

**HEAD TEACHERS' PERFORMANCE MANAGEMENT PRACTICES AND
TEACHER EFFECTIVENESS IN GOVERNMENT-AIDED PRIMARY SCHOOLS
IN NGORA DISTRICT**

CHARLES PETER ONGODIA

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DECLARATION

I, Ongodia Charles Peter, do declare that this dissertation was prepared following the rules and regulations of Uganda Christian University and is my original effort, which has never been presented for any award to any University/or Institution.

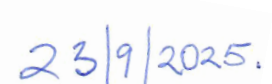
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APPROVAL

This dissertation, titled “*Head Teachers’ Performance Management Practices and Teacher Effectiveness in Government-Aided Primary Schools in Ngora District,*” was written by Ongodia Charles Peter, registration number J17/MUC/MED/16, under my supervision and has been forwarded for further examination with my approval.

Signature.....

Date: .....

Dr. GIDUDU HANNAH LUNYOLO

SUPERVISOR.

DEDICATION

This research work is dedicated to my parents, family members, and friends who helped me with prayers that enabled me to reach the last stage of my academic career of the course.

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LIST OF ABBREVIATIONS AND ACRONYMS

CAO	Chief Administration Officer
DCAO	Deputy Town Clerk
DEO	District Education Officer
DES	Department of Education Standards
DIS	District Inspector of Schools
DV	Dependent Variable
ESA	Education Standard Agency
GOU	Government of Uganda
IV	Independent Variable
MEIS	Municipal Education Inspector of Schools
MEO	Municipal Education Officer
MOES	Ministry of Education and Sports
SPSS	Statistical Package for Social Sciences

ABSTRACT

The study was set to examine the Head teachers' performance management practices and teacher effectiveness in government primary schools in Ngora district. The study was guided by three specific objectives, namely: to assess the relationship between support supervision and teachers' effectiveness, to examine the relationship between performance appraisals and teachers' effectiveness, and to analyze the relationship between career development and teachers' effectiveness in government-aided primary schools of Ngora district. The study used a correlational design. The study population consisted (277) teachers, from which a sample size of 147 was determined. The simple random sampling was used to select the participants. The data collection instrument was a questionnaire. Data was analyzed using descriptive statistics and Pearson Correlation analysis. The study results showed that support supervision has strong significant relationship with teacher effectiveness ($r = 0.690$, $p = 0.000$), performance appraisals have a moderate significant relationship with teacher effectiveness ($r = 0.531$, $p = 0.000$), career development initiatives have a moderate significant relationship with teacher effectiveness ($r = 0.512$, $p = 0.000$) in government-aided primary schools in Ngora district. The study concludes that effective support supervision, systematic and equitable administration of performance appraisals, and career development initiatives such as professional growth opportunities, training programs, and career advancement initiatives significantly affect teachers' effectiveness in various dimensions, including content knowledge, personal conduct, pedagogical practices, and classroom management. The study recommends that the Ministry should develop and promote a comprehensive professional development framework that aligns support supervision with teachers' individual professional needs, and head teachers should work with teachers to set development goals based on the feedback received and monitor progress throughout the year.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, the statement of the problem, the purpose of the study, the objectives of the study, the research hypotheses, the scope of the study, the significance of the study, the justification of the study, and the conceptual framework for the study.

1.1 Background to the study

Teacher effectiveness refers to the ability of teachers to positively influence student learning, engagement, and development by applying a combination of subject-matter expertise, pedagogical skills, professional conduct, and classroom management strategies. It encompasses not only mastery of content knowledge but also the capacity to design and deliver instruction that meets diverse learner needs, fosters critical thinking, and promotes holistic development (Darling-Hammond, 2021; OECD, 2023). Effective teachers demonstrate clarity in explanation, adaptability in instructional methods, the ability to manage learning environments, and the competence to assess and respond to learners' progress (UNESCO, 2023). Furthermore, teacher effectiveness is closely tied to ongoing professional development, collaboration with colleagues, and the ability to create inclusive and motivating learning environments (World Bank, 2021). As such, it is a multidimensional construct that significantly impacts educational quality and student achievement across contexts.

Teacher effectiveness is recognised globally as a central pillar in improving educational outcomes and achieving sustainable development goals related to education (UNESCO, 2022). Despite global policy frameworks emphasising teacher quality as vital for student learning, recent data suggest significant challenges. The UNESCO Global Education Monitoring Report 2023 indicates that in many countries, a significant proportion of students are taught by teachers who are not adequately qualified in the subjects they teach. This misalignment between teacher qualifications and subject matter expertise can negatively impact student learning outcomes and overall educational quality. The OECD (2024) highlights that a significant proportion of students are in schools where principals report inadequately qualified staff, underscoring persistent global concerns about teachers' content knowledge and pedagogical competence. This has implications for students' literacy, numeracy, and critical thinking development, particularly in foundational years. Furthermore, poor teacher effectiveness undermines educational equity, as learners from marginalised backgrounds disproportionately suffer when teaching quality is inadequate (Darling-Hammond, 2021). The global prevalence of poor teacher effectiveness continues to hinder efforts to improve learning outcomes and calls for urgent systemic attention.

In Africa, teacher effectiveness has emerged as a critical barrier to achieving quality education. UNESCO's (2023) report on teacher development found that across the continent, approximately 60% of teachers in public primary schools do not meet the professional competencies required for effective instruction. This includes deficits in

content knowledge, pedagogical approaches, classroom management, and professional conduct. The African Union's Agenda 2063 further emphasises the need for competent teachers to realise the vision of inclusive and quality education (African Union, 2021). Despite policy interventions, implementation gaps remain, with many African nations struggling to translate teacher quality frameworks into practice. This failure directly affects students' learning, perpetuating cycles of poor achievement and limited socio-economic mobility.

In sub-Saharan Africa, the situation is especially acute. According to the Teacher Task Force (2022), the region faces a shortage of approximately 15 million qualified teachers by 2030, alongside concerns about teacher competence. Reports indicate that less than 40% of teachers possess adequate classroom management skills, and even fewer integrate effective pedagogical methods tailored to learner needs (UNESCO, 2023). These deficiencies contribute to high repetition rates, poor literacy levels, and low completion rates at the primary level. For instance, the 2023 UNESCO Institute for Statistics report indicated that only 35% of pupils in sub-Saharan Africa achieve the minimum proficiency level in reading by Grade 4, a situation closely linked to teacher performance. This highlights that poor teacher effectiveness is a structural issue with far-reaching implications for regional development.

In Uganda, poor teacher effectiveness is well-documented and has been linked to low learner achievement and poor education quality. The 2025 Ministry of Education and Sports (MoES) report reveals that over 55% of primary school teachers fail to meet the expected competencies in content knowledge and pedagogical effectiveness,

particularly in early grade literacy and numeracy. In Ngora District, local reports such as (Ngora District Education Office, 2022) indicate that poor teacher performance is evident in classroom management, lesson delivery, and learner engagement, resulting in low literacy rates and high pupil dropout rates. The persistence of this challenge underscores its severity and signals an urgent need for targeted policy and practical interventions to improve teacher effectiveness as a prerequisite for enhancing education quality in Uganda.

School performance management refers to consistent tracking of performance and providing feedback to management, work groups, and employees on progress towards achieving the set performance targets (MOES, 2020). This is paramount because it helps schools to improve by supporting and improving the work of head teachers as individuals and leaders of school teams. It sets a framework for teachers and leaders to agree and review priorities and objectives in the context of the school's improvement plan. It focuses attention on making teaching and leadership more effective to benefit pupils, teachers, and schools (Park, 2022). Recently, Guidelines have been developed within the performance management framework for the entire Public Service, and Circular Standing Instruction No.5 of 2019 on Performance Management in the Public Service. In addition, the Guidelines neither supersede nor substitute the Guidelines for Staff Performance Appraisal in the Public Service (July 2007) and the Guidelines for Implementing Performance Agreements for Heads and Deputy Heads of tertiary institutions, and secondary and primary schools (January 2017), but rather complement them. These performance agreements and

performance plans provide the basis for performance monitoring and appraisal, and for the subsequent human resource management decisions. The overall objective of the guidelines was to realize the mandate, vision, mission, and strategic objectives of the Education and Sports Sector as well as to promote the provision of quality education in educational institutions. But more specifically, the guidelines are intended to: cultivate a performance culture within the Education and Sports Sector, promote efficiency, effectiveness, and accountability among teaching staff, link the performance of Heads and Deputy Heads of Tertiary Institutions and Schools, teaching staff to learning outcomes, and enhance the quality of education at all levels.

Although a lot of research studies have been done on teacher effectiveness, few but done outside Uganda, showing correlations between performance management and teacher effectiveness in primary schools, but with contradictions. Therefore, this study aims to examine the relationship between head teachers' level of performance management and teacher effectiveness in primary schools in Ngora district in Eastern Uganda.

1.2 Problem statement

Teachers' effectiveness is widely regarded as a cornerstone of quality education, shaping pupils' academic achievement and holistic development. An effective teacher demonstrates strong content knowledge, exemplary personal conduct, professional competence, appropriate pedagogical approaches, and sound classroom management skills (Darling-Hammond et al., 2021; MoES, 2016). In Ngora District, however, concerns persist regarding the extent to which teachers meet these expectations.

Reports from school inspections and district education reviews indicate that some teachers lack adequate mastery of curriculum content, leading to shallow explanations and overreliance on rote methods rather than facilitating deeper understanding among pupils. Others display gaps in personal conduct and professional ethics, such as lateness, inadequate lesson preparation, and failure to model positive values, which erode their credibility with learners and colleagues (Ngora District Education Inspection Report, 2023). In response, several interventions have been introduced, such as increased allocation of Universal Primary Education (UPE) funds, supply of textbooks and other instructional materials, strengthened headteacher supervision, regular inspection of schools, and greater involvement of parents and community stakeholders in monitoring teachers and learning (MoES, 2023), but still, teacher effectiveness remains low.

Studies such as those by Mugizi et al. (2023), and Tumuhimbise et al. (2024) have shown a positive relationship between head teachers' performance management practices, such as supervision, appraisal, mentoring, and feedback, and teacher effectiveness. However, there is limited empirical evidence documenting how these practices actually play out in government-aided primary schools in Ngora District, especially across dimensions such as content knowledge, pedagogical effectiveness, personal conduct, and classroom management. It is upon this background that this study sought to examine head teachers' performance management practices and teacher effectiveness to devise strategies for school performance improvement in primary schools in Ngora District-Eastern Uganda.

1.3 Purpose of the study

The purpose of the study was to examine the relationship between head teachers' performance management practices and teacher effectiveness in government-aided primary schools in Ngora district.

1.4 Research objectives

This study was guided by the following research objectives;

- i. To assess the relationship between support supervision and teachers' effectiveness in government-aided primary schools in Ngora district.
- ii. To examine the relationship between performance appraisals and teachers' effectiveness in government-aided primary schools of Ngora district.
- iii. To analyze the relationship between career development and teachers' effectiveness in government-aided primary schools of Ngora district.

1.5 Research Hypotheses

H01 There is no statistically significant relationship between support supervision and teachers' effectiveness in government-aided primary schools in Ngora district.

H02 There is no statistically significant relationship between performance appraisals and teachers' effectiveness in government-aided primary schools of Ngora district.

H03 There is no statistically significant relationship between career development and teachers' effectiveness in government-aided primary schools of Ngora district.

1.6 Justification of the study

The study focused on generating critical insights for government, policymakers, and education stakeholders in the formulation of evidence-based strategies aimed at enhancing teachers' job performance and, by extension, overall school effectiveness. By systematically identifying and analyzing the factors that shape teachers' performance, the study contributes to informed decision-making processes that are central to improving the quality of teaching and learning in primary schools. In the absence of this kind of study, challenges constraining teacher performance may persist, resulting in diminished instructional quality, reduced learner achievement, and inefficiencies in the allocation and utilization of educational resources.

1.7 Significance of the study

This research would benefit various categories of people in different ways as shown below: -

Since teacher effectiveness is the major concern of the education sponsors and other school stakeholders, it would be imperative to provide feedback on how school managers and teachers are performing.

It is hoped that; the findings of this study are valuable to policymakers and school managers in revising the existing management practices to spur teacher effectiveness.

The findings would assist head teachers and teachers in general to evaluate and revise strategies for effective performance management, and teaching pedagogies to re-ignite teacher professionalism in their schools, and plan for continuous professional development strategies.

This would help in setting strategies to counter the challenges faced during involvement in educational development and enhance student academic performance in schools.

The study findings would be appropriate in stimulating further research by providing baseline information relating to performance management and teacher effectiveness in primary schools in Uganda.

1.8 Scope of the study

This study looked at geographical scope, content, and time scope.

1.8.1 Geographical scope

This study was carried out in selected government grant-aided primary schools in Eastern Uganda, Ngora district. Ngora district is located in the Eastern region of Uganda, Teso sub-region, within a latitude of 1015 N and 2.00N longitude 33045E. The district borders Serere District to the west, Kumi District to the east, Soroti District to the northwest, Katakwi District to the northeast, and Pallisa District to the south. The district headquarters at Ngora town council is located approximately 39 kilometers by road, southeast of Soroti, the largest city in North Eastern Uganda. Ngora district was chosen for this study because it is among the worst-performing districts in the Eastern Region of Uganda.

1.8.2 Content scope

This study focused on the relationship between headteachers' performance management practices and teacher effectiveness. Key headteachers' management

practices, such as support supervision, performance appraisal, and career development, were studied, and teacher effectiveness aspects included content knowledge, personal conduct, professional effectiveness, pedagogical effectiveness, and classroom management.

1.8.3 Time scope

This study was intended to cover the period between May 2017 and January 2021, considered enough to find substantial data regarding performance management reports and headteachers' performance reports, which reflected their performance over that time in government primary schools in Ngora district

1.9 Conceptual framework

Figure 1. Shows the conceptual framework of dependent and independent variables of teacher effectiveness and head teachers' performance management practices.

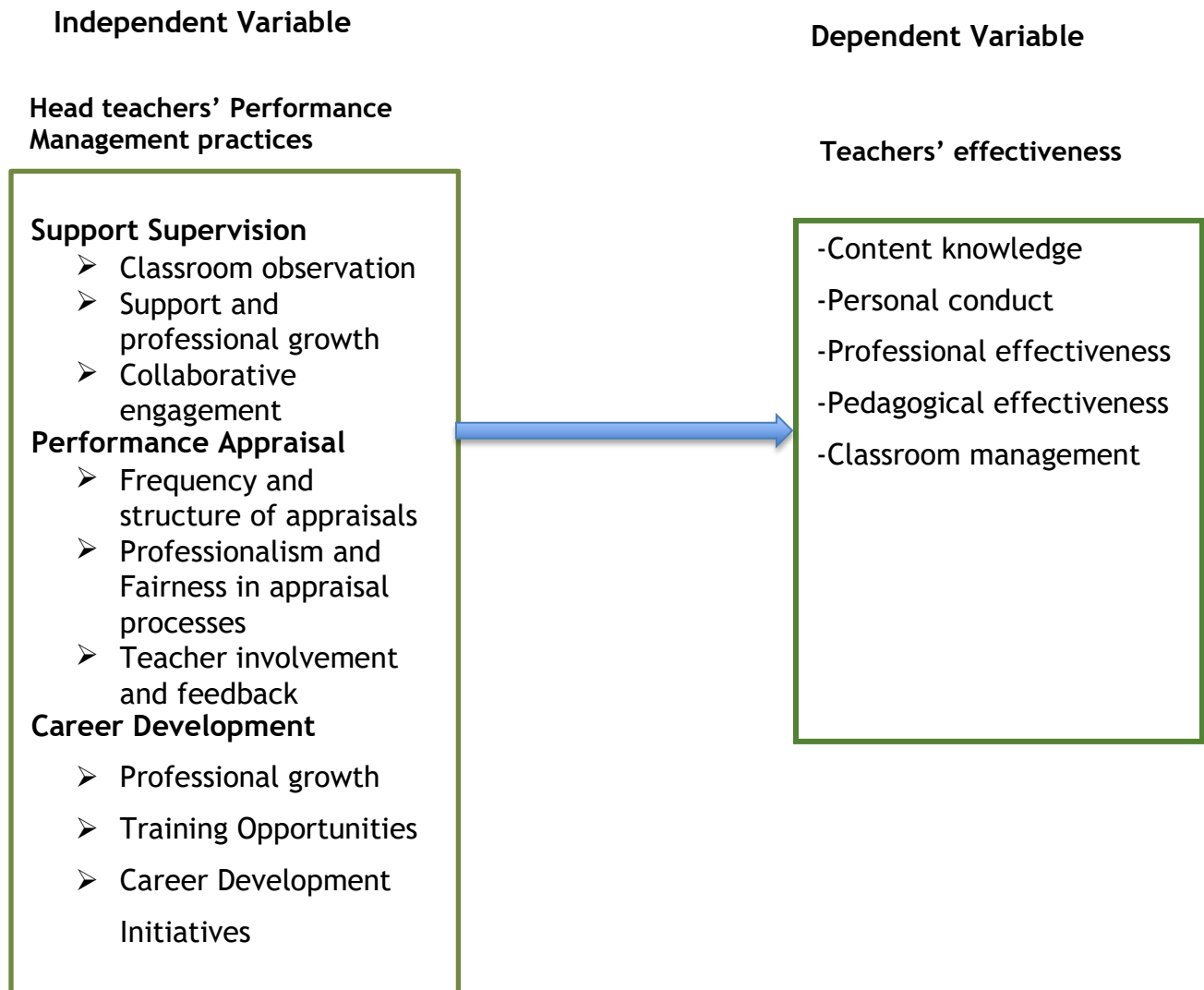


Figure1: Conceptual framework

Source: Glenn (2013), Hobbs (2012), Kleingeld (2011), M o E & S (2007), M o E & S (2016), Mugizi (2019), Otaka (2023), Swargiary and Baglari (2018).

The conceptual framework in Figure 1 above shows the relationship between the independent and dependent variables: head teachers' performance management practices and teacher effectiveness. The framework postulates that the relationship between head teachers' performance management practices and teacher effectiveness is inherently interdependent, where effective management practices

catalyze enhancing teachers' effectiveness. Key headteachers' management practices, such as support supervision, performance appraisal, and career development, directly influence critical aspects of teacher effectiveness, including content knowledge, personal conduct, professional effectiveness, pedagogical effectiveness, and classroom management. When head teachers provide support, supervision, appraise teachers, and encourage career development initiatives, they create an environment that supports teachers in achieving optimal performance.

Operational Definition of Terms

Head teachers' Performance Management practices refer to the systematic processes and strategies employed by head teachers to plan, monitor, evaluate, and improve teacher performance. This includes setting performance support-supervision, performance appraisal, and career development aimed at enhancing teaching quality and school outcomes

Teacher effectiveness refers to the ability of teachers to facilitate optimal student learning and achievement by applying appropriate pedagogical strategies, managing classrooms efficiently, adapting instruction to diverse learner needs, and fostering learner engagement. It is measured in terms of learner outcomes, content knowledge, personal conduct, professional effectiveness, pedagogical effectiveness, and classroom management.

Support supervision refers to the process by which school leaders, including head teachers and education officers, guide, mentor, and assist teachers to improve instructional practice. It involves classroom observation, support, and professional growth, and collaborative engagement.

Performance appraisal is the systematic evaluation of a teacher's work performance against established criteria, objectives, and professional standards. It is designed to assess strengths and weaknesses, provide feedback, and identify areas for professional growth.

Career development refers to the planned progression of teachers' professional skills, knowledge, and responsibilities over time. It includes opportunities for training, further education, promotions, and the acquisition of competencies that enhance career growth and instructional quality.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of a literature review related to the objectives of this study, broken down into sub-themes. It begins with a review of the level of teachers' effectiveness, the relationship between head teachers' performance management practices and teachers' effectiveness, the relationship between headteachers' performance practices, teachers' assessment of learners, and the significant relationship between head teachers' performance practices and teachers' method of teaching.

2.1 Theoretical Review

The study reviewed the work of the Path-Goal Theory (House, 1971). Path-Goal Theory, introduced by Robert House in 1971, emphasizes the role of leaders in enhancing subordinate motivation and performance by clarifying goals, removing barriers, and providing the necessary support and rewards. This theory underscores that effective leadership is contingent on both the needs of the subordinates and the situational demands (House, 1971; House & Mitchell, 1974). In the context of government-aided primary schools in Ngora District, head teachers play a crucial role in implementing performance management practices such as support supervision, performance appraisal, and career development. These practices directly impact teacher effectiveness, which in turn influences learner outcomes.

Path-Goal Theory operates on key assumptions, including the notion that leaders can influence subordinates by adapting their behaviours to suit specific situations. It posits that subordinates are motivated when they perceive a clear pathway between their efforts and desired outcomes, supported by effective leadership interventions (House, 1996). Additionally, the theory emphasizes that leaders must remove obstacles hindering performance and create a supportive working environment (Northouse, 2021). In schools, head teachers navigate challenges such as limited resources, inadequate infrastructure, and teacher dissatisfaction. By tailoring their leadership approaches to address these challenges, they can significantly enhance teacher performance and effectiveness.

The theory categorizes leadership behaviours into directive, supportive, participative, and achievement-oriented styles. Directive leadership involves setting clear expectations and providing detailed instructions. Supportive leadership focuses on creating a friendly environment that prioritizes subordinates' well-being. Participative leadership emphasizes the inclusion of subordinates in decision-making, while achievement-oriented leadership inspires subordinates to meet high standards and pursue challenging goals (House & Mitchell, 1974). These leadership styles directly inform the implementation of performance management practices. For instance, in the education sector, directive leadership aligns with performance appraisal practices, while supportive leadership complements supervision activities.

Support supervision is integral to teacher performance management and aligns closely with the supportive leadership style. By providing regular guidance, mentorship, and

constructive feedback, head teachers foster a professional environment that motivates teachers to excel in their instructional roles. Research highlights that effective supervision enhances teachers' job satisfaction and instructional practices, ultimately improving learner performance (Komba & Nkumbi, 2020; Ssenkusu et al., 2022). For instance, head teachers who engage in classroom observations and provide actionable feedback foster a culture of continuous improvement among teachers, addressing issues such as absenteeism and low morale.

Performance appraisal, which evaluates teacher performance and identifies areas for improvement, reflects the principles of directive leadership. Path-Goal Theory suggests that leaders who provide clear expectations and consistent feedback motivate subordinates by linking their efforts to organizational goals (House, 1996). Structured appraisal systems implemented by head teachers not only ensure accountability but also recognize and reward effective teaching practices. Recent studies indicate that performance appraisals serve as an essential tool for fostering professional growth and aligning individual objectives with institutional goals (Mwesiga et al., 2023; Mulera & Osimbo, 2023).

Career development aligns with the achievement-oriented leadership style, which inspires subordinates to pursue challenging goals and acquire new skills. Headteachers who prioritize career development through opportunities such as workshops, seminars, and higher education foster a culture of lifelong learning among teachers. Path-Goal Theory emphasizes that leaders who demonstrate confidence in their

subordinates' abilities enhance their motivation and professional growth (Eyal & Roth, 2011).

Despite its relevance, the Path-Goal Theory has limitations. It places significant emphasis on the leader's role, often neglecting the intrinsic motivation of subordinates and external systemic factors. The theory assumes a straightforward relationship between leadership behaviours and outcomes, which may oversimplify the complexities of educational environments. Furthermore, it overlooks the impact of external factors such as government policies, funding constraints, and community engagement, which are critical in resource-constrained settings like Ngora District (Northouse, 2021; Mugabi, 2023). These limitations suggest the need for complementary frameworks to fully address the multifaceted challenges in the education sector.

TPath-Goal Theory provides a robust framework for understanding the relationship between head teachers' performance management practices and teacher effectiveness in government-aided primary schools. By aligning leadership behaviours with practices such as support supervision, performance appraisal, and career development, head teachers can foster a professional environment that enhances teacher motivation and performance. However, addressing the theory's limitations and incorporating systemic considerations are essential for achieving sustainable improvements in teacher effectiveness and educational outcomes.

2.2 Support Supervision and Teacher Effectiveness

A study by Wanjiku and Ndung'u (2021), on the role of instructional supervision in enhancing teacher performance in Kenyan Primary Schools, employed a descriptive survey design. The study collected data from 200 teachers and 30 head teachers using structured questionnaires and interviews. The findings revealed that regular classroom observations, constructive feedback, and mentorship programs significantly improved teacher performance in curriculum implementation and student engagement. However, the study's reliance on descriptive analysis presented a methodological gap, as it limited the statistical depth required to establish causal relationships. Contextually, the study focused on urban primary schools in Kenya, leaving a gap in understanding support supervision in rural Ugandan schools. The current study in Ngora sought to address these gaps by employing a mixed-methods approach in a rural context.

Dlamini and Nkosi (2023), in their study on instructional supervision and teacher effectiveness in rural South African Schools, employed a case study design with qualitative data collected through interviews with 25 teachers and 10 school leaders. The study highlighted that instructional supervision improved teachers' pedagogical skills, particularly in classroom management and student assessment. However, the findings indicated that supervision was hindered by limited resources and unstructured frameworks. Methodologically, the case study approach restricted the generalizability of the findings. Contextually, the South African rural education system differs significantly from that of Uganda. The current study overcame these

limitations by using a cross-sectional design to capture a broader range of experiences in primary schools in Ngora.

A study by Tadesse and Kebede (2020), on support supervision and teacher performance in Ethiopian Primary Schools, adopted a cross-sectional survey design and collected data from 120 teachers using structured questionnaires. The findings revealed that effective supervision practices, such as regular visits and feedback sessions, enhanced teachers' instructional delivery and professional competence. However, the study identified challenges, including insufficient training for supervisors and inadequate follow-up. While the study provided valuable insights, its exclusive focus on instructional delivery created a content gap by not addressing other facets of teacher effectiveness. The current study in Ngora expanded on these findings by examining the broader impacts of support supervision on teacher effectiveness.

Okello and Otim (2024) conducted a study on supervisory practices and teacher effectiveness in Ugandan secondary schools, using a correlational research design. Data were collected from 100 teachers and 20 head teachers through surveys. The findings demonstrated a positive correlation between supervisory practices and teacher effectiveness, particularly in areas of lesson preparation and student interaction. However, the study's focus on secondary schools presented a contextual gap, as it overlooked the unique challenges faced by primary school teachers. Additionally, the reliance on quantitative methods limited the exploration of teachers' lived experiences. The current study in Ngora attempted to address these

gaps by focusing on primary schools and employing both qualitative and quantitative approaches.

Kyalimpa and Nabalamba (2023) conducted a study in the rural primary schools of Mbale District to examine the impact of support supervision on teacher effectiveness. Using a mixed-methods approach that included both quantitative surveys and qualitative interviews with teachers and school administrators, the study found that regular support supervision positively influenced teachers' classroom management skills, professional development, and motivation. However, the study highlighted that the inconsistent frequency of supervisory visits, especially in remote areas, limited the full potential of supervision to enhance teacher effectiveness. This gap presented an opportunity for the current study to explore how the quality and frequency of supervision could be standardized to improve teacher effectiveness, particularly in rural settings.

Musinguzi and Kiyingi (2020) surveyed the influence of supervision on teacher performance in primary schools across the rural districts of Bushenyi and Mbarara. They used a quantitative research design to analyze data from teachers, headteachers, and district education officers. Their findings indicated that teachers who received regular support supervision exhibited better performance in lesson delivery, student interaction, and content mastery. The study also established that teachers in more remote areas experienced fewer supervisory visits, leading to gaps in instructional quality. The study's limitation was its reliance solely on a quantitative approach to arrive at the findings. This presented a clear gap for the current study to

utilize both quantitative and qualitative approaches to gather the various views from the different categories of respondents to arrive at the findings.

In conclusion, existing studies underscore the importance of support supervision in enhancing teacher effectiveness but highlight several gaps. These include a lack of focus on rural primary schools, limited methodological approaches, and narrow content coverage of teacher effectiveness dimensions. The current study in Ngora addresses these gaps by using a cross-sectional design with mixed methods to provide a comprehensive understanding of how support supervision impacts teacher effectiveness in rural primary schools.

2.3 Performance Appraisal and Teacher Effectiveness

Zuma and Kgosi (2024) assessed the impact of performance appraisal on teaching effectiveness in South African primary schools, using a case study approach. They collected data through semi-structured interviews with 20 teachers and five principals, as well as document analysis. The findings showed that performance appraisal contributed positively to teachers' reflective practices and professional development, although barriers such as inadequate feedback and limited resources for implementing improvement plans hindered the process. The study's focus on rural South African schools provides valuable insights but lacks generalizability to the Ugandan context. The current study, by incorporating both qualitative and quantitative methods, will fill this gap by investigating the specific factors that impact teacher effectiveness in rural primary schools in Ngora.

Adedeji and Olayiwola (2020) investigated the effectiveness of performance appraisals in improving teacher performance in Nigerian primary schools. Using a cross-sectional design, the study surveyed 100 primary school teachers, supplemented by in-depth interviews with five school administrators. The findings revealed that performance appraisals positively influenced teachers' professional growth and classroom effectiveness. However, the study also found that poor training of appraisers and a lack of resources to implement the recommended improvements were common obstacles. This study's geographical focus on Nigeria and its reliance on a predominantly quantitative approach limits its relevance to the Ugandan context. In contrast, the current study in Ngora addressed these gaps by using a mixed-methods design, offering a richer understanding of how performance appraisals influence teacher effectiveness in rural primary schools in Uganda.

Mwai (2023) conducted a study in Kenya, examining the influence of performance appraisal systems on secondary school teachers. The study adopted a descriptive research design with a sample of 120 teachers and 15 school administrators. Data was collected through structured questionnaires and interviews. The findings revealed that performance appraisals positively influenced teacher effectiveness by offering constructive feedback, acknowledging achievements, and identifying areas for improvement. However, the study also identified that inconsistent implementation of appraisal systems and insufficient training for teachers in utilizing feedback impeded the system's full potential. Despite these findings, the study's focus on secondary schools in urban settings limits its applicability to primary school contexts,

particularly in rural areas such as Ngora. Furthermore, the study employed only qualitative methods, which constrains the depth of understanding about the broader effects of performance appraisal. In contrast, the current study to adopted a mixed-methods approach, incorporating both qualitative and quantitative data collection techniques, thereby addressing the methodological gap and extending the research to primary schools in a rural Ugandan context.

Similarly, Shabani and Mwamba (2021) examined the role of performance appraisal in improving teacher effectiveness in Tanzanian primary schools. This mixed-methods study involved surveys with 200 teachers and in-depth interviews with 10 school heads. The findings indicated that performance appraisals contributed positively to teacher motivation, classroom management, and the implementation of effective teaching strategies. However, the study also noted that the lack of clear criteria for assessment and insufficient feedback mechanisms undermined the effectiveness of appraisals. This study, while insightful, was limited to urban primary schools in Tanzania, presenting a contextual gap that the current study sought to fill by focusing on rural primary schools in Ngora, Uganda. Moreover, while the study employed a mixed-methods approach, the current study deepened the analysis by integrating both qualitative and quantitative methodologies more comprehensively.

Lubega and Okurut (2022) explored the relationship between performance appraisals and teacher effectiveness in Ugandan secondary schools. Their quantitative study surveyed 150 teachers using Likert scale-based questionnaires, and data analysis involved descriptive statistics and correlation techniques. The results revealed a

significant positive correlation between regular performance appraisals and teacher effectiveness, particularly in terms of professional development and improved classroom performance. Despite these findings, the study highlighted challenges related to subjective evaluations and the absence of follow-up support after appraisals. The study's focus on secondary schools, coupled with its reliance on quantitative methods, presents a limitation in understanding the nuanced experiences of teachers, particularly in primary school settings. The current study in Ngora, utilized a mixed-methods approach, that not only addressed the contextual gap by focusing on primary schools but also enriched the findings by incorporating qualitative insights alongside quantitative analysis.

In summary, while existing literature highlights the positive role of performance appraisals in enhancing teacher effectiveness, several methodological and contextual gaps remain. The reviewed studies predominantly focused on secondary schools and urban contexts, with limited exploration of primary schools, particularly in rural settings. Moreover, while some studies have utilized mixed methods, there is a general absence of research that utilizes a quantitative approach comprehensively. The current study, conducted in primary schools in Ngora, Uganda, addressed these gaps by employing a correlation design, ensuring a more nuanced understanding of the impact of performance appraisals on teacher effectiveness in rural primary schools.

2.4 Career Development and Teacher Effectiveness

Onyango and Achieng (2021) examined the influence of career development programs on teacher effectiveness in secondary schools in Kenya using a descriptive research design with a sample of 150 teachers and 10 school administrators. The study employed structured questionnaires and interviews for data collection. The findings revealed that career development programs such as workshops, mentoring, and in-service training significantly enhanced teachers' instructional delivery and classroom management skills. However, the study highlighted gaps in implementation, including insufficient follow-up mechanisms and a lack of alignment between training programs and teachers' professional needs. The study's focus on secondary schools and reliance on qualitative methods alone limit its applicability to primary school settings, especially in rural areas like Ngora, Uganda. The current study sought to address these gaps by focusing on primary schools and adopting a mixed-methods approach for a more comprehensive analysis.

Similarly, Hassan and Ahmed (2022) investigated the role of career progression opportunities in enhancing teacher effectiveness in public primary schools in Nigeria. This cross-sectional study involved 200 primary school teachers and used surveys and focus group discussions for data collection. The results indicated that teachers with access to clear career progression paths demonstrated higher motivation and effectiveness in lesson planning, assessment, and learner engagement. Nevertheless, the study identified a lack of institutional support and inadequate funding as barriers to the successful implementation of career development initiatives. Methodologically,

the study relied heavily on quantitative data, which limited the exploration of nuanced qualitative insights. Contextually, its Nigerian setting presents challenges in generalizing findings to Uganda, where primary education dynamics differ. The current study in Ngora filled these methodological and contextual gaps by employing a quantitative trends.

In South Africa, Nkosi and Dlamini (2023) conducted a study titled "Career Development Practices and Teacher Effectiveness in Rural Schools." This study adopted a case study design, collecting data through semi-structured interviews with 25 teachers and five school administrators. The findings highlighted that ongoing professional development workshops and access to scholarships for advanced studies significantly improved teacher effectiveness in curriculum delivery. However, the study identified gaps, such as limited accessibility of career development opportunities for rural teachers and inadequate resources for implementing career growth initiatives. While the study provided valuable insights, its case study design restricted the generalizability of its findings, and its exclusive focus on rural South African schools limits its relevance to the Ugandan context. The current study sought to bridge these gaps by using a correlation design to explore broader trends to address methodological limitations.

A study by Okello and Abio (2020) titled "Career Growth and Teacher Performance in Ugandan Secondary Schools" explored the relationship between career development opportunities and teacher effectiveness. Using a correlational research design, the study surveyed 120 secondary school teachers, with data analyzed through Pearson's

correlation coefficient. The findings revealed a strong positive correlation between career growth opportunities and teacher performance, particularly in professional knowledge and student outcomes. However, the study's secondary school focus and its exclusive reliance on quantitative methods overlooked qualitative insights into teachers' lived experiences. These limitations presented an opportunity for the current study to extend the inquiry to primary schools and integrate qualitative data to better understand career development dynamics in a rural Ugandan context.

In conclusion, while existing literature underscores the importance of career development in enhancing teacher effectiveness, methodological, content, and contextual gaps remain. Most studies focus on secondary schools or urban settings, with limited exploration of primary schools in rural areas. Additionally, reliance on either quantitative or qualitative methods restricts comprehensive insights. The current study, conducted in primary schools in Ngora using a correlation design, sought to bridge these gaps and contribute to a deeper understanding of the relationship between career development and teacher effectiveness in rural Ugandan contexts.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, research instruments, research procedure, and methods of data analysis. In this chapter, the research design, study area, population, sample size, sample selection, the instruments for data collection, procedure, and data analysis, presentation, ethical considerations, research procedure, and quality control are presented as indicated in the subsequent sub-sections.

3.1 Research design

Research design is a way in which the researcher plans to collect data or information (Kagago, 2011). A research design encompasses the methodology and procedures employed to conduct scientific research. The researcher in this study used a correlational survey design. A correlational design examines the relationship between two or more variables without manipulating them, allowing the researcher to determine the strength and direction of associations. The researcher used a correlational survey design because the aim was to investigate the relationship between head teachers' performance management practices and teacher effectiveness in government-aided primary schools of Ngora District at a single point in time (Wimmer & Dominick, 2013).

3.2 Study Population

Amin (2005) defines a study population as the entire group of elements or items to which a researcher seeks to generalize the findings of a study. Similarly, Lavrakas (2008) conceptualizes the study population as the complete set of units from which data for the research is drawn. In the context of the present study, the population comprised 277 teachers from thirteen randomly selected government-aided primary schools, as documented in the Ngora District Education Records (2022). Teachers were deemed appropriate for this study because the study focused on their job performance.

3.3 Sample Size

A sample refers to a subset of the study population whose characteristics are analyzed with the intention of making inferences and generalizations about the entire population (Pikas et al., 2020). From the total population of 277 teachers, the sample size was determined using the Krejcie and Morgan (1970) sampling table, as presented in Appendix I. According to this framework, a population of 277 corresponds to a sample size of 154 respondents, which was considered both adequate and representative for this study (Krejcie & Morgan, 1970).

Table 3.1 Sample Size Determination

Category of respondents	Study population	Sample size	Sampling technique
Teachers	277	154	Simple random sampling

Source: Primary Data (2025)

3.4 Sampling Techniques

A simple random sampling technique was employed to select 154 teachers from the population of 277. This method was deemed appropriate as it minimizes selection bias by ensuring that each individual in the population has an equal probability of being included in the sample (Amin, 2005). The use of this technique enhanced the representativeness of the sample and increased the likelihood that the findings could be generalized to the wider population of teachers in government-aided primary schools within Ngora District.

3.5 Data Collection Method

The study employed a questionnaire as the primary data collection method to obtain information on the study variables from the participants. The use of questionnaires is widely acknowledged in social science research for their ability to collect standardized data from a large number of respondents within a relatively short period of time (Creswell & Creswell, 2018). Questionnaires are particularly suitable for studies that seek to measure attitudes, perceptions, and practices because they ensure uniformity of questions and facilitate comparability of responses across participants (Kothari, 2014). Furthermore, they minimize interviewer bias and provide respondents with the opportunity to give considered answers in privacy, which enhances the reliability of the data collected (Sekaran & Bougie, 2019). In this study, the questionnaire was designed to capture data on the core variables aligned with the research objectives, thereby ensuring that the information gathered was both relevant and comprehensive.

3.6 Data collection instrument

Data collection refers to the systematic process of gathering and measuring information on targeted variables in a manner that enables the researcher to answer research questions and evaluate outcomes (Weimer, 1995). This study employed a closed-ended self-administered questionnaire as the main data collection instrument which was administered to the teachers. According to Foddy (1994), a questionnaire is a research instrument consisting of a series of questions to gather information from respondents. The questionnaire had 3 sections (see Appendix II). Section A dealt with the demographic characteristics of the respondents, section B focused on teacher effectiveness, and Section C on head teachers' performance management practices. Closed-ended questions followed a five-point Likert scale format and helped the researcher to code the information easily for subsequent analysis and narrow down the error gap while analyzing data as observed by Sekaran (2003).

3.7 Reliability and Validity of Instruments

3.7.1 Validity of Instruments

Validity refers to the degree to which an instrument measures what is intended to measure. (Amin 2005) is also refers to the quality that a procedure or an instrument used in research is accurate, correct, truly meaningful, and right. Whisker (2001) defines validity as the extent to which a method of data collection represents what it is supposed to do, or the extent to which a method of data measures what it is supposed to measure and measures it correctly. In this study, the validity of the research instruments was ensured through expert judgment. Draft copies of the

questionnaire were shared with three professionals in the education department and experienced researchers. These experts evaluated each item in the instrument for relevance, clarity, and representativeness. Each expert rated the items on a 2-point scale (Relevant and not relevant). The Content Validity Index (CVI) was calculated to quantify the experts' agreement on each item using the formula below.

$$\begin{aligned} \text{CVI} &= \frac{\text{Number of items declared relevant}}{\text{Total number of items evaluated}} \\ &= \frac{83}{99} \\ &= 0.83 \end{aligned}$$

A threshold of 0.78 or higher for CVI was considered acceptable, following standard guidelines (Polit & Beck, 2006).

3.7.2 Reliability of Instruments

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. According to Amin (2005), reliability is dependability, trustworthiness, or the degree to which an instrument consistently measures whatever it measures. A high degree of stability indicates a high degree of reliability, which means the results are repeatable for the questionnaire. To ensure consistency of research results, the researcher used Cronbach's Coefficient alpha method to determine the reliability of the instrument. A pilot study was conducted in two schools that were not part of the sample under

study, and 35 respondents were selected. The collected data were coded and entered into the computer using SPSS version 20.0, and Cronbach's Coefficient alpha was calculated. The results are as indicated in Table 3.2.

Table 3.2 Reliability Statistics

Subscale	Cronbach's Alpha	No. of Items
Teacher-effectiveness	.797	8
Support Supervision	.808	7
Performance Appraisal	.770	7
Career Development	.819	7

The questionnaire was considered reliable since the Cronbach Alpha (α) value for each subscale was above the 0.70 benchmark (Tavakol & Dennick, 2011).

3.8 Data Analysis

Galetto (2016) defines data analysis as a process of bringing order, structure, and meaning to the mass of information collected through editing, coding, and classifying the collected data. According to Amin (2005), data analysis is a process of transforming and modeling data to get useful information on which suggestions and conclusions are based for effective decision-making. The study used both quantitative and qualitative data, which were analyzed as follows. The data obtained from the questionnaires were analyzed in several ways; first, the data were coded and sorted, and later entered into the Statistical Package of Social Sciences (SPSS). Then the data was descriptively analyzed through frequencies, percentages, means, and standard

deviations, and presented in descriptive tables. A Pearson product-moment correlation analysis was used to establish the relationship between each of the elements of the independent variable on the dependent variable (Creswell, 2012).

3.9 Ethical Considerations

Throughout the planning, collection, and analysis of data, the Researcher followed research guidelines for behavioral sciences and adhered to ethical standards; sought informed consent of the respondents each time and made known that their participation was voluntary and that one was free to withdraw from the study at any time or may not answer questions they were not comfortable with.

Permission to conduct the study was formally sought from the faculty of Education of Uganda Christian University-Mbale. The Researcher also formally sought permission from the District Education Officer and head teachers to explain the proposed research study and sought clearance to enable access to schools. The researcher then visited the selected schools for the introduction.

During the introductory visits, the researcher sought clearance for the study by the school authorities, made appointments for data collection, briefed the selected teachers on the intended research, sought their cooperation, and obtained consent. The researcher returned to the schools on the scheduled dates for data collection. The names of respondents who participated in the study were kept confidential.

CHAPTER FOUR

PRESENTATION, INTERPRETATION, AND ANALYSIS OF THE RESULTS

4.0 Introduction

This chapter covers the presentation and analysis of the data on headteachers' management practices and teachers' effectiveness in government primary schools in Ngora district, Uganda.

4.1 Response Rate

This section provides an overview of the study's response rate, detailing the proportion of study participants.

Table 4.1: Response Rate

Instrument	Target sample Size	Frequency	Percent
Questionnaire	154	147	95.4

Source: Primary Data (2025)

The findings in Table 4.1 indicate that out of a total target sample size of 154, 147 responses were obtained, representing an overall response rate of 95.4%. These figures demonstrate a high level of participation in the study, particularly in the quantitative aspect, which enhances the reliability and generalizability of the findings. A response rate above 70% is regarded as satisfactory in survey research, as it reduces the risk of nonresponse bias and ensures that the sample accurately represents the target population (Dillman, Smyth, & Christian, 2014).

4.2 Respondents' Demographic Characteristics

This section presents the demographic characteristics of the 147 respondents who participated in the study. Understanding these characteristics was essential for contextualizing the findings and drawing insights into the composition of the teaching workforce. The analysis focused on key variables, including gender, age bracket, highest level of education attained, and length of service. Findings are presented in Table 4.2.

Table 4.2: Demographic Characteristics of Respondents

Characteristics	Category	Frequency	Percentage (%)
Sex	Male	85	57.8
	Female	62	42.2
	Total	147	147
Age Bracket	20-30 years	30	20.4
	31-40 years	50	34
	41-50 years	45	30.6
	51 years and above	22	15
	Total	147	147
Education Level	Diploma	60	40.8
	Bachelor	70	47.6
	Masters	10	6.8
	Others	7	4.8
	Total	147	147
Length of Service	<5 years	20	13.6
	5-10 years	40	27.2
	5-10 years	50	34
	11-15 years	37	25.2
	>15 years	85	57.8
	Total	147	147

Source: Primary Data (2025)

The demographic data for 147 respondents shows a predominance of male teachers (57.8%) compared to their female counterparts (42.2%). In terms of age distribution, the majority fall within the 31-40 years bracket (34.0%), followed by 41-50 years

(30.6%), while those aged 20-30 years constitute 20.4%, and teachers aged 51 years and above account for 15.0%. Regarding educational qualifications, most respondents possess a bachelor's degree (47.6%), with 40.8% holding a diploma, and only a small proportion having attained a master's degree (6.8%) or other qualifications (4.8%). This highlights a relatively high level of formal education among the teachers. For length of service, a significant proportion (34.0%) has worked for 11-15 years, followed by those with 5-10 years of service (27.2%), and 25.2% having over 15 years of experience. Only 13.6% of the respondents are relatively new to the profession, with less than five years of service. These findings reflect a well-experienced teaching workforce with a strong academic background, which is critical for effective teaching and learning in primary schools.

4.3 Analysis of the Key Research Objectives

The data on the specific objectives of the research are presented and analyzed in this section. As shown in the following tables for each research objective, information based on these objectives was gathered via questionnaires and subjected to descriptive statistics and correlation analysis.

4.3.1 Teachers' Effectiveness in Government Primary Schools in Ngora District

The dependent variable (DV) in this study was teachers' effectiveness, which was studied in terms of content knowledge, personal conduct, professional effectiveness, pedagogical effectiveness, and classroom management. Eight items were developed to gather information on teachers' effectiveness. The information obtained was

presented using descriptive statistics: frequencies, percentages, means, and standard deviation as presented in Table 4.3.

Table 4.3: Descriptive Statistics on Teachers' Effectiveness

Items	SD	D	UD	A	SA	Mean	Std
I always prepare lessons before teaching.	4 (2.7%)	6 (4.1%)	4 (2.7%)	20 (13.6%)	113 (76.9%)	4.58	0.94
I show mastery of the lessons taught.	3 (2.0%)	3 (2.0%)	4 (2.7%)	89 (60.5%)	48 (32.7%)	4.20	0.74
I accomplish my teaching tasks creatively.	4 (2.7%)	12 (8.2%)	8 (5.4%)	49 (33.3%)	74 (50.3%)	4.20	1.05
I show interest in a variety of things in my teaching	2 (1.4%)	3 (2.0%)	12 (8.2%)	57 (38.8%)	98 (37.4%)	4.33	0.82
I observe the proper dress code.	1 (0.7%)	7 (4.8%)	10 (6.8%)	58 (39.5%)	71 (48.3%)	4.30	0.85
I do not violate school policies.	4 (2.7%)	4 (2.7%)	6 (4.1%)	69 (46.9%)	64 (43.5%)	4.26	0.88
I set classroom rules for my pupils to follow.	4 (2.7%)	14 (9.5%)	24 (16.3%)	44 (29.9%)	61 (41.5%)	3.98	1.10
I maintain the absence of classroom disruptions.	7 (4.8%)	9 (6.1%)	9 (6.1%)	49 (33.3%)	73 (49.7%)	4.17	1.10
Grand Mean						4.25	0.61

Source: Primary Data (2025)

Legend: (1.00-1.80 = Very low, 1.81-2.60 = low, 2.61-3.40 = Moderate; 3.41-4.20 = High; 4.21-5.00 = Very high)

The results in Table 4.3 indicate a high level of agreement among respondents concerning lesson preparation, with 133(90.5%) of teachers affirming that they

consistently prepare lessons before teaching. Only a small proportion 10 (6.8%) disagreed, and 4(2.7%) remained undecided. The very high mean score of 4.58, coupled with a standard deviation of 0.94, suggests a strong, consistent practice of lesson preparation across respondents, with minimal variation in responses. This finding suggests that a majority of teachers view lesson preparation as a critical component of their teaching process, consistent with emphasis on the importance of lesson planning in enhancing teaching effectiveness. This reflects a professional commitment to ensuring structured, coherent, and well-delivered lessons, which in turn contribute to optimal learning outcomes for pupils.

Regarding the mastery of lesson content, as shown in Table 4.3, 137(93.2%) of respondents indicated confidence in their subject knowledge and their ability to impart this knowledge to students effectively. Only 6(4.0%) of respondents disagreed, with 4(2.7%) undecided. The high mean value of 4.20 and a standard deviation of 0.74 underscore a strong consensus on the importance of content mastery in teaching, with low variability in responses. This finding corroborates the argument that teacher competence, especially mastery over subject matter, is fundamental to the quality of instruction and the fostering of academic achievement in learners. It is plausible that teachers' content mastery not only boosts pupils' academic success but also nurtures trust and confidence in the teacher-student relationship, facilitating a conducive learning environment.

On exploring the creative approach to teaching, the results in Table 4.3 reveal that 123(83.6%) of teachers agreed that they utilized creative strategies in their

instructional practices. However, 16(10.9%) disagreed, and 8(5.4%) were undecided. The mean score of 4.20 and a higher standard deviation of 1.05 suggest that while many teachers engage in creative teaching practices, there exists some degree of variation in the extent to which these strategies are implemented. This variability may reflect the diverse resources available to teachers, as well as the differing levels of support for innovation in teaching practices across schools. The finding indicates that while creativity is a valued approach, further professional development may be needed to support teachers in integrating more dynamic, innovative pedagogical strategies consistently.

In terms of showing interest in diverse teaching aspects, the results in Table 4.3 show that 136(76.2%) of respondents affirmed their enthusiasm for exploring a variety of elements within their teaching. Only 5(3.4%) of respondents disagreed, while 12(8.2%) were undecided. The very high mean of 4.33, accompanied by a standard deviation of 0.82, demonstrates that most teachers are highly engaged and interested in delivering a broad spectrum of content and employing a range of instructional methods. This finding suggests a robust commitment to not only teaching the curriculum but also enriching the learning experience through diverse and holistic educational strategies. Such engagement is central to fostering motivation and intellectual curiosity in learners, which ultimately enhances their academic outcomes.

The adherence to a professional dress code was agreed by 129(87.8%) of respondents, as reflected in Table 4.3 while only 8(5.5%) disagreed, and 10(6.8%) were undecided. With a high mean score of 4.30 and a standard deviation of 0.85, these results

highlight the importance teachers place on presenting themselves in a manner that aligns with institutional expectations. This finding suggests that teachers recognize the symbolic role that professional attire plays in creating an atmosphere of respect and authority within the classroom. Moreover, adherence to the dress code may reflect a broader commitment to professional norms, which can contribute to the overall respectfulness and discipline within the learning environment.

Compliance with school policies is another area where a strong consensus emerges, as 133(90.4%) of respondents agreed that they adhered to institutional rules and regulations. Only 8(5.4%) of respondents strongly disagreed or disagreed, and 6(4.1%) were undecided. The very high mean score of 4.26 and a standard deviation of 0.88 further underline the widespread commitment of teachers to maintaining school discipline and operational standards. This suggests that teachers recognize the critical importance of aligning their actions with school policies to maintain order and a structured educational environment. A teacher's compliance with school policies is integral to fostering a stable and conducive learning environment that benefits both students and staff.

On the question of setting classroom rules, the results in Table 4.3 show that the majority of the respondents, 105(71.4%) of respondents affirmed the practice, while 18(12.2%) disagreed, and 24(16.3%) were undecided. The mean score of 3.98, falling within the high agreement range, along with a standard deviation of 1.10, suggests that while the majority of teachers set clear expectations in the classroom, there is some inconsistency in the application of this practice. This finding points to potential

challenges in uniformly applying classroom management strategies, possibly due to contextual factors such as class size, student behaviour, and the level of support from school leadership.

Finally, regarding the maintenance of an environment free from classroom disruptions, results in Table 4.3 show that a large proportion of respondents 122(83.0%) of respondents agreed that they effectively manage classroom behaviour. A small proportion 16(10.9%) either strongly disagreed or disagreed, and 9(6.1%) were undecided. The mean score of 4.17, categorized as high agreement, and a standard deviation of 1.10 indicate that while most teachers manage to prevent classroom disruptions, there is variability in how this is achieved. This finding underscores the significance of classroom management in creating an optimal learning environment. Effective classroom management is crucial for maintaining focus and maximizing instructional time, which ultimately supports improved academic performance.

The grand mean score of 4.25, coupled with a standard deviation of 0.61, reflects an overall very high agreement across all items, indicating that teachers generally perceive themselves as effective and professional in their teaching practices. The results are indicative of a strong culture of professionalism, commitment to teaching, and adherence to school policies among the teachers sampled. However, it is important to note that some variability across practices suggests areas where additional support, professional development, and resources could further enhance teacher effectiveness.

4.4 Descriptive Results on Headteachers' Performance Management Practices

Three headteachers' performance management practices were studied; support supervision, performance appraisal, and career development. Each performance management practice formed each of the specific objectives that guided the study. Below are the results of the practices.

4.4.1 Study Results on Support Supervision

The first specific objective of the study sought to assess the relationship between support supervision and teachers' effectiveness in government primary schools in Ngora district. Support supervision which is the head teachers' management practice was restricted to classroom observation, support and professional growth, and collaborative engagement. Seven items in the questionnaire were developed to collect the statistical data on support supervision. Below in Table 4.4 are descriptive results on support supervision.

Table 4.4: Descriptive Results on Support Supervision

Support Supervision	SD	D	UD	A	SA	Mean	Std
My head teacher conducts regular classroom observations.	1 (0.7%)	6 (4.1%)	13 (8.8%)	58 (39.5%)	69 (46.9%)	4.28	0.84
Feedback from my head teacher’s supervision sessions is timely.	3 (2.0%)	4 (2.7%)	14 (9.5%)	71 (48.3%)	55 (37.4%)	4.16	0.86
My supervision sessions by the head teacher are scheduled consistently throughout the term.	1 (0.7%)	6 (4.1%)	7 (4.8%)	75 (51.0%)	58 (39.5%)	4.24	0.78
My supervision reports are discussed with teachers in follow-up meetings.	- -	4 (2.7%)	22 (15.0%)	58 (39.5%)	63 (42.9%)	4.22	0.80
My head teacher provides guidance during supervision visits.	- -	3 (2.0%)	22 (15.0%)	64 (43.5%)	58 (39.5%)	4.20	0.77
There is a formal procedure for addressing challenges identified during supervision	1 (0.7%)	5 (3.4%)	27 (18.4%)	61 (41.5%)	53 (36.1%)	4.09	0.86
My head teachers’ support supervision focuses on both teaching and classroom management.	1 (0.7%)	3 (2.0%)	22 (15.0%)	57 (38.8%)	64 (43.5%)	4.22	0.83
Grand Mean						4.20	0.56

Source: Primary Data (2025).

Legend: (1.00-1.80 = Very low, 1.81-2.60 = low, 2.61-3.40 = Moderate; 3.41-4.20 = High; 4.21-5.00 = Very high)

The results in Table 4.4 provide valuable insights into teachers' perceptions of support supervision within their schools. Regarding whether the head teachers conduct regular classroom observations, a majority of teachers 127(86.4%) agreed that their head

teachers conduct regular classroom observations. Only 7(4.8%) of respondents disagreed, and 13(8.8%) were undecided. The mean score of 4.28, categorized within the high agreement range, and the standard deviation of 0.84 indicate that classroom observations by head teachers are a consistent practice with minimal variation in responses. This suggests that regular classroom observations are a fundamental part of professional development and instructional improvement in schools. The consistency of such practices likely plays a significant role in enhancing teaching effectiveness and improving student outcomes.

Regarding the timeliness of feedback following supervision sessions, results in Table 4.4 reveal that the majority of the respondents 126(85.7%) agreed to receive feedback promptly from their head teachers. A small percentage 7(4.7%) disagreed, and 14(9.5%) were undecided. The mean score of 4.16, in the high agreement range, with a standard deviation of 0.86, suggests that feedback provided by head teachers is generally prompt and valued by teachers. This finding underscores the importance of receiving feedback promptly, as timely feedback is crucial for continuous professional growth. It helps teachers reflect on their practice and make necessary adjustments to improve their teaching effectiveness.

On the consistency of supervision schedule, results in Table 4.4 show that a larger number of respondents 133(90.5%) of respondents affirmed that their supervision sessions were consistently scheduled throughout the term. Only 7(4.8%) were undecided, and a minimal 6(4.1%) disagreed. The mean value of 4.24, within the high agreement range, and a standard deviation of 0.78 suggest that teachers experience

consistent and organized supervision schedules. This finding highlights the importance of having a structured and predictable schedule for supervision, which can help ensure that teachers receive continuous support throughout the term. Regular and well-organized supervision ensures that teachers have the opportunity to address challenges and improve their teaching practices regularly.

Regarding the discussion of supervision reports in follow-up meetings, results in Table 4.4 indicate that a substantial number of respondents 121(82.4%) confirmed that their supervision reports were discussed in follow-up meetings. Only 22(18.0%) of respondents were undecided, with a small percentage, 4(2.7%), indicating disagreement. The mean score of 4.22, along with a standard deviation of 0.80, suggests a strong level of agreement, reflecting that teachers appreciate the post-supervision discussions as an important part of the supervision process. This finding emphasizes the value of feedback discussions in supervision. These discussions not only provide clarification but also enable teachers to make improvements based on specific feedback, ensuring that the supervision process is constructive.

On the provision of guidance during supervision visits, the results in Table 4.4 show that a higher percentage of 122(83.0%) of teachers acknowledged receiving guidance from their head teachers during supervision visits. A small proportion, 3 (2.0%), disagreed, and 22(15.0%) were undecided. The mean score of 4.20, categorized as high agreement, and a standard deviation of 0.77 suggest that the majority of teachers benefit from valuable guidance during supervision sessions. This finding highlights the importance of mentorship and professional guidance during supervision.

It suggests that guidance helps teachers improve their practices and navigate challenges more effectively, contributing to their professional growth.

In terms of formal procedures for addressing challenges identified during supervision, results in Table 4.4 show that a high number of 114(77.6%) respondents reported that there is a formal procedure in place for addressing challenges identified during supervision. 6(4.1%) disagreed, and 27(18.4%) were undecided. The mean value of 4.09, categorized as high agreement, with a standard deviation of 0.86, suggests that most teachers are aware of a formal mechanism for addressing challenges that arise during supervision. This finding points to the structured nature of supervision practices within schools. A formal procedure for addressing challenges ensures that issues are resolved effectively and provides a clear pathway for improvement, contributing to a supportive environment for teachers.

Results in Table 4.4 reveal that the majority of respondents, 121(82.3%), agreed that their head teacher's support supervision covers both teaching and classroom management. Only 4(2.7%) disagreed, and 22(15.0%) were undecided. The mean score of 4.22, falling within the high agreement range, and a standard deviation of 0.83 indicate that head teachers provide comprehensive support and supervision that addresses multiple aspects of teaching. This suggests that supervision is viewed as a holistic process that encompasses both instructional strategies and classroom management. Addressing both areas is essential for creating an effective learning environment and ensuring that teachers are well-supported in all aspects of their teaching practice.

The overall grand mean score of 4.20, with a low standard deviation of 0.56, indicates that teachers generally perceive the support supervision practices as highly effective. This demonstrates that teachers feel supported and believe that the supervision process is beneficial to their professional development. The consistency and perceived quality of supervision practices reflect the head teachers' commitment to fostering an environment conducive to continuous teaching improvement and overall educational success.

4.4.1.1 Testing of the first Null Hypothesis

The null hypothesis that there is no statistically significant relationship between support supervision and teachers' effectiveness in government primary schools in Ngora district was derived from the first objective and tested by conducting Pearson Correlation analysis. The results on the same are presented in Table 4.5 below.

Table 4.5: Correlation Results on Support Supervision and Teacher Effectiveness

		Teacher Effectiveness	Support Supervision
Teacher Effectiveness	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	147	147
Support Supervision	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	147	147

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

The results in Table 4.5 show a strong positive correlation of 0.690 between support supervision and teacher effectiveness, with a p-value of 0.000, indicating that the

relationship is statistically significant at the 0.01 level. This suggests that there is a substantial association between the level of support supervision provided to teachers and their effectiveness in the classroom. Therefore, the null hypothesis that there is no statistically significant relationship between support supervision and teachers' effectiveness in government primary schools in Ngora district is rejected, and the alternative hypothesis that there is a statistically significant relationship between support supervision and teachers' effectiveness in government primary schools in Ngora district is accepted. As teachers receive more consistent and constructive support supervision in the form of classroom observation, support and professional growth, and collaborative engagement, their effectiveness in content knowledge, personal conduct, professional and pedagogical practices, and classroom management is likely to improve. The high correlation value highlights the importance of support supervision in fostering a conducive learning environment and enhancing teachers' performance, demonstrating its critical role in teacher development.

4.4.2 Study Results on Performance Appraisal

The second specific objective of the study sought to assess the relationship between performance appraisal and teachers' effectiveness in government primary schools in Ngora district. Performance appraisal, which is the head teachers' management practice, was restricted to frequency and structure of appraisals, professionalism and fairness in appraisal processes, and teacher involvement and feedback. Seven items in the questionnaire were developed to collect statistical data on performance appraisal. Below in Table 4.6 are descriptive results on performance appraisal.

Table 4.6: Descriptive Results on Performance Appraisal

Performance Appraisal	SD	D	UD	A	SA	Mean	Std
I undergo performance appraisals at least once every term.	10 (6.8%)	10 (6.8%)	22 (15.0%)	53 (36.1%)	52 (35.4%)	3.86	1.17
The criteria for performance appraisal are clear and well-communicated by my headteacher	3 (2.0%)	7 (4.8%)	29 (19.7%)	45 (30.6%)	63 (42.9%)	4.07	1.00
My head teacher conducts performance appraisals professionally.	1 (0.7%)	2 (1.4%)	24 (16.3%)	64 (43.5%)	56 (38.1%)	4.17	0.80
Appraisal outcomes are documented for future reference.	1 (0.7%)	4 (2.7%)	15 (10.2%)	57 (38.8%)	70 (47.6%)	4.30	0.81
My appraisals include both teaching quality and co-curricular involvement.	3 (2.0%)	10 (6.8%)	22 (15.0%)	56 (38.1%)	56 (38.1%)	4.03	1.00
My head teacher gives me opportunities to comment on my appraisal reports.	1 (0.7%)	7 (4.8%)	23 (15.6%)	65 (44.2%)	51 (34.7%)	4.07	0.87
My head teacher conducts appraisals without bias or favouritism.	1 (0.7%)	7 (4.8%)	29 (19.7%)	67 (45.6%)	43 (29.3%)	3.98	0.86
Grand Mean						4.07	0.61

Source: Field Data (2025)

Legend: (1.00-1.80 = Very low, 1.81-2.60 = low, 2.61-3.40 = Moderate; 3.41-4.20 = High; 4.21-5.00 = Very high)

The results in Table 4.6 provide insights into teachers' perceptions of performance appraisal processes within their schools. Regarding whether teachers were appraised at least once every term, the results in Table 4.7 showed that a high percentage

105(71.5%) of respondents agreed that they undergo performance appraisals every term. However, 20(13.6%) of respondents reported that they do not undergo termly performance appraisals and 22(15.0%) were undecided. The mean score of 3.86, within the high agreement range, and the relatively high standard deviation of 1.17 suggest that while most teachers experience regular appraisals, there is some variation in the consistency of this practice. This finding implies that performance appraisals are an essential component of professional development but may not always be uniformly applied across all schools or individuals. It also highlights the importance of a clear, consistent appraisal schedule for maintaining accountability and fostering teacher improvement.

Regarding the clarity and communication of performance appraisal criteria, the results in Table 4.7 indicate that 108(73.5%) of respondents felt that the criteria for performance appraisals were clear and well-communicated by their headteacher. Only 10(6.8%) disagreed, and 29(19.7%) were undecided. The mean score of 4.07, in the high agreement range, and a standard deviation of 1.00 suggest that, for the majority of teachers, the criteria are well-understood, which is important for transparency and fairness in the evaluation process. This finding underscores the significance of clear communication in the performance appraisal process. When teachers understand the criteria, they are more likely to engage positively in the appraisal process and make necessary improvements in their practice.

In response to the statement "My head teacher conducts performance appraisals professionally," a strong majority of 120(81.6%) of respondents (38.1% strongly

agreeing and 43.5% agreeing) affirmed that their headteachers conduct appraisals professionally. Only 3(2.1%) of respondents felt that the appraisals were not conducted professionally, and 24(16.3%) were undecided. The mean score of 4.17, within the high agreement range, and a low standard deviation of 0.80 suggest that the professional conduct of performance appraisals is generally perceived positively, with minimal variation. This suggests that teachers view the appraisal process as credible and respectful, which is vital for fostering trust and encouraging teachers to embrace feedback for professional growth.

In terms of documentation of appraisal outcomes for future reference, results in Table 4.7 show that the majority, 127(86.4%) of teachers agreed that appraisal outcomes were documented. Only 5(3.4%) disagreed, and 15(10.2%) were undecided. The very high mean score of 4.30 and the low standard deviation of 0.81 indicate that the documentation of appraisal outcomes is highly regarded and well-implemented. This finding emphasizes the importance of documenting performance appraisal results for future reference, which ensures that feedback is not only provided but also retained for monitoring progress over time. Such documentation supports both individual professional development and the broader evaluation of school effectiveness.

On the item "My appraisals include both teaching quality and co-curricular involvement", the results in Table 4.7 show that a high percentage of 112(76.2%) of respondents acknowledged that their appraisals cover both aspects of their professional responsibilities. However, 13(8.8%) disagreed, and 22(15.0%) were

undecided. The mean score of 4.03, falling within the high agreement range, and a standard deviation of 1.00 indicate that the majority of teachers value a holistic approach to performance appraisal that encompasses both teaching quality and co-curricular activities. This finding highlights the importance of evaluating teachers comprehensively. Considering both academic and co-curricular contributions provides a more complete assessment of a teacher's overall impact on students and the school community.

On the opportunity for teachers to comment on their appraisal reports, results in Table 4.7 indicate that 116(78.9%) of respondents agreed that their headteacher provides opportunities for them to comment on their appraisal reports. Only 8(5.5%) disagreed, and 23(15.6%) were undecided. The mean score of 4.07, within the high agreement range, and a low standard deviation of 0.87 suggest that teachers generally feel empowered to provide input on their appraisals. This finding indicates that feedback loops within the appraisal process are encouraged, promoting a more participatory and constructive environment for professional development.

Regarding the perceived impartiality of performance appraisals, results in Table 4.7 reveal that a higher percentage of 110(74.9%) respondents (29.3% strongly agreeing and 45.6% agreeing) reported that appraisals are conducted without bias or favouritism. Only 8(5.5%) disagreed, and 29(19.7%) were undecided. The mean score of 3.98, within the high agreement range, and a low standard deviation of 0.86 suggest that most teachers perceive their performance appraisals as fair and unbiased. This finding suggests that the performance appraisal process is generally

seen as objective and equitable, which is crucial for maintaining trust and motivation among teachers.

The grand mean score of 4.07, with a low standard deviation of 0.61, indicates that, overall, teachers have a high level of agreement regarding the performance appraisal practices in their schools. The results reflect that teachers appreciate a professional, transparent, and participatory performance appraisal system, which is crucial for fostering continuous improvement and supporting teachers' career growth. This reflects a strong perception of professionalism, clarity, fairness, and the value of appraisals in supporting teacher growth. Effective performance appraisal systems are essential for improving teaching quality, providing constructive feedback, and ensuring that teachers have the support they need to enhance their practice and contribute to students' success.

4.4.2.1 Testing of the second Null Hypothesis

The null hypothesis that there is no statistically significant relationship between performance appraisal and teachers' effectiveness in government primary schools in Ngora district was derived from the second objective and tested by conducting Pearson Correlation analysis. The results on the same are presented in Table 4.7 below.

Table 4.7: Correlation Results on Performance Appraisal and Teacher Effectiveness

		Teacher Effectiveness	Performance Appraisal
Teacher Effectiveness	Pearson Correlation	1	.531**
	Sig. (2-tailed)		.000
	N	147	147
Performance Appraisal	Pearson Correlation	.531**	1
	Sig. (2-tailed)	.000	
	N	147	147

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

The results in Table 4.7 show a significant positive correlation of 0.531 between performance appraisal and teacher effectiveness, with a p-value of 0.000, indicating that the relationship is statistically significant at the 0.01 level. Therefore, the null hypothesis that there is no statistically significant relationship between performance appraisal and teachers' effectiveness in government primary schools in Ngora district is rejected, and the alternative hypothesis that there is a statistically significant relationship between performance appraisal and teachers' effectiveness in

government primary schools in Ngora district is accepted. This suggests that there is a moderate but meaningful association between performance appraisal practices and the effectiveness of teachers. As performance appraisals are conducted frequently, professionally, fairly, and the teachers are involved in the process, teachers' overall effectiveness in content knowledge, personal conduct, professional and pedagogical practices, and classroom management is likely to improve. The correlation implies that well-structured and professional performance appraisals contribute to enhancing teacher performance, offering support for the role of appraisals in promoting teacher growth and effectiveness.

4.4.3 Study Results on Career Development

The third specific objective of the study sought to assess the relationship between career development and teachers' effectiveness in government primary schools in Ngora district. Career development which is the head teachers' management practice was restricted to; professional growth, training opportunities, and career development initiatives. Seven items in the questionnaire were developed to collect statistical data on career development. Below in Table 4.8 are descriptive results on performance appraisal.

Table 4.8: Descriptive Results on Career Development

Career Development	SD	D	UD	A	SA	Mean	Std
My head teacher encourages me to attend professional development workshops.	2 (1.4%)	5 (3.4%)	10 (6.8%)	59 (40.1%)	71 (48.3%)	4.31	0.85
My head teacher provides access to training opportunities.	1 (0.7%)	6 (4.1%)	12 (8.2%)	71 (48.3%)	57 (38.8%)	4.20	0.81
My head teacher supports teachers' applications for further studies.	1 (0.7%)	3 (2.0%)	13 (8.8%)	69 (46.9%)	61 (41.5%)	4.27	0.76
My head teacher communicates opportunities for in-service training to all teachers.	4 (2.7%)	7 (4.8%)	17 (11.6%)	75 (51.0%)	44 (29.9%)	4.01	0.93
My head teacher provides teachers with financial or logistical support to attend professional training.	3 (2.0%)	6 (4.1%)	16 (10.9%)	63 (42.9%)	59 (40.1%)	4.15	0.92
My head teacher has a clear policy on teacher career advancement.	2 (1.4%)	1 (0.7%)	30 (20.4%)	72 (49.0%)	42 (28.6%)	4.03	0.80
My head teacher regularly reviews career development initiatives to meet teachers' needs.	2 (1.4%)	8 (5.4%)	21 (14.3%)	52 (35.4%)	64 (43.5%)	4.14	0.95
Grand Mean						4.16	0.60

Source: Primary Data (2025)

Legend: (1.00-1.80 = Very low, 1.81-2.60 = low, 2.61-3.40 = Moderate; 3.41-4.20 = High; 4.21-5.00 = Very high)

The results in Table 4.8 indicate that a significant majority of 130(88.4%) of respondents affirmed that their head teachers encourage attendance at professional development workshops. Only 7(4.8%) disagreed, highlighting that a minority felt

unsupported in this area, while 10(6.8%) remained undecided. The mean score of 4.31 signifies very high agreement, showing that most teachers acknowledge this practice as a key aspect of their professional growth. The standard deviation of 0.85 reflects moderate variability, indicating differing experiences among teachers. These findings suggest that head teachers play a pivotal role in fostering teachers' professional growth. They further indicate that career development through workshops is a prioritized aspect of professional growth.

The results in Table 4.8 reveal that 128(87.1%) of respondents acknowledged that their head teachers provide access to training opportunities. Conversely, only 7(4.8%) disagreed, and 12(8.2%) remained undecided. A mean score of 4.20 represents high agreement, while a standard deviation of 0.81 indicates moderate variability in responses. This variability may arise from differences in school contexts and resource availability. The high mean and agreement percentages demonstrate the importance of equitable access to training for teacher effectiveness. The results indicate that access to training opportunities is generally perceived positively by the majority of teachers. This suggests that headteachers are committed to ensuring teachers have access to necessary professional training, which is vital for continuous skill development and academic improvement.

The findings in Table 4.8 show that 130(88.4%) of respondents perceived head teachers as supportive of further studies. Only 4(2.7%) strongly disagreed, while 13(8.8) were undecided. A mean score of 4.27 denotes very high agreement, while a standard deviation of 0.76 reflects relatively low variability, indicating a shared

positive experience among most teachers. These findings indicate that headteachers are perceived as supportive of their teachers' academic ambitions and highlight the role of headteachers in fostering a learning environment where teachers are encouraged to pursue higher education, contributing to both individual teacher development and the overall quality of education.

Findings in Table 4.9 reveal that approximately 119(80.9%) of respondents agreed that their head teachers communicated in-service training opportunities to them effectively. However, 11(7.5%) disagreed while 17(11.6%) remained undecided. The mean score of 4.01 signifies high agreement, but the standard deviation of 0.93 indicates moderate variability. This variability suggests inconsistencies in communication practices across schools. The findings reveal a need for standardized communication strategies to ensure all teachers are informed of training opportunities. This denotes that improving communication would enhance inclusivity.

The results in 4.8 show that 83.0% agreed to receive financial or logistical support to attend professional training from their head teachers. A small proportion 9(6.1%) felt otherwise and 16(10.9%) remained undecided. The mean score of 4.15 indicates high agreement, while the standard deviation of 0.92 reflects moderate variability, suggesting differing levels of support among schools. The results suggest that while most teachers feel supported in attending professional training, a small minority do not receive adequate financial or logistical support. This finding points to the importance of ensuring that career development is not only encouraged but also made financially accessible to all teachers, particularly in schools with limited resources.

The findings reveal that 114(77.6%) of respondents agreed that their head teachers had a clear policy on teacher career advancement. However, 30(20.4%) were undecided, and only 3(2.1%) disagreed. The mean score of 4.03 represents high agreement, while the standard deviation of 0.80 indicates relatively low variability, reflecting consistency in teacher perceptions. The high level of agreement underscores that the majority of head teachers are aware of career advancement policies. It also highlights the significance of having a clear, communicated policy that outlines opportunities for career progression, which can be motivating and contribute to teachers' long-term job satisfaction.

Among respondents 154 respondents, 116(78.9%) agreed to receiving regular reviews of career development initiatives from their head teachers. A notable 21(14.3%) were neutral, while 10(6.8%) disagreed. The mean score of 4.14 denotes high agreement, while the standard deviation of 0.95 reflects moderate variability, indicating diverse experiences across schools. the findings suggest that teachers perceive career development initiatives as being regularly assessed to ensure they align with their evolving needs. This finding highlights the importance of ongoing evaluation of career development initiatives to ensure they remain relevant and effective in supporting teachers' professional growth.

The grand mean of 4.16 and standard deviation of 0.60 indicate high agreement with low variability across all items, signifying a generally positive perception of career development practices. These findings highlight the essential role of head teachers in fostering an environment conducive to teacher growth and effectiveness. Findings

also reflect a positive and supportive environment for teacher professional growth, which is essential for fostering an engaged and competent teaching workforce. The teachers generally feel encouraged, supported, and informed about career development opportunities, though continued attention to financial and logistical support for training may further enhance these efforts.

4.4.3.1 Testing of the third Null Hypothesis

The null hypothesis that there is no statistically significant relationship between career development and teachers' effectiveness in government primary schools in Ngora district was derived from the third objective and tested by conducting Pearson Correlation analysis. The results on the same are presented in Table 4.9 below.

Table 4.9: Correlation Results on Career Development and Teacher Effectiveness

		Teacher Effectiveness	Career Development
Teacher Effectiveness	Pearson Correlation	1	.512**
	Sig. (2-tailed)		.000
	N	147	147
Career Development	Pearson Correlation	.512**	1
	Sig. (2-tailed)	.000	
	N	147	147

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

The results in Table 4.9 show a moderate positive correlation of 0.512 between career development and teacher effectiveness, which is statistically significant at the 0.01 level ($p = 0.000$). Therefore, the null hypothesis that there is no statistically

significant relationship between career development and teachers' effectiveness in government primary schools in Ngora district was rejected, and the alternative hypothesis that there is a statistically significant relationship between career development and teachers' effectiveness in government primary schools in Ngora district was accepted. This suggests that improvements in career development (professional growth, training opportunities, and career development initiatives) are associated with increased teacher effectiveness in content knowledge, personal conduct, professional and pedagogical practices, and classroom management. In other words, as teachers receive better career development opportunities, their effectiveness in content knowledge, personal conduct, professional and pedagogical practices, and classroom management tends to improve. The significance of this relationship further suggests that well-structured and effective career development opportunities may play a crucial role in fostering teachers' effectiveness.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents a discussion of the findings of the study in line with the objectives of the study and the hypotheses as follows.

5.1 Relationship between Teacher effectiveness in Government Primary Schools in Ngora district

The findings indicate high teacher effectiveness in government-aided primary schools in Ngora District (mean = 4.25, SD = 0.61). This aligns with recent research emphasizing positive strides in teacher performance in various contexts. For instance, Mukasa et al. (2022) observed similarly high ratings, attributing this effectiveness to robust professional development programs and enhanced access to instructional resources. Likewise, Kansiime and Atuhaire (2023) identified continuous professional development and targeted training as significant contributors to improved teacher effectiveness, with measurable impacts on pupils' academic outcomes. These studies highlight the pivotal role of investment in teacher capacity-building initiatives, which appear to underpin the strong teacher effectiveness observed in Ngora.

While quantitative findings reveal high teacher effectiveness, qualitative findings show that many teachers do not conduct their job effectively. Teachers are not consistent in lesson preparation, they violate school policies and do not show interest in a variety of things in their teaching. This finding is concordance with Okello and Obura (2021) revelation of lower teacher effectiveness levels in schools, citing large

class sizes, inadequate teaching materials, and delayed salaries as critical impediments. Similarly, Namara (2024) noted disparities between public and private schools, with private institutions demonstrating superior teacher performance due to better remuneration and resource availability. These findings underscore the variability of teacher effectiveness, shaped by contextual and systemic factors. Therefore, while the results from Ngora district are promising, they emphasize the need for equitable resource allocation and policy interventions to address persistent challenges.

5.2 Relationship between Support Supervision and teacher-effectiveness in government-aided primary schools, Ngora district

The findings of the study showed a strong positive correlation ($r = 0.690$, $p = 0.000$) between support supervision and teacher effectiveness in government-aided primary schools in Ngora District. These findings are consistent with prior research highlighting the importance of supervision in improving educational outcomes. Wanjiku and Ndung'u (2021) demonstrated that regular classroom observations, constructive feedback, and mentorship programs significantly enhanced teacher performance in Kenyan primary schools. These findings emphasize that structured and frequent supervisory practices are essential for improving curriculum delivery and fostering student engagement.

Similarly, consistent to the above, Tadesse and Kebede (2020) found that support supervision, particularly regular visits and feedback sessions, enhanced teachers' instructional delivery and professional competence. This collectively underscores the

central role of supervisory practices in fostering teacher effectiveness across diverse educational contexts. Further corroboration comes from Dlamini and Nkosi (2023), who reported that instructional supervision improved teacher pedagogical skills in schools, including classroom management and student assessment. In the same vein, Musinguzi and Kiyingi (2020) observed that teachers who received regular supervisory support demonstrated improved lesson delivery, student interaction, and content mastery in rural Ugandan schools. These studies highlight that effective supervision practices, regardless of geographical and contextual differences, are critical in equipping teachers with the skills needed to address instructional challenges.

The findings also align with the principles of Path-Goal Theory (House, 1971), which emphasizes the leader's role in clarifying paths, removing obstacles, and providing support to help subordinates achieve their goals. According to this theory, effective supervision functions as a leadership tool that enhances teacher motivation and performance by aligning their tasks with clear guidance, consistent feedback, and constructive support. The supervisory practices, such as classroom observations, mentorship, and regular feedback, act as motivational mechanisms that enable teachers to navigate instructional challenges effectively, improve their pedagogical skills, and achieve desired educational outcomes. The Path-Goal Theory further posits that leadership behaviour must be adaptable to situational demands, a principle evident in the positive outcomes of structured and context-sensitive supervision in the study. By fostering an environment where teachers feel supported and empowered, the supervisory practices examined in Ngora District illustrate the theory's central

tenet: that leadership behaviours tailored to subordinate needs and work conditions lead to enhanced effectiveness and goal attainment. Thus, the findings corroborate the Path-Goal Theory's assertion that supportive and directive leadership is instrumental in improving performance and achieving organizational objectives.

This study's findings contribute to this broader discourse by reinforcing the positive influence of support supervision on teacher effectiveness, particularly in primary school settings. Such evidence underscores the importance of prioritizing and institutionalizing supervisory practices to sustain improvements in teacher effectiveness and, consequently, student outcomes.

5.3 Relationship between Performance Appraisal and Teacher Effectiveness in Government-Aided Primary Schools, Ngora District

The study revealed a significant positive correlation of 0.531 ($p = 0.000$) between performance appraisal and teacher effectiveness, underscoring the pivotal role of appraisal systems in enhancing teacher performance. This finding corroborates existing literature that identifies performance appraisal as a core mechanism for promoting teacher accountability, reflective practice, and continuous professional growth (Lubega & Okurut, 2022; Zuma & Kgosi, 2024; Adedeji & Olayiwola, 2020). Specifically, Lubega and Okurut (2022) established a significant association between appraisal processes and teacher effectiveness, but they also highlighted persistent challenges, including subjectivity in evaluations, inadequate follow-up support, insufficient appraiser training, and resource constraints.

Similarly, Zuma and Kgosi (2024) demonstrated that structured performance appraisals facilitate reflective teaching practices and professional development, enabling teachers to identify strengths, address instructional gaps, and adopt innovative pedagogical strategies. Adedeji and Olayiwola (2020) further substantiated these claims, showing that performance appraisal systems significantly contribute to teachers' professional growth and classroom effectiveness by fostering goal-setting, self-evaluation, and targeted professional learning. These findings underscore that while performance appraisal is an essential driver of teacher effectiveness, its impact is contingent upon the presence of well-designed appraisal frameworks. Effective systems must incorporate trained appraisers, objective and transparent evaluation criteria, continuous professional feedback, and adequate resource provision. Without these conditions, appraisal systems risk becoming procedural formalities rather than transformative tools for professional development. Thus, the present study affirms that enhancing teacher effectiveness through performance appraisal requires both systemic support and institutional commitment to capacity building.

The study findings are also closely aligned with the core principles of Path-Goal Theory (House, 1971). This theory posits that leaders (or supervisors) play a pivotal role in clarifying the path to goal achievement by providing support and removing obstacles. In the context of performance appraisal, supervisors contribute to teacher effectiveness by offering constructive feedback, identifying areas for improvement, and fostering professional growth, which aligns with the study's finding that performance appraisals enhance teacher effectiveness. The positive impact of

performance appraisals, as indicated by the current study, can be understood through the Path-Goal Theory's framework, which emphasizes the importance of supportive leadership behaviours, such as regular evaluations and feedback mechanisms, to motivate teachers and guide them towards improved instructional practices. Furthermore, the Path-Goal Theory suggests that the effectiveness of supervisory practices, like performance appraisals, depends on their ability to meet the specific needs and conditions of the teachers. As observed in the literature reviewed, challenges such as insufficient resources or inadequate feedback mechanisms often hinder the full potential of performance appraisals. However, when these obstacles are addressed through consistent and well-structured appraisal systems, as suggested by Path-Goal Theory, teachers are more likely to feel supported and motivated, ultimately leading to enhanced teacher effectiveness.

5.4 Relationship between career development and teacher effectiveness in government-aided Primary Schools, Ngora district

The analysis revealed a moderate positive significant correlation ($r = 0.512$, $p = 0.000$) between career development and teacher effectiveness. These findings align with recent studies emphasizing the importance of career development in fostering teacher effectiveness. Mwesigye et al. (2024) demonstrated that professional development initiatives significantly enhanced science teachers' effectiveness in southwestern Uganda, noting improvements in instructional delivery and student engagement. Similarly, Mugizi et al. (2023) found that performance management practices, including career development, positively influenced teacher effectiveness

in primary schools in Bulambuli District, Uganda. Their study highlighted the need for comprehensive performance management systems to enhance instructional quality. Furthermore, a study by Tukahirwa et al. (2025) revealed a strong positive relationship between career development opportunities and teacher retention in private secondary schools in Sheema Municipality, southwestern Uganda. The study concluded that fostering structured and ongoing professional development enhances teacher satisfaction, loyalty, and performance, thereby reducing turnover.

The results of this study correspond with the principles articulated in the Path-Goal Theory (House, 1971), which posits that career development programs serve as a vital mechanism for elucidating and supporting the pathways through which teachers can enhance their performance. When these programs are effectively aligned with educators' professional aspirations and provide tangible support, they not only foster motivation but also amplify teachers' overall effectiveness. The findings substantiate the contention that career development initiatives provide a structured framework that augments educators' competencies while simultaneously enhancing their intrinsic motivation to excel in their roles. This perspective is further corroborated by existing literature, which emphasizes the beneficial impact of career advancement opportunities on teacher effectiveness through the enhancement of motivation, skill acquisition, and a heightened sense of professional growth. Consequently, career development opportunities emerge as essential facilitators that empower educators to attain elevated levels of effectiveness by offering clear guidance and critical resources, consistent with the foundational principles of the Path-Goal Theory.

CHAPTER SIX

SUMMARY OF THE STUDY, CONCLUSIONS, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH

6.0 Introduction

This chapter presents the conclusions, recommendations, and areas for further research.

6.1 The Summary of the Study

The study was conducted using two variables, that is independent variable (Head teachers' performance management practices) and the dependent variable (Teachers' effectiveness). The independent variable consisted of support supervision, performance appraisal, and career development. On the other hand, the dependent variable consisted of content knowledge, personal conduct, professional effectiveness, and classroom management. The three hypotheses were tested, and these were: **H01** There is no statistically significant relationship between support supervision and teachers' effectiveness in government-aided primary schools in Ngora district, **H02** There is no statistically significant relationship between performance appraisals and teachers' effectiveness in government-aided primary schools of Ngora district, and **H03** There is no statistically significant relationship between career development and teachers' effectiveness in government-aided primary schools of Ngora district.

The study revealed a strong positive correlation ($r = 0.690$, $p = 0.000$) between support supervision and teacher effectiveness in government-aided primary schools in

Ngora District. Additionally, the study revealed a moderately significant relationship between performance appraisal and teacher effectiveness in government-aided primary schools in Ngora district, as portrayed by the study findings ($r = 0.531$, $p = 0.000$). Also, the study revealed a significant relationship between career development and teacher effectiveness in government-aided primary schools in Ngora district, as reflected by findings ($r = 0.512$, $p = 0.000$).

6.2 Conclusions

6.2.1 The Relationship between Support Supervision and Teacher Effectiveness in Government-aided Primary Schools in Ngora District

Based on the findings, the study concludes that support supervision is significantly associated with teacher effectiveness in government primary schools in Ngora district. As teachers receive consistent and constructive support and supervision, their effectiveness in various aspects such as content knowledge, personal conduct, pedagogical practices, and classroom management improves. This underscores the importance of providing teachers with regular, effective supervision to foster professional growth, create a conducive learning environment, and ultimately improve educational outcomes.

6.2.2 The Relationship Performance Appraisal and Teacher Effectiveness in Government-aided Primary Schools in Ngora District

The study concludes that performance appraisals have a significant relationship with teacher effectiveness in government-aided primary schools in Ngora district. The systematic and equitable administration of performance appraisals contributes

markedly to enhancing teachers' effectiveness across multiple domains, including content knowledge, personal conduct, pedagogical practices, and classroom management. The integration of these evaluative processes within educational institutions fosters an environment conducive to effective teaching. Moreover, the provision of regular feedback facilitates educators in honing their professional skills and adapting their instructional methodologies, thereby promoting overall educational excellence.

6.2.3 The Relationship between Career Development and Teacher Effectiveness in Government-aided Primary Schools in Ngora District

The study concludes that career development initiatives such as professional growth opportunities, training programs, and career advancement initiatives have a significant relationship with teachers' effectiveness in various dimensions, including content knowledge, personal conduct, pedagogical practices, and classroom management in government-aided primary schools in Ngora district. This underscores the importance of investing in the professional development of educators, as it not only enriches their skills but also positively impacts their overall teaching effectiveness.

6.3 Recommendations for Action

6.3.1 The Relationship between Support Supervision and Teacher Effectiveness in Government-aided Primary Schools in Ngora District

In light of the findings from the study, the researcher felt compelled to make the following recommendations:

The Ministry should develop and promote a comprehensive professional development framework that aligns support supervision with teachers' individual professional needs. This could involve designing targeted workshops and in-service training programs that address identified gaps from supervision reports. To implement this effectively, the Ministry could collaborate with teacher training colleges to offer periodic workshops focused on pedagogical skills, content mastery, and classroom management.

At the school level, headteachers should ensure that professional development plans are tailored to meet the specific needs of their teaching staff, informed by ongoing support supervision results. This can be practically achieved by creating a system for teachers to set personal development goals based on feedback from supervision sessions, which are then tracked and supported by the school leadership throughout the academic year.

6.3.2 The Relationship Performance Appraisal and Teacher Effectiveness in Government-aided Primary Schools in Ngora District

As a result of the study's findings, the researcher felt compelled to make the following recommendations;

The Ministry of Education and Sports should create a framework that integrates performance appraisal results into teachers' professional development plans. This could involve using the results of performance appraisals to design tailored professional development programs such as workshops, coaching, or mentoring.

Headteachers should work with teachers to set development goals based on the feedback received and monitor progress throughout the year. For example, if an appraisal reveals weaknesses in classroom management, targeted training on classroom strategies can be organized.

6.3.2 The Relationship between Career Development and Teacher Effectiveness in Government-aided Primary Schools in Ngora District

Owing to the results of the study, the researcher was moved to recommend as follows;

The Ministry of Education and Sports should design clear career progression frameworks that motivate teachers to engage in continuous professional growth. This could include certification, promotions, and salary increments tied to achievements in professional development, as well as recognizing teachers who excel in pedagogical practices and leadership roles within schools.

School managers should budget for teachers' professional development activities and ensure that teachers have the necessary resources to implement new skills in the classroom. This could include providing access to online resources, teaching aids, and time for collaborative planning.

6.4 Areas for Further Research

The study recommends further research into the following areas;

This study predominantly addressed the aspects of supervision, appraisal, and career development within the educational framework. Future research could include an

examination of how feedback provided by learners regarding teacher performance impacts the overall effectiveness of educators.

Additionally, subsequent investigations could assess whether the geographical context—specifically urban versus rural settings—modifies the relationship between headteachers' performance management practices and the effectiveness of teachers.

Furthermore, another line of inquiry could focus on whether teacher motivation acts as a mediating variable between performance management practices (including supervision, appraisal, and career development) and teacher effectiveness.

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APPENDICES

Appendix A: Questionnaire

I am Ongodia Charles Peter, a Master's student at Uganda Christian University, conducting a study on *"Head Teachers' Performance Management Practices and Teacher Effectiveness in Government-Aided Primary Schools in Ngora District."* This questionnaire is designed to collect your views and experiences related to head teachers' performance management practices and how they influence teacher effectiveness in your school. Your responses will be treated with the utmost confidentiality and will only be used for academic purposes. Your participation is voluntary, and you are free to withdraw at any time. Thank you for taking the time to complete this questionnaire.

Section A: Socio-Demographic Characteristics of Respondents

Please tick the most appropriate option.

Characteristic	Options
Sex of the Respondent	<input type="checkbox"/> Male <input type="checkbox"/> Female
Age of the Respondent	<input type="checkbox"/> 20-30 years <input type="checkbox"/> 31-40 years <input type="checkbox"/> 41-50 years <input type="checkbox"/> Above 50 years
Highest Education Level	<input type="checkbox"/> Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Other (specify) _____
Length of Service	<input type="checkbox"/> Less than 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> More than 15 years

Section B: Teacher Effectiveness

This section contains information about the effectiveness of teachers. Kindly use the scale to indicate the extent to which you effectively teach in this school. Where, 1= Strongly- disagree (SD), 2= Disagree (D), 3= Undecided (UD), 4= Agree (A) & 5= Strongly- agree (SA).

Teacher Effectiveness	SD	D	UD	A	SA
	1	2	3	4	5
I always prepare lessons before teaching.					
I show mastery of lessons taught.					
I accomplish my teaching tasks creatively.					
I show interest in a variety of things in my teaching					
I observe proper dress code.					
I do not violate school policies.					
I set classroom rules for my pupils to follow.					
I maintain the absence of classroom disruptions.					

Section C: Headteachers' Performance Management Practices (IV)

This section comprises information about performance management. This section has three parts: goal setting, appraisal management, and career development. You're requested kindly to show your state of mind using the scale where 1= strongly disagree (SD), 2= Disagree (D), 3= Undecided (UN), 4= Agree (A), and 5= Strongly Agree (SA).

Support Supervision	S	D	U	A	S
	D		D		A
My head teacher conducts regular classroom observations.					
Feedback from my head teacher's supervision sessions is timely.					
My supervision sessions by the head teacher are scheduled consistently throughout the term.					
My supervision reports are discussed with teachers in follow-up meetings.					
My head teacher provides guidance during supervision visits.					
There is a formal procedure for addressing challenges identified during supervision					
My head teachers' support supervision focuses on both teaching and					

classroom management.					
Performance Appraisals	S	D	U	A	S
	D		D		A
I undergo performance appraisals at least once every term.					
The criteria for performance appraisal are clear and well-communicated by my headteacher					
My head teacher conducts performance appraisals professionally.					
Appraisal outcomes are documented for future reference.					
My appraisals include both teaching quality and co-curricular involvement.					
My head teacher gives me opportunities to comment on my appraisal reports.					
My head teacher conducts appraisals without bias or favouritism.					
Career Development	S	D	U	A	S
	D		D		A
My head teacher encourages me to attend professional development workshops.					
My head teacher provides access to training opportunities.					
My head teacher supports teachers' applications for further studies.					
My head teacher communicates opportunities for in-service training to all teachers.					
My head teacher provides teachers with financial or logistical support to attend professional training.					
My head teacher has a clear policy on teacher career advancement.					
My head teacher regularly reviews career development initiatives to meet teachers' needs.					

Appendix B: Table for Determining Sample Size for a Finite Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Appendix C: Introductory Letter



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss ONGODIA CHARLES PETER
Of Registration Number; J17/muc/med/016pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic

Head teachers performance management practices
and Teachers effectiveness in government aided p/schools

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

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

Thank you.

Yours faithfully,

Mr. Akampurira Timothy

Academic Registrar

