

# **PERFORMANCE MANAGEMENT AND TEACHERS' EFFECTIVENESS IN GOVERNMENT AIDED PRIMARY SCHOOLS IN KAPCHORWA DISTRICT**

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**UGANDA CHRISTIAN  
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## DECLARATION

I, **Chelimo Doreen Rose** declare that this research report is my original work and has never been submitted before to any university or institution for any award.

Sign .....  .....

Date..... 11/09/2025 .....

## APPROVAL

This is to certify that this research report has been carried out under my close supervision and is now ready for submission to the department of Education for the award of Master's Degree of Education of Uganda Christian University.

Signature Hannah..... Date 11th Sept 2025

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Supervisor

## DEDICATION

I dedicate this research report to my family most especially my lovely husband Mr. Kamusongwe Steven for his financial and spiritual support.

May God blessed you abundantly

## ACKNOWLEDGEMENT

I am deeply grateful to God for the blessing of life, His guidance, and the strength He has provided me throughout my research journey.

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## LIST OF ABBREVIATIONS

<b>ELA</b>	<b>:</b>	English Language Arts
<b>EPI</b>	<b>:</b>	Economic Policy Institute
<b>I/O</b>	<b>:</b>	Industrial-Organizational
<b>JETT</b>	<b>:</b>	Journal for Educators, Teachers and Trainers
<b>KS</b>	<b>:</b>	Key Stage
<b>MOES</b>	<b>:</b>	Ministry of Education and Sports
<b>NCCTQ</b>	<b>:</b>	National Comprehensive Center for Teacher Quality
<b>NIMES</b>	<b>:</b>	National Integrated Monitoring and Evaluation System
<b>OBT</b>	<b>:</b>	Output Oriented Budgeting Tool
<b>PLE</b>	<b>:</b>	Primary Leaving Examinations
<b>PSRP</b>	<b>:</b>	Public Service Reform Program
<b>RBV</b>	<b>:</b>	Resource Based Theory
<b>ROM</b>	<b>:</b>	Result Oriented Management
<b>UNEB</b>	<b>:</b>	Uganda National Examinations Board
<b>USA</b>	<b>:</b>	United States of America

## ABSTRACT

This study investigated the perceived relationship between performance management and teacher effectiveness in primary schools in Kapchorwa District, Uganda. The research focused on three elements of performance management—goal setting, feedback, and regular checks—and how they relate to teacher effectiveness. Specifically, the study aimed to analyze the role of goal setting, examine the effect of feedback, and assess the influence of regular checks on teacher performance. A descriptive research design was employed, integrating both quantitative and qualitative approaches. Data were collected from 33 respondents drawn from a population of 35 education stakeholders, including district education officers, center coordinating tutors, headteachers, and teachers. Questionnaires were used for data collection, and statistical analysis was conducted using SPSS. The results indicated that goal setting had no statistically significant effect on teacher effectiveness ( $p = .852 > 0.05$ ), with a very weak correlation ( $R = 0.08$ ). Feedback equally showed no significant relationship with teacher effectiveness ( $p = .507$ ), suggesting that existing feedback mechanisms may not be influencing classroom practices meaningfully. In addition, regular checks were found to account for only 3.3% of the variance in teacher effectiveness ( $R^2 = 0.033$ ), pointing to a limited predictive contribution of this performance management element. Overall, the findings imply that the performance management practices currently applied in Kapchorwa primary schools have a weak influence on teacher effectiveness. The study concludes that although performance management is conceptually central to improving teacher performance, its practical effect in the district is minimal, likely due to contextual or implementation-related challenges. It is recommended that education administrators strengthen the design and delivery of performance appraisal practices by offering more targeted professional development and repositioning appraisal as a tool for growth and instructional support rather than for mere accountability or control.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

This section outlines four interconnected perspectives that frame the study: historical, conceptual, theoretical, and contextual. The conceptual perspective offers definitions of the key variables involved in the study, both dependent and independent. The theoretical perspective introduces the theory that supports the research. The historical perspective provides a background on the key variables over time, while the contextual perspective focuses on the specific circumstances that led to the development of the research problem. This section also covers the statement of the problem, research objectives, research questions, hypotheses, scope, and significance of the study.

##### 1.1.2 Historical Background

The concern with teacher effectiveness has long been central to the history of education worldwide. In the early 20th century, the effectiveness of teachers was largely judged by their ability to maintain discipline and deliver content knowledge, with little emphasis on measurable outcomes (Darling-Hammond, 2010). However, as education systems expanded in the 1960s and 1970s, questions began to emerge regarding whether increased schooling was translating into improved learning outcomes, leading to closer scrutiny of teacher effectiveness (Hanushek, 2011). By the 1980s, global education reforms had shifted towards performance-based approaches, linking teacher effectiveness with learners' academic achievement and classroom practices (Stronge, 2018).

In sub-Saharan Africa, teacher effectiveness became a pressing issue following the drive for Universal Primary Education (UPE) in the 1990s. The rapid increase in enrolment exposed weaknesses in teacher quality, instructional methods, and professional accountability (Verspoor, 2008). Uganda, in particular, experienced a sharp rise in enrolments after the introduction of UPE in 1997, which overstretched

classrooms, reduced teacher-pupil contact, and created disparities in learning outcomes (Nannyonjo, 2007). Studies consistently reported low literacy and numeracy achievements, signaling a gap between teacher presence in the classroom and actual effectiveness in delivering learning outcomes (Uwezo, 2012).

In response, government and development partners began to emphasize mechanisms that could enhance teacher effectiveness through continuous professional development, closer supervision, and appraisal systems. Initiatives such as the Teacher Incentive Framework, the introduction of school inspection reforms, and integration of Result-Oriented Management (ROM) into the education sector were aimed at strengthening accountability and motivating teachers (Robbins & Judge, 2015). More recently, Uganda has adopted reforms such as the Output-Oriented Budgeting Tool (OBT), teacher performance appraisal systems, and competency-based teacher training, all intended to improve instructional quality and student performance (Mintrop et al., 2017).

Despite these efforts, challenges persist in Kapchorwa District and elsewhere, where teacher effectiveness continues to be undermined by weak supervision, inadequate professional support, and inconsistent application of performance management practices. This historical trajectory shows that while performance management reforms have been integrated into Uganda's education system, their translation into actual teacher effectiveness remains limited and contested.

### **1.1.3 Theoretical Perspective**

This study was underpinned by Goal Setting Theory developed by Locke and Latham (2015; 2018). The theory emerged from industrial-organizational (I/O) psychology and posits that specific, challenging goals, when properly set and accompanied by feedback, lead to higher performance compared to vague or easy goals. Goal Setting Theory has been widely applied in organizational management and education, emphasizing that goal clarity, difficulty, and feedback mechanisms enhance motivation, focus, persistence, and strategic problem-solving. Empirical studies have demonstrated that individuals who set clear and challenging goals often outperform

those without such goals, with feedback serving as a critical mechanism for performance adjustment and improvement.

In the context of this study, performance management practices in schools—namely goal setting, feedback, and regular checks—align directly with the constructs of Goal Setting Theory. Specifically, the setting of clear instructional and professional goals for teachers corresponds to the theory’s emphasis on goal specificity and difficulty. Feedback mechanisms embedded in performance management enable teachers to adjust their teaching strategies, identify strengths and weaknesses, and improve instructional delivery, consistent with the theory’s knowledge-of-results principle. Regular checks, such as classroom observations and performance reviews, reinforce persistence and strategic thinking by keeping teachers focused on targets and encouraging problem-solving when challenges arise.

By linking Goal Setting Theory to this study, it is proposed that effective implementation of performance management practices (independent variable) can enhance teacher effectiveness (dependent variable), as measured through teacher attendance, learner assessment, guidance and counseling, and graduation rates. The theory therefore provides a conceptual rationale for examining whether and how structured goal setting, feedback, and supervision improve teacher performance and, by extension, learner outcomes in government-aided primary schools in Kapchorwa District.

#### **1.1.4 Conceptual perspective**

Performance management has been widely conceptualized as a structured process through which organizations seek to improve performance by setting clear goals, monitoring progress, and providing feedback. Marsh and Martin (2021) define it as a systematic process for improving organizational performance by developing the performance of individuals and teams. In the school context, Hunter (2015) argues that performance management ensures that educational goals are met through the setting of yearly targets, providing regular feedback, and motivating teachers to improve their professional practice. Similarly, Hopkins (2016) describes performance

management as an ongoing process of communication between supervisors and employees that involves clarifying expectations, setting objectives, providing feedback, and reviewing results. From this perspective, performance management in education is not simply about control, but rather about continuous professional growth and improvement in teaching outcomes.

Teacher effectiveness, on the other hand, is generally conceptualized in relation to learners' academic and personal development outcomes. Farrell and Morris (2015) observe that teacher effectiveness is often reflected in pupil performance, teacher behaviors, classroom procedures, and strategies that improve learning outcomes. Effective teachers are those who are clear about instructional goals, possess mastery of content and pedagogy, provide timely feedback, adapt to learners' needs, and accept responsibility for learner outcomes. In this study, teacher effectiveness is operationalized through teacher attendance, learner assessment, guidance and counseling, and graduation rates.

Figure 1.2 illustrates pupil performance in Kapchorwa District from 2016 to 2020, showing that the majority of pupils were concentrated in lower divisions, with Division One only appearing in 2016, Divisions Three and Two in subsequent years, and a consistent trend of underachievement over the period. This persistent low performance suggests potential gaps in teacher effectiveness, highlighting the need to examine whether performance management practices are adequately supporting teachers to improve instructional quality and learner outcomes.

The relationship between performance management and teacher effectiveness has been studied globally, with evidence showing that when teachers receive clear targets, constructive feedback, and regular monitoring, their effectiveness tends to improve (OECD, 2019). For example, in the United Kingdom, performance appraisal frameworks have been linked to improved instructional quality and accountability (Santiago & Benavides, 2009). In African contexts, studies in Kenya by Wanjohi (2018) revealed that weak performance management systems reduced teacher accountability, thereby undermining effectiveness. Similarly, Uwezo Uganda (2019)

reported that inadequate supervision and limited use of performance feedback contributed to low literacy and numeracy outcomes.

Therefore, in this study, performance management is conceptualized as the independent variable, consisting of goal setting, feedback, and regular checks, while teacher effectiveness is conceptualized as the dependent variable, reflected in teacher attendance, learner assessment, guidance and counseling, and graduation rates. The study seeks to examine the extent to which performance management practices influence teacher effectiveness in government-aided primary schools in Kapchorwa District, in light of the persistent underperformance highlighted in Figure 1.2.

#### **1.1.4 Contextual perspective**

The study was conducted in primary schools in Kapchorwa, which is found in Kapchorwa District. Generally, performance of most of the teachers in this district is below expectation. The teachers are poor at school time management; they do not come to school regularly and are not punctual. They do not demonstrate expected classroom control and teaching, nor do they nurture desired pupils' behavior and conduct pupil evaluation as desired (Report of the Inspector of Schools in Kapchorwa District, 2018). As a result, the performance obtained by pupils from exams administered by the Uganda National Examinations Board (UNEBC) is poor. According to UNEBC (2020), out of the 1874 pupils who sat for Primary Leaving Examinations (PLE) in, only 72.25% passed. Out of the 1541 pupils who sat for PLE in 2019, only 82.95 % passed (UNEBC, 2019). Out of the 1394 pupils who sat for PLE in 2018, only 83.5 % passed (UNEBC, 2018). Out of the 1393 pupils who sat for PLE in 2017, only 85.4 % passed (UNEBC, 2017). Out of the 2972 pupils who sat for PLE in 2016, only 80 % passed (UNEBC, 2019). The trend has continued to show that most of the pupils fail their PLE. The failure rate was 27.75% in 2020, 17.05% in 2019 16.5%, 14.6% in 2017 and 20% in 2016 (UNEBC, 2020, 2019, 2018, 2017, 2016). See Table 1.1 below;

TABLE 1.1: The Performance of Pupils in PLE in the Year 2016-2020

YEAR	DIV 1	%	DIV II	%	DIV 111	%	DIV IV	%	DIV U	%	DIV X	%	% PASS	%FAILURE RATE	CAND
2020	5	0.26	297	15.84	531	28.33	504	26.89	520	27.74	13	0.69	72.25	27.75	1874
2019	8	0.61	412	26.7	525	34	332	21.64	252	16.46	12	0.77	82.95	17.05	1541
2018	21	1.5	388	27.8	323	23.1	434	31.5	218	15.6	10	0.7	83.5	16.5	1394
2017	12	0.9	383	27.8	422	30.6	361	26.4	201	14.6	14	1	85.4	14.6	1393
2016	88	0.3	851	29	728	24	681	23	590	20	34	1	80	20	2972

**SOURCE:** Secondary data, PLE comparative analysis 2016, 2017, 2018, 2019 and 2020. (Report from the office of the District Education Officer, Kapchorwa District local government)

Figure 1.2: The Performance in Grade (%) Against the Years 2016-2020

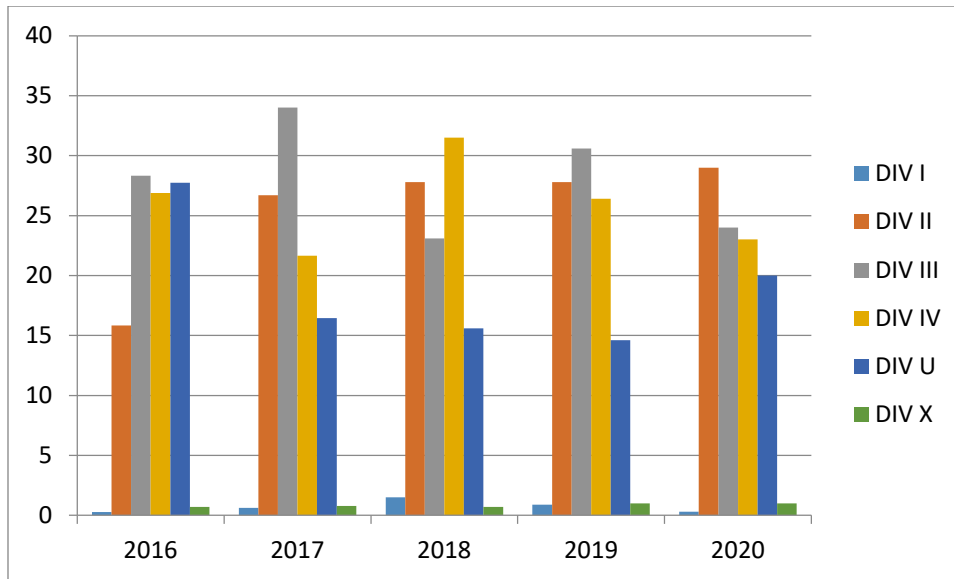


Figure 1.2: Showing the performance in the year 2016-2020

The findings in the above graph show that division one was in 2016, division three in 2017 and 2019, division and division two in 2020. This shows poor performance among pupils.

**SOURCE:** *Secondary data, PLE comparative analysis 2016, 2017, 2018, 2019 and 2020. (Report from the office of the district education officer, Kapchorwa District local government)*

### 1.2 Statement of the Problem.

Performance management in schools is intended to strengthen teacher effectiveness by clarifying expectations, setting clear objectives, providing constructive feedback, and conducting regular reviews of results (Armstrong, 2014). Teacher effectiveness in this study was reflected through critical constructs such as teacher attendance, the quality of learner assessment, the provision of guidance and counseling, and the contribution to improved graduation rates. Studies show that consistent teacher attendance is fundamental for instructional continuity, while effective learner assessment helps in monitoring progress and informing remedial action (Harris & Sass, 2014). Similarly, guidance and counseling play a crucial role in addressing learners'

personal and academic challenges (Nabwire, 2017), and high graduation rates are often seen as the ultimate indicator of school performance (UNESCO, 2019). However, this intended role of performance management has not been fully realized in many Ugandan primary schools, including those in Kapchorwa District. Evidence from the Primary Leaving Examination (PLE) results released by UNEB between 2016 and 2020 shows that, on average, 19.18% of pupils in Kapchorwa District failed to achieve the minimum pass mark (Uganda National Examinations Board [UNEB], 2020). This persistent failure rate points to gaps in the quality of teaching and learning processes, raising concerns about teacher effectiveness.

If such a trend remains unaddressed, it threatens not only the academic future of learners but also the reputation and sustainability of schools in the district. Parents may increasingly lose confidence in government-aided schools and withdraw their children, thereby denying pupils from disadvantaged backgrounds the opportunity to access quality education (Ssekamwa, 2018). While performance management frameworks such as goal setting, feedback, and regular supervision have been introduced as mechanisms to improve instructional standards (Aguinis, 2019), their actual influence on teacher effectiveness in Kapchorwa remains unclear. It is therefore necessary to investigate how performance management relates to teacher effectiveness in government-aided primary schools in Kapchorwa District.

### **1.3 Purpose of the Study.**

The purpose of this study was to examine the effect of performance management on teacher effectiveness in primary schools of Kapchorwa district.

### **1.4 Objectives of the study.**

The objectives of the study were:

To analyze the effect of goal setting in enhancing teacher effectiveness in Kapchorwa primary schools.

To examine the effect of feedback in promoting teacher effectiveness.

To assess the effect of regular checks in enhancing teacher effectiveness.

### **1.4.1 Research Questions**

The study was intended to answer the following questions:

- i) To what extent does goal setting influence the teacher effectiveness in primary schools in Kapchorwa District?
- ii) What is the effect of feedback in promoting teacher effectiveness in primary schools in Kapchorwa District?
- iii) What is the effect of regular checks in enhancing teacher effectiveness in Kapchorwa District?

### **1.6 Scope of the study**

#### **1.6.1 Geographical scope.**

The study was carried out in selected government aided schools in Kapchorwa District local Government located in eastern region of Uganda. It's bordered by Nakapiripirit district in the north, Bulambuli in the west, Kween in the east, and Kenya in the south. Formerly, the district included the present districts of Bukwo and Kween until of recent when it was divided. it has a total of 14 sub counties and one town council with a total land area of 17106sqkm. The sub counties include, Gamogo, Kaserem, Kawowo, Sipi, Chema, Tegeres, Kaptanya, Kapchesombe, Kapsinda, Amukol, Chepterech, Munarya, Kabeywa, Kapteret and Kapchorwa Town council. The Latitude: 1.3833° N and Longitude: 34.4500° E.

#### **1.6.2 Content Scope:**

The content scope of the study was confined on examining the management of teachers and Teacher's effectiveness in primary Schools in Kapchorwa District.

#### **1.6.3 Time Scope**

In terms of time scope, the study covered 3 years that is to say between 2020- 2023.

### **1.7 Significance of the study.**

Findings of the study may be of benefit in the following ways:

1. The Ministry of Education and Sports (MOES) can use the findings of this study to understand how excessive size of pupil enrolment, a changed funding policy and a changed academic policy affects performance management and teacher effectiveness primary schools.

2. Key stakeholders such as head teachers, parents and teachers can use this study to air out and/or appreciate the problems, inadequacies and weaknesses witnessed in performance management and teacher effectiveness as a result of excessive size of pupil enrolment, changed funding policy and changed academic promotion policy in schools. This can help in efforts geared towards improving this performance management.

3. Academics and researchers can also use the study as a basis for further research.

### 1.8 Conceptual Framework

A conceptual framework is a theoretical structure that outlines the key concepts, relationships, and assumptions underlying a particular area of study or inquiry. It serves as a foundation for understanding and organizing ideas, guiding research, and providing a basis for analysis or interpretation.

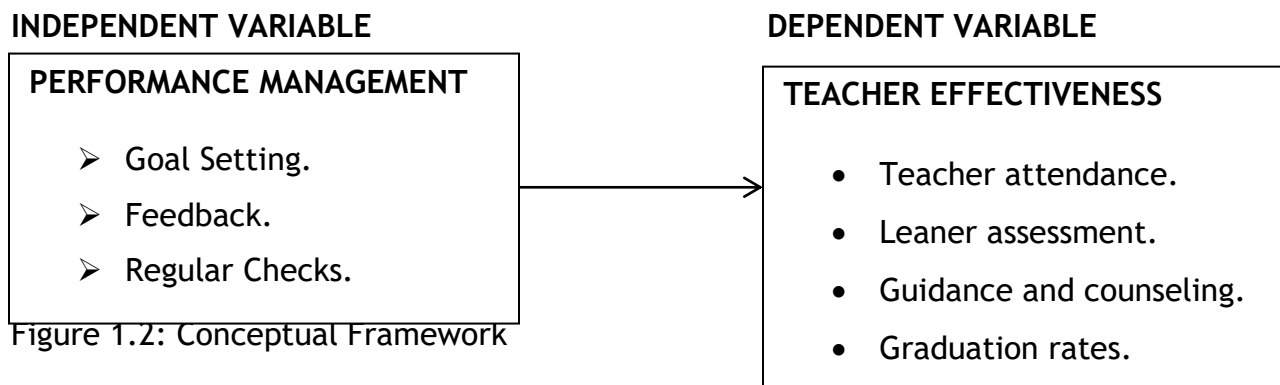


Figure 1.2: Conceptual Framework

**Source: Mabey, Salaman and Storey, 1999 and Modified by the researcher in 2024**

According to Resource Based Theory (RBT), the attainment of organizational efficiency includes developing capabilities and connecting particular competencies together through better communication, cooperation and synchronization in order to attain goals e.g. through building organizations' scarce resources, valuable, on-

substitutable and hard to imitate resources assumed to contribute to competitive advantages. Since efficiency has some association with specialization, unity and clarity, Management development programs can be key in relation to these aspects. Some studies have pointed out that knowledge which is valuable, rare, not easily imitated and not substitutable will lead to improved performance (Garrett and Steinberg, 2015) and have supported the direct relationship with competencies in terms human and social capital on performance. It is however important to note that it is only knowledge that is relevant that has some significant effect on performance (Erikson, 2015). Proper planning of management development interventions will result in having first-class managers who are prized, exceptional, and difficult to replicate, and not subject to replacement. This will therefore give the organization a competitive edge over other organizations.

Firestone (2018) observed that through their study established the impact of management development on perceptions of organizational performance in European firms. The study which was based on interviews with human resource development and line managers in the firms, with contextual factors like sales turnover, size and country explained some variance in perceptions of performance. The degree of difference explained is substantially enhanced when variables are introduced, which show the way management development is regarded and implemented within the specific organization. Causative path analysis shows that a complimentary strategic fit and organizational fit considerably foretells line manager perceptions of the importance given to management development, which in turn, separates the well performing companies from the poor performing ones.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter provides a review of literature related to the study topic and its specific objectives, namely: the influence of goal setting on improving teacher effectiveness, the role of feedback in fostering teacher effectiveness, and the impact of regular checks on enhancing teacher effectiveness.

#### 2.1 The effect of goal setting in enhancing teacher effectiveness.

Goal setting has long been associated with increased motivation, particularly when goals are clear, challenging, and achievable. Locke and Latham's (2002) Goal Setting Theory suggests that goals serve as a guide for individuals to focus their efforts and direct their attention towards meaningful objectives. Teachers who engage in goal setting are more likely to align their professional actions with desired outcomes, leading to improved teaching performance and pupils achievement.

According to Zimmerman (2020), self-regulation is crucial for goal attainment. Teachers who set goals and reflect on their progress are better able to adjust their strategies and improve their practices over time. This process of self-monitoring and reflection allows teachers to identify their strengths and weaknesses, ultimately fostering a growth mindset (Dweck, 2016).

One of the key factors that contribute to the success of goal setting is the autonomy teachers have in selecting and pursuing their goals. Research by Reeve (2016) emphasizes the importance of autonomy in fostering intrinsic motivation. Teachers who have the freedom to set their own goals, tailored to their professional needs and classroom context, are more likely to experience higher levels of motivation and job satisfaction. This autonomy can lead to increased effectiveness in the classroom, as teachers feel a greater sense of ownership over their professional development.

The specificity of a goal is a critical factor that determines its effectiveness. Goals that are clear and measurable are more likely to lead to successful outcomes (Locke & Latham, 2022). For example, a goal such as "improve classroom management" may be too vague, whereas a goal like "reduce classroom disruptions by 20% within three months" is more specific, measurable, and time-bound. Teachers benefit from breaking down broad goals into actionable steps that provide clear guidance and direction.

One of the most widely adopted frameworks for effective goal setting in education is the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound). As articulated by Doran (2018), this framework provides a structure that can help teachers create goals that are realistic and actionable. Applying the SMART framework encourages teachers to set clear objectives and systematically evaluate their progress, which can significantly improve their teaching practices.

When teachers set goals in a collaborative environment, the benefits extend beyond individual growth. Collaborative goal setting fosters peer support and collective problem-solving, which can contribute to improved teaching practices and pupils outcomes (Hargreaves & Fullan, 2022). Professional Learning Communities (PLCs), for example, create opportunities for teachers to share goals, discuss challenges, and collaborate on best practices, ultimately enhancing the overall effectiveness of the teaching staff.

Teacher retention remains a significant challenge in many educational systems. Studies have shown that teachers who are supported in their professional development through goal setting are more likely to stay in the profession (Ingersoll, 2021). By providing teachers with clear pathways for growth, schools can reduce burnout and increase job satisfaction, which is essential for maintaining a stable and effective teaching workforce.

Feedback is a crucial element in the goal-setting process. According to Hattie (2019), timely and constructive feedback is essential for teachers to assess their progress and adjust their practices. Regular feedback from peers, supervisors, or pupil's helps

teachers stay on track and refine their approaches, ensuring that they are continually improving their teaching methods.

Teacher efficacy refers to a teacher's belief in their ability to positively influence pupils outcomes. Research by Bandura (2017) suggests that setting specific, achievable goals can enhance teacher efficacy by reinforcing the belief that teachers can make a difference in their pupils lives. As teachers set and achieve professional goals, their sense of competence and confidence grows, which can translate into more effective teaching.

One of the challenges teachers face in implementing goal setting is finding the time to plan, reflect, and monitor progress. In a busy classroom environment, it can be difficult to allocate time for setting and revising goals. Research by Darling-Hammond (2019) emphasizes the importance of structured time for self-directed learning. Schools must ensure that teachers have adequate time and resources to engage in the goal-setting process, thereby fostering professional growth and improving teaching quality.

Despite the benefits, several barriers may hinder the effectiveness of goal setting in education. Lack of time, insufficient administrative support, and unclear expectations can all limit the ability of teachers to set and achieve meaningful goals (Borman & Kimball, 2019). Identifying and addressing these barriers is critical for creating an environment where goal setting can thrive.

Cultural and contextual factors may also influence how goals are set and pursued. For example, teachers in different educational systems may face varying levels of autonomy, resources, and expectations. Understanding how local contexts affect goal-setting practices is important for tailoring interventions that are relevant and effective in different settings (Darling-Hammond, 2015).

Research by Hattie (2019) and Marzano (2017) demonstrates that teacher goal setting can directly influence pupils outcomes. Teachers who set goals related to pupils engagement, academic achievement, or socio-emotional development can have a significant impact on pupils success. By focusing on specific areas for improvement,

teachers can create learning environments that foster higher levels of pupils achievement.

Professional development programs are often designed to help teachers improve their practice. When integrated with goal-setting processes, these programs can have a more profound impact on teacher growth. Research by Guskey (2022) emphasizes that professional development must be aligned with teachers' goals in order to be effective. By setting clear, specific goals related to their professional growth, teachers can tailor their development experiences to meet their needs.

Accountability plays a significant role in the goal-setting process. Teachers who are held accountable for their goals are more likely to follow through and take ownership of their professional development. According to Sanders and Horn (2018), teacher accountability is linked to improved pupils outcomes. Therefore, integrating accountability into the goal-setting process can further enhance teacher effectiveness.

The use of technology can enhance the goal-setting process by providing teachers with tools to track their progress and access resources that support goal achievement. Digital platforms, such as learning management systems and professional development apps, can streamline goal setting and help teachers stay organized and focused on their objectives (Bryk et al., 2023).

Setting goals can also encourage teachers to think creatively about their teaching practices. Teachers who are challenged by specific goals may explore new teaching strategies, incorporate innovative technologies, or adapt existing methods to better meet their pupils needs. This creative approach to teaching can lead to more engaging and effective learning experiences (Amabile, 2016).

Goal setting can positively affect classroom climate by creating a more structured and focused learning environment. Teachers who set goals related to classroom management, pupils engagement, and social-emotional learning help establish a positive atmosphere that supports pupils success. A well-managed classroom, driven

by clear goals, enhances both teaching and learning outcomes (Emmer & Sabornie, 2015).

While immediate improvements in teaching effectiveness are often observable, the long-term benefits of goal setting are equally important. Over time, teachers who engage in goal setting may experience sustained improvements in their practices, leading to continuous professional growth and a lasting impact on pupils achievement. The process of goal setting fosters lifelong learning and continuous reflection (Day, 2024).

Personalized goal setting allows teachers to focus on their unique strengths and challenges. By setting goals that align with their specific needs and teaching context, teachers are more likely to experience meaningful professional development. Personalized goals enable teachers to target areas of improvement that are directly relevant to their teaching practices, ensuring that their development is both effective and practical.

Involving pupil's in the goal-setting process can also have a positive impact on teacher effectiveness. When teachers collaborate with pupil's to set academic and behavioral goals, pupil's gain a sense of ownership over their learning. This collaborative approach fosters a supportive teacher-pupils relationship and enhances the teacher's ability to meet pupils needs effectively (Schunk, 2023).

Teachers who set goals for improving pupils motivation can foster a positive learning environment that encourages pupil's to take ownership of their learning. Research by Reeve (2016) suggests that teachers who use goal-setting strategies to motivate pupil's contribute to higher levels of engagement and academic performance.

For early career teachers, goal setting is especially important as it provides direction and support during the initial stages of their professional development. By setting clear goals, early career teachers can overcome challenges, build confidence, and develop the skills necessary for effective teaching (Kane et al., 2018).

School leadership plays a critical role in fostering a culture of goal setting. Leaders must support teachers by providing the necessary resources, time, and encouragement for goal setting to be successful. Effective leadership ensures that goal setting is not just a teacher's responsibility but a shared commitment to continuous improvement (Leithwood & Riehl, 2023).

Measuring the impact of goal setting on teacher effectiveness requires both qualitative and quantitative data. Surveys, interviews, classroom observations, and pupils achievement data can provide valuable insights into the effectiveness of goal-setting practices and their correlation with improved teaching performance (Tschannen-Moran & Hoy, 2021).

While there is substantial research on goal setting in education, further studies are needed to explore the specific conditions under which goal setting leads to the most significant improvements in teacher effectiveness. Future research should also examine the role of external factors, such as school culture, policies, and community support, in shaping teachers' ability to set and achieve meaningful goals.

## **2.2 The effect of Feedback in promoting teacher effectiveness.**

The effectiveness of feedback is closely tied to the timing and context in which it is provided. Research has shown that feedback delivered too early in the academic term may not be as beneficial. Cohen and Goldhaber (2016) argue that premature feedback, especially in the first half of the semester, fails to allow both teachers and pupil's to fully understand each other's needs and teaching styles. Immediate feedback, however, can help teachers internalize insights and adapt their teaching methods more effectively.

Feedback is also a powerful tool for professional growth, as highlighted by Derrington (2016), who emphasizes that teachers should incorporate self-monitoring practices such as keeping written records, participating in peer teaching observations, and setting goals. These mechanisms support reflection and allow teachers to adjust their methods, contributing to continuous professional development. Likewise, the evaluation criteria used in feedback mechanisms are crucial. According to Erikson

(2015), feedback must be based on clearly defined competencies that address both a teacher's strengths and areas requiring improvement. This clarity ensures that feedback can serve as a reliable guide for enhancing teaching practices and pupils engagement.

In addition to fostering individual teacher development, feedback should also support open teacher-pupils communication. Finnigan (2021) underscores the importance of making feedback a two-way conversation. By engaging pupil's in discussions about their progress, teachers can ensure that feedback is not only understood but also acted upon, facilitating meaningful improvements in learning. The use of formative assessments also plays a significant role in this process. Farrell and Morris (2015) suggest that feedback provided during the learning process helps teachers identify areas where pupil's require additional support, allowing for real-time adjustments in teaching strategies.

Teacher motivation can be positively influenced by feedback, as observed by Glickman et al. (2019). Teachers who receive positive and constructive feedback feel recognized and valued, which can boost their engagement and motivation. Furthermore, Firestone (2018) highlights the role of self-efficacy in teaching effectiveness, noting that teachers who feel confident in their ability to make a difference are more likely to respond positively to feedback, ultimately improving pupils outcomes.

While feedback can be a powerful tool for improvement, Haertel (2020) points out the challenges involved in implementing effective feedback systems. Gathering and analyzing feedback, training evaluators, and ensuring stakeholder involvement requires significant time and resources. However, the investment is crucial for creating a system that produces meaningful and actionable feedback. Moreover, feedback should not only come from teachers but also from pupil's, as Amrein-Beardsley and Holloway (2017) argue. When pupil's provide timely and substantive feedback, it can give teachers valuable insights into their teaching methods and areas for improvement.

The quality of feedback is another important factor in its effectiveness. Hulleman and Barron (2021) observe that feedback focused on task performance has a more significant impact on pupils learning than feedback that merely offers praise or punishment. Such constructive feedback, aimed at improving skills and task completion, is more likely to result in better academic outcomes. Additionally, Hunter (2015) distinguishes between teaching-focused and learning-focused evaluation, with the latter being more beneficial for improving the quality of feedback systems and ensuring that they directly support pupils learning.

A positive school culture plays a crucial role in the effectiveness of feedback systems. Hill (2019) suggests that feedback should align with efforts to foster a supportive and collaborative school environment. When feedback is transparent and constructive, it contributes to a culture where both pupil's and teachers feel motivated to grow and improve. Moreover, for feedback to be meaningful, it must be delivered in a supportive environment where teachers feel safe and encouraged to receive it. Hopkins (2016) emphasizes that timely, specific, and actionable feedback helps teachers adapt their methods and enhance pupils learning.

The ultimate goal of feedback is to foster long-term improvements in teaching and pupils achievement. Effective feedback mechanisms allow teachers to assess their teaching styles and refine their strategies based on pupils progress. When teachers regularly reflect on their performance, as suggested by Glickman et al. (2019), they are better equipped to make the necessary adjustments to improve their teaching methods and, by extension, pupils outcomes. Feedback can also foster collaboration and professional growth through peer observations and feedback exchanges, creating a shared learning culture that benefits everyone involved.

### **2.3. The effect of regular checks in enhancing teacher effectiveness.**

Regular checks play a crucial role in enhancing teacher effectiveness. Jiang et al. (2015) found that variations in pupil or class characteristics have minimal impact on the growth rates of pupil's. By averaging test score gains over multiple years and classes, other irrelevant factors are minimized, offering a clearer assessment of

teacher effectiveness. This approach helps isolate the impact of teachers on pupils performance, as external variables are reduced. Moreover, the study also highlights that there is little evidence to suggest that teachers specifically coach pupil's for a particular test. In fact, pupil's who perform well on tests used to measure teacher effectiveness tend to show improvement in other assessments, demonstrating that the gains are not confined to a single test (Jiang et al., 2015). This correlation strengthens the credibility of using value-added test scores to evaluate teacher performance, as these scores align with headteacher assessments of teacher ability and offer a more objective measure of effectiveness (Jiang et al., 2015; Kane et al., 2020).

Kane et al. (2020) identify a significant challenge in using test score gains as a method of teacher evaluation: selecting the appropriate test scores. In countries like England, where the National Curriculum provides a structured framework for assessing pupil achievement, this process becomes more manageable. The curriculum sets out eight attainment levels, each defining specific expectations regarding pupil understanding and ability (Kane et al., 2020). Furthermore, there are sub-levels that offer more detailed measures of pupil progress, allowing for a comprehensive assessment of pupils achievement. However, one drawback is that standardized assessments, such as the Key Stage (KS) tests, are only conducted at the end of Key Stages 2, 4, and 5 (ages 11, 16, and 18), meaning they only provide insights into a pupils's progress at specific points in their education. Consequently, value-added measures between these stages can only assess a school's overall performance, as multiple teachers and factors contribute to the outcomes, making it challenging to isolate individual teacher impact (Kane et al., 2020).

Another limitation arises because many secondary school teachers do not specialize in specific subjects, further complicating the task of evaluating their effectiveness using test scores alone (Kane et al., 2020). As a result, it becomes necessary to explore alternative or complementary methods of assessment to gain a full understanding of teacher effectiveness. Teachers employ a range of formative assessment techniques to provide a more detailed picture of how much pupil's learn. These assessments go

beyond the scope of standardized tests and involve ongoing feedback, analysis, and adjustments to teaching strategies (Black & Wiliam, 2018). Through regular formative assessments, teachers can continuously gauge pupils progress, identify areas where pupil's are struggling, and adjust their instruction accordingly (Hattie & Timperley, 2017). This dynamic process not only supports pupils learning but also enables teachers to refine their practices to meet the diverse needs of their pupil's (Sadler, 2018).

Incorporating regular checks into teacher evaluation provides an opportunity for ongoing, dynamic feedback that supports both professional development and improved pupils outcomes (Bennett, 2011). Teachers who regularly assess their pupils progress gain a clearer understanding of their teaching effectiveness, allowing them to make data-driven decisions and implement targeted strategies for improvement (Stiggins, 2018). These checks are not just limited to traditional testing; they can include peer evaluations, self-reflection, and pupils feedback. Peer evaluations allow teachers to collaborate with colleagues, providing constructive feedback and sharing successful strategies (Barth, 2006). Self-reflection is equally valuable, as it encourages teachers to assess their own teaching methods and identify areas for growth (Schön, 2023). Additionally, pupils feedback—whether through surveys, focus groups, or informal conversations—offers teachers insights into pupils perspectives, helping them adjust their teaching approaches to better engage learners (Fisher, 2015).

Formative assessments, such as quizzes, class discussions, and project-based assignments, offer teachers an ongoing measure of pupils comprehension (Black & Wiliam, 2018). These assessments enable teachers to provide immediate feedback, helping pupil's address learning gaps before they become more significant challenges (Hattie & Timperley, 2017). Furthermore, regularly incorporating data from these assessments into teaching practices allows teachers to track pupils progress over time, identifying trends and making informed decisions about instructional adjustments (Popham, 2018). Teachers can also benefit from professional development programs that promote continuous learning and the adoption of new

teaching strategies (Guskey, 2020). These programs provide teachers with tools and resources to enhance their effectiveness in the classroom. Participating in workshops, seminars, and collaborative learning opportunities allows teachers to stay updated on best practices and emerging trends in education (Darling-Hammond et al., 2019).

Similarly, mentorship programs, where experienced teachers support newer educators, offer valuable guidance and foster the exchange of ideas and techniques that contribute to improved teaching practices across the school (Ingersoll & Strong, 2021). Mentorship helps create a supportive network for teachers, allowing them to navigate challenges and strengthen their pedagogical skills (Williams & Prestage, 2015). In addition to formal assessments, regular classroom observations by senior staff, such as headteachers or senior teachers, can provide valuable insights into teaching practices (Day et al., 2016). Observations offer an opportunity for teachers to receive constructive feedback on classroom management, instructional strategies, and pupils engagement (Leithwood et al., 2024). This feedback loop ensures that teachers are supported in their professional growth and have access to the resources they need to improve their effectiveness (Sullivan & Glanz, 2015).

Finally, incorporating differentiated instruction into daily teaching practices is another way to enhance teacher effectiveness (Tomlinson, 2021). By adapting lessons to suit different learning styles and abilities, teachers can ensure that all pupils have an opportunity to succeed (Gregory & Chapman, 2017). This approach helps create an inclusive classroom environment where every pupils' needs are met, contributing to better overall academic outcomes (Heterick, 2024). Regular checks, in the form of both formal and informal assessments, provide a robust framework for evaluating teacher effectiveness (William, 2021). These checks not only offer valuable insights into how well pupils are learning but also support teachers in their professional development (Hattie, 2019). By continuously monitoring progress and making adjustments as needed, teachers can improve their teaching methods, increase pupils engagement, and ultimately enhance the quality of education (Schmoker, 2016).

## 2.4 Literature Gap

Although extensive literature highlights the importance of goal setting, feedback, and regular checks in enhancing teacher effectiveness, most of the studies reviewed are based on Western contexts (e.g., Locke & Latham, 2022; Hattie, 2019; Kane et al., 2020) and focus on general education systems rather than the realities of government-aided primary schools in developing countries like Uganda. The studies tend to emphasize theoretical frameworks and ideal conditions for implementation, with limited attention to contextual challenges such as large class sizes, inadequate resources, cultural influences, and inconsistent administrative support that characterize schools in rural districts like Kapchorwa. Furthermore, much of the existing research considers these performance management elements in isolation, without examining how they interact collectively to influence teacher effectiveness. There is also a lack of empirical evidence linking performance management practices directly to learner outcomes in Uganda, with few studies accounting for the role of systemic barriers such as supervision gaps, accountability pressures, and professional development constraints. These gaps justify the present study, which seeks to contextualize performance management practices within Ugandan primary schools and assess their actual influence on teacher effectiveness in Kapchorwa District.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter focuses on how the study was conducted. The chapter covered the adopted research design, study population, sample size and selection, research instruments, their validity and reliability testing, data collection procedure, and the methods and techniques used to analyze the data.

#### 3.1 Research Design

The study used a descriptive and cross-section survey which involved both the qualitative and quantitative approaches. This research design was used because it permitted collection of first-hand data from different categories of respondents and at one point in time (Amin, 2018). It also permitted the use of not only questionnaires or interviews to collect data but also qualitative and quantitative techniques to analyze the collected data (Sekaran, 2020). It was therefore adopted because it was fit very well the manner in which the study was carried out. The data was collected using both questionnaires and interview guides. It was collected as first hand data from different categories of respondents who included Headteachers and teachers. Each of these aspects was described in details in the subsequent sections that follow.

#### 3.2 Study Population

The study population was drawn from 5 government-aided primary schools in Kapchorwa District and comprised 3 District Education Officers, 2 Center Coordinating Tutors (CCTs), 5 head teachers, and 25 classroom teachers, making a total of 35 respondents. Kapchorwa District was purposively selected because despite the introduction of performance management frameworks, its government-aided schools have continued to post unsatisfactory results, with UNEB (2020) reporting that an average of 19.18% of pupils failed to attain the minimum pass mark in the Primary Leaving Examinations between 2016 and 2020. The district also faces persistent challenges such as teacher absenteeism, weak learner assessment practices, and

limited supervision, which directly affect teacher effectiveness in terms of attendance, assessment, guidance and counseling, and graduation rates. Similar concerns have been documented in other Ugandan contexts; for example, Byamugisha and Ssenabulya (2017) found that teacher absenteeism and poor instructional support were major obstacles to effective teaching in Eastern Uganda, while Uwezo Uganda (2019) reported that inadequate supervision and weak performance management systems were linked to low literacy and numeracy outcomes across rural schools. Related findings in Kenya by Wanjohi (2018) equally revealed that weak appraisal mechanisms limited teacher accountability and hindered improvements in learner performance. Therefore, the inclusion of District Education Officers, CCTs, head teachers, and classroom teachers in this study ensured a holistic understanding of performance management and its perceived influence on teacher effectiveness in Kapchorwa District.

### 3.3 Sample Size

The sample size of the study was 35 respondents that comprised of 3 district education officer, 2 center coordinating tutors (CCT), 5 head teachers and 25 teachers. The sample size was determined based on Krejcie and Morgan’s (1970) Sample Determination Table cited. The sample size was distributed as summarized in table 3.1.

**Table 3.1: Study Population and Sample Size**

Category of respondents	Population	Sample	Sampling technique	%Outturn = $\frac{\text{sample}}{\text{population}} \times 100\%$
District Education Officer	03	03	purposive	100%
Centre Coordinating Tutors (CCT)	02	02	purposive	100%
Head teachers	05	05	purposive	100%
Teachers	25	25	stratified	100%
<b>Total</b>	<b>35</b>	<b>35</b>		<b>100%</b>

Source: *Researcher, (2023)*

### **3.4 Sampling Strategy.**

The sample was selected as follows:

#### **3.4.1 Selection of Schools**

A list of all the 25 schools was compiled using records from the Education office of Kapchorwa District Local Government. This list was used as a sampling framework from which 05 (five) schools were selected from the list using simple random sampling. This sampling technique was used to give an equal chance to each school selected to take part in the study, thereby avoiding biasness resulting from selection (Seigle, 2024). The selection process involved writing the name of each school on a piece of paper, collecting all the paper pieces in a bag, and shuffling them. One piece of paper was then drawn from the bag without replacement. The school whose name appeared on the drawn paper was selected. The process was repeated until the seven schools were all selected.

#### **3.4.2 Selection of Head teachers**

These respondents were selected using purposive sampling. This sampling technique was applied because it permitted selection of only those respondents considered to be key informants in a study (Amin, 2018). The head teachers were therefore selected as key informants of the study.

#### **3.4.3 Selection of Teachers.**

Teachers were selected using convenience sampling. This technique was used because it permitted selection of respondents according to their accessibility and availability (American Statistical Association, 2019). It was therefore applied to select those teachers who were available and accessible at their respective schools at the time of data collection. Teachers were selected to provide data on the management of their performance.

In general, the above sampling techniques helped select respondents with care so as to ensure that the selected sample was representative of the study population described earlier.

### **3.5 Instruments**

Data was collected using the following research instruments:

#### **3.5.1 Questionnaires.**

Steinberg and Kraft (2017) cited that a questionnaire is a research instrument that consists of a set of questions or other types of prompts that aim to collect information or feedback from respondents. It is a systematic and standardized method used in surveys, polls, and research studies to gather data from a target audience. Questionnaires can be administered in various formats, including paper-and-pencil surveys, online surveys, telephone interviews, or face-to-face interviews. Each category of respondents had a questionnaire designed for it. The questionnaires consisted of close-ended questions were intended to obtain respondents' opinions using predetermined answer options. Clearly teachers and head teachers could read and write.

#### **3.5.2 Interview Guide**

Kimball and Milanowski (2016) revealed that an interview guide is a document or outline that helps interviewers conduct structured and focused interviews. It provides a list of topics, themes, or questions to be covered during the interview process, guiding the conversation and ensuring that all necessary information is gathered from the candidate. The purpose of an interview guide is to promote consistency, objectivity, and fairness in the selection process by providing a standardized framework while allowing for flexibility and adaptability during the actual interview. The interviews were used in addition to the questionnaires in order to further probe into the nature of the variables by giving Headteachers sufficient opportunity to describe how their ability to handle teacher management and performance was constrained by the contingencies.

## 3.6 Data Quality Methods

### 3.6.1 Validity

Hulleman and Barron (2021) validity refers to the accuracy, correctness, or soundness of something. To establish content validity, the research instrument was subjected to expert review by the supervisor with experience in education and teacher performance evaluation. Each item was rated for relevance on a 5-point scale, and the Content Validity Index (CVI) was computed. The Item-Level CVIs (I-CVI) for the three objectives ranged from 0.75 to 1.00, with average I-CVI scores of 0.92 for goal setting, 0.88 for feedback, and 0.90 for regular checks. The overall Scale-Level CVI (S-CVI/Ave) was calculated at **0.818**, indicating that the instrument had excellent content validity and was appropriate for assessing the perceived relationship between performance management and teacher effectiveness in Kapchorwa District. Thereafter, Content Validity Indices (CVI) was computed for each instrument using the following formula:

$$CVI = \frac{R}{R + IR}$$

Where CVI is the content validity index

R represents the number of items rated as relevant

IR represents the number of items rated as irrelevant.

$$CVI = \frac{18}{18 + 4} = \frac{18}{22} = \mathbf{0.818}$$

### 3.6.2 Reliability

Erikson (2015) revealed that reliability is the ability of a system or process to consistently produce the same results or perform a task over time. A pilot study was carried out involving administering each of the designed questionnaires to five people not included in the study. The five people were asked to answer each item in each instrument. This was intended to establish whether the respondent' answers were

consistent. Accordingly, the reliability of the questionnaires was established using Cronbach Alpha Coefficient method of internal consistency adopted from Amin (2018).

In addition, qualitative instruments such as the interview guide were validated through peer debriefing and consultation with two education experts familiar with teacher performance management. This ensured that the interview questions were clear, relevant, and aligned with the study objectives (Lincoln & Guba, 1985).

**Table 3.2: Reliability Estimates**

Objective	No. of Items	Cronbach's Alpha ( $\alpha$ )	Interpretation
Goal Setting	06	0.78	Acceptable
Feedback	06	0.81	Good
Regular Checks	06	0.74	Acceptable
<b>Overall reliability</b>	<b>18</b>	<b>0.79</b>	<b>Acceptable reliability</b>

The overall internal consistency of the questionnaire instrument, covering all three objectives, goal setting, feedback, and regular checks, was evaluated using Cronbach's Alpha. The reliability coefficient for all 18 items was  $\alpha = 0.79$ , which is within the acceptable range ( $\alpha \geq 0.70$ ), indicating that the instrument was reliable for assessing the perceived relationship between performance management and teacher effectiveness in Kapchorwa primary schools.

### 3.7 Ethical Procedure

An introductory letter was obtained from the Dean, School of Education to enhance self-introduction to the selected respondents. The letter was used to convince the respondents that the purpose of data collection was purely academic. Efforts were also made to seek permission, cooperation and willingness of respondents to fill in their respective research instruments. Respondent Headteachers and teachers, District officials and the parents were allowed a period of two days to cater for their work schedules. After data collection, all the filled in instruments were collected for data analysis.

### **3.8 Data Analysis**

In the study, the instruments used yielded both qualitative and quantitative data. After respondents had answered questionnaires and interviews, raw data was cleaned, sorted and condensed into systematically comparable data. Data analysis was done using the Statistical Package for Social Scientists (SPSS), which helped to summarize the coded data and produced the required statistics in the study.

After data collection, the researcher edited, encoded and analyzed the information. The data was also edited to check on the accuracy, reliability, consistency, and completeness. The researcher ensured the validity and reliability of the mentioned research instruments through field pre-test and supervisor's comments. The researcher used the concurrent data analysis method to analyze the data collected. Separate analysis and collection of qualitative and quantitative data was used in a more prudent way for the research. This was because of the different paradigm of data collection methods (qualitative and quantitative) that was used (Dagbah, 2021).

#### **3.8.1 Qualitative Techniques**

Content analysis techniques that included transcribing, describing, editing and the interpretative technique were applied to analyze all open-ended interview responses. The techniques were used to develop meaning out of the responses, edit where necessary, and incorporate them directly into the text according to the context of the study.

#### **3.8.2 Quantitative Techniques**

All close-ended responses were coded and entered into the SPSS program for analysis. Descriptive statistics, including frequencies, percentages, and means, were used to summarize and describe the characteristics of the respondents and the nature of the study variables as perceived by participants. These statistics provided a clear overview of patterns in performance management practices and teacher effectiveness across the selected schools.

Inferential statistics were employed to examine the relationships between performance management and teacher effectiveness. Correlation analysis was applied

to determine the strength and direction of the relationship between independent variables (goal setting, feedback, and regular checks) and the dependent variable (teacher effectiveness), while linear regression analysis was used to test the hypotheses and assess the predictive influence of performance management on teacher effectiveness. Multivariate regression further explored how the combined effect of the performance management measures influenced teacher effectiveness and its specific indicators, including teacher attendance, learner assessment, guidance and counseling, and graduation rates (Amin, 2018; Kothari, 2018).

This approach allowed for a robust quantitative examination of the study objectives, providing both descriptive insights and inferential evidence regarding how performance management practices relate to and potentially enhance teacher effectiveness in government-aided primary schools in Kapchorwa District.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1. Response Rate

#### 4.2 Questionnaire Return Rate

The researcher distributed questionnaires to the respondents. The return rate is summarized in Figure 4.1 below.

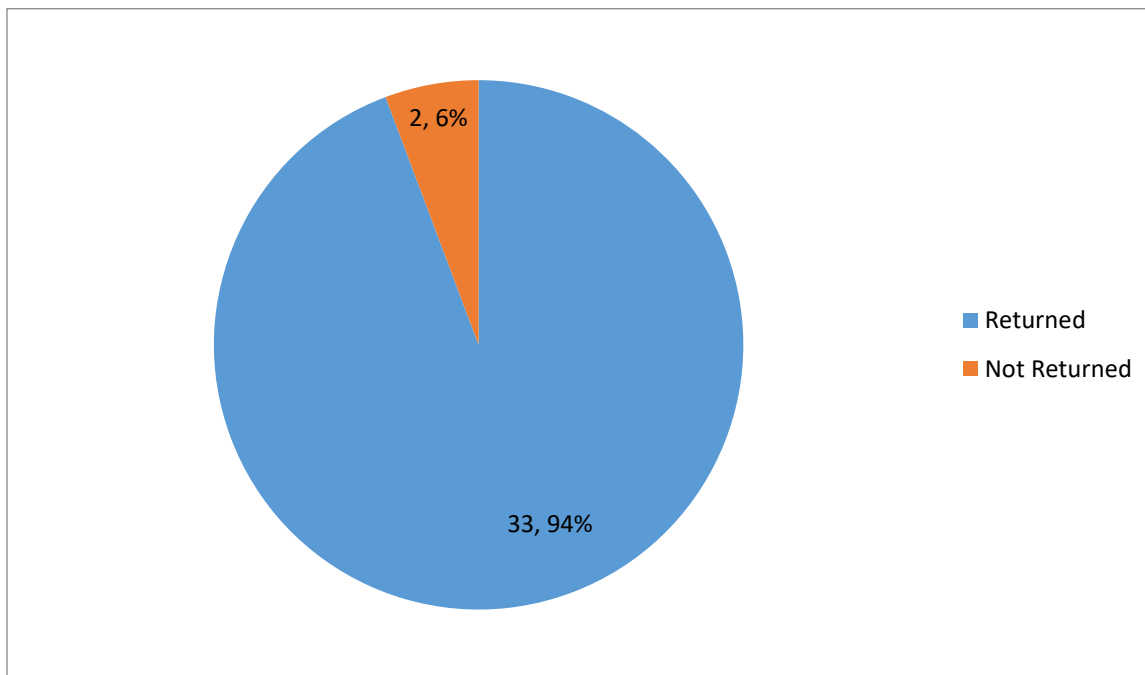


Figure 4.1: Response Rate of the respondents

**Source: Primary Data, (September, 2023)**

The findings revealed that the majority responded to questionnaires given to them with 94% response as compared to only 6% of the respondents who did not return the questionnaires. The remaining questionnaires were not picked since majority responded and was representative enough to the entire population.

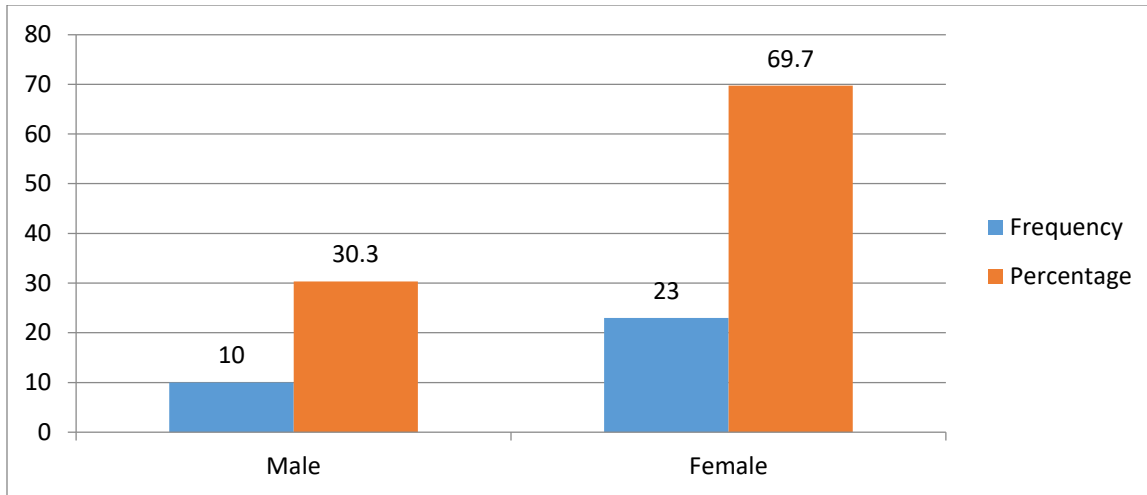


Figure 4.2: Gender of the respondents

Source: Primary Data, (September, 2023)

The findings in Figure 4.2 revealed that 69.7% of the respondents were female (n = 23), while 30.3% were male (n = 10). This indicates that the majority of respondents were female, which may influence teacher effectiveness in government-aided primary schools, particularly during maternity leaves and other responsibilities related to child upbringing.

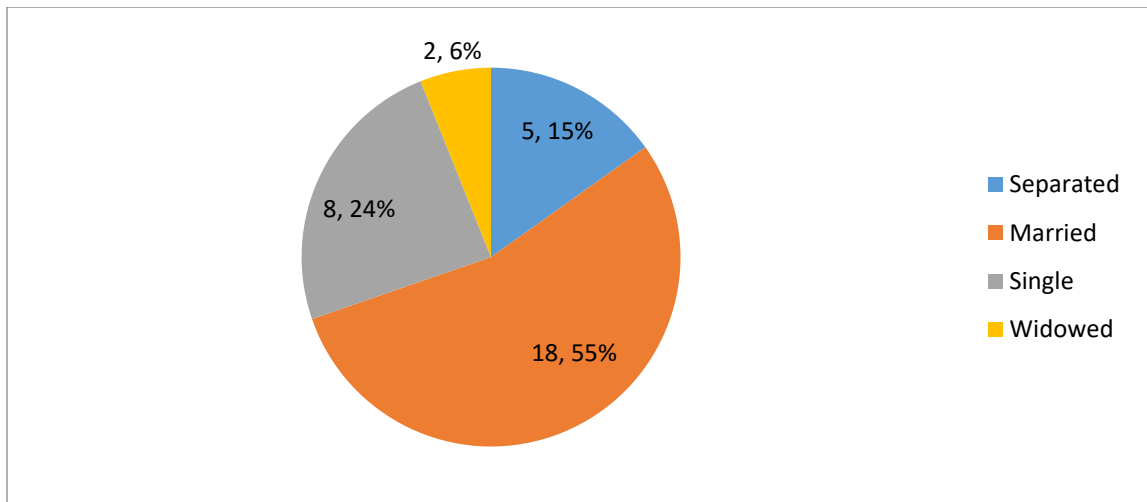


Figure 4.3: Marital Status of the respondents

Source: Primary Data, (September, 2023)

The study in Figure 4.3 indicated that 15% of respondents were separated (n = 5), 55% were married (n = 18), 24% were single (n = 8), and 6% were widowed (n = 2). The findings suggest that the majority of respondents were married, which may enable them to concentrate on their work, thereby potentially enhancing performance management and teaching effectiveness.

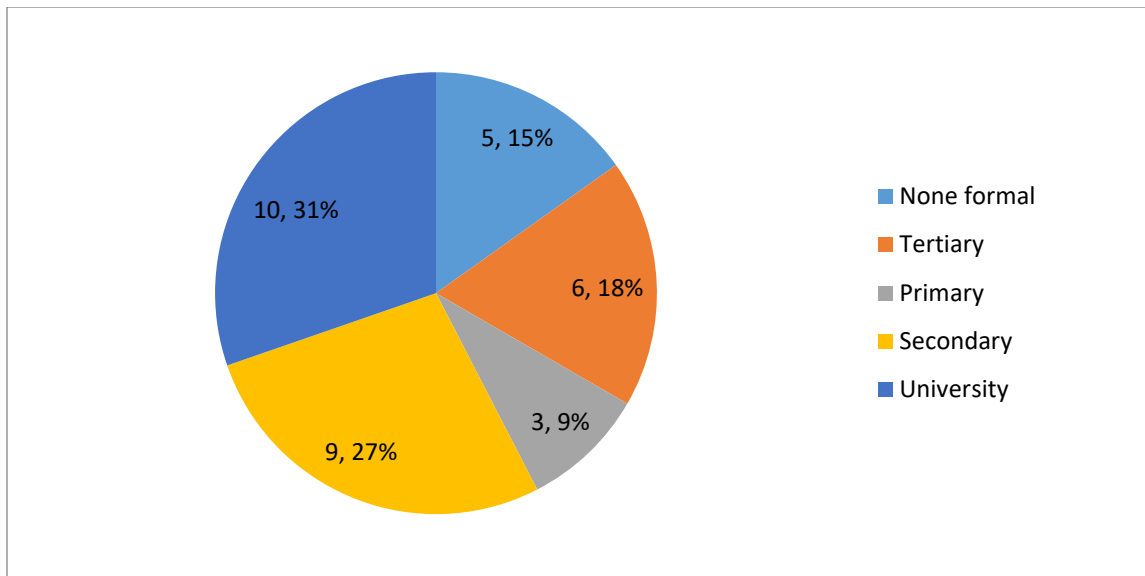


Figure 4.4: Level of Education of the respondents

**Source: Primary Data, (September, 2023)**

The findings in Figure 4.4 showed that 15% of respondents had no formal education (n = 5), 9% had primary education (n = 3), 27% had secondary education (n = 9), 18% had tertiary education (n = 6), and 31% had university education (n = 10). The majority of respondents having university education suggests that they possess the knowledge and skills to enhance teaching effectiveness, which can contribute to more effective performance management.

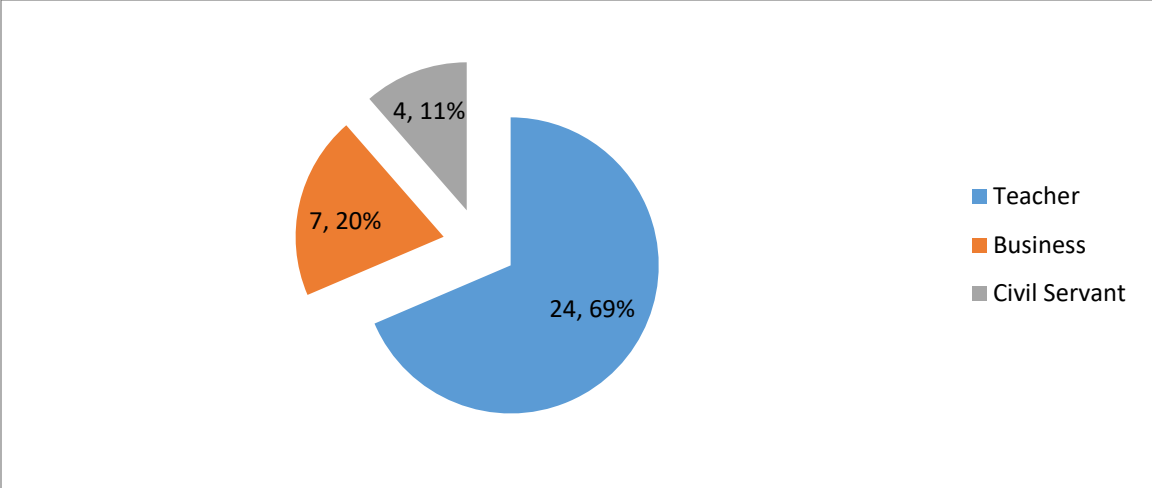


Figure 4.5: Occupation of the respondents

Source: Primary Data, (September, 2023)

The study in Figure 4.5 revealed that 69% of respondents were teachers (n = 23), 20% were businessmen (n = 7), and 12% were civil servants (n = 4). The majority being teachers indicates that the data collected is directly relevant to the study on performance management and teacher effectiveness in government-aided primary schools in Kapchorwa District.

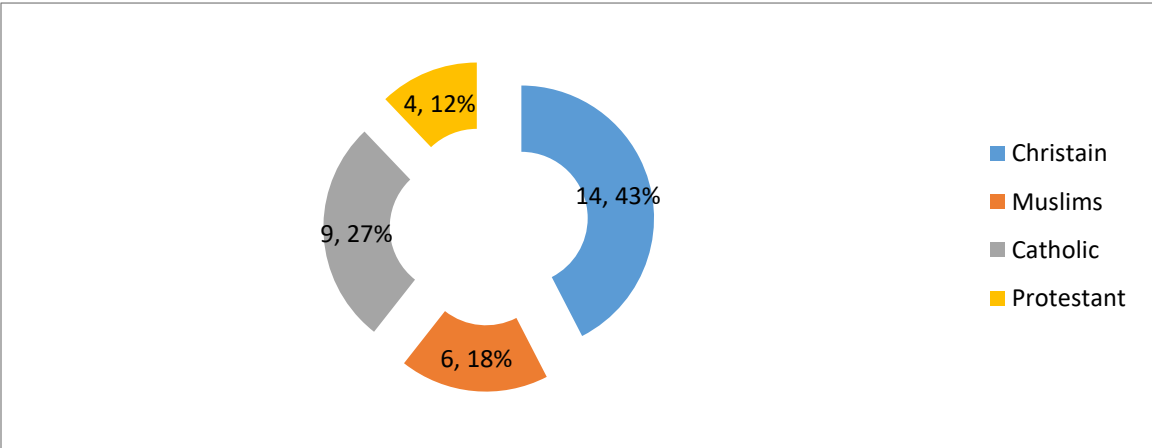


Figure 4.6: Religion of the respondents

Source: Primary Data, (September, 2023)

The study in Figure 4.6 indicated that 43% of respondents were Christians (n = 14), 27% were Catholics (n = 9), 18% were Muslims (n = 6), and 12% were Protestants (n = 4). This diversity in religious affiliation provided a broader understanding of

respondents' social and cultural backgrounds. While religion did not directly influence teacher effectiveness, it could indirectly shape values, attitudes, and behaviors related to guidance, counseling, and professional interactions, which may have subtly affected performance management outcomes in government-aided primary schools.

#### 4.2. The effect of goal setting in enhancing teacher effectiveness in Kapchorwa primary schools.

The respondents were asked questions and responses obtained are explained below;

**Table 4.1: The effect of goal setting in enhancing teacher effectiveness in Kapchorwa primary schools**

Response	SA	A	N	D	SD	Mean	St. Dev
Well-defined personal development goals can help teachers improve performance and rewards are contingent on efforts to attain those goals	45.0	42.2	4.6	3.7	4.6	1.68	0.89
Having a defined focus in the form of a goal not only helps teachers stay on track but also motivates them more than monetary gain	30.3	51.4	0	18.3	0	2.12	1.14
Goal setting before teaching is a crucial strategy to keep our teaching engaging and relevant to our pupil's.	38.5	22.0	11.9	20.2	7.3	2.97	1.26
Setting goals is a good way to see how far you've progressed and to keep track of the tiny victories you've already achieved.	40.4	17.4	19.3	10.1	12.8	3.32	1.42
Setting goals can assist you in overcoming procrastination	21.1	39.4	22.9	16.5	0	2.97	1.38
Setting significant goals can sometimes be intimidating and time-consuming.	29.4	51.4	7.3	8.3	3.7	2.55	1.20
<b>Overall mean</b>						<b>2.63</b>	<b>1.38</b>

Source: Primary Data (September, 2023)

Mean Range	Interpretation
1.00 - 1.80	Very High
1.81 - 2.60	High
2.61 - 3.40	Moderate
3.41 - 4.20	Low
4.21 - 5.00	Very Low

The findings on table 4.1 about well-defined personal development goals help teachers improve performance as rewards are contingent on efforts to attain those goals, showed that 45.0% of the respondents strongly agreed, 42.2% of the respondents agreed, 4.6% of the respondents were neutral, 3.7% of the respondents disagreed and 4.6% strongly disagree.

*A response from an interview with respondent revealed that "Goal-setting helps me stay focused and motivated in my teaching. It's more rewarding than monetary incentives when I see pupil's engaging with the lesson and achieving the set objectives."(Teacher from Cheme Primary School, September 2023)*

The study on having a defined focus in the form of a goal not only helps teachers stay on track but also motivates them more than monetary gain indicate that 30.3% of the respondents strongly agreed, 51.4% of the respondents agreed, neutral had no response, 18.3% of the respondents disagreed, and strongly disagreed had no response.

*A response from one respondent said that "setting goals keeps me on track and engaged with my pupil's. Although ambitious goals can be overwhelming, breaking them down into smaller tasks makes them manageable and achievable."(Centre Coordinating Tutor, September 2023)*

Besides, the findings on goal setting before teaching is a crucial strategy to keep our teaching engaging and relevant to our pupil's revealed that 38.5% of the respondents

strongly agreed, 22.0% of the respondents agreed, 11.9% of the respondents were neutral, disagree had no response, and 11.0% of the respondents strongly disagreed.

*A response from an interview with respondent indicated that "setting specific goals improves pupils performance. While it's time-consuming, the personal satisfaction and the progress pupil's keep me motivated beyond financial rewards."( Headteacher Sipi Primary School, September 2023).*

In addition, about setting goals was a good way to see how far employees had progressed and to keep track of the tiny victories already achieved, 40.4% of the respondents strongly agreed, 17.4% of the respondents agreed, 19.3% of the respondents were neutral, 10.1% of the respondents disagreed, and 12.8% of the respondents strongly disagreed.

*In an interview one respondent noted that "goal-setting helps in managing classroom behavior and pupils engagement. Though intimidating at times, breaking down goals into smaller parts makes them feel more achievable, especially with peer support."(Teacher from Kaplelko primary school, September 2023)*

In addition about setting goals can assist you in overcoming procrastination revealed that 21.1% of the respondents strongly agreed, 39.4% of the respondents agreed, 22.9% of the respondents were neutral, 16.5% of the respondents disagreed, and strongly disagreed had no response.

*In a response with respondent said that "setting goals significantly improves pupils focus and performance. Although resources are limited, breaking lessons into clear, smaller objectives helps pupil's engage better and understand the material."( District Education Officer Kapchorwa, September 2023)*

About, setting significant goals can sometimes be intimidating and time-consuming, 27.5% of the respondents strongly agreed, 43.1% of the respondents agreed, 4.6% of the respondents were neutral, 16.5% of the respondents disagreed, and 8.3% of the respondents strongly disagreed.

*During an interview with the respondents show that "goal-setting gives teachers direction. While not every big goal is achieved, celebrating small victories is important. We foster a culture of goal-setting through regular feedback and collaboration among staff."( Headteacher Kaplelko Primary School, September 2023)*

The overall mean for the role of goal setting in enhancing teacher effectiveness was **2.63**, which, according to the legend above, falls in the range of 2.61 - 3.40 and is therefore interpreted as: Moderate perception of the role of goal setting in enhancing teacher effectiveness. This suggests that while some aspects of goal setting are appreciated by teachers, the practice may not be uniformly or systematically applied across Kapchorwa primary schools.

**Table 4.2. Model Summary for the role of goal setting in enhancing teacher effectiveness in Kapchorwa primary schools**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.025 <sup>a</sup>	.001	.017	.944

a. Predictors: (Constant), Goal Setting

Table 4.2 gives  $R^2$  of 0.1% implying that goal setting has significant effect on enhancing teacher effectiveness as represented by R squared of 0.1% while other factors enhancing teacher effectiveness account for the highest percentage of 0.999 or 99.9%.

**Table 4.3. Anova showing the role of goal setting in enhancing teacher effectiveness**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.031	1	.031	.035	.852 <sup>a</sup>
	Residual	51.702	58	.891		
	Total	51.733	59			

a. Predictors: (Constant), Goal Setting

b. Dependent Variable: Teacher Effectiveness

Table 4.3, indicates that the regression model predicts the relationship between goals setting in enhancing teacher effectiveness. This indicates that there is an insignificant goal setting on teacher effectiveness which was run sig .852 or 85.2% which is higher than 0.05, and indicates that there is insignificant effect of goal setting in enhancing teacher's effectiveness.

#### 4.3. The effect of feedback in enhancing teacher effectiveness

This was the second objective under study and it was achieved through research questions as explained below;

**Table 4.4: The effect of feedback in enhancing teacher effectiveness**

Response	SA	A	N	D	SD	Mean	St. Dev
Listening to answers to questions and looking closely at the work of learners on learning tasks provides teachers with powerful feedback about the level of learner understanding and their practice.	27.5	54.1	10.1	8.3	0	2.35	1.45
Feedback from pupil's, parents, and administration gives you honest insight into your performance as a teacher	50.5	36.7	8.3	4.6	0	2.383 3	.99
Feedback provides a foundation for positive pupils and teacher relationships	26.6	53.2	9.2	0	11.0	2.27	1.26
Teachers' feedback provides compelling insights of the importance of learner's strengths, points out clearly on how to develop them and provide opportunities to improve their work in order to accelerate learning.	12.8	22.9	33.0	13.8	17.4	2.67	1.13
Providing frequent and ongoing feedback is a significant means of improving achievement in learning.	20.2	8.3	10.1	41.3	20.2	2.37	.82
Effective feedback assists the teacher to reflect on their teaching strategies so they can make adjustments to make better progress in their teaching.	10.1	24.8	21.1	15.6	28.4	1.68	.89
<b>Average mean/standard deviation</b>						<b>2.30</b>	<b>0.25</b>

**Source: Primary Data (September, 2023)**

<b>Mean Range</b>	<b>Interpretation</b>
1.00 - 1.80	Very High
1.81 - 2.60	High
2.61 - 3.40	Moderate
3.41 - 4.20	Low
4.21 - 5.00	Very Low

The findings in table 4.4, listening to answers to questions and looking closely at the work of learners on learning tasks provides teachers with powerful feedback about the level of learner understanding and their practice indicate that 27.5% of the respondents strongly agreed, 54.1% of the respondents agreed, 10.1% of the respondents were neutral, 8.3% of the respondents disagreed and strongly disagree had no response.

*Interview responses from respondents show that "Feedback is essential for understanding pupil's progress. It helps identify strengths and areas for improvement, guiding us in adapting our teaching methods."( Teacher from Katokoi Primary School, September 2023)*

About, feedback from pupils, parents, and administration gives you honest insight into your performance as a teacher 50.5% of the respondents strongly agreed, 36.7% of the respondents agreed, 8.3% of the respondents were neutral, 4.6% of the respondents disagreed, and strongly disagreed had no response.

*Response from interview, one respondent said that "feedback from pupils, parents, and administration is crucial for evaluating our performance and fostering positive relationships with pupil's." (Centre Coordinating Tutor, September 2023)*

Besides, feedback provides a foundation for positive pupils and teacher relationships 26.6% of the respondents strongly agreed, 53.2% of the respondents agreed, 9.2% of

the respondents were neutral, disagree had no response, and 11.0% of the respondents strongly disagreed.

*During an interview with the respondent said that "teacher feedback highlights pupil's strengths and provides clear steps for improvement, accelerating their learning."(Headteacher from Katokoi Primary School, September 2023)*

On teachers' feedback provides compelling insights of the importance of learner's strengths, points out clearly on how to develop them and provide opportunities to improve their work in order to accelerate learning, 12.8% of the respondents strongly agreed, 22.9% of the respondents agreed, 33.0% of the respondents were neutral, 13.8% of the respondents disagreed, and 17.4% of the respondents strongly disagreed.

*An interview from respondent indicates that Teacher feedback highlights pupil's strengths and provides clear steps for improvement, accelerating their learning."(District Education Officer Kapchorwa, September 2023)*

In addition, providing frequent and ongoing feedback is a significant means of improving achievement in learning 20.2% of the respondents strongly agreed, 8.3% of the respondents agreed, 10.1% of the respondents were neutral, 41.3% of the respondents disagreed, and 20.2% of the respondents strongly disagreed.

*During an interview with one respondent show that "frequent feedback is key to improving pupil's achievement. It allows us to track progress and make necessary adjustments to our teaching strategies."(Teacher from Cheme Primary School, September 2023)*

About, effective feedback assists the teacher to reflect on their teaching strategies so they can make adjustments to make better progress in their teaching, 10.1% of the respondents strongly agreed, 24.8% agreed, 21.1% were neutral, 15.6% disagreed, and 28.4% strongly disagreed. This implied that personalization is regarded as a key step in consumer decision making, involving elements of choice.

*An interview with the respondents reveals that "feedback enhances learning, strengthens teacher-pupils relationships, and promotes continuous improvement in*

*both teaching and pupil's performance."(Headteacher from Cheme Primary School, September 2023*

The overall mean score for the effect of feedback in enhancing teacher effectiveness was **2.30**, which falls within the range of 1.81 - 2.60 and is therefore interpreted as: High perception of the effect of feedback in enhancing teacher effectiveness. This implies that the respondents generally agreed that feedback—whether from pupils, parents, or administrators—plays an important role in improving teacher performance, guiding instructional strategies, and fostering positive teacher-learner relationships in Kapchorwa primary schools.

**Table 4.5.: Model Summary showing the effect of feedback in enhancing teacher effectiveness**

The R value represents the simple correlation and is 0.08 which indicates insignificant between the variable that is to say feedback and teacher effectiveness.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.087a	.008	.009	1.26641

Predictors: (Constant), the effect of feedback

**Table 4.6: ANOVA showing the effect of feedback in enhancing teacher effectiveness**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.714	1	.714	.445	.507 <sup>a</sup>
	Residual	93.019	58	1.604		
	Total	93.733	59			

a. Predictors: (Constant), the effect of feedback

b. Dependent Variable: teacher effectiveness

This table 4.6, indicates that the regression model predicts the dependent variable insignificantly well. This indicates that there was insignificance of the model that was run of which here,  $p < 0.010$ , which is less than 0.05, and indicates that the overall regression model insignificantly predicts the outcome variable reflected by sig 0.507 which is insignificant.

#### 4.4. The influence of regular checks in enhancing teacher effectiveness

This was the third objective under study and analysis obtained was explained below;

Table 4.7. The influence of regular checks in enhancing teacher effectiveness

Response	SA	A	N	D	SD	Mean	St. Dev
It enables the management to identify and reward teachers who have exceptional teaching talent and for their excellent service delivery	50.5	36.7	8.3	4.6	0	1.68	0.89
It helps in the creation of job descriptions of prospective teachers and also gives productive insights in making data-driven decisions in the education sector	26.6	53.2	9.2	0	11.0	2.12	1.136
It encourages teachers to perform better when the management communicates with them and appreciates their work, which in turn leads to continuous improvement in their work	12.8	22.9	33.0	13.8	17.4	2.97	1.26
It enables tracking performance-levels in the institution, which in turn makes the stakeholders better equipped to identify and solve institutional challenges	20.2	8.3	10.1	41.3	20.2	3.32	1.42
Regular evaluations lead to improvement of teacher performance	10.1	24.8	21.1	15.6	28.4	2.97	1.38
It aids in the identification of gaps in teaching-learning methods which may be leading to poor performance among pupil's	18.3	34.9	23.9	13.8	9.2	2.55	1.20
<b>Overall mean &amp; standard deviation</b>						<b>2.63</b>	<b>1.11</b>

Source: Primary Data (September, 2023)

Mean Range	Interpretation
1.00 - 1.80	Very High
1.81 - 2.60	High

According to Table 4.7, feedback enables the management to identify and reward teachers with exceptional teaching skills and service delivery. The results show that 50.5% of respondents strongly agreed, 36.7% agreed, 8.3% were neutral, and 4.6% disagreed. No respondents strongly disagreed. One District Education Officer from Kapchorwa (September 2023) mentioned, “Feedback helps management recognize and reward exceptional teachers for their talent and service delivery.”

Regarding feedback’s role in creating job descriptions for prospective teachers and aiding data-driven decisions in the education sector, 26.6% of respondents strongly agreed, 53.2% agreed, 9.2% were neutral, while 11.0% strongly disagreed. There were no disagreements. One District Education Officer from Kapchorwa (September 2023) commented, “Feedback assists in creating job descriptions for prospective teachers and provides valuable insights for making data-driven decisions in education.”

On the matter of feedback’s influence on teacher performance, 12.8% strongly agreed, 22.9% agreed, and 33.0% remained neutral. However, 13.8% disagreed, and 17.4% strongly disagreed. As shared by a Headteacher at Sipi Primary School (September 2023), “When management communicates effectively and appreciates teachers’ work, it motivates them to perform better, leading to continuous improvement in their teaching.”

Regarding performance tracking within the institution, 20.2% of respondents strongly agreed, 8.3% agreed, 10.1% were neutral, 41.3% disagreed, and 20.2% strongly disagreed. A District Education Officer from Kapchorwa (September 2023) noted, “Feedback enables performance tracking, allowing stakeholders to identify and resolve institutional challenges.”

Lastly, the regular evaluation of teachers was seen as an important factor in improving their performance. According to the respondents, 10.1% strongly agreed, 24.8% agreed, 21.1% were neutral, 15.6% disagreed, and 28.4% strongly disagreed. A Headteacher from Kapkwirwok Primary School (September 2023) added, “Regular evaluations contribute significantly to improving teacher performance.”

Furthermore, feedback is also essential for identifying gaps in teaching methods that could be contributing to poor student performance. 18.3% strongly agreed, 34.9% agreed, 23.9% were neutral, 13.8% disagreed, and 9.2% strongly disagreed. A teacher from Kapkwirwok Primary School (September 2023) remarked, “Feedback helps pinpoint gaps in teaching methods that might be affecting student performance.”

The overall mean of 2.63 for Table 4.7 falls within the range of 2.1-3.0, which corresponds to a Moderate influence. This indicates that the respondents rated the influence of regular checks in enhancing teacher effectiveness as moderate, based on an overall mean score of 2.63.

**Table 4.8. Model Summary showing the influence of regular checks in enhancing teacher effectiveness**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.181 <sup>a</sup>	.033	.016	.929

a. Predictors: (Constant), Regular Checks

This table 4.8, provides R and R<sup>2</sup> values. The R value represents the simple correlation and is 0.181 which indicates a lower degree of correlation. The R<sup>2</sup> 0.033 which is = 3.3% indicates how much of the total variation in the dependent variable (teacher effectiveness), can be explained by the independent variable (regular checks). This implied that there was statistically significant correlation between variables.

**Table 4.9. ANOVA showing the influence of regular checks in enhancing teacher effectiveness**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.697	1	1.697	1.967	.166 <sup>a</sup>
	Residual	50.036	58	.863		
	Total	51.733	59			

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a. Predictors: (Constant), Regular Checks

b. Dependent Variable: Teacher Effectiveness

This table 4.9 above indicates that the regression model predicts the dependent variable significantly well. This indicated that there was significant effect of the influence of regular checks in enhancing teacher effectiveness was run of which here sig .166 = 16.6% which is more than 0.05. While other factors account for .834 = 83.4%.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### 5.0. Introduction

This chapter discusses the findings in relation to the previous chapters, focusing on the study's topic: performance management and teacher effectiveness in government-aided primary schools in Kapchorwa District.

#### 5.1 Discussion of the Findings

The researcher examines the field findings in relation to the research objectives and compares these with literature from other scholars, as detailed below:

##### 5.1.1 The Role of Goal Setting in Enhancing Teacher Effectiveness in Kapchorwa Primary Schools

The findings indicate that well-defined personal development goals significantly contribute to improving teacher performance, as rewards are linked to efforts made to achieve these goals. Specifically, 45.0% of respondents strongly agreed, 42.2% agreed, 4.6% were neutral, 3.7% disagreed, and 4.6% strongly disagreed. This result aligns with Baker (2016), who argued that “goals” typically refer to clear and meaningful outcomes—performance targets or learning objectives that individuals use for self-assessment and direction. Goals are motivational, guiding individuals toward a desirable future state. For instance, individuals often use New Year's resolutions to set personal improvements, like better health habits. In the workplace, SMART goals—an acronym for Specific, Measurable, Achievable, Relevant, and Time-bound—are commonly employed to enhance productivity and achievement.

A teacher from Cheme Primary School (September 2023) shared in an interview, “Goal-setting keeps me focused and motivated in my teaching. The satisfaction of seeing my pupils engaged in lessons and meeting the set objectives is more rewarding than monetary incentives.”

The study further highlights that having a defined goal not only helps teachers remain focused but also motivates them more than monetary rewards. Specifically, 30.3% of respondents strongly agreed, 51.4% agreed, and 18.3% disagreed. There were no neutral or strongly disagree responses. This aligns with Borman and Kimball (2020), who stated that clear, tangible goals have been shown to improve student learning and achievement in higher education settings. In their study, for example, first-year students doubled their journal writing output when given clear goals.

*A response from one respondent said that “setting goals keeps me on track and engaged with my pupil’s. Although ambitious goals can be overwhelming, breaking them down into smaller tasks makes them manageable and achievable.”(Centre Coordinating Tutor, September 2023)*

Besides, the findings on goal setting before teaching is a crucial strategy to keep our teaching engaging and relevant to our pupil’s revealed that 38.5% of the respondents strongly agreed, 22.0% of the respondents agreed, 11.9% of the respondents were neutral, disagree had no response, and 11.0% of the respondents strongly disagreed. In line with Emmer & Sabornie, (2015) said that goal setting can positively affect classroom climate by creating a more structured and focused learning environment. Teachers who set goals related to classroom management, pupil’s engagement, and social-emotional learning help establish a positive atmosphere that supports pupil’s success. A well-managed classroom, driven by clear goals, enhances both teaching and learning outcomes.

*A response from an interview with respondent indicated that “setting specific goals improves pupils performance. While it’s time-consuming, the personal satisfaction and the progress pupil’s keep me motivated beyond financial rewards.”(Headteacher Sipi Primary School, September 2023).*

In addition, about setting goals was a good way to see how far employees had progressed and to keep track of the tiny victories you’ve already achieved, 40.4% of the respondents strongly agreed, 17.4% of the respondents agreed, 19.3% of the respondents were neutral, 10.1% of the respondents disagreed, and 12.8% of the

respondents strongly disagreed. In support with Baker (2016) noted that in common parlance, “goals” generally refer to more concrete and mindful ends. They are performance outcomes or learning targets that individuals use for self-evaluation, “a criterion against which to assess, monitor, and guide cognition”. They are also aspirational, orienting the individual toward a “desirable future state of affairs”. Through New Year’s resolutions, for instance, individuals identify positive changes they want to make for the coming year, often emphasizing the improvement of health habits.

*In an interview one respondent noted that "goal-setting helps in managing classroom behavior and pupils engagement. Though intimidating at times, breaking down goals into smaller parts makes them feel more achievable, especially with peer support."(Teacher from Kaplelko primary school, September 2023)*

In addition about setting goals can assist you in overcoming procrastination revealed that 21.1% of the respondents strongly agreed, 39.4% of the respondents agreed, 22.9% of the respondents were neutral, 16.5% of the respondents disagreed, and strongly disagreed had no response.

*In a response with respondent said that "setting goals significantly improves pupils focus and performance. Although resources are limited, breaking lessons into clear, smaller objectives helps pupil’s engage better and understand the material."( District Education Officer Kapchorwa, September 2023)*

About, setting significant goals can sometimes be intimidating and time-consuming, 27.5% of the respondents strongly agreed, 43.1% of the respondents agreed, 4.6% of the respondents were neutral, 16.5% of the respondents disagreed, and 8.3% of the respondents strongly disagreed. This is in agreement with Danielson, (2016) said that the term “goal” takes on different meanings in different contexts; thus, some definitional work is in order. In an expansive sense, goals can refer to “the object or aim of any action”. Under this broad definition, goal pursuit encompasses the grandiose and the mundane, the deliberate and the subconscious. Goals include biological and social needs that are met through routine decision making, as well as

more abstract values and ambitions that drive an individual's "personal projects". Often, both types of goals are largely intuitive, woven into a person's everyday patterns of thinking and behavior.

*During an interview with the respondents show that "goal-setting gives teachers direction. While not every big goal is achieved, celebrating small victories is important. We foster a culture of goal-setting through regular feedback and collaboration among staff."( Headteacher Kaplelko Primary School, September 2023)*

#### **5.1.2. The effect of feedback in promoting teacher effectiveness.**

Feedback plays a crucial role in highlighting learners' strengths, providing clear steps for their development, and offering opportunities for improvement. According to the findings, 12.8% of respondents strongly agreed, 22.9% agreed, 33.0% were neutral, 13.8% disagreed, and 17.4% strongly disagreed. These findings are consistent with Cohen and Goldhaber (2016), who emphasized that the timing of feedback is essential for its effectiveness. If feedback is given too early in the semester, both lecturers and students may not have had enough time to fully understand each other's teaching and learning needs. To maximize its impact, feedback should be provided promptly after completing a learning task, enabling lecturers to adjust their teaching methods and respond to students' needs.

One respondent shared in an interview: "Teacher feedback highlights students' strengths and provides clear steps for improvement, accelerating their learning." (District Education Officer, Kapchorwa, September 2023)

Moreover, frequent and continuous feedback is a significant tool for improving student achievement. The data revealed that 20.2% of respondents strongly agreed, 8.3% agreed, 10.1% were neutral, 41.3% disagreed, and 20.2% strongly disagreed. This aligns with Erikson (2015), who stated that the design and assessment of evaluation criteria play a crucial role in the effectiveness of the feedback process. Successful feedback mechanisms require not only understanding the competencies of teachers but also creating appropriate criteria for evaluating different student groups.

Lecturers often express frustration when feedback mechanisms do not provide clear insights into which aspects of their teaching need improvement.

A teacher from Cheme Primary School noted in an interview: "Frequent feedback is key to improving student achievement. It allows us to track progress and adjust our teaching strategies accordingly." (Teacher from Cheme Primary School, September 2023)

Effective feedback also helps teachers reflect on their teaching strategies, allowing them to make adjustments that lead to better educational outcomes. The survey results showed that 10.1% strongly agreed, 24.8% agreed, 21.1% were neutral, 15.6% disagreed, and 28.4% strongly disagreed with this statement. This reinforces the idea that personalized feedback is integral to effective teaching. Cohen and Goldhaber (2016) similarly pointed out that feedback should be delivered as soon as possible to allow teachers to internalize the findings and make necessary adjustments to their methods.

An interview from a headteacher in Cheme Primary School highlighted: "Feedback enhances learning, strengthens teacher-student relationships, and promotes continuous improvement in both teaching and student performance." (Headteacher, Cheme Primary School, September 2023)

### **5.1.3 The Influence of Regular Checks in Enhancing Teacher Effectiveness**

Regarding the management's role in identifying and rewarding exceptional teachers, the survey showed that 50.5% of respondents strongly agreed, 36.7% agreed, 8.3% were neutral, and 4.6% disagreed, with no responses for strongly disagree. This finding is in line with Jiang et al. (2015), who noted that differences in student or class characteristics have little effect on evaluating teacher effectiveness. By averaging test score gains across multiple years and classes, irrelevant factors are removed, providing a clearer measure of a teacher's impact.

As one respondent put it: "Feedback helps management identify and reward exceptional teachers, recognizing their talent and service delivery." (District Education Officer, Kapchorwa, September 2023)

Additionally, feedback aids in creating job descriptions for prospective teachers and offers valuable insights for data-driven decision-making in education. The results showed that 26.6% of respondents strongly agreed, 53.2% agreed, 9.2% were neutral, and 11.0% strongly disagreed. Zimmerman (2017) supports this by stating that data from various sources, including statewide testing, can provide valuable insights into a teacher's contribution to student learning. However, such data is typically available only for certain subjects and grades, and its trustworthiness may vary.

As one respondent explained: "Feedback helps in creating job descriptions for prospective teachers and provides valuable insights for making data-driven decisions in education." (District Education Officer, Kapchorwa, September 2023)

The study also found that effective communication from management, combined with appreciation for teachers' work, leads to continuous improvement in their performance. 12.8% of respondents strongly agreed, 22.9% agreed, 33.0% were neutral, 13.8% disagreed, and 17.4% strongly disagreed with this statement. Kettler and Reddy (2017) argue that using data from multiple sources is critical for making high-stakes decisions, such as teacher evaluations, to ensure fairness and accuracy.

One headteacher from Sipi Primary School shared: "Communication and appreciation from management motivate teachers to perform better, leading to continuous improvement in their work." (Headteacher, Sipi Primary School, September 2023)

Finally, the study revealed that regular evaluations help track performance levels, which enables stakeholders to identify and address institutional challenges. 20.2% of respondents strongly agreed, 8.3% agreed, 10.1% were neutral, 41.3% disagreed, and 20.2% strongly disagreed. This resonates with Kane et al. (2020), who identified the challenge of selecting appropriate test scores for evaluating teacher performance, particularly in countries with structured national curriculums.

One District Education Officer noted: "Feedback helps track performance levels, equipping stakeholders to identify and solve institutional challenges." (District Education Officer, Kapchorwa, September 2023)

Additionally, regular evaluations contribute to improving teacher performance, with 10.1% strongly agreeing, 24.8% agreeing, 21.1% being neutral, 15.6% disagreeing, and 28.4% strongly disagreeing. This finding echoes the challenges Kane et al. (2020) noted regarding the practical issues of using test score gains for teacher evaluation.

As a headteacher from Kapkwirwok Primary School explained: "Regular evaluations lead to improved teacher performance." (Headteacher, Kapkwirwok Primary School, September 2023)

Finally, feedback also helps in identifying gaps in teaching methods that may be affecting students' performance. 18.3% strongly agreed, 34.9% agreed, 23.9% were neutral, 13.8% disagreed, and 9.2% strongly disagreed. This is consistent with Jiang et al. (2015), who argued that removing irrelevant factors from performance data results in a more accurate measurement of teacher effectiveness.

*The response from respondents revealed that "Feedback aids in identifying gaps in teaching methods that may be affecting pupils performance."(Teacher from Kapkwirwok Primary School, September 2023)*

## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE FINDINGS

#### 6.0. Introduction

This chapter presents summary, conclusion and recommendations of performance management and teacher effectiveness in government aided primary schools in Kapchorwa district.

#### 6.1. Conclusion

This section of the study presents the study conclusion derived from the study objectives. Therefore, the following conclusions were drawn from the study objectives.

##### 6.1.1. The role of goal setting in enhancing teacher effectiveness in Kapchorwa primary schools

The study established that goal setting had a negligible influence on teacher effectiveness, with an  $R^2$  value of 0.001 (0.1%). This means that goal setting accounted for only 0.1% of the variance in teacher effectiveness, while 99.9% was explained by other factors not covered in this model. Therefore, the objective of analyzing the role of goal setting was achieved, and the conclusion is that goal setting, as currently implemented in Kapchorwa primary schools, does not make a meaningful contribution to teacher attendance, learner assessment, guidance and counseling, or graduation rates.

##### 6.1.2. The effect of feedback in promoting teacher effectiveness

The study findings revealed that feedback had no statistically significant relationship with teacher effectiveness, with an R value of 0.08. This indicates that feedback practices in the district, though present, do not effectively translate into improved classroom performance or learner outcomes. Thus, the objective of examining the effect of feedback was achieved, and the conclusion is that feedback mechanisms in Kapchorwa are weak and not well utilized to enhance teacher effectiveness.

### **6.1.3. The influence of regular checks in enhancing teacher effectiveness**

The findings showed that regular checks had a very weak influence on teacher effectiveness, with  $R = 0.181$  and  $R^2 = 0.033$ , meaning that only 3.3% of the variation in teacher effectiveness could be explained by regular checks. Although this indicates a slight relationship, the correlation was too low to be considered practically meaningful. Hence, the objective of assessing the influence of regular checks was achieved, and the conclusion is that regular checks, as applied in Kapchorwa primary schools, contribute minimally to improving teacher attendance, learner assessment, guidance and counseling, or graduation rates.

## **6.2. Recommendations.**

In regard to findings and conclusions drawn, the following recommendations were made in relation to research objectives set:

### **6.2.1. Role of goal setting in enhancing teacher effectiveness.**

The researcher recommends that educational institutions should establish a structured goal-setting process that is participatory and aligned with institutional and professional development objectives. Goals should be developed through consultation between teachers and their supervisors to foster ownership, commitment, and accountability.

It is essential that these goals are documented in performance agreements, clearly outlining responsibilities, expected outcomes, and measurable targets. Both teachers and supervisors should formally approve these agreements to enhance clarity, accountability, and commitment.

Additionally, regular performance reviews should be conducted to assess progress, provide feedback, and make necessary adjustments to improve teaching effectiveness.

Furthermore, goal setting should follow the S.M.A.R.T criteria—specific, measurable, achievable, realistic, and time-bound—to ensure clarity and focus. Well-defined and

attainable goals provide teachers with a clear sense of direction and motivation, leading to increased job satisfaction and improved instructional delivery.

### **6.2.2. Relationship between feedback and teacher effectiveness.**

The researcher recommends that educational institutions establish a structured feedback system that promotes continuous professional growth. Feedback should be timely, specific, and constructive, focusing on both strengths and areas that require improvement.

Supervisors, peers, and students should be actively involved in the feedback process to provide a comprehensive evaluation of a teacher's performance.

Institutions should encourage a culture of open communication where teachers feel supported rather than criticized. Regular feedback sessions should be integrated into professional development programs, ensuring that teachers receive guidance on how to improve instructional methods and classroom management.

Additionally, feedback should be linked to clear performance expectations, enabling teachers to track their progress and make informed adjustments to their teaching strategies.

Furthermore, feedback mechanisms should incorporate both formal and informal approaches. Formal evaluations, such as performance appraisals and classroom observations, should be complemented by informal feedback through peer discussions, mentorship, and self-assessment.

This holistic approach fosters a growth mindset among teachers, enhancing their motivation, job satisfaction, and overall effectiveness in delivering quality education.

### **6.2.3. Influence of regular checks in enhancing teacher effectiveness.**

The researcher recommends that educational institutions implement regular checks through structured monitoring and evaluation processes. These checks should be conducted consistently by supervisors, school administrators, and peer reviewers to assess teaching quality, instructional delivery, and classroom management.

A well-structured monitoring system ensures that teachers remain accountable, motivated, and committed to continuous improvement.

Regular checks should be designed as supportive rather than punitive measures, fostering a positive professional development culture. Feedback from these evaluations should be constructive, highlighting strengths while addressing areas that require improvement.

Additionally, follow-up mechanisms should be established to provide teachers with the necessary support, training, and resources to enhance their performance.

Moreover, these checks should be aligned with clear performance standards and expectations. Institutions should incorporate self-assessment opportunities, peer reviews, and supervisor evaluations to create a balanced assessment approach.

### **6.3. Areas for further research**

The study concentrated on the relationship performance management and teacher effectiveness. However other factors like education policies and corruption in education institutions were not part of this study. Specifically, the following should be further study perspectives;

The same study should be replicated in other districts of Uganda.

Investigating the relationship between appraisal systems and job satisfaction.

A study should be carried out on the effect of education policies on education institutions.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear respondent;

My name is **CHELIMO DOREEN ROSE** a pupils of Uganda Christian University doing a Master's Degree of Arts in Educational Management and carrying out a research on *“Performance Management and Teachers’ Effectiveness in Government Aided Primary Schools in Kapchorwa District”*. Please be free to respond and avail me with true and valid information, your information shall be treated with confidentiality and shall not be used for fraud, impersonation or any of the kind. The information given there in shall be of great significance to improve on our education in our District- Kapchorwa and amend Education policies in our country, Uganda.

#### DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS.

**Instructions;** Tick the most appropriate.

1. Gender

Female  Male

2. What is your marital status?

Separated  Married   Widowed

3. What is your highest level of education?

None formal  tertiary  Primary  Secondary  University

4. Occupation;

Teacher  Business  others (specify).....

5. Religion

Christian  Moslem  Others (specify).....

For the following section, tick your level of agreement or disagreement as most appropriate to your view on statements on electronic banking. *Strongly Disagree (SA)*, *Agree (A)*, *Not Sure (N)*, *Disagree (D)*, *Strongly Disagree (SD)*.

**SECTION B: The role of goal setting in enhancing teacher effectiveness in Kapchorwa primary schools**

S/N	STATEMENT	SA	A	N	D	SD
1.	Well-defined personal development goals can help teachers improve performance and rewards are contingent on efforts to attain those goals					
2.	Having a defined focus in the form of a goal not only helps teachers stay on track but also motivates them more than monetary gain					
3.	Goal setting before teaching is a crucial strategy to keep our teaching engaging and relevant to our pupil's.					
4.	Setting goals is a good way to see how far you've progressed and to keep track of the tiny victories you've already achieved.					
5.	Setting goals can assist you in overcoming procrastination					
6.	Setting significant goals can sometimes be intimidating and time-consuming.					

**SECTION C: The effect of feedback in promoting teacher effectiveness**

S/N	STATEMENT	SA	A	N	D	SD
1.	Listening to answers to questions and looking closely at the work of learners on learning tasks provides teachers with powerful feedback about the level of learner understanding and their practice.					
2.	Feedback from pupil's, parents, and administration gives you honest insight into your performance as a teacher					
3.	Feedback provides a foundation for positive pupils and teacher relationships					
4.	Teachers' feedback provides compelling insights of the importance of learner's strengths, points out clearly on how to develop them and provide opportunities to improve their work in order to accelerate learning.					
5.	Providing frequent and ongoing feedback is a significant means of improving achievement in learning.					
6.	Effective feedback assists the teacher to reflect on their teaching strategies so they can make adjustments to make better progress in their teaching.					

**SECTION D: The influence of regular checks in enhancing teacher effectiveness**

S/N	STATEMENT	SA	A	N	D	SD
1.	It enables the management to identify and reward teachers who have exceptional teaching talent and for their excellent service delivery					
2.	It helps in the creation of job descriptions of prospective teachers and also gives productive insights in making data-driven decisions in the education sector					
3.	It encourages teachers to perform better when the management communicates with them and appreciates their work, which in turn leads to continuous improvement in their work					
4.	It enables tracking performance-levels in the institution, which in turn makes the stakeholders better equipped to identify and solve institutional challenges					
5.	Regular evaluations lead to improvement of teacher performance					
6.	It aids in the identification of gaps in teaching-learning methods which may be leading to poor performance among pupil's					

**APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS, EDUCATION OFFICERS AND CENTER COORDINATING TUTORS (CCTs).**

1. What key aspects do you assess during supervision that can influence teacher effectiveness?

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2. How do you manage performance while at your work place?

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3. What assessment items do you always supervise while in the field?

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4. Teacher A has always been reported to your desk for his/her misconduct. What action do you take for such a teacher?

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5. How many schools can you supervise on average in a week?

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