applicable.

Your input in this study is highly appreciated.

Section A: Bio-data about the Respondents

No	Item	Option	Please tick
1	Gender	a) Male	
		b) Female	
2	Age bracket	a) below 25 Years	
		b) 26 - 30 Years	
		c) 31 - 35 Years	
		d) 36 Years and above	
3	Qualification	Grade III	
		Diploma	
		Bachelor's Degree	
		Post Graduate	
4	Length of service	a) 5 years and below	
		b) 6 - 10 years	
		c) 11 - 15 years	
		d) above 15 years	

Section B: Performance Appraisal process and Teacher Productivity in Public Primary Schools in Busia District

5. Which of the following statements explain “*The effect of performance appraisal process target setting, supervision and feedback practices on teachers’ productivity in Busia government aided primary schools*”. Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3) agree (4), strongly agree (5);

No	Statement	5	4	3	2	1
a)	Setting targets					
1	My school has sets targets to which teachers are committed					
2	My school set targets give teachers direction to consolidate unique productivity standards					
3	My school sets targets as productivity assessment tool for talented teachers					
4	Target setting positively affects teacher productivity in my school					
5	Target setting effectiveness in my school improves my productivity					
b)	Monitoring	5	4	3	2	1
1	Our school continuously assesses our productivity levels					
2	As a teacher I often seek for monitoring feedback about my job					
3	During monitoring am provided with the necessary guidance from my supervisor					
4	I receive Personal support from my appraiser during monitoring of lessons that I conduct					
5	I share open interaction with my appraiser during discharge of my roles					

6	During monitoring, my supervisor is open to suggestions					
7	Monitoring of my work aids me to focus on key areas of weakness for improved productivity					
8	Monitoring enables my school administrators to get data about my input to out put					
9	Monitoring classroom activates my productivity levels					
c)	Performance feedback practices	5	4	3	2	1
1	I am aware of the performance appraisal feedback in my school					
2	Feedback to teachers facilitates quality of teaching in my school					
3	Performance appraisal feedback helps me improve my areas of weakness					
4	I receive constructive criticism which enables me better my teaching proficiencies					
5	I desire to receive Performance appraisal feedback to aid improve the way I deliver services in my school					

Section C: Teachers Productivity

Which of the following statements explain “***Teachers Productivity***” Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5);

No	Statement	5	4	3	2	1
1	I find it easy to prepare lesson notes					
2	Preparation of lesson plans is not a challenge to my side					
3	I have proper content for lesson delivery					
4	I use appropriate pedagogical skills in the classroom					
5	I conduct proper assessment of my pupils					
6	I make use of proper instructional materials					
8	I can manage my classroom well					

“Thank you very much for your co-operation and assistance”

**APPENDIX II: INTERVIEW GUIDE FOR DISTRICT INSPECTORS OF SCHOOLS,
HEADTEACHERS, DEPUTIES AND DIRECTORS OF STUDIES**

Dear Respondent,

I am **Axophery Okumu**, a student of UCU pursuing a Master's Degree in Education Administration and Planning. I am carrying out a study on ***“Performance Appraisal Process and Teacher Productivity in Public Primary Schools in Busia District.*** You are requested to participate in the interview schedule. Only honest answers will be useful. The information given will be treated with utmost confidentiality and be used for academic purposes only.

Thank you in advance for your participation

1. How is the performance appraisal process designed in your schools
2. What teaching and learning targets are set in your schools?
3. How are teachers able to adhere to the set targets in your schools?
4. What is the effect of setting targets practices on teachers' productivity in Busia district primary schools?
5. How often does performance appraisal supervision occur in schools
6. What is the effect of performance appraisal monitoring on teachers productivity in Busia district primary schools?
7. How do you deliver performance feedback to teachers in your school?
8. How do your teachers perceive performance feedback?
9. What is the effect of performance feedback practices on teachers' productivity in Busia district primary schools?
10. What are obstacles to effective performance appraisal process in your schools?
11. In your own opinion what can be done to improve teacher productivity

“Thank you for your Cooperation”

APPENDIX III: GANT CHART/WORK PLAN FOR THE STUDY-

No	Activity	N	D	J	F	M	A	M	J	J	A
1	Topic identification and review	■	■	■							
2	Synopsis development and approval	■	■	■							
3	Draft of concept paper and approval	■	■	■							
4	Drafting chapters 1, 2 and 3 (proposal)	■	■	■							
5	Incorporating supervisors' comments for; chapters 1, 2 and 3. Proposal defense				■	■					
6	Questionnaire design; Incorporating supervisors' comments, meeting with peers, approval of tools and pilot study				■	■					
7	Off to Field for data collection				■	■					
8	Implementation of the research design. Activities to be carried out within this 2 months include: Administration of questionnaires and Interview with the key informants						■	■	■		
9	Compilation, coding and editing of study findings Evaluation of the report						■	■	■		
10	Finalization and submission of dissertation						■	■	■		

APPENDIX IV: DOCUMENTARY CHECKLIST

	Document	Available	Not available	Satisfactory	Unsatisfactory
1	Lesson notes				
2	Lesson plans				
3	Appraisal forms				
4	Assessment				
5	Lessons delivered				
6	Lesson time table				
7	Number of lessons taught				
8	Record of works				
9	Scheme of work				
10	Attendance registers				

APPENDIX V: BUDGET FOR THE STUDY

S/N	ITEM	QUANTITY	RATE	TOTAL (Shs)
01	SECRETARIAL SERVICES			
	(a) Typing and printing proposal	3 Copies (50	500Shs @ page	15,000
	(b) Printing	pp)	100Shs @ page	10,000
	(c) Binding	10 Copies	3000	18,000
	(d) Report typing and printing	6 Copies.	1000Shs @	40,000
	(final)	1 Copy	page	20,000
	(e) Photocopying	2 Copies	100 @ page	30,000
	(f) Binding	3 Copies	10,000Shs	
	SUB TOTAL			133,000
02	STATIONARY			
	(a) Papers.	6 Reams	25,000Shs	150,000
	(b) Stapling machine	1	12,000Shs	12,000
	(c) Stapling pins	5 Pcs	4,000Shs	20,000
	(d) Pens	10pens	500Shs	5,000
	e) File folders	02	8,000	16,000
	SUB TOTAL			203,000
03	TRAVEL EXPENSES			
	(a) MUBS -KYU-MUK-UMI		200,000Shs	200,000
	(b) MUBS -KYU-MUK-UMI		200,000Shs	200,000
	(c) Miscellaneous		200,000Shs	200,000
	SUB TOTAL			600,000
04	Welfare		200,000Shs	200,000
	SUBTOTAL			200,000
06	OTHERS			
	(a) CD-R/CD-RW	2	500/3500 @	4,000
	(b) Flash Disk	1	60,000	60,000
	(c) Umbrella	1	10,000	10,000
	(d) Communication (Air time)		100,000	100,000
	(f) Photographs(resource	5	30,000 @	150,000
	materials/manuals)		100,000	100,000
	(g) Data		200,000	200,000
	Miscellaneous costs		1,000,000	1,000,000
	SUBTOTAL			1,624,000
	GRAND TOTAL			2,760,000/=

APPENDIX VI: SAMPLE SIZE DETERMINATION TABLE

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size
Source: Krejcie & Morgan, 1970

APPENDIX VII: Reliability

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.893	.887	30

Item Statistics

	Mean	Std. Deviation	N
What is your gender?	1.1667	.38925	12
What is your age bracket?	3.5833	.90034	12
What is your highest academic qualification?	2.4167	.51493	12
What is your length of service?	3.6667	.77850	12
My school sets targets to which teachers are committed	4.0833	1.08362	12
My school set targets that give direction to consolidate unique productivity standards	3.7500	.96531	12
My school sets targets as productivity assessment tool for talented teachers	4.4167	.90034	12
Target setting positively affects teacher productivity in my school	3.9167	.79296	12
Target setting effectiveness in my school improves my productivity	4.0833	.66856	12
Our school continuously assesses our productivity levels	4.3333	.65134	12
As a teacher I often seek for monitoring feedback about my job	4.0000	.95346	12
During monitoring am provided with the necessary guidance from my supervisor	4.2500	.75378	12

I receive personal support from my appraiser during monitoring of lessons that I conduct	4.1667	.71774	12
I share open interaction with my appraiser during discharge of my roles	3.3333	1.07309	12
During monitoring my supervisor is open to suggestions	4.0833	.79296	12
Monitoring of my work aids me to focus on key areas of weakness for improved productivity	4.1667	.71774	12
Monitoring enables my school administrators to get data about my input to out put	3.5833	1.08362	12
Monitoring classroom activates my productivity levels	3.7500	.75378	12
I am aware of the performance appraisal feedback in my school	4.3333	.77850	12
Feedback to teachers facilitates quality of teaching in my school	4.0000	.85280	12
Performance appraisal feedback helps me improve my areas of weakness	4.4167	.79296	12
I receive constructive criticism which enables me better my teaching proficiency	3.9167	.79296	12
I desire to receive performance appraisal feedback to aid and improve the way I deliver services in my school	4.2500	.75378	12
I find it easy to prepare lesson notes	4.2500	.75378	12
Preparation of lesson plans is not a challenge to my side	4.1667	1.26730	12
I have proper content for lesson delivery	3.6667	.98473	12
I use appropriate pedagogical skills in the classroom	4.4167	.66856	12

I conduct proper assessment of my pupils	3.5833	.99620	12
I make use of proper instructional materials	4.0000	1.12815	12
I can manage my classroom well	3.7500	1.05529	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
What is your gender?	114.3333	165.515	-.175	.	.896
What is your age bracket?	111.9167	161.174	.084	.	.897
What is your highest academic qualification?	113.0833	169.720	-.453	.	.901
What is your length of service?	111.8333	169.606	-.311	.	.903
My school sets targets to which teachers are committed	111.4167	141.902	.807	.	.881
My school sets targets that give direction to consolidate unique productivity standards	111.7500	146.386	.710	.	.884
My school sets targets as productivity assessment tool for talented teachers	111.0833	146.447	.764	.	.883
Target setting positively affects teacher productivity in my school	111.5833	149.902	.689	.	.885
Target setting effectiveness in my school improves my productivity	111.4167	151.538	.724	.	.886
Our school continuously assesses our productivity levels	111.1667	151.061	.776	.	.885
As a teacher I often seek for monitoring feedback about my job	111.5000	156.455	.274	.	.893

During monitoring am provided with the necessary guidance from my supervisor	111.2500	157.841	.290	.	.892
I receive personal support from my appraiser during monitoring of lessons that I conduct	111.3333	154.788	.482	.	.889
I share open interaction with my appraiser during discharge of my roles	112.1667	162.152	.022	.	.900
During monitoring my supervisor is open to suggestions	111.4167	149.538	.709	.	.885
Monitoring of my work aids me to focus on key areas of weakness for improved productivity	111.3333	153.515	.555	.	.888
Monitoring enables my school administrators to get data about my input to output	111.9167	152.265	.391	.	.891
Monitoring classroom activates my productivity levels	111.7500	165.114	-.092	.	.899
I am aware of the performance appraisal feedback in my school	111.1667	151.970	.590	.	.887
Feedback to teachers facilitates quality of teaching in my school	111.5000	151.727	.545	.	.888
Performance appraisal feedback helps me improve my areas of weakness	111.0833	147.174	.837	.	.882
I receive constructive criticism which enables me better my teaching proficiency	111.5833	152.083	.573	.	.887

I desire to receive performance appraisal feedback to aid improve the way I deliver services in my school	111.2500	149.841	.732	.	.885
I find it easy to prepare lesson notes	111.2500	151.477	.639	.	.886
Preparation of lesson plans is not a challenge to my side	111.3333	143.879	.606	.	.886
I have proper content for lesson delivery	111.8333	147.970	.625	.	.886
I use appropriate pedagogical skills in the classroom	111.0833	156.629	.408	.	.890
I conduct proper assessment of my pupils	111.9167	159.174	.149	.	.896
I make use of proper instructional materials	111.5000	146.091	.607	.	.886
I can manage my classroom well	111.7500	148.932	.538	.	.888

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
115.5000	163.909	12.80270	30



**UGANDA CHRISTIAN
UNIVERSITY, MBALE UNIVERSITY COLLEGE.**

A Centre of Excellence in the Heart of Africa

Department of Education

To DEO BUSIA

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. OKUMU AXOPHERY
Of Registration Number; SIGIBUN/MED/031pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE

He/ she is required to carry out an academic research on the topic
PERFORMANCE APPRAISAL PROCESS AND TEACHER
PRODUCTIVITY IN GOVERNMENT AIDED PRIMARY SCHOOLS IN BUSIA DISTRICT
and thereafter produce a well bound hard cover research report (**MAROON**) in color for
undergraduate and three (**BLACK**)copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

CHELANGAT K. JOSHUA

HEAD OF DEPARTMENT



P. O Box 189, Mbale, Uganda, Tel: +256 755636420 222, E-mail: jchelangat@mbale.ucu.ac.ug



UGANDA CHRISTIAN UNIVERSITY

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MBALE UNIVERSITY COLLEGE.

Department of Research and Post Graduate Studies

Date: 15th JUNE 2024

Viva Correction Compliance form (Post proposal defense)

Name of Candidate: **OKUMU AXOPHERY**

Reg. No: **REG. NO S16/BUW/MED/031**

Title of Dissertation: **PERFORMANCE APPRAISAL PROCESS AND TEACHER
PRODUCTIVITY IN GOVERNMENT AIDED PRIMARY SCHOOLS IN BUSIA DISTRICT**

S/N	COMMENTS BY REVIEWER	ACTION TAKEN	INDICATOR
	Include a multivariable analysis table	added	See page 55 and 56

Candidate's Name: **OKUMU AXOPHERY**

Signature: 

Supervisor's Name: **OKURUT DAVID**

Signature: 