

**PERFORMANCE APPRAISAL SYSTEM AND TEACHER EFFECTIVENESS IN
GOVERNMENT AIDED PRIMARY SCHOOLS IN KASILO COUNTY SERERE
DISTRICT**

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**UGANDA CHRISTIAN
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DECLARATION

I, **Acom Regina**, declare that to the best of my knowledge, this dissertation is my original work and has never been submitted for any degree award in any university or for any publication as a whole or in part.


Sign..........

Date..........

ACOM REGINA

APPROVAL

This research dissertation is hereby submitted with my approval as a University Supervisor.

Signature.......... Date..........

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DEDICATION

This dissertation is dedicated to my husband Hosea for the financial support that he gave me while I was engaged in this study and my children Enoch, Noel, Silas and Gabriel Ray for their continuous encouragement and living on minimal while I was doing this research study.

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LIST OF ABBREVIATIONS

BARS	Behaviorally Anchored Rating Scale
CCT	Coordinating Centre Tutor
CPTC	Core Primary Teachers College
DES	Directorate of Education Standards
MBO	Management by Objectives
MED	Masters in Education
MOES	Ministry of Education and Sports
NAPE	National Assessment for Primary Education
NGOs	Non-Governmental Organizations
PA	Performance Appraisal
PAS	Performance Appraisal System
SMART	Smart Measurable Realistic Time bound
SPSS	Statistical Package for Social Sciences
UNEB	Uganda National Examination Board

ABSTRACT

The study examined the contribution of Performance Appraisal System (PAS) towards teacher effectiveness in Government-aided Primary Schools in Kasilo County in Serere district. The specific objectives were; to examine the contribution of Management by Objective PAS method towards teacher effectiveness in the primary schools in Kasilo county; to determine the contribution of Behaviorally Anchored Rating scale PAS method towards teacher effectiveness in the primary schools in Kasilo County and to assess the contribution of 360 Degrees Feedback PAS method towards teacher effectiveness in Kasilo county. The study adopted descriptive research design with both quantitative and qualitative approaches and these were used for purposes of triangulation. A sample of 157 classroom teachers and 25 Head teachers were selected using cluster and simple random sampling and purposive sampling respectively. Data collection was by use of majorly closed-ended Likert scale questionnaire and an interview guide. Quantitative data was analyzed using linear regression while qualitative data was analyzed by content analysis. Findings revealed that management by objective PAS method significantly contributed to teacher effectiveness in Kasilo county as portrayed by the regression analysis with the adjusted R Square of 0.223 (22.3%) and the ANNOVA^a with a P value of 0.000. The findings further showed that behaviorally anchored rating scale PA method has a significant contribution on teacher effectiveness in Kasilo county as showed by the regression analysis with the adjusted R Square of 0.476 (47.6%) and the ANNOVA^a with a P value of 0.000. It was also found that 360 degrees feedback PAS method had significant contribution towards teacher effectiveness in Kasilo County as reflected by regression analysis with the adjusted R Square of 0.397 (39.7%) and ANOVA^a with a p-value of 0.000. It was concluded that performance appraisal system methods considered in this study have significant contribution towards teacher effectiveness. The study recommends that head teachers and other concerned persons should regularly carryout performance appraisal of teachers while applying objective PAS method, behaviorally anchored rating scale PA method, 360 degrees feedback PAS appraisal methods to realize teacher effectiveness in schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was about the contribution of the performance appraisal system towards teacher effectiveness in Government-aided Primary Schools in Kasilo County in Serere district. It specifically addressed the Performance Appraisal System (PAS) methods and their contribution to teacher effectiveness; Management by Objectives (MBO), Behaviorally Anchored Rating Scale, (BARS), and 360 Degree Feedback methods and their contribution to teachers' effectiveness, namely; teacher preparation, lesson delivery and assessment.

Researchers agree that effective teachers are the most important school-based resources in determining students' future academic success and lifetime outcomes (Chetty et al 2014). As a result, there has been an emphasis on enhancing teacher effectiveness in educational institutions as a way of improving students' achievements.

When high standards of performance are set, teacher performance becomes high too. The employees must know why they figure in the payment roll, what is expected from them, and what makes a high performance, (Dee and Wyckoff, 2015). Developing teacher effectiveness is as important as measuring it. Many studies have concluded that teachers' participation in standards-based performance assessment can help teachers to improve in their classroom practices, as a result improvement in learner performance. PAS is used in organization to measure the effectiveness and efficiency of their employees. It tends to improve

the work performance, communication expectations, determining employee's potential and aiding employee counseling, (Aggarwal and Thakur, 2013). Serere district local government too, uses performance appraisal system methods to measure teacher effectiveness thus enhancing learner performance. Despite the emphasis on use of appraisal, teacher effectiveness is still at stake because teachers have continued to teach with inadequate preparation which affects lesson delivery, (NAPE 2016_2018), Serere District L G (2016- 20).

1.1 Background to the Study

1.1.1 Historical Background

Teachers have the role of offering a conducive learning environment for the achievement of organizational goals such as the academic performance of learners, and excellent education among others. Teachers have been shown to elicit the greatest impact on learning in school. (Hattie, 2009). Similarly, Darling Hammond (2000) noted that the effects of quality on students' outcomes are greater than those that arise from students' backgrounds. This impact may be positive or negative with the effect of poor-quality teaching being seen as incapacitating and increasing on the students' outcomes (Darling Hammond 2000). Slater Davies and Burges (2009) noted that students displayed almost a twelve-month difference in academic propagation when being taught by low low-performing teacher versus a high-performing teacher. Consequently, teacher effectiveness can be understood as a process where a teacher enables students to perform hence better outcomes.

High-performing education systems around the world have noticed and emphasized the need to better the standard and effectiveness of teaching to improve learner achievement in both classroom and school level. Countries like Finland, Singapore and Ontario Canada, have displayed that effective teachers learn from one another in order to target the learning of the child. More effective teachers, and by extension teaching are key to improving school education. (Hanushek, Kain, & Rivkin 2005, Hanushek, Kain, & Rivkin 1998; Rockoff, 2004)

Evaluating the effectiveness of teachers has changed over time due to increasing government and national attention to school level and classroom level responsibility for student learning. Performance Appraisal system is equally being implemented in all Ugandan institutions and in Kasilo county in Serere district as well. To that effect there are staff performance appraisal forms for the different institutions as designed by Uganda Public Service, (Public Service Guidelines for managers and staff, 2007).

The concept of performance appraisal has evolved significantly over time, originating from the early 20th century. The earliest formal systems of performance evaluation can be traced back to the United States Army during World War I, where the "merit rating" system was developed to assess soldiers' performance (Miller, 2006). This system primarily focused on ranking individuals based on their abilities to meet military objectives. During the 1920s, private sector organizations began adopting these practices, primarily for operational and industrial workers. In this era, performance appraisal systems were largely based on simple checklists or rating scales, emphasizing traits such as loyalty, dependability, and efficiency (Grint, 1993). However, these early methods were

criticized for being too subjective and for focusing more on personal traits than actual job performance.

In the post-World War II period, performance appraisal systems gained more formal recognition as businesses grew larger and more complex. Organizations began to realize the importance of systematically evaluating employee performance to increase productivity and ensure fair compensation practices (DeNisi & Pritchard, 2006). By the 1950s, the performance appraisal process began shifting toward goal-setting and management by objectives (MBO), introduced by Peter Drucker in his landmark book, *The Practice of Management* (1954). MBO emphasized aligning individual performance with organizational goals, marking a shift from mere evaluation to using appraisal systems as a tool for employee development and organizational alignment. This period also saw the introduction of the 360-degree feedback system, which gathered input from supervisors, peers, and subordinates, aiming to provide a more holistic view of employee performance (DeNisi & Murphy, 2017).

By the 1980s and 1990s, performance appraisal systems became increasingly integrated into human resource management practices. The development of technology allowed for more sophisticated data collection, performance tracking, and analysis, making appraisal systems more objective and data-driven (Murphy & Cleveland, 1995). Performance appraisal systems began incorporating concepts such as competencies, behavioral observations, and continuous feedback, reflecting the growing focus on employee development and engagement (Aguinis, 2013). Additionally, the rise of globalization and diverse workforce dynamics required more culturally adaptive appraisal systems that could cater to a broader

range of employee needs and organizational goals. Today, performance appraisal systems are often seen as part of an ongoing performance management process, aimed at both evaluating and enhancing employee performance in alignment with organizational success (Pulakos, 2009).

1.1.2 Conceptual Background

The PAS involves planning, encouraging and evaluating employees' contribution to the public sectors performance. It can be one of the most powerful tools to generate a more responsive civil service. The PAS requires not only considering its coverage across the civil service but also the instruments used, what gets measured, the use of specific rules to evaluate staff and the impact of appraisals results in other areas of human resources management such as professional development (Latin America and Caribbean, OECD, 2020). The PAS is a process which involves a number of methods which can be used to track the employee's performance consistently and measurably over a period of time. In this study the Management by Objectives, Behaviorally Anchored Rating Scale and 360 Degree Feedback of the PAS are included as variables in order to track teacher effectiveness.

Management by objectives is the appraisal method where managers and employees together identify, plan, organize, and, communicate, objectives to focus on during a specific appraisal system. Management by objectives is therefore a method where the appraiser and appraisee meet so as to decide what areas will be observed in line with the objectives of the institution. At the end of review period, results will be seen whether the appraisee has performed well or not.

Behaviorally anchored rating scale is a measure of performance based on a numbered scale like 1- 5 or 5-9. Each institution determines how its employees are performing based on this rating on this predetermined scale, (Latin America and Caribbean, OECD, 2020). The scale given therefore shows whether the performance of specific employee is satisfactory or not thus from the feedback received the teacher will maintain the performance if it is a good one if not can be supported to improve as such better results on the side of learners.

360-degree feedback is a performance appraisal method where the feedback of the teacher is collected by the people who interact with the employee in the institution including administrators, peers, and learners. In this case the questionnaire prepared for this purpose is used to get the results of the teacher.

Performance Appraisal System (PAS) is defined as an ongoing process used for identifying, measuring and developing an individual's performance in accordance with organizational goals, (Elliot 2015). A systematic evaluation of an individual employee with respect to his or her performance on the job and his or her potential for development and recognition or promotion, (DeNisi A.S, 2007). It includes the identification, measurement and management of human performance in an organization, (Gomej-Mejia, 2010). Performance Appraisal System in this case is an evaluation system that is a blend of methods used to identify performance gaps of teachers, and give them feedback as a way of helping them improve systematically, such that meaningful evaluation of the whole teaching and learning process is addressed. Adams Hayes, (2021) states that PA is used to review the performance of an employee over a while. These reviews are used to highlight both strengths and weaknesses to improve future performance.

Teacher Effectiveness

The ability of a teacher, who is highly effective in improving the attainments of their students, is vital that researchers and policy makers appropriately recognize the factors that lead to teacher's effectiveness.

Teacher effectiveness can be seen as a teacher's capability to apply approaches, strategies, associates to students and specific set of attitudes that lead to improved student learning and success, (Strong, Ward and Grant, 2011). Teachers are needed in education institutions that are only as worthy as the teachers in them. Teacher Effectiveness embraces a profound comprehension of subject matter, learning theories and student differences, planning, classroom instructional strategies, knowing individual students and assessment of students understanding and proficiency with learning results, (Hammond 2014). In this study teacher preparation; scheming, lesson planning, making and using instructional materials, lesson delivery and assessment as variables of effective teaching were addressed.

The government of Uganda through the ministry of education and sports has tried to put more meaning to teacher effectiveness as a way of ensuring that student/pupil achievement are realized. However, very insignificant improvement has been seen in schools, UNEB NAPE reports (2016, 2018) shows that some teachers did not play their part well especially in lesson preparation. These are the very teachers that the government and NGOs have put money in to ensure that they become effective in their teaching. This therefore has led the researcher to be tickled to examine the contribution of performance appraisal towards teacher

effectiveness in Government-aided Primary Schools in Kasilo County in Serere district.

1.1.3 Theoretical Background

This study was informed by Goal setting theory (Locke, 2008), which stated that the source of motivation was the desire to reach a goal (PSU WC, 2015, L.6). When teachers found that their performance was not adequate in attaining the expected goal they are motivated in putting more strength or modify the strategy (Locke & Latham 2019). Therefore, in this study, it was expected that if teachers in Serere participated in goal and target setting teacher effectiveness would be boosted as such learner achievements would be obtained.

Effective teaching is measured by good subject knowledge, adequate planning, an appropriate range of teacher assessment techniques, and more stress upon teaching. Effecting teaching requires standards to be followed for effectiveness. These standards are the objectives of education in general and objectives of instruction in particular, (Darling-Hammond, 2015) Teacher Effectiveness is generally referred to as focus on student results, teacher performance, and classroom procedures that maintain better student outcomes.

Effective teaching shows good subject understanding as an essential prerequisite for good teaching. Well-structured lessons share several key characteristics; the skillful use of chosen questions to engage and challenge learners and to consolidate understanding is an important feature of good teaching; appropriate choice of instructional materials, and effective assessment for learning are vital ingredients in good teaching, (Blonder et al, 2014).

Different sources of information can be used to provide evidence about teacher effectiveness and effective teaching practices and these include; observation of teachers' classroom practices, professional judgments by inspectors and professional supervisors, students and teachers' views, analysis of students' educational outcomes including attainment in core areas, (Blonder et al., 2014), among others. These methods are equally applied in the PAS in order to track teachers' effectiveness so that teachers are judged by their results at the end of the period.

1.2 Statement of the Problem

Researchers agree that teachers are the most important school-based resources in determining students' future academic success and lifetime outcomes. (Chetty et al., 2014), as a result emphasis on teacher effectiveness is highly observed as a way of enhancing teacher effectiveness in educational institutions. An effective teacher is the one who follows the right procedures for teaching. They plan their lessons regularly, prepare the learning environment; conduct proper introductions, ask appropriate questions, and use media instructional materials in all the lessons they handle. Effective teachers touch the lives of learners forever (Shirley & MacDonald, 2016). Effective teaching is usually characterized by adequate teacher preparation; scheming and regular lesson planning; productive lesson delivery and constructive assessment. In Kasilo County, Serere District, it has been observed that a significant percentage of teachers (approximately 60%) conduct classes without preparing schemes of work, lesson plans, or using instructional materials. Additionally, about 70% of teachers in the area purchase tests from commercial examination bureaus to administer to learners, thereby replacing the essential formative assessment process (Soroti CPTC CCT reports 2016-2022; UNEB-NAPE

findings 2016-2021; Serere District Local Government monitoring reports 2016-2022; DES inspection reports 2016-2022). Furthermore, around 50% of teachers have been reported to buy schemes of work from other districts (DES inspection reports, 2022; Soroti CPTC CCT report, 2022). This practice significantly undermines the quality of teaching and learning. As a result, the researcher investigated the contribution of the Performance Appraisal System (PAS) towards improving teacher effectiveness in Serere District.

1.3 Purpose of the Study

The purpose of the study was to examine the contribution of the Performance Appraisal System towards teacher effectiveness in Government-aided Primary Schools in Kasilo County in Serere district.

1.4 Objectives of the Study

1. To examine the contribution of Management by Objective PAS method towards teacher effectiveness in the primary schools in Kasilo county.
2. To determine the contribution of Behaviorally Anchored Rating scale PAS method towards teacher effectiveness in the primary schools in Kasilo County.
3. To assess the contribution of 360 Degrees Feedback PAS method towards teacher effectiveness in Kasilo county.

1.5 Research Questions

1. What is the contribution of the management by objective PA method towards teacher effectiveness in the primary schools?

2. What is the contribution of the behaviorally anchored rating scale PAS method towards teacher effectiveness in the primary schools in Kasilo County?
3. What is the contribution of 360 degrees PAS method towards teacher effectiveness in the primary schools in Kasilo-County?

1.6 Significance of the Study

1. The researcher believed that this study would benefit;

Schools by use of the performance appraisal system to improve teachers' level of teacher preparation, lesson delivery and constructive assessment, hence effective teaching.

2. Teachers would be informed of the contribution of the performance appraisal system towards teacher effectiveness which would enable them to demand the right services.

3. Serere district education department, head teachers in that it will enable them to carry out performance appraisal as expected that is give feedback and then support the teacher to improve thus become effective to realize pupil achievements.

4. Policymakers and implementers will use these findings to examine the contribution of the performance appraisal system toward teacher effectiveness.

The researcher will benefit by fulfilling the requirements for the award of the degree of master of Education of Uganda Christian University. The study is the final assessment leading to the completion of the studies hence its success will mark the end of the course.

1.7 Justification of the Study

The PAS is being implemented in all schools of Serere district as a policy matter with hopes that teacher effectiveness will be harnessed and hence improve pupils learning outcomes. However, this is rather unsatisfactory as there is still an outcry of low pupils learning outcomes, NAPE reports, (2016- 2019), (Serere district reports 2016-2019), (Soroti CPTC reports, 2016-2019). This study therefore investigated the contribution of the PAS towards teacher effectiveness in the Government-aided Primary Schools in Serere district.

1.8 Scope of the Study

The scope of the study was presented as geographical, content and time scope as below:

1 8.1 Geographical Scope

Kasilo County is found in south -western part of Serere district, Eastern region, Uganda; 1 31' 25"N.33' 13 2"E. 1.5238, 33.21733.

1.8.2 Time Scope

The study was aimed at examining the problem from 2016 to 2022 because it was still persistent and yet more resources were put in for teacher effectiveness throughout the country of which Kasilo County was inclusive.

1.8.3 Content Scope

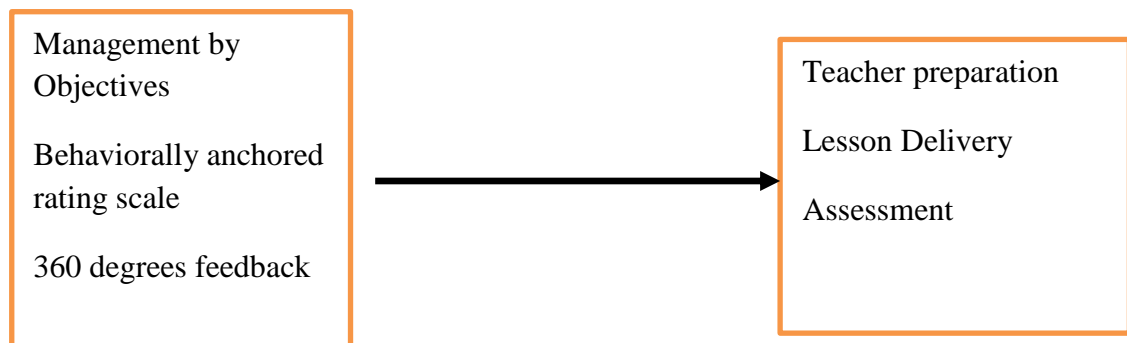
The study was limited to examining the contribution of the performance appraisal system; Management by Objectives; Behaviorally Anchored Rating Scale; and the

360 Degrees Feedback, towards teacher effectiveness in Government-aided Primary Schools in Kasilo County in Serere district.

1.9 Conceptual Framework

Performance appraisal system

Teacher effectiveness



Source: (Matt and Summons, 2005; Summons, 2008; Raihani & Sumintono, 2010; Davis, 2015; Szelagowska- Rudzka, 2015)

PAS is the independent variable and teacher effectiveness is the dependent variable. When PAS methods such as BARS, MBO, and 360 degree feedback are used effectively, teacher effectiveness can be realized whereby the teacher will be able to prepare adequately:- scheming, lesson planning and material development, which will led to productive lesson delivery:- knowledgeable with subject matter, uses instructional materials to teach, involves leaners in the lesson and then does constructive lesson assessment to check for leaners understanding of the content taught, thus enhancing learners achievement.

1.10 Operational Definition of Key Terms

These were the working definitions and meanings of terms as used in this study:

Management by objectives is a method where the appraiser and appraisee meet so as to decide what areas to be observed in line with the objectives of the institution. At the end of review period, results are seen whether the appraisee has performed well or not.

Behaviorally anchored rating scale is a measure of performance based on a numbered scale like 1- 5 or 5-9. Each institution determines how its employees are performing based on this rating on this predetermined scale. (Matt and Summons, 2005, Summons, 2008).

360-degree feedback is a performance appraisal method where the feedback of the teacher is collected by the people who interact with the employee in the institution including superiors, peers' subordinates and also customers. In this case the questionnaire made for this sake is used to get the results of the teacher

Teacher Effectiveness. Are critical outcomes and behaviors needed from each teacher to achieve the institutions and individuals' goals. Teacher Effectiveness is measured on Lesson preparation, Lesson delivery and lesson Assessment.

Lesson Preparation-This includes the following: scheming, lesson planning, and material making.

Lesson delivery-Refers to the process in which the teacher delivers lessons for the purpose of achieving the desired competences.

Assessment: Is when the teacher checks learners understanding to judge whether the content taught was achieved or not.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of literature related to the topic under study. The literature was reviewed according to the themes got from the objectives of the study. They included; the contribution of Management by Objective (MBO) performance appraisal system method towards teacher effectiveness, the contribution of behaviorally anchored rating scale of performance appraisal system on teacher effectiveness, the contribution of 360-degree feedback performance appraisal system method on teacher effectiveness.

2.1 Theoretical Review

The study was informed by Goal setting theory that was developed by Latham and Locke in 1979. The theory states that the source of motivation is the desire and intention to reach a goal. If teachers find that their performance is not attaining the wanted goals, they are then motivated to put more ability or alter their strategies (Locke & Latham, 2006). It therefore means that if teachers in Serere are involved in goal and target setting, then there will be improvement in teacher effectiveness.

According to Chetty& Friedman, (2014), policy could endeavor to improve the effectiveness of teachers through the use of performance appraisal. Uganda Education system equally has made use of the PAS a policy for improving teacher effectiveness. All education institutions in Uganda are required to carry out

performance appraisal of their staff. According to Chetty & Friedman, (2014), there are several layers to improvement; during the initial training, preparation and certification. In Uganda the PAS is applied for in-service teachers and support staff where applicable using the methods and techniques of the PAS such as MBO methods, BARS, 360 degrees feedback, etc. whereby classroom observation, evaluation and feedback, use of checklists, teacher self-reflection, etc. are employed, (Tziner, Joanes, Murphy, 2000). According to him the PAS can lead to improved teaching effectiveness of teachers and thus play a significant role in enhancing their performance. Excellent teaching is necessary to improving student outcomes and reducing barriers in student attainments. The Teacher Performance Appraisal System provides teachers with meaningful appraisals that encourage professional learning and growth. The process is intended to foster teacher professional development where opportunities for additional support are identified as required. By helping teachers achieve their full potential the performance appraisal process represents one element of Ontario's vision of achieving high levels of student performance, (Schwab, Heneman, DeCotiis, 1975)

Different sources of information can be used to provide evidence about teacher effectiveness and effective teaching practices and these include; observation of teachers' classroom practices, professional judgments by inspectors and professional supervisors, students and teachers' views, analyses of students' educational outcomes including attainment in core areas, (Matt & Summons 2005; Summons 2008).

2.2 The contribution of management by objective (MBO) PAS method towards teacher effectiveness

The PAS can be delivered using different methods one of which is Management by Objectives. Management by Objectives is the appraisal method where the managers and employees together identify, plan, organize, and communicate objectives to focus on during a specific appraisal period. It is a process in which a manager identifies the desired objectives to be achieved and gives each individual a major area of responsibility in terms of results expected from them. After setting clear goals managers and subordinates periodically discuss the progress made to control and debate on the possibility of achieving those set objectives. This PA method is used to match the over-cycling organizational goals with the objectives of employees effectively while confirming objectives using the SMART method to see if the set objectives are specific, measurable realistic, and time-bound. At the end of the review period (quarterly, half, yearly, or annual) employees are judged by their results (Matt &Summons 2005; Summons 2008)

Management by Objectives is an objective type of evaluation that happens to be under the current approach of Performance Appraisal. In MBO method of Performance Appraisal, manager and employee agree upon specific and achievable goals with a set agreed time line. With this method the appraiser can define successes and failures easily (Smither, 2012).

Management by objectives goes beyond setting annual objectives for organizational units to setting performance goals for individuals employees ((Stoner, 2000) It is therefore an official process that starts with setting targets of every teacher as per their areas of control, that are .set in terms of achievable

expected outcomes or targets used by members of staff in preparing their work including all staff and their head teachers together on a regular basis while catering regular time for review. Feedback is very key in MBO and decides whether it succeeds or not which can result to change of objectives, timetables as per the situation on ground. Lastly the teacher's performance is rated as per his or her targets and then he or she can be appreciated, or supported for improvement thus effectiveness can be realized. The priority is on products rather than on actions.

2.3 The contribution of the behaviorally anchored rating scale (BARS) PAS method towards teacher effectiveness.

Many organizations use different methods and types of performance appraisal systems. But the BARS performance appraisal method is a method that is widely being used. BARS or a Behaviorally Anchored Rating Scale is rating of performance based on a numbered scale like 1-5 or 5-9. Each organization determines how its employees have done what is expected of them with ratings and grades based on this predetermined scale. Several measures like appraisals, incentives, increments, promotions, and new opportunities are decided based on an employee's BARS performance appraisal.

The BARS method was developed by Smith and Kendall (1963) as a combination of a graphic rating scale and the critical incident method of rating. Its utility has been endorsed or criticized (Schwab, Heneman, & DeCotiis, 1975; Tziner, Joanes, & Murphy, 2000). It has generally been found useful in many different application areas including student evaluations (Gilbert et al., 1994), employee appraisals (Rarick & Baxter, 1986), and learning organizations (Campbell & Cairns, 1994). The behaviorally anchored rating scale, (BARS), is a tool to measure

performance in the workplace. It helps organizations, leaders and managers rate their employees on a predetermined scale, such as 1-5, with 5 being the highest, (Kell, 2017; Klieger, 2018).

These scales describe critical incidents or specific, crucial situations that tell of an employee's behavior or performance. For instance, you may have been asked to appraise a particular employee from some institution or school after a call or from a school to enable them understand their employees' behavior. They'll ask that you rate your call on the basis of questions like: How were you welcomed, did the person greet you? (Kell HJ, 2017), Klieger, 2018). How many schemes of work and lesson plans are you expected to have this term, do you have all of them? The feedback would then be used to determine whether the representative performed as expected or they needed more training.

The BARS method is used to measure whether a teacher in this case was delivering as per expectations and helped managers understand specific behavior associated with specific situations. It is a fair and objective method to rate an employee and since it was based on behaviors and performance, detailed and critical (Klieger et al., 2018). It is a tailored PAS method that was used to make sure every employee was assessed as thoroughly as possible. And it is similar to what was used in Serere District to appraise teachers in the Government-aided Primary Schools.

2.4 The contribution of 360 degrees feedback PA method towards teacher effectiveness.

In this method, the feedback of the employee is collected by the people who [interacted with him or her in the organization including his administrators, peers,

subordinates and also from learners. The feedback is usually taken by a questionnaire designed for that purpose. This technique helps managers to get insights from different perspectives and conduct an unbiased performance review. The step by step process involving the following components: Self-review, Peer-review, Managerial review, Client feedback. All these stages ensured that not just the managers but the employees as well are aware of how they were performing their individual performance. In this method of appraisal employees profile has to be assessed (Davis, 2017) In addition to evaluating the employee's work performance, the technical skill set; an appraiser collected an in-depth feedback of the employee (Carol, 2015). 360 Degree Feedback therefore entailed obtaining feedback from top to bottom and then at the sides as well that's from the administration (head teacher and deputy), peers who can be the co-teachers, even the learners or pupils, non-teaching staff, and parents too. This is vital because comprehensive data is collected about a teacher's quality hence accurate and detailed data is received about a teacher.

2.5 Conclusion

In Uganda's education system, appraisal systems are designed on a central basis and passed down to be implemented at lower levels; of educational institutions which include primary schools, post-primary, tertiary, etc. The performance appraisal system has been accepted globally as one means through which teacher effectiveness can be improved. The various methods can be adopted at different levels but in primary schools, the BARS seem to be common while others are implemented voluntarily.

PAS is critical to the overall function of managing human resources in the public service (Lubale, 2012). Lubale continued to maintain that PAS is based on the principle of schematic work setting agreed performance and feedback on reports. According to Rubin (2011), PAS is a key tool for making civil servants accountable and should be considered a variable in the layer performance regulation. According to Lubale (2012), this is a comprehensive system for gathering performance information, reviewing, and evaluating performance against specific standards, providing feedback to individual staff, and storing information to improve institutional effectiveness (Indigo et al., 1996)

PAS can be used to identify teachers' work problems, improve the current performance, and provide feedback. It can also be used to set organizational objectives and have teachers work towards achieving those objectives. Appraisal can be divided into three categories; reward review, potential reviews, and performance reviews and the appraisal system should at least satisfy one of the above. The PAS uses a variety of methods;

The MBO methods;

After setting clear goals, managers and subordinates periodically discuss the progress made to control and debate on the strategies of achieving those set objectives. This PA method is used to align the over cycling organizational goals with objectives of employees effectively while certifying objectives using the SMART method to see if the set objectives are specific, measurable, realistic. It is one sure way of enhancing teacher effectiveness.

This technique mainly entails four vital steps which include: goal setting, evaluation standards, analysis, and periodic review.

The BARS Method:

In this method, the employee's behavior and performance are analyzed and used to evaluate their overall performance. It consists of various scales that are volunteered by multiple BARS statements which further explain the employee traits. Based on the performance and behavior of an employee they are anchored as excellent, very good, good, fair or poor (5,4, 3, 2, 1) The BARS is the most preferred appraisal method as it enables managers to gauge better results, provide consistent feedback and maintain consistency in evaluation.

BARS is a tool for measuring employee performance based on predefined behavioral patterns. The process typically uses a vertical scale with ratings ranging from 5-9 that represent various degrees of performance from poor to very good, (Matosas- Lopez. 2019). When BARS is used, the performance of an institution improves because they are reliable in that the outcomes remain consistent even when various support supervisors rate the teachers, and with their clear guidelines its accuracy is added making the method more reliable.

The 360 degrees feedback

This method is very helpful to teachers because it enables head teachers to get enough information about the teachers from different perspectives and then perform an unbiased performance review. This step-by-step procedure includes these: Self-review, Peer review Managerial review, and client feedback.

PAS can be used to identify teachers work problems, improve the current performance, and provide feedback. It can also be used to set organizational objectives and have teachers work towards achieving those objectives. Appraisal can be divided into three categories; reward, potential reviews and performance reviews and the appraisal system should at least satisfy one of the above. The PAS uses a variety of methods to enhance teacher effectiveness in order to achieve better results of learners in Government-aided Primary Schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. It included the research design to be used in the study, the population of study, the sample size and sampling techniques, data collection methods and tools quality control, data analysis, the ethical issues to be that were considered and the limitations of the study.

3.1 Research Design

The descriptive research design is a type of research method that involves observing and describing the behavior of a subject without influencing it in any way. It focuses on answering questions about what, when, where, and how (Fraenkel & Wallen, 2009). This design enabled the researcher to gather information about the present state of affairs without manipulating the variables (Mugenda & Mugenda, 1999). Additionally, it enabled the researcher to gather information from head teachers, and teachers and then describe their perceptions of PAS and its contribution to teacher effectiveness

3.2 Area of Study

The area of study was Government-aided Primary Schools in Kasilo County in Serere district located in Eastern Uganda. According to Uganda district map, Serere is bordered by Soroti District to the North, Ngora District to the East, Pallisa District, Kaliro District and Buyende District to the South. Kabermaido District lies to the West of Serere District. The District Headquarters at Serere are located

approximately 35 Km, by road, South of Soroti, the largest town in the sub- region. The coordinates of the district are; 01 30N, 33 33E.

3.3 Population of the study

Burns and Grove, (2010) defines a study population as a group of people who share common traits of interest to the researcher. Mugenda & Mugenda (1999) also observed population as the entire set of individuals, events or objects having common observable characteristics. The population of study was therefore teachers and head teachers of Kasilo County. Kasilo County has 26 schools; 280 teachers, 26 head teachers, altogether the population of study was 306.

3.4 Sample Size

The sample size is the representative proportion of the population. Salvin (1984), observed that research can be undertaken using a keenly chosen sample to represent a target population. Using Krejcie & Morgan (1970) table, the population of 280 teachers had 162 as the sample size. Of the 26 head teachers, the sample was 25, who participated in the study.

Table 3.1: Sample Size

Population Category	Population Size	Sample Size
Teachers	280	162
Headteachers	26	25
Total	306	187

3.5 Sampling Methods and Techniques

Moore and McCabe (2005) stated sampling as a process of selecting the respondents that constituted the sample size. Cluster and simple random sampling methods were used to select teachers since the schools congregate into clusters. The head teachers who participated in the study were selected using purposive sampling. This was based on the judgment of the researcher as to which respondent best fitted the criteria of the study (Victor 2006) since they were all knowledgeable and responsible for implementing the PAS and teacher effectiveness.

3.6 Data Collection

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes, (Weimer 1995). Data collection is important to the researcher because it is the process that is used to gather relevant information concerning the research problem, Swisher (1998).

3.6.1 Data Collection Methods

Both qualitative and quantitative collection methods were used. Qualitative methods involve collecting non-numerical data that provides in-depth insights into people's experiences, perceptions, and motivations. In this study, interviews with head teachers were used to collect qualitative data. Qualitative interviews allowed for the collection of rich, detailed data that reveals the underlying reasons behind observed behaviors and outcomes (Merriam & Tisdell, 2016). Quantitative methods involve gathering numerical data that can be statistically analyzed. In this study, questionnaires and checklists were used to collect

quantitative data from teachers. These methods allowed collection of data from a large sample among teachers, providing a broad perspective on the subject (Punch & Oancea, 2014).

3.6.2 Data Collection Instruments

Questionnaires, interviews, and checklists were used to collect data; questionnaires and checklists for teachers for they were many and simplified analyses of data, interviews for head teachers. The use of questionnaires and checklists for teachers allowed for efficient, standardized data collection from a larger group, while interviews for head teachers enabled detailed, flexible exploration of complex issues from a smaller, more specialized group.

3.7 Data Quality Control

The researcher ensured that the tools used in the study yielded valid and consistent results. Two modes of quality control were employed; validity and reliability tests.

3.7.1 Validity

Validity refers to the degree to which an instrument measures what it was intended to measure, (Amin, 2005). This ensured that the instruments yielded relevant and correct data. To ensure validity the instruments were given to three supervisors to evaluate the validity of items in the instruments to the objectives and rate each item to the scale of relevant and not irrelevant. The content validity index was computed using the following formula and the results are as below

$$\text{Content Validity Index (CVI)} = \frac{R}{\text{Total Number of items judged}}$$

Where R represents items judged Relevant

$$CVI = 89/102$$

$$CVI = 0.87$$

The obtained CVI of 0.87 showed that the questionnaire used in this study was valid (Amin, 2005).

3.7.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results when administered on different occasions. According to Amin, (2005), reliability is dependability, trustworthiness, or the degree to which an instrument consistently measures what it measures. According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. To ensure reliability the researcher pre-tested the instrument and used the SPSS formula to calculate Cronbach's alpha.

Table 3.2 Reliability Statistics

Cronbach's Alpha	No. of Items
.94	34

The obtained reliability statistics of 0.94 showed that the questionnaire used in this study was reliable (Amin, 2005).

3.8 Data Analysis

Amin (2005) defined data analysis as a process of transforming and modeling data to get useful information on which suggestions and conclusions are based for effective decision-making. Data was analyzed both quantitatively and qualitatively according to objectives. Qualitative data was analyzed using content analysis and quantitatively using descriptive and inferential statistics.

3.8 Ethical Considerations

Ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviors while conducting the study

- Confidentiality of information was maintained by not mentioning people's identity, and their views used for academic purpose only.
- Consent was sought from respondents by informing them of the purpose, duration, and procedure of the research.
- Honesty and high integrity were maintained by collecting data using the right methods and procedures.
- Permission and approval to conduct research approval was obtained from the research and ethics committee of Uganda Christian University.

3.9 Limitation

- The unwillingness of some respondents to participate in the study was their right.
- Time was inadequate due to conflicting programs.
- Funds were inadequate due to high transport costs and secretarial services such as printing, photocopying, and typesetting.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1. Introduction

This chapter presents data analysis and a discussion of the study findings. The purpose of this study was to establish the contribution of the performance appraisal system towards teacher effectiveness in Government-aided Primary Schools in Kasilo County in Serere district. This chapter was organized into four parts. Part one presented background information of the study respondents and the remaining three parts presented the results of the study according to the three research objectives:

1. To examine the contribution of MBO performance appraisal method towards teacher effectiveness in Government-aided Primary Schools in Kasilo County in Serere district.
2. To determine the contribution of BARS performance appraisal method towards teacher effectiveness in Government-aided Primary Schools in Kasilo County in Serere district.
3. To assess the relationship of 360-degree feedback performance appraisal method towards teacher effectiveness in Kasilo County in Sere district.

To address these objectives the study generated both qualitative and quantitative data. Twenty-seven Government-aided Primary Schools were sampled. The data was attained by use of self - administered questionnaires that were dispersed amongst the one hundred and fifty-two teachers and face-to-face interviews held with 26 head teachers, making a total of one hundred and eighty-three respondents.

4.1 Response Rate

The response rate for the study is indicated in Table 4.1 below.

Table 4.1: Response Rate

Instrument	Target sample size	Actual Sample Size	Percent
Interview guide	25	19	76.0%
Questionnaire	162	157	96.9%
Total	187	174	93.0%

The data in Table 4.1 shows that out of the targeted 25 respondents, 19 participated, resulting in a response rate of 76.0%. This is a relatively good response rate for interviews, indicating that a majority of the targeted individuals were successfully reached and provided insights. The response rate for the questionnaire was 96.9%, with 157 out of the targeted 162 respondents completing the questionnaire. This is an excellent response rate, indicating that nearly all participants were available and willing to provide their feedback, which strengthens the reliability and representativeness of the quantitative data. The total response rate across both instruments was 93.0% (174 out of 187 participants). This high overall response rate suggests strong engagement from the sample population and indicates that the study's findings are likely to be representative of the broader population.

4.2 Teachers Background Information

This part described the general background information of the teachers as respondents. The demographic information was derived from items 1-3 of the teachers' questionnaire which consisted of gender, qualification, and age bracket.

4.2.1 Gender

Ali, Saghir, and Hassan (2006) contend gender as a statistical distribution of male and female respondents who participated in a study. The gender of the respondents was ascertained and results are indicated in Table 4.2.

Table 4.2: Sex of the teachers

	Sex	Frequency	Percentage	Valid Percentage	Cumulative percentage
Valid	Male	86	54.8	54.8	54.8
	Female	71	45.2	45.2	45.2
	Total	157	100.0	100.0	

Source: Primary Data (2022)

The findings showed that majority of the respondents were male 87(55.4%). The female respondents were at 71(45.2%) meaning that both genders were fairly represented.

4.2.2 Age

Table 4.3: Age of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
valid	20-35years	48	30.6	30.6	30.6
	36-49	72	45.9	45.9	45.9
	50 and above	37	23.6	23.6	23.6
	Total	157	100%	100%	

Source: Primary data 2022

According to the data in table: 4.3 above, a majority of the teachers fell in the age bracket of 36-49 years which was 45.9%, followed by 20- 35 years which was 30.6 %, and then 50 and above which was 23.6 %. The findings indicated that the bigger percentage of teachers fell in the age bracket of 36-49 years, in Government-aided Primary Schools in Kasilo County. This age shows that most primary schools needed young teachers in their prime age as this age group was still energetic and interested enough in doing what was expected of them like adequate scheming and regular lesson planning which led to productive lesson delivery and the lesson assessment that checked for learners understanding of the content taught.

4.2.3: Level of Education

The level of education of teachers was important in the study, for it was believed that to establish whether they had the required skills to prepare to teach and then deliver lessons competently to enable them to support learners to achieve better results. The teachers' responses are summarized in table 4.4 below.

Table 4.4: Level of education of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	11	7.0	7.0	7.0
	Diploma	37	23.6	23.6	23.6
	Certificate	109	69.4	69.4	69.4
	Total	157	100%	100%	

Source: Primary data 2022

The data in the above table indicated that the biggest number of respondents who participated in the study was 69.4% who had acquired a certificate in education, while 23.6% had a diploma in education and only 7.0% had acquired a degree in education meaning that 100% of the teachers who participated in the study in Kasilo County had the professional teaching qualification required to teach in a primary school level.

4.3 Teacher Effectiveness

The study sought to determine from the study respondents (teachers) how they perceived teacher effectiveness (dependent variable). Presented in Table 4.5 were the frequencies, percentages, and means obtained from the teachers (respondents).

Table 4.5: Respondents ratings on the Teacher Effectiveness

Teacher Effectiveness	SA	A	UD	SD	D	Mean
In my school, the teacher prepares adequate schemes of work termly.	20 (12.7%)	43 (27.4%)	54 (34.4%)	30 (19.1%)	10 (6.4%)	3.21
In my school, the teachers prepare detailed and relevant lesson plans daily before teaching.	10 (6.4%)	33 (21.0%)	35 (22.3%)	58 (36.9%)	21 (13.4%)	2.70
In my school, the teacher makes, uses instructional materials for teaching and learning and there after displays in the classroom.	16 (10.2%)	29 (18.5%)	38 (24.2%)	44 (28.0%)	30 (19.1%)	2.73
In my school, the teacher actively involves learners in the lesson during lesson delivery.	25 (15.9%)	46 (29.3%)	41 (26.1%)	35 (22.3%)	10 (6.4%)	3.26
In my school the teachers know the content to be taught and how to teach it.	33 (21.0%)	58 (36.9%)	43 (27.4%)	16 (10.2%)	7 (4.5%)	3.60
In my school, the teachers facilitate, monitor and assess to check learners understanding of the content delivered and then support them accordingly.	25 (15.9%)	62 (39.5%)	41 (26.1%)	23 (14.6%)	6 (3.8%)	3.49
In my school, the deputy/ head teacher/ DIS/ IS/ HOD supervises the teachers during teaching and learning.	18 (11.5%)	65 (41.4%)	51 (32.5%)	21 (13.4%)	1 (0.6%)	3.52

Source: Primary data 2022

The above table showed the respondents ratings on teacher effectiveness. It indicated that 12.7% of the teachers strongly agreed that they prepared adequate schemes of work termly, 27.4% agreed that they prepared adequately too, while 34.4% were undecided and 19.1% strongly disagreed while 6.4% to the statement. This implied that having adequate schemes of work led the teacher to the next level of lesson planning. On having lesson plans before teaching, 6.4% strongly agreed that they prepared lesson plans before teaching, 21.0% agreed to the

statement while 22.3% were undecided, whereas 36.9% strongly disagreed while 13.4% disagreed to the statement. This indicated that a majority of teachers taught without lesson plans which puts them at a risk of not being effective during the teaching learning process. Radhika (2018) states that an effective teacher is the one who plan their lessons regularly, prepare the learning environment, conduct proper introductions, ask questions, use media instructional materials and they touch lives of learners forever. Swargiary & Baglari, (2018) affirms that teacher effectiveness is one of the vital factors that governs pupil achievements because effective teachers are dedicated to their work, know the subject area, and how to teach it, manages and monitors pupil learning and thinks systematically about teaching practice and learns from experience. Effective teaching makes pupils to acquire attitudes and values that are useful in life (Blazer & Kraft, 2017).

As to whether teachers used IMs in all lessons during teaching and learning and thereafter displayed in their classes, 10.2% strongly agreed to the statement and 18.5% agreed, 24.2% were undecided whereas 28.0% strongly disagreed and 19.1% disagreed to the statement so it was evident that most classrooms were bare without any IMs displayed. About active involvement of learners in the lesson, 15.9% strongly agreed that they actively involved learners in their lessons during the teaching and learning situation, 29.3% agreed to the statement, 26.1% were undecided while 22.3% strongly disagreed and 6.4% agreed to the statement. This implied that actively involving learners in the lesson enabled them achieve the content taught and learning became fun and interesting. Whether the teachers knew the content they taught, 21.0% respondents strongly agreed and 36.9 agreed that they were knowledgeable, 27.4% were undecided and 10.2% strongly disagreed

while 4.5% agreed with the statement. A bigger percentage therefore was competent thus better end results.

The respondents' ratings also showed that 15.9% strongly agreed, 39.5% agreed that they monitored, assessed learners to check their understanding of the content taught, 26.1 were undecided whereas 14.6 strongly% disagreed, 3.8 agreed to the statement. It therefore meant that more teachers checked and monitored their learners' performance and then supported them in order to enable them achieve more and more. The same table also indicated that 11.5% strongly agreed 41.4% agreed that head teachers, deputies and inspectors observed the teachers teaching, 32.5% were undecided, while 13.4% strongly disagreed, 0.6% agreed with the statement. This indicated that support supervision was being conducted seriously in order to identify strength and weaknesses of the teachers so as to support them become effective and as a result better learner achievement because teachers were being mentored.

4.4 Management by Objective PAS Method and Teacher Effectiveness

The first objective of the study sought to examine the contribution of management by objectives PAS method towards teacher effectiveness in the primary schools in Kasilo County. To meet this objective, study respondents were presented with various statements, the scale ranged from 1 to 5 with 1 representing strongly agree, 2 denoting agree, 3 undecided, 4 disagree and 5 strongly disagree. The results of this analysis were presented in Table 4.5 and subsequently discussed.

4.4.1 Management by Objective PAS Method

The study sought to determine from the teachers how they perceived the contribution of management by objective PAS method towards teacher

effectiveness in the primary schools in Kasilo County. Presented in Table 4.6 are the frequencies, percentages, and means obtained from the teachers.

Table 4.6: Respondents Ratings on the Contribution of Management by Objective PAS Method towards Teacher Effectiveness

Management by Objectives	SA	A	UD	SD	D	Mean
In my school, during PA planning meetings, objectives are set in order to assess teachers' output in making schemes of work...	15 (9.6%)	60 (38.2%)	65 (41.4%)	14 (8.9%)	3 (1.9%)	3.45
In my school, during PA planning meeting, objectives are set to assess teachers output in making lesson plans.	17 (10.8%)	58 (36.9%)	58 (36.9%)	19 (12.1%)	5 (3.2%)	3.40
In my school, during PA planning meeting, objectives are set to assess teachers output in making and using IMs.	14 (8.9%)	46 (29.3%)	61 (38.9%)	23 (14.6%)	13 (8.3%)	3.16
In my school during PA planning meeting, objectives are set in order to assess teachers output in lesson delivery.	13 (8.3%)	61 (38.9%)	53 (33.8%)	30 (19.1%)	-	3.36
In my school during PA planning meeting, objectives are set in order to assess teachers output in lesson assessment.	20 (12.7%)	47 (29.9%)	59 (37.6%)	24 (15.3%)	7 (4.5%)	3.31

Source: Primary data 2022

The table above showed the respondents ratings on Management by Objectives method of PAS and teacher effectiveness. 9.6% teachers strongly agreed, 38.2% agreed that during PA planning meeting, objectives were set to assess teachers output in making schemes of work, 41.4% were undecided while 8.9% strongly disagreed, 1.9% agreed with the statement meaning that PA planning meetings were actively being carried out as per the statement. On whether PA planning

meetings were conducted to assess teachers output in lesson planning 10.8% strongly agreed, 36.9% agreed to the statement, 36.9% were undecided about the statement and 12.1% strongly disagreed, 3.2% agreed to the statement. This implied that teachers output in lesson planning was vital as it enhanced better lesson delivery. The table also showed that 8.9% strongly agreed, 29.3% agreed that PA planning meetings were held in order to access the teachers' outputs in making and using instructional material during teaching and learning while 38.9% were undecided about the statement whereas 14.6% strongly disagreed, 8.3% disagreed. This therefore implied that the bigger percentage of teachers valued the use of instructional materials in teaching and learning as it enhanced active learning of learners during lessons.

The table too indicated that 8.3% strongly agreed, 38.9% agreed, that the PA planning meetings were held in order to identify the objectives to assess teachers' output in lesson delivery whereas 33.8% were undecided whereas 19.1% strongly disagreed to the statement. It therefore meant that the competence led to improve performance in learners as such it had to be vigorously monitored. On whether PA planning meetings were held in order to set objectives to assess teachers' output in lesson assessment. The results indicated that 12.7% strongly agreed, 29.9% agreed to the statement while 37.6% were undecided and 15.3% strongly disagreed, 4.5% disagreed to the statement. The results portrayed that lesson assessment was emphasized so as to check learners' understanding of the content taught. On the same issue, Black and William. (2018) suggested that classroom assessment was aimed at promoting students learning and learning strategies.

4.4.1.1 Linear regression

Table 4.7 below presents the model summary from the linear regression

Table 4.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 ^a	.228	.223	.66740

a. Predictors: (Constant), Management by objective PAS method

From Table 4.7, the adjusted R square value showed the magnitude by which the independent variable accounted for the change in the dependent variable. In this case, the adjusted R square value was .223 which was equivalent to 22.3%. This implied that management by objective PAS method contributed 22.3% of teacher effectiveness and 77.7% was contributed to by other factors. Table 4.8 presents the ANOVA which represents the level of significance of the IV and the DR.

Table 4.8 Contribution of Management by Objective PAS Method towards Teacher Effectiveness (ANOVA)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.413	1	20.413	45.828	.000 ^b
	Residual	69.041	155	.445		
	Total	89.454	156			

a. Dependent Variable: Teacher Effectiveness

b. Predictors: (Constant), Management by Objective PAS Method

Results in Table 4.8 explained the overall statistical significance of the regression model, ((F =1, 255) = 45.828, p = 0.000 < 0.05). This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. This implied that there was a significant contribution of management by objective PAS method towards teacher effectiveness in Kasilo sub-county in Serere district.

Qualitative findings regarding this objective of the study similarly portrayed the significant contribution of management by objective PAS method to teacher effectiveness in Kasilo sub-county in Serere district. The majority of the head teachers (14 out of 19) were of the view that the MBO approach helped teachers set clear, measurable goals, which in turn improved their focus, accountability, and motivation. This alignment between teachers' objectives and overall educational goals fostered better planning, lesson delivery, and student outcomes. It was also revealed that teachers who adhered to this appraisal method were more effective in their teaching practices, leading to improved academic performance among learners. For instance, one of the respondents HT7 said,

Management by objective PAS method is very effective in identifying problem areas in progress towards the achievement of objectives that have been agreed by the school and the teachers. In that way, it helps to keep the teacher focused and leads to effectiveness (Interviews with Headteachers in April 2022).

Another interviewee HT12 explained,

Management by objective PAS method calls for the ongoing refinement of teacher responsibilities and expectations and once these are made clear to the teacher he /she becomes self-driven to perform the responsibilities and meet the expectations (Interviews with Headteachers in April 2022).

However, five out of the 19 head teachers did not believe that the Management by Objectives (MBO) approach significantly contributed to teacher effectiveness. Their perspective was that the MBO approach did not necessarily lead to improved focus, accountability, and motivation among teachers. They also expressed skepticism about the direct correlation between adherence to the MBO method and enhanced academic performance among students. Interviewee HT13 mentioned;

The MBO system treats all teachers the same, but every teacher's challenges are different. Just because we set goals doesn't mean those goals are realistic or achievable in every classroom context (Interviews with Headteachers in April 2022).

Similar views were reflected by participant HT8 who said;

The MBO method has teachers focused more on filling out forms than actually improving their teaching. It's more about compliance with the system than about improving classroom practices (Interviews with Headteachers in April 2022).

The minority's perspective sheds light on the potential challenges that may arise when implementing MBO in educational settings, highlighting the need for careful consideration and evaluation of its effectiveness. This dissenting opinion prompts valuable discussions about how to best support both teachers and students within the MBO framework, emphasizing the importance of addressing concerns and adapting strategies to ensure positive outcomes for all stakeholders. By acknowledging and addressing these concerns, educational leaders can work towards refining the MBO approach to maximize its benefits and minimize potential drawbacks, ultimately enhancing teacher effectiveness and improving student outcomes.

4.4.2 Behaviorally Anchored Rating scale PAS Method and Teacher Effectiveness

The second objective of the study sought to determine the contribution of the Behaviorally Anchored Rating Scale PAS method towards teacher effectiveness in the primary schools in Kasilo County. To meet this objective, study respondents were presented with various statements, the scale ranged from 1 to 5 with 1 representing strongly agree, 2 denoting agree, 3 undecided, 4 disagree and 5

strongly disagree. The results of this analysis were presented in Table 4.8 and subsequently discussed.

Behaviorally Anchored Rating Scale PAS Method

The study sought to determine from the teachers how they perceived the contribution of the behaviorally anchored rating scale PAS method towards teacher effectiveness in the primary schools in Kasilo County. Presented in Table 4.8 were the frequencies, percentages, and means obtained from the teachers.

Table 4.9: Respondents ratings on the Contribution of Behaviorally Anchored Rating Scale PAS Method towards Teacher Effectiveness.

Behaviorally Anchored Rating Scale and Teacher Effectiveness.	SA	A	UD	D	SD	Mean
In my school during PA, the supervisor plans to assess the number of schemes made for the term.	26 (16.6%)	60 (38.2%)	52 (33.1%)	12 (7.6%)	7 (4.5%)	3.55
In my school, the teacher prepares lesson plans on a daily basis.	18 (11.5%)	50 (31.8%)	31 (19.7%)	33 (21.0%)	25 (15.9%)	3.02
In my school the teacher uses IMs during teaching and learning in every lesson taught.	14 (8.9%)	47 (29.9%)	46 (29.3%)	31 (19.7%)	19 (12.1%)	3.04
In my school the number of subjects/learning areas is assessed during teaching and learning.	23 (14.6%)	39 (24.8%)	56 (35.7%)	33 (21.0%)	6 (3.8%)	3.25
In my school, the teacher displays a number of progress records.	16 (10.2%)	36 (22.9%)	52 (33.1%)	34 (21.7%)	19 (12.1%)	2.97

Source: Primary data 2022

The above table shows the respondents' ratings on Behaviorally Anchored Rating Scale and Teacher Effectiveness. It indicated that 16.6% strongly agreed, 38.2% agreed that during PA the supervisor planned to assess the number of weeks the teachers prepared the schemes of work and 33.1% were undecided whereas 17.6%

strongly disagreed, 4.5% disagreed with the statement implying that scheming was part of lesson preparation that had to be looked in to seriously to ease the next step which was lesson planning. BARS had a list of criteria that an employee should workup to be a diligent worker (Herman, 2017). In this case, adequate lesson preparation which included scheming and lesson planning, lesson delivery, and constructive lesson assessment were examples of the criteria that the teachers could be measured in in order to be effective teacher. About lesson planning the respondents' ratings showed that 11.5% strongly agreed, 31.8% agreed to the statement and 29.3% were undecided while 21.0% strongly disagreed, 15.9% disagreed with the statement. This meant that some teachers valued lesson planning as a way of being effective during teaching and learning but some percentage of teachers never bothered to do it although they know its worth.

In the use of IMs in every lesson, the table indicated that 8.9% of the teachers strongly agreed, 29.9% agreed that they used the IMs in all the lessons they taught, 29.3% were undecided and 19.7% strongly disagreed, 12.1% disagreed with that statement. This implied that IMs were paramount because they concretized new concepts of the content taught hence it enhanced learner performance which Amadioha,(2017) too asserted that the utilization of instructional resources makes teaching more successful because it allowed students to actively participate in the teaching learning process, which led to higher achievement. As to whether the respondents assessed the number of learning areas or subjects taught during the teaching learning process the teachers in the above table indicated that 14.6%strongly agreed, 24.8% agreed to the statement, 35.7% were undecided whereas 21.0% strongly disagreed, 3.8% agreed to the statement. This meant that a majority of the respondents assessed their learners in order to check their

understanding of the content covered. The table also showed that 10.2% strongly accepted, 22.9% accepted the statement that the teacher displayed a number of records, while 33.1% were undecided and 21.7% strongly disagreed, 12.1% disagreed the statement. This implied that many respondents disagreed to the statement while less agreed and it was evident because classrooms were bare.

4.4.2.1 Linear regression

Table 4.10 below presents the model summary from the linear regression

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693 ^a	.480	.476	.54803

a. Predictors: (Constant), Behaviorally Anchored Rating scale PAS Method

From Table 4.10, the adjusted R square value showed the magnitude by which the independent variable accounted for the change in the dependent variable. In this case, adjusted R square value was .476 which is equivalent to 47.6%. This implied that of behaviorally anchored rating scale PAS method contributed 47.6% of teacher effectiveness and the remaining 52.4% was contributed to by other factors. Table 4.11 presented the ANOVA which represented the level of significance of the IV and the DV.

Table 4.11 Contribution of Behaviorally Anchored Rating scale PAS Method towards Teacher Effectiveness (ANOVA)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.902	1	42.902	142.850	.000 ^b
	Residual	46.551	155	.300		
	Total	89.454	156			

a. Dependent Variable: Teacher Effectiveness

b. Predictors: (Constant), Behaviorally Anchored Rating scale PAS Method

Results in Table 4.10 explained the overall statistical significance of the regression model, $(F = 1, 155) = 142.850, p = 0.000 < 0.05$). This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. This means behaviorally anchored rating scale PAS method significantly contributes to teacher effectiveness.

Similarly, the qualitative findings showed that the head teachers in Government-aided Primary Schools in Kasilo County believed in the behaviorally anchored rating scale PAS method in improving teacher effectiveness. 13 out of 19 head teachers interviewed believed that BARS provides a more objective and detailed assessment of teacher performance by linking specific behaviors to performance levels. This approach allowed head teachers to evaluate teachers based on observable and measurable actions, ensuring fairer and more accurate evaluations.

For instance, one of the respondents HT13 said,

The behaviorally anchored rating scale PAS method is necessary for teacher effectiveness for it makes it easier for the respective teacher to know exactly what he/she needs to do to improve his/her effectiveness (Interviews with Headteachers in April 2022).

Reflecting the above views, HT1 explained:

With BARS, we can finally assess teachers based on actual behaviors and not just vague impressions. It's a fairer system that lets us see what teachers are doing in the classroom and rate them accordingly (Interviews with Headteachers in April 2022).

Participant HT11 also said;

The BARS method holds teachers accountable because it's tied to real actions. Teachers know they can't just go through the motions anymore they need to demonstrate specific behaviors to meet the standards (Interviews with Headteachers in April 2022).

The minority of head teachers (6 out of 19) expressed skepticism about the effectiveness of the Behaviorally Anchored Rating Scale (BARS) in evaluating teacher performance concerns revolved around its ability to accurately capture the complexities and nuances of teaching. Some suggested that a more holistic approach to evaluation might be more effective, while others proposed alternative methods for assessing teacher performance. Despite this skepticism, the majority of head teachers expressed support for the use of BARS, citing its structured and objective nature as valuable for performance evaluation. Overall, the debate highlighted the need for ongoing discussion and exploration of various evaluation methods in education.

4.4.3 360 Degrees Feedback PAS Method and Teacher Effectiveness

The third specific objective of the study sought to assess the contribution of 360 Degrees feedback PAS method towards teacher effectiveness in Kasilo County. To meet this objective, study respondents were presented with various statements, the scale ranged from 1 to 5 with 1 representing strongly agree, 2 denoting agree, 3 undecided, 4 disagree and 5 strongly disagree. Results of this analysis are presented in Table 4.12 and subsequently discussed.

360 Degrees Feedback PAS Method

The study sought to determine from the teachers how they perceived the contribution of 360 degrees feedback PAS method towards teacher effectiveness in the primary schools in Kasilo County. Presented in Table 4.12 are the frequencies, percentages, and means obtained from the teachers.

Table 4.12: Respondents ratings on the Contribution of 360 Degrees Feedback PAS Method towards Teacher Effectiveness.

360. Degree Feedback and Teacher Effectiveness	SA	A	UD	SD	D	Mean
In my school, the head teacher /deputy monitor the performance of the teacher in lesson preparation.	22 (14.0%)	52 (33.1%)	49 (31.2%)	21 (13.4%)	13 (8.3%)	3.31
In my school the head teacher/ deputy assess the content Competence of the teacher during lesson observation.	16 (10.2%)	57 (36.3%)	56 (35.7%)	23 (14.6%)	5 (3.2%)	3.36
In my school learners report the attendance of the teacher during teaching and learning.	11 (7.0%)	43 (27.4%)	61 (38.9%)	35 (22.3%)	7 (4.5%)	3.10
In my school the head teacher, deputy, learners, gives feedback on the teachers' performance.	13 (8.3%)	51 (32.5%)	59 (37.6%)	30 (19.1%)	4 (2.5%)	3.25

Source: Primary data 2022

The above table shows the respondent's ratings on 360-degree feedback and teacher effectiveness. It showed that 14.0% strongly agreed, 33.1% agreed that their administrators monitored their performance in lesson planning, 31.2% were undecided, 13.4% strongly disagreed, 8.3% disagreed with the statement, meaning that lesson planning was very vital as far as teaching and learning was concerned. A lesson plan plays a role in the education system. For instance, it served as a key to students' achievement and teachers' attitudes (Nesari and Heidari, 2014). A detailed well-prepared lesson enabled learners to achieve better results. For the case of assessing the competence of the teacher during lesson observation by school administrators, 10.2% strongly agreed, 36.3% agreed to the statement, 35.7% were undecided, 14.6% strongly disagreed, and 3.2% disagreed with the

statement. This means that head teachers or deputies valued the role of being competent with content for it led to better learner achievements.

For the case of learners reporting the attendance of the teachers, 7.0% of the respondents strongly agreed, 27.4% agreed to the statement, 38.9% were undecided, 22.3% strongly disagreed, and 4.5% disagreed with the statement. This implied that learners were used to monitor the attendance of teachers in their classrooms. About giving feedback to the teachers' performance, 8.3% strongly agreed, 32.5% agreed to the statement, 37.6% were undecided whereas 19.1% strongly disagreed, 2.5% disagreed to the statement. Giving feedback to teachers enabled them to acquire productive information that enabled them to improve their classroom practices hence leading to better learner achievements. Davis (2017) also noted that 360-degree feedback involves feedback from the manager, supervisor, team members, and any direct reports. Kell (2017), also recognized that organizations often reach out to their customers to help them understand their employees' behavior. Feedback would then be used to determine whether the employee performed as expected or needed more training.

4.4.3.1 Linear regression

Table 4.13 below presents the model summary from the linear regression

Table 4.13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633 ^a	.401	.397	.58787

a. Predictors: (Constant), 360 Degrees Feedback PAS Method

From Table 4.12, the adjusted R square value showed the magnitude by which the independent variable accounted for the change in the dependent variable. In this

case, the adjusted R square value was .397 which was equivalent to 39.7%. This implied that of 360 degrees feedback PAS method contributed 39.7% of teacher effectiveness and the remaining 59.3 % contributed to by other factors. Table 4.14 presents the ANOVA which represents the level of significance of the IV and the DV.

Table 4.14 Contribution of Contribution of 360 Degrees Feedback PAS Method towards Teacher Effectiveness (ANOVA)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.887	1	35.887	103.843	.000 ^b
	Residual	53.566	155	.346		
	Total	89.454	156			

a. Dependent Variable: Teacher Effectiveness

b. Predictors: (Constant), 360 Degrees Feedback PAS Method

From the results in Table 4.14, the most important result is the Sig value. In the table, the Sig value was 0.000; which was less than the P value (0.05-Standard). This implied that there was a significant contribution of 360 degrees feedback PAS method towards teacher effectiveness. $F_{1,155} = 103.843, p = .000$

During the interviews, the majority (13 out of 19) of the head teachers appreciated the role of the 360-degree feedback PAS method in improving teacher effectiveness. They also believed that the 360-degree feedback method not only improves teacher effectiveness but also creates a supportive and collaborative environment for professional development. For instance, one of the respondents HT5 said;

Self-appraisal is an important part of 360-degree appraisal. It gives a chance to the teacher to look at his/her strengths and weaknesses, his achievements, and judge

his performance. Through doing that he/she can improve his/her effectiveness (Interviews with Headteachers in April 2022).

Another interviewee HT9 said;

From 360 feedback, the teacher can set goals for self-development, which advances his/her career and benefits his/her effectiveness (Interviews with Headteachers in April 2022).

The minority of head teachers (6 out of 19) expressed reservations about the effectiveness of the 360-degree feedback Performance Appraisal System (PAS) method. They raised concerns about the subjectivity of feedback, suggesting that evaluations could be biased based on personal relationships rather than actual performance. Additionally, they noted that the overwhelming volume of feedback from various sources could be challenging for teachers to process effectively. The lack of training for those providing feedback also posed a concern, as unconstructive or unclear evaluations could hinder improvement efforts. For instance, one of the head teachers (HT18) said;

While getting feedback from multiple sources is beneficial, it can also lead to biased or subjective evaluations. Some feedback may be influenced by personal relationships rather than actual performance (Interviews with Headteachers in April 2022).

Participant HT6 equally mentioned:

Implementing a 360-degree feedback system requires a significant amount of time and resources to gather and analyze the feedback, which can detract from our core educational responsibilities (Interviews with Headteachers in April 2022).

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Introduction

This chapter was a continuation of the previous chapter and provided further discussions of the major findings of the study. The discussion was arranged according to the study objectives and efforts had been put to see whether the findings addressed the objectives and answered the research questions. Related findings by other researchers had been included to enrich the discussion.

5.1. The Contribution of Management by Objective PAS Method towards Teacher Effectiveness.

Management by objective PAS method was revealed as significant contributor towards teacher effectiveness as portrayed by the regression analysis portrayed by the regression analysis with the adjusted R Square of 0.223 (22.3%) and the ANNOVA^a with a P value of 0.000. This suggests that management by objective PAS method helps the teachers to know a clear ideal of the results expected thus improving the way they work to achieve such results. The finding of the study was also consistent with the findings of the previous researchers such as Islami et al. (2018) studied using management by objectives as a performance appraisal tool for employee satisfaction, and revealed that MBO method raised employees' effectiveness in organization. In the same vein, Lloyd (2014), argued that Employees were highly motivated through MBO because they were able to actively participate in the process of setting goals, instead of simply having the goals dumped on them. Their involvement in this type of decision-making helped meet many of their higher-level needs for accomplishment, achievement, recognition,

and self-worth. Importance and self-efficacy enhanced the goal commitment by the teachers.

5.2 The Contribution of the Behaviorally Anchored Rating Scale PA Method towards Teacher Effectiveness.

The main aim of this objective was to find out if behaviorally anchored rating scale PA method contributed towards teacher effectiveness. The findings revealed that behaviorally anchored rating scale PA method has a significant contribution on teacher effectiveness in Kasilo county as showed by the regression analysis with the adjusted R Square of 0.476 (47.6%) and the ANNOVA^a with a P value of 0.000. Likewise, the qualitative findings portrayed that behaviorally anchored rating scale PA method significantly contributed teacher effectiveness. This finding is in line with the ideas and findings of the previous scholars and researchers like Kell, (2017) and Klieger (2018) argued that the BARS method was used to measure whether a teacher in this case was delivering as per expectations and helped managers understand specific behavior associated with specific situations. Similarly, Jepngetich, Ochieng, Gakobo, & Onyango (2011) noted that When the BARS method was effectively carried out, it promoted and enhanced teachers' job satisfaction entailed productivity, accountability, and efficiency at work, thus improving the performance of students and the school in general. Also, Korir (2022) found that teachers' BARS provided a helpful link between teachers' contributions to student learning outcomes as long as the appraisal process included defining performance standards.

5.3 The Contribution of the 360 Degrees Feedback PA Method on Teacher Effectiveness

It was also found that 360 degrees feedback PAS method had a significant contribution towards teacher effectiveness in Kasilo County as reflected by regression analysis with the adjusted R Square of 0.397 (39.7%) and ANOVA^a with a p-value of 0. 000. This suggests that 360 degrees feedback PA method is useful in collecting perceptions teachers held of the school, profession and the impact of that perception, provided a strong motivation, enhanced information quality, increased the staff knowledge, and supported continuous learning. In the same line, Samaduzzaman (2013) discussed that 3600 feedback is an effective performance evaluation method to measure the efficiency of a person. The feedback helped in removing the misconceptions or wrong perceptions. It increased the performance of the teachers as it gave a variety of career development opportunities. According to Linmann (2006), from 360-degree feedback, the teacher was able to set goals for self-development, which would advance their career and effectiveness. It also gave employees absolute freedom to objectively look at his/her strengths and areas of development along with an opportunity to assess the performance (Kumar 2010).

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Summary of the study

The purpose of the study was to examine the contribution of Performance Appraisal System towards teacher effectiveness in Government-aided Primary Schools in Kasilo County in Serere district. The researcher reviewed related literature on the contribution of management by objective PAS method, behaviorally anchored rating scale PAS method and 360 degrees feedback PAS method towards teacher effectiveness. Through the review of literature, it was also found out that the different researches dealing with performance appraisal system did not consider these three aspects in the same study. The limited research on this inspired the researcher to carry out this research in Government-aided Primary Schools in Kasilo County in Serere district.

The study was guided by the following specific objectives:

1. To examine the contribution of Management by Objective PAS method towards teacher effectiveness in the primary schools in Kasilo county.
2. To determine the contribution of Behaviorally Anchored Rating scale PAS method towards teacher effectiveness in the primary schools in Kasilo County.
3. To assess the contribution of 360 Degrees Feedback PAS method towards teacher effectiveness in Kasilo county.

The research employed descriptive research design. The target population consisted of 276 head teachers and teachers in Government-aided Primary Schools

in in Kasilo County, Serere district. The instruments that were used for this study were questionnaires and interview schedules. The questionnaires were used for the teachers while the interview schedules were used for interviewing the head teachers. Data collected was analyzed using both descriptive and inferential statistics. Quantitative data were coded and analyzed using descriptive statistics into frequencies, percentages and means with the help of SPSS for version 24.0. Qualitative data was analyzed using content analysis.

6.2 Conclusions

Following the analysis of data and discussion of findings in chapter four, this section gave conclusions based on each study objective.

6.2.1 Management by Objective PAS Method and Teacher Effectiveness

Management by objective significantly contributes to teacher effectiveness in primary schools in Kasilo county in Serere district as reflected by the adjusted R Square of 0.223 (22.3%) and the ANNOVA^a with a P value of 0.000. Therefore, the study concluded that Management by objective is an important managerial approach that positively impacts teacher effectiveness in the study area. Aligning teachers' goals with clear objectives, MBO fosters accountability and performance improvements, contributing to a more focused and effective teaching environment.

6.2.2 Behaviorally Anchored rating scale PA Method and Teacher Effectiveness

Behaviorally anchored rate scale PA method contributes to teacher effectiveness in primary schools in Kasilo county in Serere district as showed by the regression analysis with the adjusted R Square of 0.476 (47.6%) and the ANNOVA^a with a P value of 0.000. The study concludes that Behaviorally Anchored Rating Scale

(BARS) performance appraisal method is a highly effective tool for enhancing teacher performance. The implementation of BARS as a performance evaluation tool is highly beneficial in enhancing teacher effectiveness and provides a clear and structured approach to evaluating teacher behavior, which in turn promotes greater effectiveness in the classroom.

6.2.3 Degrees Feedback PAS Method and Teacher Effectiveness

Degrees feedback Pas method significantly contributes to teacher effectiveness in primary schools in Kasilo county in Serere district as showed by the regression analysis with the adjusted R Square of 0.397 (39.7%) and the ANNOVA^a with a P value of 0.000. The study concludes that the 360-Degree Feedback Performance Appraisal System plays a significant role in enhancing teacher effectiveness in primary schools in Kasilo County, Serere District. This appraisal method provides valuable insights from multiple perspectives, contributing to improved teaching performance.

6.3. Recommendations of the Study

The finding on objective one of the study revealed that Management by objective significantly contributes to teacher effectiveness. The study therefore recommends that;

The MoES should organize regular training workshops for headteachers and school administrators to enhance their understanding and implementation of MBO. This will ensure that objectives are clearly defined, aligned with the national curriculum, and effectively communicated to teachers.

School administrators should actively incorporate MBO into the school's operational strategies by setting clear, measurable goals for both teachers and students. This can be done through regular goal-setting meetings and progress reviews.

School administration should involve teachers in the development of objectives to foster ownership and commitment. Teachers should be encouraged to set personal teaching goals aligned with broader school objectives to improve their performance.

The finding on objective two of the study, revealed that behaviorally anchored rate scale PA method contributes to teacher effectiveness. The study therefore recommends that;

The MoES should create standardized guidelines for BARS implementation to ensure consistency across schools. These guidelines should include the development of performance indicators relevant to the educational context in Uganda.

School administrators should incorporate BARS into their existing performance management systems, ensuring that all teachers are evaluated using this method. This integration should include clear communication about the purpose and benefits of BARS.

Policymakers should recognize BARS as a valuable tool for enhancing teacher effectiveness and promote its adoption in national educational policy frameworks. This recognition can help secure funding and resources for training and implementation.

The finding on objective three of the study, revealed that 360 degrees feedback Pas method significantly contributes to teacher effectiveness. The study therefore recommends that;

MoES should organize training programs for school administrators and teachers on the principles and practices of 360-degree feedback. These programs should focus on effective feedback techniques, the importance of diverse perspectives, and how to use feedback for professional development.

School administration should develop an environment where teachers feel comfortable giving and receiving feedback. This culture should emphasize the constructive nature of feedback, focusing on professional growth and improvement.

Policymakers should recognize the value of the 360-degree feedback system and advocate for its incorporation into national education policies as a standard practice for teacher evaluation.

6.4. Areas for Further Research

This study was specifically carried out in Serere district. However, there are many other districts in Uganda where the same research can be carried out focusing on the contribution of performance appraisal system methods towards teacher effectiveness in Government-aided Primary Schools in another district for comparative analysis.

The study applied a mixed methods during the data collection process. However, another researcher could study the contribution of performance appraisal system

methods towards teacher effectiveness in Government-aided Primary Schools applying a purely quantitative research design.

Further research can be done to examine the contribution of PAS methods on teacher promotion.

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APENDICES

APPENDIX 1: QUESTIONNAIRES FOR TEACHERS.

Introduction:

Hallo, I'm a student from UCU doing a research on" the contribution of Performance Appraisal System towards Teacher Effectiveness in Government-aided Primary Schools in Kasilo County in Serere District". Please select your preference from the options provided by ticking in the appropriate box. Where the question asked is open-ended, kindly answer as appropriate

Yours faithfully

Acom Regina

A): Background Information

PART 1: RESPONDENT'S PROFILE

Please tick whatever is appropriate;

1. Sex;
 - a. Male
 - b. Female
2. Qualification;
 - a. Primary level
 - b. Secondary
 - c. Certificate level

- d. Diploma
 - e. Degree
 - f. Master's degree
3. Age _____
- a. 20-35 years
 - b. 36-49 years
 - c. 50 and above years

Direction 1: Please write your rating on the space before each option which corresponds to your best choice in terms of level of motivation. Kindly use the scoring system below:

On a scale of 1 to 5, to what extent do you agree with the following statements about performance appraisal System and Teacher Effectiveness?

The response scale for the questions is as below:

1=Strongly disagree 2= Disagree, 3= Undecided, 4= Agree, 5 = Strongly agree.

Performance Appraisal System and Teacher Effectiveness

	5	4	3	2	1
Management By Objectives and Teacher Effectiveness					
In my school, during PA planning meeting, objectives are set in order to assess teachers' output in making schemes of work...					
In my school, during PA planning meeting, objectives are set to assess teachers output in making lesson plans.					
In my school, during PA planning meeting, objectives are set to					

assess teachers output in making and using IMs.					
In my school during PA planning meeting, objectives are set in order to assess teachers output in lesson delivery.					
In my school during PA planning meeting, objectives are set in order to assess teachers output in lesson assessment.					
Behaviorally Anchored Rating Scale and Teacher Effectiveness.					
In my school during PA, the supervisor plans to assess the number of schemes made for the term.					
In my school, the teacher prepares lesson plans on a daily basis.					
In my school the teacher uses IMs during teaching and learning in every lesson taught.					
In my school the number of subjects/learning areas is assessed during teaching and learning.					
In my school, the teacher displays a number of progress records.					
360 Degree Feedback and Teacher Effectiveness					
In my school, the head teacher /deputy monitor the performance of the teacher in lesson preparation.					
In my school the head teacher/ deputy assess the content competence of the teacher during lesson observation.					
In my school learners report the attendance of the teacher during teaching and learning.					
In my school the head teacher, deputy, learners, gives feedback on the teachers' performance.					
Teacher Effectiveness					
In my school, the teacher prepares adequate schemes of work termly.					
In my school, the teachers prepare detailed and relevant lesson plans daily before teaching.					

In my school, the teacher makes, uses instructional materials for teaching and learning and there after displays in the classroom.					
In my school, the teacher actively involves learners in the lesson during lesson delivery.					
In my school the teachers know the content to be taught and how to teach it.					
In my school, the teachers facilitate, monitor and assess to check learners understanding of the content delivered and then support them accordingly.					
In my school, the deputy/ head teacher/ DIS/ IS/ HOD supervises the teachers during teaching and learning.					

Thank you for your time.

APPENDIX 2:

INTERVIEW GUIDE FOR HEAD TEACHERS.

1. Do you implement performance appraisal in your school/District?
2. How often do you conduct performance appraisal in your school/District?
3. What type of performance appraisal method does your School/District use and why?
4. Do you think, performance appraisal system plays a role in teacher effectiveness? If so, how?
5. How do the teachers perceive performance appraisal system in your school/district? What are some of the factors that make them to have such a perception?
6. Are your teachers involved in planning of the performance appraisal system? If so, how?
7. Do you carryout performance appraisal system review meetings? If so, how often and why?

APPENDIX 3: INTRODUCTORY LETTER



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

Department of Education

To

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss..... ACOM REGINA.....
Of Registration Number;..... 519-MUC-MED-608.....pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
Masters' Degree.....

He/ she is required to carry out an academic research on the topic
Performance Appraisal System and Teacher Effectiveness.....

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,

HEAD OF DEPARTMENT

