

**CONTRIBUTION OF PERFORMANCE APPRAISAL SYSTEMS TO TEACHERS'
CONTINUOUS PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS IN
KUMI DISTRICT**

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DECLARATION

I, Aanyu Mary do declare that the information in this dissertation titled “Contributions of performance appraisal systems to teachers’ continuous professional development in secondary schools in Kumi District” is my original work and has never been submitted to any other higher institution of learning whatsoever.

Sign:




Date: 22nd October, 2024.

APPROVAL

I do certify that this dissertation has been done under my guidance and supervision and it is now ready for submission to the School of Education of Uganda Christian University.

Sign:


.....

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Date: 27/10/2024.

DEDICATION

I dedicate this piece of work to my parents Mr. Irangolet John Robert and Mrs. Victoria Irangolet, and to my sons Irangolet Victor Gracious and Oonyu Benjamin for the financial, spiritual and moral support given to me during my study. May God bless them abundantly.

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ABBREVIATIONS

ASSHU-	Association of Secondary School Head Teachers in Uganda
BARS-	Behaviourally Anchored Rating System
CPD-	Continuous Professional Development
DEO-	District Education Officer
DIS-	District Inspector of Schools
DOS-	Director of Studies
DV-	Dependent Variable
INSETS-	In-service trainings
IV-	Independent Variable
MBO-	Management by Objective
MoES-	Ministry of Education and Sports
PMS-	performance management system
PS-	Performance Appraisal
TC-	Trading centre

ABSTRACT

The purpose of this study was to find out the contributions of performance appraisal systems to teachers' continuous professional development in secondary schools in Kumi district. This was guided by the following objectives: to examine how management by objectives contributes to teachers' continuous professional development in secondary schools; to find out how teacher-based evaluation system contributes to teachers' continuous professional development in secondary schools and to assess how 360degrees appraisal system contributes to teachers' continuous professional development in secondary schools. Across sectional survey design with a quantitative and qualitative approach was adopted. Purposive and simple random sampling techniques were used to select ninety-one respondents comprising head teachers, deputy head teachers, directors of studies and teachers. Questionnaires and interview guides were used as data collection tools. Data was analysed using descriptive statistics and inferential statistics. The research findings indicated that most secondary schools do not provide any programme for teachers' continuous professional development despite carrying out performance appraisal and identifying teachers' weak areas. Research findings further showed that most schools are challenged financially and are unable to organize training workshops for teachers' professional development. Finally, it was found that no school sponsors their teachers to go for further studies, teachers take personal initiative. It was recommended that the Ministry of Education and Sports together with all concerned ministries and government bodies should allocate money to schools purposely for teachers' professional development.

CHAPTER ONE INTRODUCTION

Performance appraisal has become such a common practice in organizations to the extent that virtually every company has an appraisal system. Performance appraisal is becoming highly advocated for in the management of educational institutions. Researchers and practitioners have been writing emphatically on the performance appraisal issue (Burns, 2015). Therefore, with the ever-growing emphasis on performance appraisal, for supervisors or managers to be able to effectively manage any organization, there is great need for adequate information on not only how people are performing, how they meet their performance expectations but also how they view the performance appraisal system or processes. Information from performance appraisal is necessary for critical management functions like maintaining control of current operations and planning for the future, making decisions about compensations, training needs and promotions (Burns, 2015).

This chapter presents the background to the study, problem statement, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, justification of the study, conceptual framework, and definition of key terms.

1.1 Background to Study

The increasing demand for greater accountability by educational institutions has led to a growing emphasis on performance appraisal for academic staff across all educational institutions. Staff appraisal has been considered a highly important issue that should be effectively embraced by academic professionals as an essential aspect of their work. As well as understanding the effects of performance appraisal and

measurement, institutions also need to understand how to design more effective systems for performance evaluation and incentive for compensation. Managers are measuring, evaluating, compensating, designing, and changing their systems constantly. The reason is that wrong appraisal schemes can lead to inaccurate performance appraisals and therefore leading to low motivation, commitment, and loyalty by staff (Burns, 2015). Burns (2015) further confirms that lack of commitment and unclear aims are the main reasons why “certain” appraisal schemes fail to realize the expected performance outcomes.

Teachers as public servants are expected to give services to members of the public as a duty. They are expected to perform their duties with dedication, diligence, integrity, and justice. They are expected to maintain a high standard of personal conduct both in carrying out their duties and in their private lives. The performance of these duties can be assessed through among other things, performance appraisal (Education Act, 2008). Staff Performance Appraisal is part of the Performance Management System (PMS) of an institution. It is used as a management tool for establishing the extent to which set targets within overall goals of the organization are achieved. Through staff performance appraisal, performance gaps and development needs of an individual employee are identified. The appraisal process offers an opportunity to the appraisee and appraiser to dialogue and obtain feedback on performance. This therefore calls for a participatory approach to the appraisal process and consistency in the use of guidelines (Ivancevich, 2009). Appraisal is impactful when it is conducted throughout the appraisal period and not as a one-off activity, in the process the employee is provided with feedback and support for improvement.

1.1.1 Historical Perspective

The roots of performance appraisal can be found in Frederick Winslow Taylor's time and motion study. During this period, a suite of national and international policies highlighting teacher quality agendas emerged. The National Commission on Teaching and America's Future report, *What Matters Most: Teaching for America's Future* (1996) and the No Child Left Behind Act (2001) led reform agendas in the United States, while the OECD (2005) report, *Teachers Matter*, contributed to international discussion on professionalism, standards, and teacher quality (Connell, 2009).

Worldwide education systems have adopted performance appraisal systems as a crucial mechanism to induce desirable behaviours among teachers and as initiatives for accountability, quality assurance and professional development (Mathwas and Stunky, 2015). The importance of teacher appraisal cannot be overstressed as it is pivotal in enhancing teacher professionalism (OECD, 2013b). Teachers are considered key to quality education because quality education is viewed to economic development. Assessment of teacher performance has, however, evolved over time in a bid to get the most suitable and effective way of measuring teacher performance and improvement of instruction (Day, 2013).

In Australia, reports including *Teaching Talent: The Best Teachers for Australia's Classrooms* (Dinham, Ingvarson & Kleinhenz, 2008) and the Melbourne Declaration on Educational Goals for Young Australians (Ministerial Council for Education, 2008) contributed to national dialogue around teacher and teaching quality (Connell, 2009; O'Meara, 2011). The Melbourne Declaration highlighted the agenda for Australian education reform and emphasized the roles teaching and

teachers play for all students in accessing a quality education. Evidence suggesting effective appraisal and feedback improve teacher performance has driven many reforms. These reforms have included performance reviews conducted by school principals or external inspectors (Ingvarson & Chadbourne, 1997).

In the 1950s in the United States, the potential usefulness of appraisal as a tool for motivation and development was gradually recognized. (Mathis & Jackson, 1997) The general model of performance appraisal, as it is known today, began from that time.

According to Armstrong (2009), performance appraisal systems began as simple methods of income justification. This was used to decide whether the salary or wage of an individual employee was justified. The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order.

The idea of appraising performance has for many years been and has become a world spread instrument of human resource management but adopting different forms in different organizations (Elverfields, 2005). According to Redman (2001), performance appraisal has become one of the most common tools of assessing staff performance against set objectives. Parill (2009) posits that many organizations both private and public currently have embraced performance appraisal upon knowledge that the productivity of a worker or lack of it can determine the success and or failure of the organization.

According to the Education Act (2008), academic staff in secondary schools in Uganda must be appraised to establish their weaknesses and strengths, with a view of improving their performance. It is a mandatory practice which must be done annually

at the end of Term Three of each year. If any teacher is not appraised for three consecutive years, he or she is perceived to have absconded from duty and he or she is therefore supposed to be deleted from the Government pay roll. Appraisal is a basis for teachers' promotion, such as from classroom teachers to deputy head teacher or to head teacher.

Recent developments in education have heightened the need for continuous professional development (CPD) of public-school teachers. Responsibility for the results of their activities is increasing. Providing teachers with appropriate and timely opportunities for professional development, comprehensive support from school leaders, colleagues, parents, and the system of continuing teacher education is a means of enhancing students' learning outcomes as well as improving teaching and school activity in general (Mukan, Myskiv & Kravets, 2016b).

The existing body of research on continuous professional development suggests that the problem of teacher professional development in different countries is the research subject of a range of scholars (Opfer & Pedder, 2011).

1.1.2. Theoretical Perspective

The study was based on the Performance Appraisal Model by Yee and Chen (2009). According to Yee and Chen (2009), performance appraisal is used by an organization to reward and develop the human resource of the organization to ensure that the organization runs smoothly and grows. The Performance Appraisal Model proposes an annual appraisal system, whereby every year staffs are required to fill up Yearly Work Plan to report on the progress of the tasks assigned as agreed early of the year. This is done at the beginning and at the middle of the year. At year end, the Yearly Work Plan is used to evaluate the performance of the staff throughout the whole year.

1.1.3. Conceptual Perspective

Teaching is a profession that is widely acknowledged for its ability to pass on knowledge, skills and transform attitudes among people for human development. This task is carried out by teachers at school level and where their effort is managed to ensure that they give the best for the development of the child (Asira, 2011). Darling Hammond and Bell (2013) agrees that the quality of a teacher affects the learners' success more greatly than any other school related variable therefore teachers' continuous professional development becomes an essential school function. When teachers are appraised, their weak areas can be identified, and corrective measures can be taken to improve on these weaknesses especially through continuous training and development. This in turn leads to better teaching and success in students' performance.

Enhancing achievement and providing a quality educational experience for all students has long been the most important outcome expected of schools. With evidence suggesting that “teacher quality is the single most important school variable influencing student achievement”, the key role teaching and teachers play in enhancing student achievement is recognised. Given that “teacher appraisal can be a key lever for increasing the focus on teaching quality”, an understanding of the various aspects of successful performance appraisal is essential is the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organisation's strategic goals (Aguinis, 2009). Appraisal may involve formative aspects that focus on developing performance, such as career development, professional learning, and feedback. Summative aspects, on the other hand, evaluate performance for career progression, possible promotion or demotion and termination purposes.

Similarly, performance appraisal (PA) is a process of measuring how well any organization staffs perform their duties in relation to the set standards and then communicating that information to those employees (Ruddin, 2015). According to KEMI (2010), performance appraisal is a systematic and a continuous review of employees' performance and working potential with an aim of informing and designing action programmes that can lead to improvement on how they work.

According to Entsie, Clement and Clara (2020), performance appraisal is essentially a formal mechanism of reviewing individual employee performance. Performance appraisal, which is variously termed performance review, annual appraisal, performance evaluation, employee evaluation and merit evaluation is an on-going process of evaluation which gives management the opportunity to measure both the behaviour and outcome of employees in the workplace, collection, and analysis of data on the overall capabilities and potentials of individual worker to make decision in tune with a purpose. Thus, it could be deduced that basically performance appraisal can be conceptualized as activities through which organizations seek to assess employees and develop their competence, enhance performance, and distribute rewards.

Additionally, Wilton (2011) notes that performance appraisal functions as an information processing system providing critical information for rational, effective, and efficient decision making regarding how a worker's performance can be improved by identifying training needs, setting levels of rewards and guiding sanctions.

Performance appraisal of teachers is increasingly viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education.

Performance appraisal is a part of career development. Performance appraisals are a regular review of employee performance within organizations. Performance appraisal, also known as employee appraisal, is a method by which the performance of an employee is evaluated generally in terms of quality, quantity, cost, and time. A good performance and development process should both guide reflection and professional development and provide a framework for making a point-in-time judgement and giving feedback for further development (Magolis, 2010).

In educational terms, the concept of performance appraisal is used to imply a process that enriches teachers professionally so that their performance enhances learner achievement. Appraisal may be perceived as the finale of successions of changes intended to enhance the professional development of a teacher and to precisely identify needs for their in-service training (Magolis, 2010). Similarly, Entsie, Clement and Clara (2020) claim that performance appraisal is about improving the teachers' skills, knowledge, and attitudes for the process of teaching and learning to enhance academic achievements in schools. The role of teachers is very crucial in provision of quality education. As such, teachers must be given an opportunity for career development and upward mobility. A comprehensive appraisal system can provide the basis for key managerial decisions like training and development needs (Laurie, 2005).

By linking quality to the managers' performance appraisals and KRA's, they will ultimately develop the desirable working habit of putting quality in their work, whether it is selling, producing, and administering and promotes the culture of doing things right the first time thus improved work quality. (Rene Domingo 2003)

Managers who take time outside of the formal performance appraisal process to understand work force, practice reciprocity, understand their employees and provide informal feedback develop trust and support that will enhance workforce productivity, appraisals directly impact work output positively. (Atul Teckchandani & Shaun Pichler July 2015)

Implementing the right performance evaluation techniques can lead to more engaged, productive employees and increased business outcomes. A performance appraisal is a regular review of an employee's job performance and contribution to a company. HR professionals use performance appraisals to evaluate employees' work quality, productivity, skills, and behaviours against preset goals and objectives, the aim of any appraisal is to measure the output of the employee (HR brain.ai 31st January, 2024)

Performance appraisal involves the evaluation of an employee's progress or lack of it on the job, and measured in terms of job effectiveness, or productivity.

Measuring employee productivity and cost is important because employee expense represents a major component of overall costs. Employee productivity is very important to top management because it is a central measure of general management effectiveness. Performance appraisal, therefore, entails measurement, and management of employees' output in the organizations (John Nkeobuna Nnah Ugoani, 2020)

A good performance appraisal system should be seen as the link between the reward an employee hopes to receive and his or her productivity. Such a linkage can be thought of as equal to the individual's productivity = an individual's

performance appraisal = reward expected, according to McGregor appraisal is a function that determines an employee's output which directly links the pay (Peter F. Sorensen & Matt Minahan, 2011)

In certain jobs how employees perform the job is not as important as what they accomplish or the results they obtain. With result appraisals, organizations assess performance by the results or the actual output of work behaviours (Redman et al., 2000).

Appraisal is an effective approach to measuring an individual's performance that provides a solid base for promotion compensation decisions and stimulates employ productivity (Gary P. Latham & Kenneth N. Wexley, 1993)

Supervision is the regular monthly disciplined contact between a supervisor and their supervisee in which performance progress is checked and to prioritize individual tasks; to provide and seek guidance and support and to identify areas of work that need improvement. Appraisal is the framework within which supervision is conducted. It allows job and individual development objectives and plans, with milestones, to be agreed for ongoing review through supervision whereas supervision is a planned, accountable, two-way process, which should support, motivate and ensure all practitioners develop good practices while they work (Valeofglamorgan.gov.uk)

Supervision is a process by which one worker is given responsibility by the organization to work with other worker (s) to meet certain organizational, professional and personal objectives, supervision therefore is a routine work review process while appraisal is more of annual review of performance (Tony Morrison, 2005)

Appraisal is a more formal process involving the setting and reviewing of an employee's performance over a period e.g. six months to a year; re-evaluation of set objectives, re-evaluation of their job description; recognizing their strengths; identifying areas for improvement and identifying how training needs will be met. (Socialcare.wales)

Supervision on the other hand is a live ongoing process that includes regular and frequent meetings between employees and nominated supervisors to review their work and to provide development and support. Appraisals involve infrequent meetings to review performance and plan development and to set objectives for the coming year. Both are integral to staff support and development, which in turn raise standards of service delivery (Heartfelt. Care 2023)

While supervision is an ongoing process, with meetings sometimes held on a monthly or regular basis, appraisal usually consists of an annual meeting between a member of staff and their line manager. Sometimes they will have a six-monthly review to check on progress, supervision is thus held regularly while appraisal can happen bi-annually or annually (Croner-i.co.uk 16th October2017)

Globally, and in Sub-Saharan Africa countries, there is a concerted focus on teacher continuous professional development to enhance quality in education.

Continuous professional development has assumed a central role in organizational development in recent years. In the teaching profession, initial training is no longer seen as enough due to rapid changes in technology, social structures, ideologies, and the increasing diversity of the classrooms (Mensah, 2016).

In this study, performance appraisal was the independent variable because when teachers are appraised, both their strong and weak areas will be identified which

helps to take corrective measures to improve on these weak areas. Most measures taken are professional development whereby workshops and seminars can be organized for teachers to acquire the necessary knowledge and skills to improve on their performance and probably encouraging personal development plans where teachers are encouraged to go for further studies to attain higher levels of learning and develop their career. Therefore, performance appraisal leads to teachers' continuous professional development.

Performance appraisal is a predictor of CPD, once Organisations conduct performance appraisals, they can identify teacher needs for development and therefore performance appraisal informs CPD.

The primary motive for performance appraisals is to provide employees with clear and constructive feedback on their work. Feedback allows individuals to understand their strengths, weaknesses, and areas for development, empowering them to take ownership of their professional growth (Andrew Heath, August 12,2024)

Performance review is the most crucial tool to achieve an organization's goal, which is a systematic assessment that assesses the contributions of an employee to the company. Comprehensive assessment does more than serve as an assessment of the previous accomplishments, but closely links to professional growth and, in turn, advancement within the company (Qaisar Shahzad, Jan 10,2024)

The process of performance appraisal is a system for evaluating and assessing employee performance, with the aim of promoting their professional development. Performance appraisals, also known as performance reviews, are an essential part of performance management. They are tools for measuring employee performance,

setting goals and objectives, and providing feedback to support productivity and improvement (Elective.com, February 7,2023)

Performance appraisals allow companies to identify which employees need more training and to determine what areas to provide training in. For instance, if multiple employees are struggling to meet a daily quota, an employer could provide a workshop on how to work more efficiently or consider lowering the quota for employees (Indeed.com, August 16,2024)

Professional development (PD) incorporates all types of supported learning opportunities, which include credentials such as academic degrees, formal coursework, conferences, and informal learning opportunities placed in practice. PD can be described as an evaluative stage that is ideally intensive, collaborative, and integrative (Speck and Knipe, 2005). PD is progressively perceived as an organized process that considers the development of all individuals involved with student achievement from the administrator to the teaching assistants. It can also be well defined as a course of action bent on refining staff skills and competencies needed to yield outstanding educational achievements for students (Steyn, 2009).

Continuous professional development (CPD) is a critical component of a teacher's professional skill. It is regarded as a personal commitment made by teaching professionals to improve their knowledge, abilities, and competencies over the course of their careers (Kennedy, et al., 2022).

According to Prestridge (2014) professional development of schoolteachers is a continuous process of deepening knowledge, improving skills and competencies, forming values and attitudes that begins at the stage of initial teacher training and lasts throughout the professional activity of the teacher. Its goal is to enhance the

teaching and learning process, improve the school's performance and the professional community.

Additionally, Wanzare and Da Costa (2000) note that teachers' continuous professional development is a teacher training approach that aims at improving teachers' teaching methods, their ability to direct teaching to meet students' needs, and their classroom management skills. Relatedly, Ayeni (2011) defines teacher professional development as any formal or informal teacher in-service training aimed at addressing the ever-changing demands of the teaching profession. Teacher professional development in this study was perceived as the in-service teacher training aimed at continual improvement of teaching skills and knowledge to match the ever-emerging issues and changes in education.

Professional development is critical in the life of every organization in positioning its human resources to meet changing trends of globalization. Human resource (HR) is the organization's most crucial resource whose behaviors, talents and aspirations affect the other resources that the organization uses, the organizational efficiency and its effectiveness and therefore, there should be developed continuously (Entsie, Clement & Clara, 2020).

Continuing Professional Development (CPD) covers a wide range of staff development activities, both formal and informal, designed to address individual teachers' development needs and improve their professional practice through sharing effective practice, knowledge, and skills. It is one of the major factors of elements required in the advancement of the quality and professionalism of a teacher. CPD is essential for upgrading and updating teachers because the rate of social and educational change makes pre-service training an inadequate basis for

long-term professional competence. The design of these CPD programs must be informed by an effective (Kizilbash, 2016).

Lynne, Wayne Seller & Carol (2006) stressed that teacher professional development and performance appraisal practices should be congruent and consistent. A conceptual shift is necessary to connect teacher performance appraisal practices with professional learning. Competency must be the pivotal concern as teachers enter the profession but once this has been proven; there is a need to move towards performance appraisal that focuses on professional learning and growth.

During their careers, teachers are progressively tangled in activities of professional development that target assorted teaching areas taken in different forms. In recent times, emphasis has been on encouraging development and support for teachers to grow professionally (Figazzolo, 2013). The need for the quality of teaching to be adopted as influential means of improving student achievement puts emphasis on comprehensive performance and professional development frameworks (Australian Institute for Teaching and School Leadership 2012).

Owusu (2011) notes that “people are an important asset and that their skills are one thing that competitor organisations cannot imitate”. It can be seen in some reports that the competitive strength of companies, social organisations and countries are no longer strictly tied to physical assets or resources, but to the intellectual attributes of their knowledge workers.

The European Union as cited in Newman (2013) opines that “within educational institutions, teaching professionals are the most important determinants of how learners will perform; and it is what teachers know, do and care about that matters”.

The European Union asserts that the indispensability of the human capital (staff) of

the school cannot be overemphasized in the governance structure. A regular investment of time in learning and development should be seen as an essential part of professional life, not an optional extra, with learning an integral part of work (Mensah, 2016). However, no matter how well qualified or successful the teachers may be, further development is always necessary.

Ghansah (2009) in reference to the three eras in the economic history of the world believed that with the emergence of knowledge-based economies, human capital had become a significant source of wealth for individuals and organizations. This reflects equally in Afreh (2018) that “the knowledge and skills which people bring to their jobs as a result of their education and training should be regarded as a form of capital which is capable of providing returns and therefore requires investment to develop”.

Musaazi (2006) advises educational planners and administrators to emphasize teacher continuous professional development to bring about desired classroom behaviours from teachers. Musaazi further asserts that the period of pre-service training is too short to sufficiently equip teachers with knowledge and skills to address the ever-changing pedagogical demands.

According to the MoES (2017), teacher Cpd include both formal and informal educational programmes, short courses (face to face and online) or experiential such as presenting at or attending conferences, seminars, workshops, supervised practice for skills development, conducting research, developing policies, protocols, or guidelines, acting as a mentor, and participating in committees among others. It's further emphasized that in-service training is regarded as a

component of continuous professional development aimed at improving teacher performance and learning outcomes.

Euro pass (2022) indicates that continuous professional development includes structured CPD such as training courses, workshops, seminars, conferences, online courses among others. Accredited training which involves studying an official qualification to expand one's skill and progress in career, unstructured such as attending webinars, reading articles, publications, journals, researching and keeping track of work of teaching experts, work-based learning that involves peer observation, which provides colleagues to reflect on their teaching practices and impact on learner achievement.

Erlendsson (2002) defines effectiveness as the extent to which objectives are met (doing the right things). UNESCO defines effectiveness as a measure of achievement of specific educational goals or the degree to which an institution achieves its specific requirements. In this case, the effectiveness of performance appraisal is the degree to which appraisal enables teachers to achieve their expectations as regards their teaching delivery.

1.1.4. Contextual Perspective

According to the Education Act (2008), academic staffs in secondary schools in Uganda are appraised to establish their weaknesses and strengths, with a view of training and developing them in those weak areas and it is a mandatory practice which has to be done annually. If any teacher is not appraised for three consecutive years, he or she is perceived to have absconded from duty and he or she is therefore supposed to be deleted from the Government pay roll.

Appraisal is a basis for teachers' promotion, such as from a classroom teacher to deputy head teacher or to head teacher. Individual teachers are supposed to be appraised by their respective heads of department and the appraisal measures performance on aspects such as, teachers' schemes of work, lesson plans, assessment of learners, teachers' records, as well as the class/lesson notes (Musoke, 2015).

Despite being mandatory, it is observed that some schools do not appraise their teachers formally; head teachers mainly use observation method and rely on the information provided to them by spies and students on individual teachers. Even in public and in private secondary schools where there is Universal Secondary Education, it is alleged that some head teachers inflate the number of teachers they have which suggests that the appraisal system is usually faulted. On some occasions, there is general outcry about the quality of teachers and that their quality is still wanting. This is partly attributed to limited employee supervision and appraisal system and lack of a continuous professional development (Barigye, 2012).

As noted earlier, appropriate staff appraisal has the potential to improve the professionalization of teaching and the professional development of teachers.

However, studies carried out show that professional development of teachers in the country is inadequate. Yet, the quality of teaching depends on the quality of teachers which, in turn, depends to some extent on the quality of their professional development (Kagolo, 2014).

In Uganda, education management at secondary level is centralized. In public secondary schools, when a teacher is appointed/he is supposed to be appraised after three months of probation then at six months thereafter recommended for

confirmation by the MoE&S, however most times even when the performance is not satisfactory a teacher is recommended for confirmation due to costs involved in CPD and also not to stand in somebody's progress (MoE&S, 2013).

For teachers' continuous professional development in Uganda and Kumi inclusive, the district plays an oversight role and is not directly engaged into the trainings of teachers, but the school head teachers do it themselves. Head teachers support teacher's growth and professional development through lesson observations, sending teachers for workshops and trainings organised for all teachers in the district especially induction of newly appointed teachers. CPD is hindered by the way government releases it's funding to schools, sometimes they send the funds late and cannot conduct the CPD as planned and the district does not support schools completely on teachers' performance appraisal and professional development (DEOs office, Kumi district, 2018).

Some secondary school teachers in secondary schools in Kumi district are not effectively appraised either by MoE&S official or by the head teachers. Therefore, it is very difficult to determine their weak areas such that corrective measures can be taken to improve on those weaknesses through training and development.

1.2. Statement of the Problem

To increase efficiency, Uganda Public Service introduced performance appraisal system in 2000 where workers and supervisors agree on what to be accomplished for effective delivery. Much as this has been in practice little attention has been put on Performance Appraisal Scheme; often the Ministry officials, Education service and head teachers have complained of the effectiveness of this scheme. In some cases, some teachers have been promoted without basing on Performance Appraisal results

hence casting more doubt on the effectiveness of teachers' performance appraisal reports. In worse circumstances, even seemingly hard-working teachers have been left out during promotions. Its implementation has remained a problem. Due to this, it becomes challenging in identifying teachers' performance gaps to offer them further training and development (MoE&S, 2013).

Teachers' performance appraisal is a significant function of performance management process in secondary schools in Uganda. When effectively conducted, teachers' weak areas can be identified and corrective measures taken to improve them especially through continuous professional development, hence improving the performance of the students and the schools in general. Despite these clear benefits, teachers in secondary schools have consistently indicated that their performance appraisal systems have various weaknesses mainly connected to policy implementation (Barigye, 2012).

Zepeda and Russell (2012) emphasise the central role professional development plays in this era of change where teachers must continuously acquire new knowledge on new curricula, and new skills to meet the dynamic technological demands and enhance quality of pedagogical practices. Despite the Government's initiatives to improve the quality of teaching and learning at secondary school, it appears as if teachers' continuous professional development programmes are generally lacking (MoE&S, 2014). In addition, the situational analysis conducted by the MoE&S (2014) revealed that nearly 75% of secondary school teachers in Arts and Humanities had not had any CPD training in the last three years and nearly all public secondary schools visited, the structure of CPD was either inadequate or completely missing.

Literature reviewed in the background demonstrates a positive relationship between appraisal feedback and effective teacher professional development. The background has further demonstrated that teachers' appraisal feedback is essential in informing teachers of professional development. However, the reality is that the existence of teacher performance appraisal in some secondary schools in Kumi district is inadequate and the utilization of the appraisal reports to inform teacher professional development is wanting. Most secondary school teachers are not appraised at all and those schools that try to appraise their teachers do not give timely evaluation reports. This has put teachers' continuous professional development into question and has made it to lag. This study therefore was conducted to explore the effectiveness of performance appraisal systems in improving teachers' continuous professional development in secondary schools in Kumi district.

1.3. Purpose of the Study

The purpose of this study was to find out whether performance appraisal systems contribute to teachers' continuous professional development in secondary schools in Kumi district.

1.3.1. Objectives of the Study

The study was guided by the following objectives.

1. To examine how management by objectives contributes to teachers' continuous professional development in secondary schools in Kumi district.
2. To find out how teacher-based evaluation system contributes to teachers' continuous professional development in secondary schools in Kumi district.
3. To assess how 360-degrees system contributes to teachers' continuous professional development in secondary schools in Kumi District.

1.4. Research Questions

1. How does management by Objectives contribute to teachers' continuous professional development in secondary schools in Kumi district?
2. How does teacher-based evaluation system contribute to teachers' continuous professional development in Secondary schools in Kumi District?
3. Does 360 degrees appraisal system contribute to teachers' continuous professional development in secondary schools in Kumi District?

1.5. Scope of the Study

The scope of the study focused on content scope, geographical scope, and time scope.

1.5.1. Content Scope

This study was limited to establishing how management by objectives improves teachers' continuous professional development, how teacher-based evaluation system improves teachers' continuous professional development and how 360 degrees feedback system improves on continuous professional development of teachers in secondary schools in Kumi district.

1.5.2. Geographical Scope

This study was conducted in Kumi district which is found in Eastern part of Uganda in Teso Sub Region. The district is comprised of seven Sub Counties that is: Atatur, Kumi TC, Ongino, Kanyum, Mukongoro, Kumi and Nyero.

1.5.3. Time Scope

The study looked at a period of five years from 2014- 2019. This period was sufficient for the researcher to get enough information since there was active teaching and learning conducted, given that the years after that is 2020-2021 the country and the

education sector inclusive was disrupted by Covid 19 pandemic. These five years gave enough information about performance appraisal and teachers' continuous professional development.

1.6. Significance of Study

The findings of this study are expected to be useful in the following ways.

1. To provide the MoE&S, the DEO and DIS with information on how teachers' performance appraisal is achieving the intended objectives.
2. To the school administrators, the study will enhance their knowledge and practices in the execution of performance appraisal to teachers well knowing that PA is geared towards identifying training needs for teachers such that they can improve through continuous professional development.
3. To teachers, the findings will help them in reflecting on their professional development which in turn will enrich the educational experience of students.
4. The findings on continuous professional development will enlighten teachers to set themselves targets, in discussion with their line manager, which will help develop their own skills, knowledge and pedagogy.
5. The researcher also hopes that the results of the study will be useful to future researchers who will be interested in undertaking a study in a related area.

1.7. Justification of the Study

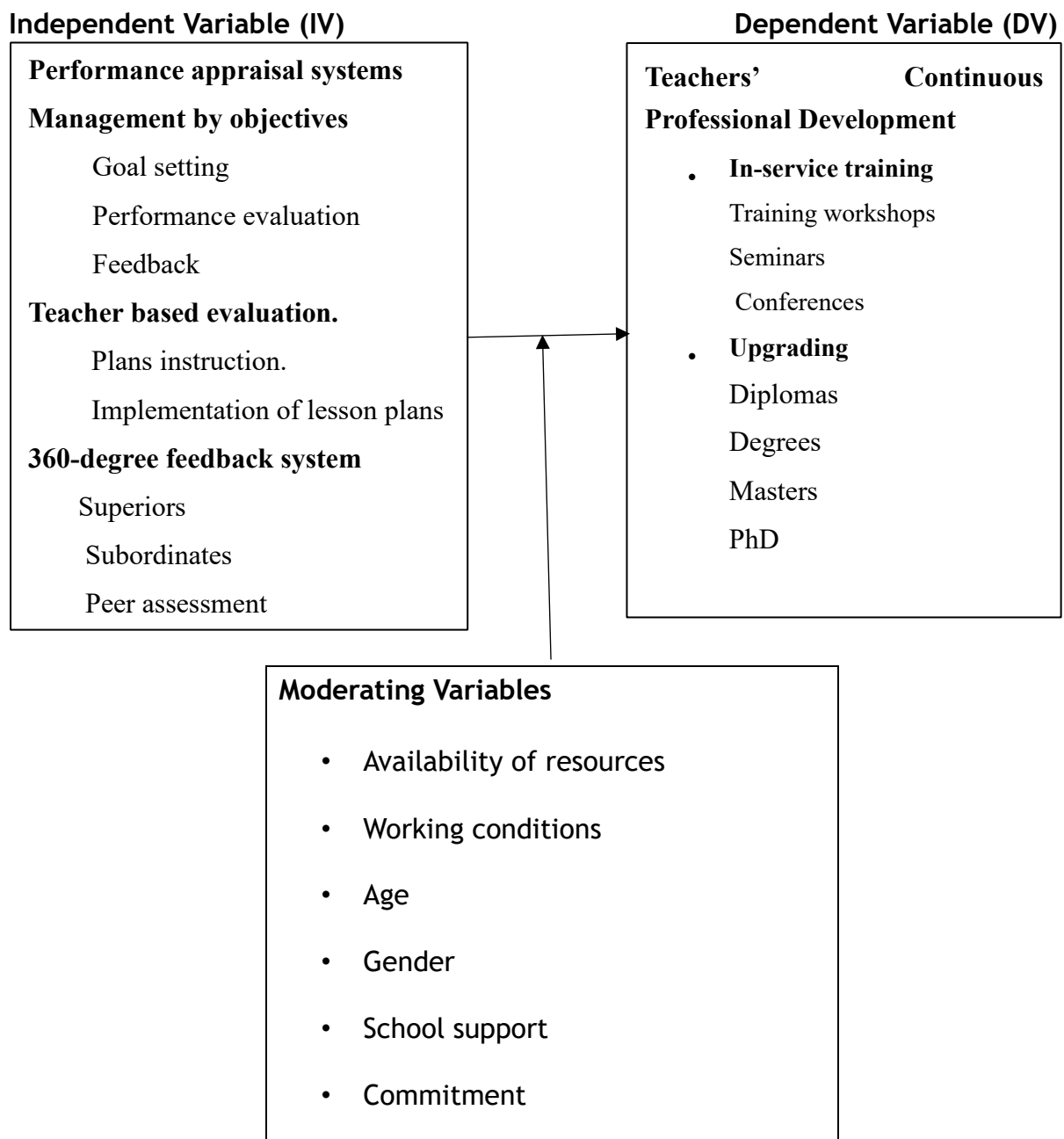
This study was necessary because teachers are faced with several occupational challenges, such as in making adequate preparation, selecting appropriate teaching methodologies, to evaluating learners, keeping records of work, being punctual and attending regularly which transcends to students scoring poor grades. If teachers are not appraised such that they get to know their weak areas, they will not improve

and performance in schools will continue to dwindle. With quality and effective appraisal systems teachers get to know where they are lagging behind and seek for professional training and development.

1.8 Conceptual Framework

Conceptual framework is a diagrammatic representation of the main ideas, variables, and their presumed relationship to each other (Wangusa, 2007). According to Kombo and Trompo (2009), a conceptual framework is a research tool that helps the researcher to develop understanding of the situation under study. It is the wider structure of interrelated views, opinions, and borders that give the fundamental platform and limit of the research questions. The study was based on a conceptual framework illustrated in figure 1 below.

Figure 1:0: The Relationship between Performance Appraisal Systems and Teachers' Continuous Professional Development



Source: Researcher (2023)

The independent variable of the study was performance appraisal systems, and the dependent variable was teachers' continuous professional development. An effective performance appraisal system is expected to result to proper training needs assessment and training, use of feedback to promote and reward, and

improvement and innovations in their teaching activities. The outcome of such appraisal would be improvement in continuous professional development of teachers through providing in-service trainings (INSET) and study upgrading.

1.9. Definition of Key Terms

Definitions of key terms are essential to avoid ambiguity and semantic diversion. Dressler (2003) commented on the importance of definitions by asserting that not only would definitions increase construct validity, but they would also generally add clarity and reduce confusion by establishing shared meanings between those wanting to communicate ideas on the subject and those with whom they communicate. Therefore, the definitions for key terms used in this study were developed within and from the purpose, concepts, and perspectives in forming this study.

Appraisee: A teacher who is the target of performance evaluation for the purpose of identifying how he or she is performing.

Appraiser: This refers to an immediate supervisor or any other person who has been assigned the responsibility of assessing the performance of an Appraisee.

Performance: A teacher's work achievement against established work expectations.

Performance Monitoring: Consistent tracking of performance and providing feedback to management, work groups and employees on progress towards achieving the set performance targets.

Performance Appraisal (PA): A systematic process of evaluating how well a teacher is performing in relation to his duties and responsibilities to recommend what needs to be improved.

Performance feed-back: is an interactive process between a worker and a supervisor where information is exchanged relating to the target performance and the performance exhibited (Indiana University of Human Resource, 2011).

Teacher: A person who has successfully completed a course of training approved by the Ministry of education and Sports and is registered to teach.

Performance Appraisal systems: Approaches applied in gathering of data relating to teacher performance.

Professional development: Activities to enhance professional career growth and teaching competency.

Summative evaluation: An evaluation conducted primarily for the purpose of making personnel decisions about the teacher (such as merit pay, reassignment, promotion, dismissal, tenure).

INSETS: In-service training, trainings provided to teachers who are already in the field of teaching to improve their teaching practices.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature to the topic under study. It gives the views of what other researchers and scholars have written about the topic under investigation. The researcher reviewed the literature under the following subheadings:

1. How management by objectives contributes to teachers' continuous professional development in secondary schools
2. How teacher-based evaluation system contributes to teachers' continuous professional development in secondary schools.
3. How 360 degrees feedback system contributes to teachers' continuous professional development in secondary schools

Jacob and Lefgren (2013) noted that principals and teachers should select a combination of appraisal systems to their schools from a range available since together they can obtain an accurate view of the strength and weakness of teachers. Effectiveness of a teacher can be reinforced while individual teacher professional development can be worked on to deal with any weakness.

2.1 How Management by Objectives contributes to Teachers' Continuous Professional Development in Secondary Schools

Armstrong (2010) notes that Management by objectives (MBOs) is a type of performance management system that requires the manager and employee to identify employee goals as they relate to the overall business. Management by Objectives (MBO) has been advocated as a tool to improve management

effectiveness for over the past four decades.

Drucker, (2016) first advocated MBO as a systematic approach to setting objectives that would lead to improved organizational performance and employee satisfaction. The thinking behind this modern method is based around both employee and manager jointly setting goals to be achieved within a specific time period. It's thought that when an employee is involved in the goal setting process it's more likely they'll achieve their goals.

This form of appraisal is a process rather than a one-off evaluation and it's all about planning and being proactive rather than reactive to events and circumstances. It's considered a fair way to appraise because it avoids subjective bias, it's not costly to do and it encourages self-awareness, which should in turn improve an employee's ability to contribute well to the team. MBO or management by objective, appraisals require the employee and supervisor to agree on a set of objectives before the evaluation. The process relies on goal setting and constructive feedback to be successful (Arthur, 2008).

According to Yu and Lee (2015), the key purpose of any appraisal process and its resulting performance development plan is to identify gaps in an employee's skills or competencies and opportunities for improvement and development. In addition, setting performance goals encourage employee motivation by stimulating effort, focusing attention, increasing persistence, and encouraging new ways of working.

Abdullah and Tari (2012) noted that the benefits of using MBO performance appraisal process is to develop employees and giving them the opportunity to be directly involved with identifying areas for their development and how these can be achieved; being able to track progress and receive feedback against development

goals. This can be done through training and courses (internal and/or external), new work assignments/tasks, increased responsibility, secondment to another role and training another employee. MBO is a useful tool for developing employees as it provides a clear link to overall business goals, improve employee motivation and assist employees in identifying their strengths and weaknesses which in turn provides clear direction on development needs.

Grote (2012) stressed that among many significant benefits of MBO, employee development is the one that is of paramount importance for supervisors. MBO helps supervisors to motivate employees who excel in their performance, provide counselling to underperformers, and identify needs for individual training and development. Armstrong (2010) also adds that MBO allows the supervisors to grasp the full potential of the employees through capacity development, revealing career growth plans and helps identify their training needs.

In Hongkong, performance appraisal is part of teacher performance management, and which is continuously undertaken to assist in identification, measurement and development of the teachers' work so that, the aims and objectives of the school are more effectively realized while benefiting the teachers in terms of recognition of performance, professional advancement, and career support (TMPguidehongkong.pdf).

2.2 How Teacher-Based Evaluation System contributes to Teachers' Continuous Professional Development in Secondary Schools

Teacher based evaluation is a systematic and well-defined process to assess the performance and teaching effectiveness of a teacher in the classroom. It involves reviewing the teacher's performance, analysing, and providing constructive and

positive feedback for professional growth. Kakumanu (2022) noted that teacher evaluation must be effective, reliable, practical, and efficient, done through. A) Classroom observations, this is performed by a principal or head of subject. It is used to measure various classroom processes including aspects of teaching, particular teacher practices in aspects of instruction, interaction with students and classroom management among others. B) Instructional artefacts, such as lesson plans, teacher assignments and assessments, scoring rubrics, and students work and corrections to determine the quality of classroom instruction.

Flores (2010) concurs with the perceptions that teacher-based evaluation tend to focus on professional development needs other than mere productivity. According to Flores, the developmental objective of appraisal may lead a teacher to improve on his or her work by providing opportunity to reflect on their practice.

Onkoba, and Nyamwaya (2019) stress that teacher- based evaluation system is a mechanism for improving teaching and learning. Teachers' professional development is the key to the delivery of quality education in schools. A well designed teacher-based appraisal system can constitute valuable professional development for teachers and enable the school management to assess teachers' performance. The teacher appraisal system assists in identifying areas for development and improving overall performance of teachers.

2.3 How 360 Degrees Feedback System contributes to Teachers' Continuous Professional Development in Secondary Schools

According to Akinbowale et al. (2013), 360 degrees appraisal method involves feedback from several people who have contact with each employee, keeping biases firmly at bay. This could be several other colleagues, clients, customers and even

the employees themselves are required to offer their view of their role in the team. 360-degree appraisal is hailed as the best approach because it is all encompassing and can give such a well-rounded view of an employee. Not only does it give a manager a precise understanding of an employee's attitude and behaviour, but it can also benefit the individual by helping with self-improvement (in turn giving them confidence, which will help your business no end).

Stronge (2010) stresses that 360-degree performance appraisal is a process that allows employees to give and receive anonymous feedback to and from all the people they work with. For example, one employee can give and receive feedback to and from his direct supervisor, work peers on the same level and his subordinates. This appraisal typically consists of anonymous evaluations of eight to 10 people. The anonymous evaluators usually complete online forms that ask them to rate the employee on a numerical scale, as well as provide written, descriptive comments. The employee completes a self-evaluation as well. According to 360 Degree Feedback Solutions, this type of evaluation can be a very useful development tool for both managers and those who are not in a management role. The evaluation is helpful because it preserves anonymity and gives an employee a clear, well-rounded picture of his most prominent strengths and weaknesses.

The use of a 360-degree feedback appraisal system is ideal for businesses that value the input of employees concerning the effectiveness of supervisors and managers. This type of performance appraisal method solicits input from employees of all ranks who interact with the employee being evaluated. Everyone from executive leaders to frontline workers receive anonymous and carefully considered feedback from coworkers. Using a 360-degree feedback method requires training on how to

evaluate others. Individuals who don't have experience composing appraisal statements may need additional training pertaining to evaluating the quality of work rather than the employee's personality or popularity. Nevertheless, this is a very effective way to get a good reading on your management talent by obtaining commentary from the people who frequently interact with managers (Flores, 2010).

In a study carried by Jensen (2011) in Australia on better teacher appraisal and feedback, he suggested other best practices to include 360 degree and parents' survey. According to him, 360 - degrees method works on the basis that an effective appraisal process requires feedback from several sources: including the school administrators, senior teachers, and effective and less effective teachers, students, and parents within the same cycle. Though external to school, parents in this case may be a useful source that can be used to broaden the perspective on appraisals, on the reasons that their personal knowledge about their children education can be used to inform teachers' appraisals and therefore contribute to teachers' improvement.

According to Campbell & Thomas (2013), 360 degrees feedback appraisal system has helped head teachers identify teacher weaknesses especially regarding the quality of teaching in schools. In this regard, these head teachers have endeavoured to organize seminars and workshops aimed at helping teachers learn new teaching techniques geared towards improving the quality of teaching in their respective schools.

Flores (2010) noted that the exercise of performing 360-degree feedback was purely concerned with illuminating crucial information essential to the growth and development of the affected employees. A 360-degree feedback approach is suitable

to support people to be more effective in executing their job-related obligations by developing the areas where they are weak.

The 360-degree feedback approach calls for the attention of managers and executive leaders to obtain a comprehensive understanding of the needs, desires, frustrations, and fulfilments of the people working in an organization. The adoption of a 360-degree feedback survey should prompt an organization's decision-makers to attain a compact understanding of the strengths and flaws of their employees. 360-degree feedback results for decisions concerning talent management, personal development coaching, and succession planning (Deciatov's, 2011).

A 360-degree program enhances the opportunity for organizational leaders to target the core issues that would impact employee satisfaction, productivity, and success through initiating a process of personal development. According to Campbell & Thomas (2013), through 360-degree feedback performance appraisal, the school will provide appropriate training and support to the teachers based on the targets and plans agreed during the appraisal interview as well as their personal interest and needs.

A well-implemented 360-degree feedback system involves executive support and participation, training and follow-up conversations from the manager or human resources department which helps employees to improve on significant areas and enhance their career paths. Additionally, Onkoba, and Nyamwaya (2019) stressed that a well-designed 360-degree appraisal system can constitute valuable professional development for teachers and enable the school management to assess teachers' performance. The teacher appraisal system assists in identifying areas for development and improving overall performance of teachers.

Stronge (2010) noted that the use of 360-degree feedback in performance appraisal is to provide a foundation on which the performance review and subsequent development of individuals can be built. The purpose of 360-degree feedback relates to the collective platform through which different individual sentiments can be mobilized to re-engineer the process of performance review and personal and professional success.

2.3. Conclusion

Appraisal systems help head teachers identify teacher weaknesses and teacher training needs especially regarding the quality of teaching in schools. In this regard, the head teachers endeavour to organize seminars and workshops aimed at helping teachers learn new teaching techniques geared towards improving the quality of teaching and classroom delivery practices in their respective schools. The teacher performance appraisal systems, however, are not without challenges, the great challenges are; the selection of the appropriate appraisal methods, the performance of appraisers and failure in most cases to provide teachers with performance appraisal feedback and inadequate support after training needs identification. The Ministry of Education and Sports on the other hand has responded against these challenges through performance management reforms like the one carried out in 2020. With such changes, it is assumed the teachers' needs, aspirations and concerns would be addressed during these reforms. The concern of this study was to explore the effectiveness of the performance appraisal systems in improving teachers' continuous professional development in secondary schools.

CHAPTER THREE METHODOLOGY

3.0 Introduction

This chapter presents the study design, area of study, information sources, population and sampling techniques, variables and indicators, measurement levels, procedure for data collection, data collection instruments, quality/ error control and strategy for data processing, analysis, and interpretation.

3.1 Research Design

The study adopted a cross-sectional survey design with a quantitative and qualitative approaches. The basic reason and idea behind cross sectional survey design is to measure variables by asking people questions and then to examine the relationships among the variables at one point in time. The study design was considered suitable to be used in selected secondary schools of Kumi District since it is descriptive and friendly in presentation of data. This is in line with the recommendations of (Creswell, 2014) who recommended that studies of this nature require designs which apply a cross-sectional survey design. The research design was considered appropriate since it also provided an opportunity for intensive analysis of specific details over the collected data. Additionally, this design aimed at collecting data without manipulating the research variables or the respondents to get the perception of the respondents. Amin (2005) notes that qualitative approach explains and gains insight and understanding of phenomena through intensive collection of narrative data, which helps to reveal and record respondents' attitudes, beliefs, and opinions. A qualitative approach was used because it gave details of the situation at hand and therefore the beneficiaries of the research findings were made to fully

understand what is on the ground, how and why it is like, and the practical solutions. Qualitative technique was used to analyse descriptive data while quantitative technique was used to analyse statistical data from questionnaire in form of frequencies and percentages.

3.2 Area of study

The study was undertaken in Kumi district which has 10 Secondary schools. Kumi district is located approximately 54 kilometres (34 ml), by road, South East of Soroti District, the largest town in Teso sub-region (Districts of Uganda Map, 2017). Kumi district was purposefully selected based on the Singleton (1993) advice that a good locale for any research should be easily accessible to the researcher and allow direct rapport with information providers. The researcher chose this area because performance appraisal is not effectively done in most schools and continuous professional development among teachers is low and some teachers choose to go for further studies in different fields other than education. The researcher established from the target respondents (deputy head teachers, directors of studies, teachers, and head teachers) most of whom are professional acquaintances on whether performance appraisal has a bearing on improving teachers' continuous professional development.

3.3. Information Sources

According to Mubazi (2008), information sources are the existing recognized literature whether published or unpublished if it is worth and has been accepted by those leading academicians/institutions. There are two sources of information i.e., primary, and secondary. Secondary sources are documented information which include textbooks, journals, dissertations, internet sources and magazines while primary sources are the information the researcher may use from experience,

personal analysis, observation, and constructed research instruments like questionnaires. In this study, the researcher used both primary and secondary information sources during the study. Secondary sources included textbooks, journals, dissertations, internet sources and magazines. Primary sources were the information the researcher got from personal experience and constructed research instruments like questionnaires and interviews.

3.4 Population of the Study and Sampling Techniques

3.4.1 Population

Population is a group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. Population is the complete collection of elements that are of interest in a particular investigation (Amin, 2005). Mugenda and Mugenda (2003) add that, population is all the members of a real or hypothetical set of people, events, or objects to which the researcher wishes to generalize the results of the study. The target population in the study was 250 participants. Kumi district was purposefully selected due to time and financial limitations hindering a study of the whole country and on the basis that it was easily accessible to the researcher. The study targeted all the head teachers, deputy head teachers, directors of studies (DOS) and teachers in the 10 Secondary schools. According to information available at the DEO's office, Kumi district, there are 250 teachers teaching in these secondary schools disintegrated into 152 male teachers and 98 female teachers (DEO's Office, Kumi District, 2018). Head teachers were used to get variety of views to make the study findings more reliable and comprehensive. Deputies and Directors of studies support the appraisal process and provided reliable information. Teachers were selected in order to obtain reliable and valid information required for this study.

3.4.2 Sample and Sampling Techniques

Creswell (2014) observed that research can be undertaken using a keenly chosen sample to represent a target population. Fraenkel and Wallen (2009), says the most ideal sample should however be as large as a researcher can obtain within a reasonable expenditure, time, and energy.

3.4.2.1 Sampling of the Schools

From the 10 Secondary schools in Kumi district, 7 schools were selected for the study. These schools were sampled using simple random technique such that all of them are given equal chances of being selected to be used in the study and by reducing on bias. The researcher also chose 7 schools which were a representation of urban, semi-urban, rural schools, public and private to get balanced data from the entire district.

3.4.2.2 Sampling of the Respondents

3.4.2.2.1 Teachers

From the 07 Secondary schools that were sampled, 10 teachers were selected from each school using a simple random sampling technique. Therefore, a sample of 70 teachers out of 250, which is 20 % of the target population of teachers were used. This is in line with 20% which Gay & Diehl, (1992) recommends for a small study size. Simple random sampling is the type of sampling which provides equal chances to every member in the population to be included in the study (Leedy & Ormrod, 2013). Therefore, the use of random sampling gave all teachers an equal chance of being selected to participate in the study.

3.4.2.2.2 Head teachers, Deputy Head teachers and DOS

Only 07 head teachers out of the 10 head teachers in the 10 secondary schools were purposively selected as respondents in this study. Since the head teachers appraise

and endorse the final report of the teachers' appraisal forms, their inclusion in this study checked on any inconsistencies in the information that was provided by the teachers on performance appraisal in their schools. Kumar (2011) asserts that purposive sampling depends on researcher's judgement to select a sample or participants who can provide best information for the study. In addition, 07 deputy head teachers and 07 Directors of studies were also purposively selected to participate in this study because they directly support the head teacher in delivering support and supervision to the teachers on the behalf of the head teacher and thus support in the appraisal of teachers and therefore provided the required information.

Table 3:0: Participants that were used in the Study

Category of respondent	Population size	Sample size	Sampling method
Head teachers	10	07	Purposive sampling
Deputy head teacher	10	07	Purposive sampling
Director of studies	10	07	Purposive sampling
Teachers	250	70	Simple random sampling
Total	261	91	

Source: Modified by the Researcher (2022)

3.5 Variables and Indicators

A variable is defined as the factor or characteristic of interest that the researcher would like to handle or manipulate in the research. Leedy and Ormrod (2013) define a variable as any quality or characteristic in research that has two or more possible

values. There are two various types of variables: the independent variable and the dependent variable. Amin (2005) defines a dependent variable also known as the criterion variable as the variable of primary interest to the researcher. In this study, the independent variable was performance appraisal systems while the dependent variable was teachers' continuous professional development. According to Kothari (2013), an indicator is something that shows that something will happen, is true or exists. The following were the indicators used to assess continuous professional development, in-service training, peer-peer support, and study upgrading.

3.6 Measurement Levels

According to Mubazi (2008), there are four levels of measurement: the nominal, ordinal, interval, and ratio. The nominal level is the one where the data or variables are merely named. The ordinal level does order the sequence and is characterized by categories that are ranked in terms of values. The interval level assigns spaces of equal intervals to numbers. At this level of measurement, mathematical calculations are possible. The fourth level is ratio level which represents values measured in equal units from zero. As this scale has absolute zero and the measuring units are constant, the number/scores can be multiplied and divided. In this research, three levels of measurement were used: namely, nominal, ordinal, and interval levels. In nominal, data was named, in ordinal data was put into categories and in interval data was assigned equal numbers using frequencies and percentages which were important in interpreting data.

3.7 Procedure for Data Collection

The researcher constructed data collection instruments and discussed them with the supervisor to ensure reliability. The researcher then obtained an introductory letter from the Dean Faculty of Education and Arts which introduced her to the relevant

authorities/schools to collect data. A pilot study was first carried out in one secondary school which was outside the targeted secondary schools to ensure validity and reliability of data collection instruments. After, the researcher sought permission from the head teachers at the selected schools to collect data. A good relationship was first established by introducing herself and telling the respondents the purpose of the study. The researcher then distributed questionnaires to the respondents and conducted interviews. Filled questionnaires were collected there and then. While interviewing respondents, the researcher noted down points which were after presented and analysed alongside data from questionnaires.

3.8 Data Collection Instruments

The study used a self-administered questionnaire and interview guide where both quantitative and qualitative data was collected and used as discussed below.

3.8.1 Questionnaire

A questionnaire is a research instrument that gathers data over a large sample, reducing bias on the side of the researcher and the respondents (Kumar, 2011). The study used both close ended and open-ended questionnaires. A close ended questionnaire was divided into sections of background information, and other detailed objective information. A standard questionnaire on Likert scale was used to get quantifiable primary data from individual respondents on a scale of 5- Strongly Agree; 4- Agree; 3- Not Sure; 2- Disagree; 1- Strongly Disagree. The questionnaire gave respondents' freedom to elicit some information in detail, due to the open-ended nature of some of the items it consisted of. Questionnaires were used because they ensured confidentiality of the responses, they saved time, and they were easy to use on a large population sample. Questionnaires also helped the researcher to gather data over a large sample and reducing bias

on the side of the researcher and the respondents. The open-ended questions gave respondents the opportunity to express the necessary facts in their answers. The questionnaire was administered to head teachers, deputy head teachers, DOS, and teachers to collect quantitative data from the seven selected secondary schools in Kumi District.

3.8.2 Interview Guide

Kothari (2013) defines an interview as a method of data collection that involves presentation of oral stimuli and reply in terms of oral responses. It is a technique for data collection in which the researcher uses an interview guide to elicit verbal answers from respondents to reduce bias and maintain consistency. Questions to be asked were unstructured and the interviewees gave their views pertaining questions asked. The researcher first established a good rapport by introducing herself to the interviewees and telling them the purpose of the study, then after she read for them questions as they responded. While interviewing them, the researcher noted down the responses and after compared them with the information got from questionnaires. The researcher used interviews to get more and in-depth information that the respondents might have not included on the questionnaire. The researcher interviewed all the 13 respondents in each school by herself who included one head teacher, one deputy head teacher, one DOS and ten teachers. The interviews were scheduled per day in each school which provided ample time to interact with all the respondents in each school that was selected.

3.9 Data Quality Control

Data quality refers to the condition of a set of values of qualitative or quantitative variables and it is generally considered high quality if it is fit for intended uses in operations, decision making and planning (Kombo, 2006). The

term control in research is used to refer to the restraint of experimental conditions (Kothari, 2013). To ensure data quality, the researcher edited all the filled questionnaires and cross checked the data thoroughly to remove all the inconsistencies. The researcher also ensured that the data collected, and the methods of data collection were reliable, dependable, accurate and consistent by testing the instruments for validity and reliability as explained below.

3.9.1 Validity

Leedy and Ormrod (2013) defined validity as the extent to which a method of data collection measures what it is supposed to measure correctly. Similarly, Amin (2005) refers to validity as the degree to which an instrument measures what is intended to measure. It also refers to the quality that a procedure or an instrument used in research is accurate, correct, true, meaningful, and right. The validity of research instruments was measured against constructs and content of the instruments. In this regard, instruments validity was measured through consultation with experts and professionals in the department. This was achieved by going through the questionnaires and comparing the items with the research objectives. Items that failed to measure the variables they were intended to measure were modified and unnecessary items discarded. The researcher also carried out a pilot study in one secondary school outside the targeted schools to pre-test the accuracy of the instruments before being used in the study.

After which a content validity index was calculated using the following formula and CVI results from the questionnaire were 0.10.

$$\text{CVI} = \frac{\text{Number of items rated relevant}}{\text{Total number of items}}$$

The instruments that were found to be valid were above 0.7, which is the recommended value for validity and those that were below 0.7 were discarded.

3.9.2 Reliability

Reliability refers to how consistent a research procedure or instrument is. It is the degree of consistency, demonstrated in a study. Reliability implies stability or dependability of an instrument to obtain information. More generally, reliability is the consistency with which a measuring instrument yields consistent results when the entity being measured has not changed (Leedy and Ormrod, 2013). To ensure the reliability of the instrument, the researcher critically assessed the consistency of the responses on the piloted instruments to make a judgment on their reliability. The reliability of the instruments was established using test-retest technique where the researcher administered test items to a group of respondents twice. The results of the pilot study were compiled, and correlation calculated using Cronbach Alpha.

CA= $\frac{\text{Average covariance}}{\text{Average total variance}}$

Cronbach's alpha is a reliability coefficient that shows how positively items are related to one another. Reliability of the instruments were established using Cronbach's Alpha (α) internal consistency method (Stephanie, 2016). The instruments were found to be 0.8 which was acceptable since the acceptable values of alpha, range from 0.70 to 0.90.

3.10 Strategy for Data Processing and Analysis

After the collection of the raw data, the researcher sorted field results from administered questionnaires and interviews. Data processing was guided by the objectives of the study and the research questions. Data collected was arranged according to the categories of the respondents, edited, and coded for accuracy and

completeness of the information given. Quantitative data from the questionnaires was processed by frequencies and percentages and presented in table and charts for data interpretation. Qualitative data was analyzed using content analysis. Data collected from interview and documentary reviews were transcribed, sorted and grouped into themes. The researcher evaluated and analyzed the adequacy of information in answering the research questions through coding of data, identifying categories and factors that emerged in the responses (Clarke and Braun, 2017). Summaries were made on how different themes/variables were related while analysing qualitative data.

3.11 Ethical Consideration

Ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviours while conducting a study. Ethics in this study was enhanced in the following ways:

1. Participation in the study was voluntary, and respondents had the freedom to decline answering any question or discontinuing themselves from the study at any time
2. Approval of the study: Research conduct and approval was obtained from the Research and ethics committee of Uganda Christian University and Institutional consent was obtained from DEO's office, Kumi district.
3. Confidentiality: All respondents were assured of their due confidentiality by using pseudo names in the study. Respondents were not required to reveal their names nor put their contacts on the questionnaires.
4. Consent: Every questionnaire was administered after seeking thorough consent and understanding from the respondent. All respondents were

assured of their will to freely withdraw from the data collection exercise should they feel uncomfortable to continue even after thoroughly consenting to the interview.

5. Honesty: Data was honestly collected and reported using the right methods and procedures. No data was fabricated, falsified, or misrepresented.
6. Further, all the sources of literature were acknowledged throughout the whole study through proper citations and referencing. Personal bias was avoided during the entire study during interviews, data analysis and reporting. This was achieved by selecting schools where the researcher had no conflict of interest like where she teaches. The researcher also avoided using her personal experience and entirely relying on the information got from respondents.

3.12 Methodological Constraints

1. The researcher found difficulties in determining the time appropriate to approach teachers as they were usually preparing for lessons and/or in their lessons after which they were usually tired and fatigued. This was overcome by approaching heads of respective schools and agreeing with them on the best time possible for which the teachers were able to give time to the researcher so that she only conducts the study in those times which were appropriate for the respondents.
2. Nonresponse. Some respondents did not understand the terminologies that were used in the questionnaire. The researcher had to guide some of the respondents on how to fill the questionnaire and told them the purpose of the study.

3. Given the nature of the topic, some respondents feared revealing information thinking the researcher was a spy. This was counteracted by telling them the purpose of the study and telling them how confidential the information would be treated.

CHAPTER FOUR PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

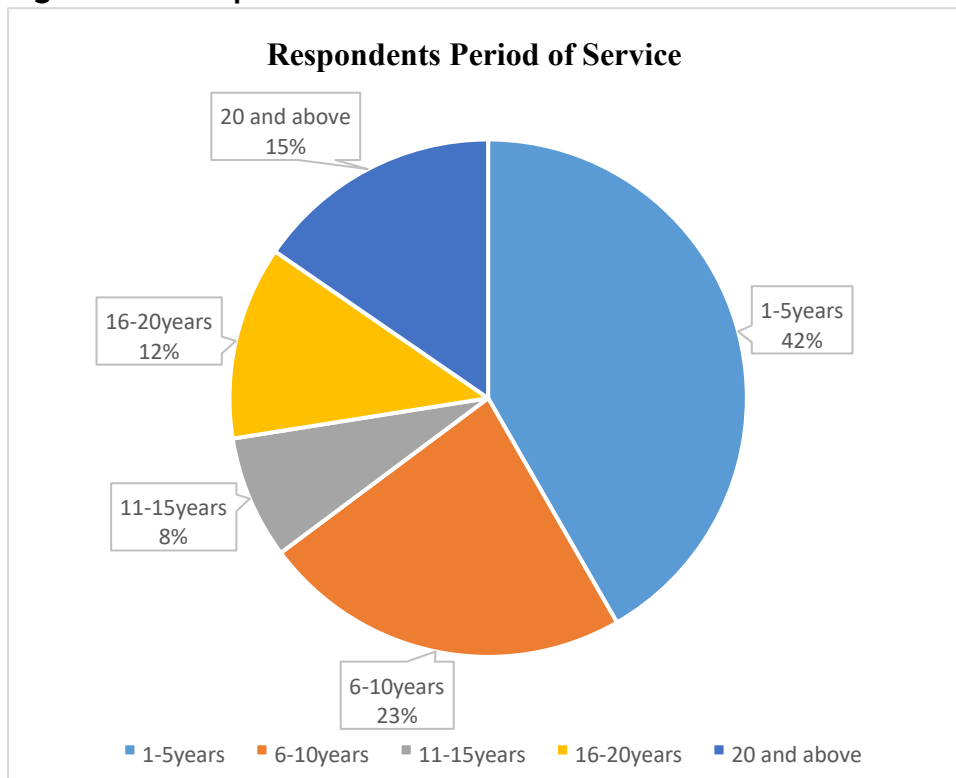
In this chapter, the researcher presented and analysed the findings. The presentation and analysis of data was guided by objectives of the study and research questions.

The presentation and analysis of data was done under the following subheadings:

1. How does management by objectives contribute to teachers' continuous professional development?
2. How does teacher-based evaluation system contribute to teachers' continuous professional development?
3. Does 360 degrees feedback system contribute to teachers' continuous professional development

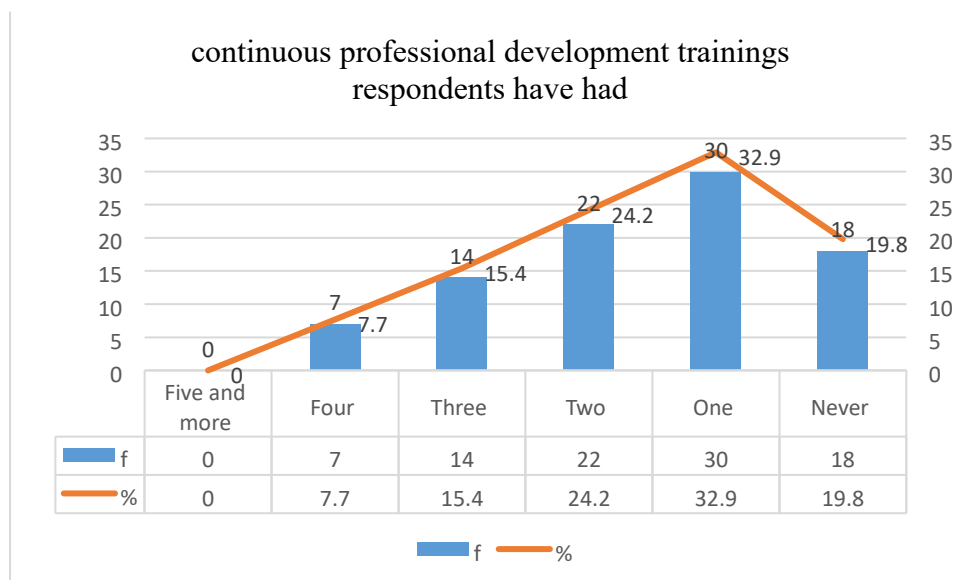
Background Information

Figure 4:0: Respondents Period of Service



Findings from the above figure indicate that 41.7% of the respondents have served in their respective positions for 1-5 years, 23.1% have worked for 6-10 years, 15.4% have worked for 20 and above years, 12.1% have worked for 16-20 years and 7.7% have worked in their respective positions for 11-15 years. This implies that majority of the teachers have enough teaching experience in teaching which makes the data collected quite reliable for drawing corresponding conclusions.

Table 4:0: Continuous Professional Development Trainings that Respondents Have Had



From the above table, it can be observed that majority of the respondents (32.9%) have had their CPD training once, followed by 24.2% who have had their CPD training twice, 19.8% have never had a CPD training, 15.4% have had their CPD training three times, 7.7% have had their CPD training four times, and no respondents have had their CPD training five and more times. This is an indication that few schools offer CPD training to their employees but on a small scale.

Table 4:1: Respondents' Position Held in the School



Research findings from the above table show that 45% of the respondents were classroom teachers, 23.1% were heads of departments, 8.8% were subject heads while the DOS, deputy head teachers and head teachers, took 7.7% each. Therefore, classroom teachers were most of the respondents that were used in the study.

4.1 Question One: How does Management by Objectives contribute to Teachers' Continuous Professional Development in Secondary Schools in Kumi District?

Objective, one of the studies set out to establish how Management by Objectives contributes to teachers' continuous professional development in secondary schools in Kumi District. Data on this question was collected from Head teachers, deputy head teachers, directors of studies and teachers and is presented in the table below. Assessment of the status of MBO and teachers' continuous professional development were based on descriptive statistics generated using the SPSS computer software

(ver. 2.0). The descriptive statistics included frequencies, percentage, means and standard deviation. The results are presented in the following sub-sections.

Table 4:2: Descriptive Statistics on Management by Objectives and Teachers' Continuous Professional Development

	SA	A	D	SD	Mean	Std. Deviation
Item						
There is a strategic goal in the school	47.3%	52.7%	-	-	1.5275	.50201
There are specified objectives that guide teachers work	35.2%	64.8%	-	-	1.6484	.48013
Teachers' work progress and performance is constantly monitored	-	36.3%	63.7%	-	1.6374	.48342
MBO supports teachers' career development	36.3%	12.1%	37.4%	14.3%	2.3077	1.43521
Teachers are given feedback when their performance is evaluated	38.4%	-	12.1%	49.5%	1.8571	.92582
Teachers are always appraised to ascertain their performance	29.5%	-	12.3%	58.2%	1.9451	.88647

Teachers' training needs are identified and supported to improve their professional development	4.4%	8.1%	41.8%	45.1%	1.857 1	1.09109
Interventions are sought to improve teacher's development	5.5%	14.2%	38.5%	41.8%	2.033 0	1.22430
Teachers get promoted after their appraisal feedback	-	-	45.1%	54.9%	1.450 5	.50031
Overall Average Mean					16.263 8	

Source: Primary Data (2023)

For ease of description and interpretation of data in table 4:2, the proportion of those who strongly agreed and those who agreed were combined because both had agreed. Likewise, the proportion of respondents who strongly disagreed was combined with that of respondents who disagreed because, in any case, both had disagreed.

Research findings from the above table showed that 100% of the respondents disagreed that they get promoted after their appraisal feedback. This is an indication that promotions are based on other factors not necessary performance appraisal.

Findings of the study also revealed that 100% of the respondents agreed that there are specified objectives that guide their work. This implies that schools have work plans, goals and objectives that guide teachers on what they are supposed to achieve and therefore teachers will always work hard towards achieving them.

Research results further showed that all (100%) of the respondents agreed that there is a strategic goal in the school. This indicates that all schools that were used in the study have strategic goals and ought to set the criterion on how to achieve them. Teachers' continuous professional development is one way of achieving school goals since teachers will acquire more knowledge and skills to perform their teaching roles effectively.

Research results also showed that 86.9% of the respondents disagreed while 13.1% agreed that their identified training needs are used to inform their professional development. This is an implication that in most schools, teachers' professional development is not catered for even when their performance is appraised. Most schools do not organize training workshops for teachers to acquire more knowledge and skills.

Research findings further showed that 80.3% of the respondents disagreed while 19.7% agreed that interventions are sought to improve teachers' development. This implies that in most schools' teachers' continuous professional development is not prioritized. This may hinder teachers' performance and the general performance of students.

Study findings further showed that 73.6% of the respondents disagreed while only 26.4% agreed that MBO supports teachers' career development. This implies that a significant number of teachers are not supported on continuous professional development even when they do not achieve the objectives set for them. Even when loopholes are identified, nothing is done for them to develop on their profession.

Findings of the study further showed that 70.5% of the respondents disagreed while 29.5% agreed that they are always appraised to ascertain their performance. This is an indication that most schools do not appraise their teachers. This becomes hard for them to know areas where they are weak such that corrective measures are taken to improve on their performance.

Findings of the study also indicated that 63.7% of the respondents disagreed while the other 36.3% agreed that their work progress is constantly monitored. This implies that in most schools' lesson observation and lesson monitoring are not done and therefore teachers conduct their lessons without supervision.

Lastly, research results showed that 61.6% of the respondents disagreed while 38.4% agreed that they are given feedback when their performance is evaluated. Majority of the respondents disagreed which is an indication that most schools do not give feedback to their teachers about their performance after they are appraised.

4.1.1 Regression Analysis

To establish the contribution of management by objectives to teachers' continuous professional development, a linear regression was run between the two variables.

The results of the linear regression were presented in the following tables.

Table 4:3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.375 ^a	.140	.131	.32252

a. Predictors: (Constant), Q1

From Table 4:3, the most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (teachers' continuous professional development) which can be explained by the independent

variable (MBO). This is an overall measure of the strength of association and does not reflect the extent to which the independent variable is associated with the dependent variable. From Table 4:3, the value of R-Square indicates the Coefficient of determination which was found to be .140 which when changed to percentage (multiplied by 100) becomes 14% which implies that MBO accounted for 14% of the teachers' continuous professional development in the secondary schools in Kumi District. The overall effect of MBO on teachers' continuous professional development in the secondary schools in Kumi District was based on the results in Table 4:3.

Table 4:4: Contribution of Management by Objective to Teachers' Continuous Professional Development in Secondary Schools in Kumi District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.511	1	1.511	14.524	.215 ^b
	Residual	9.258	89	.104		
	Total	10.769	90			

a. Dependent Variable: teachers' continuous professional development

b. Predictors: (Constant), Management by Objective

In interpreting results in table 4:4, it is important to compare the significance (sig) value with the p-value (the standard) which is 0.05. According to Saunders (2003), if the sig value is greater than p-value, it means that there is an insignificant effect. However, if the sig value is less than p-value, then it means there is a significant effect (Saunders, 2003). From the results in table 4:4, $.215 > 0.05$ implying that MBO had an insignificant contribution to teachers' continuous professional development in the secondary schools in Kumi District.

4.1.2 Qualitative Data on Management by Objectives and Teachers' Continuous Professional Development

From the face-to-face interviews with the key informant, it was noted that sometimes MBO may not lead to teachers' continuous professional development as discussed below.

One of the key informants said.

As a school, we set goals for teachers to achieve at the start of the year but because of circumstances we do not normally evaluate them to ascertain whether they achieved them or not (HTR₁/Jan/2023).

Another participant said.

In first term we set targets for teachers to complete the syllabus before the end of the year such that students are given time for revision (HTR₃/Jan/2023).

Another participant stated:

At my school we rarely organize training workshops for teachers to fill their training needs after conducting performance appraisal especially due to limited resources (HTR₆/Jan/2023).

In another interview, with the deputy head teachers, the major responses were as below.

One of the participants said:

When teachers have not achieved their set objectives, as administrators we find out why, but we do not have the capacity and resources to develop their career if the reason for poor performance is lack of some knowledge and skills

(DHTR₄/Jan/2023).

Another participant stated:

After conducting performance appraisal, teachers who are hardworking are not promoted because promotions are done by public service and the Ministry of Education and Sports but not at school level through performance appraisal (DHTR₇/Jan/2023).

Likewise, in another interview with the DOS, they said.

School administrators set objectives for teachers to achieve in a specific period and they are sometimes evaluated after a certain period to see if these objectives have been achieved only that even when they have not achieved them, no action is taken to find out why and improve on their weaknesses (DOS₂/Jan/2023).

4.2 Question Two: How does Teacher-Based Evaluation System Contribute to Teachers' Continuous Professional Development in Secondary Schools in Kumi District?

Objective two of the study set out to establish how teacher-based evaluation system contributes to teachers' continuous professional development in secondary schools in Kumi District. Data on this question was collected from head teachers, deputy head teachers, directors of studies and teachers and is presented in the table below. Assessment of the status of teacher-based evaluation system and teachers' continuous professional development were based on descriptive statistics generated using the SPSS computer software (ver. 2.0). The descriptive statistics included frequencies, percentage, means and standard deviation. The results are presented in the following sub-sections.

Table 4:5: Descriptive Statistics on Teachers' Based Evaluation and Teachers' Continuous Professional Development

Items rated	SA	A	D	SD	Mean	Std. Deviation
Teachers plan their lessons	54.9%	45.1%	-	-	1.4505	.50031
Teachers properly manage their classes	28.6%	49.5%	12.1%	9.9%	2.2527	1.27011
Teachers encourage students' participation during lessons	41.8%	33.9%	16.6%	7.7%	2.1429	1.32976
Teachers have enough instructional materials to conduct their lessons	-	9.9%	38.5%	51.6%	1.8132	.86810
Teachers are provided training when gaps are identified	1.1%	7.7%	7.7%	91.2%	2.1429	.54917
Teachers use several teaching methods	46.2%	36.3%	12.1%	5.5%	1.9451	1.20520
Overall Average Mean					11.7473	

Source: Primary Data (2023)

For ease of description and interpretation of data in table 4:5, the proportion of those who strongly agreed and those who agreed were combined because both had agreed. Likewise, the proportion of respondents who strongly disagreed was combined with that of respondents who disagreed because, in any case, both had disagreed.

Findings of the study from the above table showed that all (100%) of the respondents agreed that teachers plan their lessons. This implies that all teachers use lesson plans to conduct their lessons which act as their road maps while teaching.

Results of the study further indicated that 85.7% of the respondents disagreed while only 14.3% agreed that teachers are provided training when gaps are identified. This is an indication that in most schools even when teachers have professional gaps, they are not developed such that they can improve on their career.

Findings of the study also revealed that 85.7% of the respondents disagreed while 14.3% agreed that teachers use several teaching methods. This implies that most teachers use only talk and chalk methods as a traditional method of teaching while teaching which may limit their professional growth especially in several methods of instruction.

Research findings further showed that 71.4% of the respondents agreed while 28.6% disagreed that teachers properly manage their classes. This is an implication that most teachers effectively manage their classes while teaching and this leads to a conducive teaching environment without obstructions.

Research findings also showed that 75.7% of the respondents agreed while 24.3% disagreed that teachers encourage students' participation during lessons. This is normally done through encouraging discussions among students. Every student deserves to be heard in the classroom and therefore teachers should create a safe environment for every student to participate in class.

Finally, findings of the study indicated that 57.1% of the respondents disagreed while 42.9% agreed that teachers have enough instructional materials to conduct their lessons. Most of the respondents disagreed which is an indication that most schools do not have enough instructional materials for teachers to use while teaching.

4.2.1 Linear Regression

To ascertain the contribution of teachers-based evaluation system to teachers' continuous professional development in the secondary schools in Kumi District, a linear regression was run, and the results are presented in the following table.

Table 4:6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 ^a	.310	.302	.35131

a. Predictors: (Constant), Q3

From table 4:6, the most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (teachers' continuous professional development) which can be explained by the independent variable (teachers-based evaluation system). This is an overall measure of the strength of association and does not reflect the extent to which the independent variable is associated with the dependent variable. From Table 4:6, the value of RSquare indicates the Coefficient of determination which was found to be .310 which when changed to percentage (multiplied by 100) becomes 31% which implies that teachers'-based evaluation accounted for 31% of the teachers' continuous professional development in the secondary schools in Kumi District. The overall contribution of teachers'-based evaluation on teachers' continuous professional development in the secondary schools in Kumi District was based on the results in table 4:6.

Table 4:7: Effect of Teacher Based Evaluation to Teachers’ Continuous Professional Development in Secondary Schools in Kumi District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.937	1	4.937	40.006	.000 ^b
	Residual	10.984	89	.123		
	Total	15.922	90			

a. Dependent Variable: Q2

b. Predictors: (Constant), Q3

In interpreting results in table 4:7, it is important to compare the significance (sig) value with the p-value (the standard) which is 0.05. According to Saunders (2003), if the sig value is greater than p-value, it means that there is an insignificant effect. However, if the sig value is less than p-value, then it means there is a significant effect (Saunders, 2003). From the results in table 4:7, $.000 \leq 0.05$ implying that teachers-based evaluation has a slight effect on teachers’ continuous professional development in the secondary schools in Kumi District.

4.2.1 Qualitative Data on Teacher Based Evaluation System

Teacher based evaluation system can be used to improve teachers’ continuous professional development in schools; sometimes however, this may not be the case. For instance, one of the key informants during interviews said.

At my school we rarely train our teachers because we do not have enough money in the school. In the school budget we do not have any money allocated to teachers’ training and if any teacher wants to acquire any knowledge, he/she does it independently (DHTR₂/Jan/2023).

Another respondent pointed out that.

Performance appraisals *is not a successful tool for developing teachers due to lack of resources by school administrators (DOS₃/Jan/2023).*

The other participants stated:

At my school we do not have enough textbooks for all the subjects and the science laboratory is also seriously wanting. When it is a practical lesson, students share equipment and sometimes they are taught in shifts just because the equipment are not enough for all of them at once (HTR₇/Jan/2023).

In another interview, one head teacher said.

In my school teachers are not provided with training even when gaps are identified during their performance evaluation. Teacher training is not given priority, but we forget that when teachers are trained, they develop their profession which also improves on their knowledge and skills to impart knowledge to students (HTR₂/Jan/2023).

4.3 Question Three: How does the 360 degrees system contribute to teachers' continuous professional development in secondary schools in Kumi District? Data on this question was collected from head teachers, directors of studies and teachers.

Table 4:8: Descriptive Statistics on 360 Degrees feedback System and Teachers' Continuous Professional Development

Item	SA	A	D	SD	Mean	Std. Deviation
360-degree appraisal system is easily understood by teachers	-	39.6%	-	60.4%	1.3956	.49169
Teachers are evaluated by their supervisor	30.6%	46.2%	17.6%	5.6%	2.2088	1.21579
Teachers receive formal performance evaluation	6.6%	8.7%	41.8%	42.9%	1.9780	1.22000
Each teacher is regularly given feedback about his/her performance	-	31.9%	68.1%	-	1.3187	.46855
Supervisors hold discussions with teachers for improvement	5.5%	13.2%	50.5%	30.8%	2.1209	1.15311
Teachers are appraised by their peers	22.2%	12.1%	29.7%	36.3%	2.5055	1.42496
Informal performance evaluations are given to teachers	30.8%	48.4%	14.3%	6.6%	2.1758	1.20732
Each teacher agrees on action steps to improve performance	8.8%	5.5%	31.9%	53.8%	2.0220	1.08503
Overall Average Mean					15.7253	

Source: Primary Data

For ease of description and interpretation of data in table 4:8, the proportion of those who strongly agreed and those who agreed were combined because both had agreed. Likewise, the proportion of respondents who strongly disagreed was combined with that of respondents who disagreed because, in any case, both had disagreed.

Research findings from the above table indicated that 93.4% of the respondents disagreed while 6.6% agreed that teachers are appraised by their subordinates. This is normally because subordinates find it hard to appraise their superiors fearing to be reprimanded in case, they underscore them.

Similarly, research results indicated that 85.7% of the respondents disagreed while the other 14.3% disagreed that each teacher agrees on action steps to improve performance. Majority of the respondents disagreed which implies that after the appraisal exercise teachers that have not scored well don't meet and discuss with their supervisors on the actions that should be collectively taken to improve on their performance.

Research results also indicate that 84.7% of the respondents disagreed while 15.3% agreed that formal performance evaluations are given to teachers. This is an indication that most schools do not have performance evaluation forms that they use to rate teachers' performance at the end of the agreed period.

Research findings further showed that 81.3% disagreed while 18.7% agreed that supervisors hold discussions with teachers. This should be done majorly to discuss on where teachers have found to be weak and what needs to be done to improve on

those weak areas but given that majority of the respondents disagreed, it implies that these discussions are not held in most schools.

Results of the study further indicated that 76.8% of the respondents agreed while the other 23.2% disagreed that teachers are evaluated by their supervisors. Majority of the respondents agreed which implies that teachers' immediate supervisors are the one that know what he/she is supposed to do and therefore are the rightful persons that appraise teachers.

Research findings further revealed that 68.1% of the respondents disagreed while 31.9% agreed that each teacher is regularly given feedback about his/her performance. When teachers are given feedback on past performance, it helps them to improve on future performance. Feedback helps teachers to know how they are performing such that they can put in more efforts where needed. However, failure to give them feedback makes them to keep on making mistakes unknowingly and their performance continue to deteriorate.

Research findings also indicated that 66.7% of the respondents disagreed while 34.3% agreed that teachers are appraised by their peers. This shows that teachers' immediate supervisors like heads of departments, deputy head teachers, DOS and sometimes head teachers are the ones who normally appraise teachers' performance but not their fellow teachers.

Finally, the results of the study showed that 60.4% of the respondents disagreed while 39.6% agreed that 360-degree appraisal system is easily understood by teachers. This is an indication that majority of the respondents do not have knowledge about 360-degree feedback and therefore it is rarely used in most schools to appraise teachers' performance.

4.3.1 Regression Analysis

To establish the contribution of 360 degrees feedback system to teachers' continuous professional development in secondary schools in Kumi District, a linear regression was run between the two variables. The results of the linear regression are presented in the following tables.

Table 4:9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563 ^a	.317	.301	.74482

a. Predictors: (Constant), Q2, Q1

From table 4:9, the most important value for purposes of the test is the R square value. This is the proportion of variance in the dependent variable (teachers' continuous professional development) which can be explained by the independent variable (360-degree feedback system). This is an overall measure of the strength of association and does not reflect the extent to which the independent variable is associated with the dependent variable. From Table 4:9, the value of R-Square indicates the Coefficient of determination which was found to be .317 which when changed to percentage (multiplied by 100) becomes 31.7% which implies that the 360 degrees feedback system accounted for 31.7% of the teachers' continuous professional development in the secondary schools in Kumi District. The overall effect of 360 degrees feedback system on teachers' continuous professional development in the secondary schools in Kumi District was based on the results in table 4:9.

Table 4:10: Effect of 360 degrees feedback system to Teachers' Continuous Professional Development in Secondary Schools in Kumi District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.631	2	11.316	20.397	.000 ^b
	Residual	48.819	88	.555		
	Total	71.450	90			

a. Dependent Variable: Q3 b. Predictors: (Constant), Q2, Q1

In interpreting results in table 4:10, it is important to compare the significance (sig) value with the p-value (the standard) which is 0.05. According to Saunders (2003), if the sig value is greater than p-value, it means that there is an insignificant effect. However, if the sig value is less than p-value, then it means there is a significant effect (Saunders, 2003). From the results in table 4:10, the sig value is .000 which is less than 0.05 implying that 360% feedback had a slight effect on teachers' continuous professional development in the secondary schools in the Kumi District.

4.3.2 Qualitative Data on 360 Degrees System

From the face-to-face interviews with the key informant, it was noted that in most schools 360 degrees system is not used. This at times hinders their performance appraisal ultimately affecting their continuous professional development. For instance, one of the key informants said.

It is my first time to here about 360-degree appraisal system and we have never used it at our school. Maybe we should try it next time now that I have got some hint on it (HTR₂/Jan/2023).

Similarly, another participant pointed out that.

My school rarely uses 360 degrees appraisal system and therefore I do not understand it at all neither have we ever used it in my school (HTR₄/Jan/2023).

Another participant had this to say.

If my school, was to use subordinates to appraise teachers, it would bring bias because ideally even when subordinates evaluate superiors, they fear to give genuine ratings even when the superior is weak. This would mean that the results got are not accurate and therefore cannot help in improving the weak areas of the superiors (DHTR₆/Jan/2023).

Another participant observed that:

Performance appraisal is a tiresome exercise and therefore at my school we prefer doing it annually than on a termly basis. However, if it was done at the end of every term, by the time a new term opens teachers would be knowing their weak points that need improvement (DOS₅/Jan/2023).

Table 4:11: Descriptive Statistics on Teachers' Continuous Professional Development

Item	SA	A	D	SD	Mean	Std. Deviation
The school conducts need identification to inform training	-	7.7%	78.0%	14.3%	3.9890	.67486
Teachers often receive training to improve their profession	12.1%	22.0%	37.4%	28.6%	3.4835	1.41706
Teachers take the initiative to upgrade	19.8%	24.2%	35.2%	20.9%	3.1319	1.49227
The school has a programme for CPD trainings	-	14.3%	48.4%	37.4%	4.0879	.97352
After teachers' further studies, they are promoted	-	-	72.5%	27.5%	4.2747	.44885
The school supports teachers to go for further studies	-	16.5%	23.1%	60.4%	4.2747	1.09611
Overall Average Mean					23.2417	

Source: Primary Data

For ease of description and interpretation of data in table 4:11, the proportion of those who strongly agreed and those who agreed were combined because both had agreed. Likewise, the proportion of respondents who strongly disagreed was combined with that of respondents who disagreed because, in any case, both had disagreed.

Findings from the above table indicate that all the respondents (100%) disagreed that after teachers acquiring further studies, they are promoted. This is an indication that attaining further education does not necessarily guarantee a promotion, an implication that there could be teachers who have upgraded and now have bachelor's degree or master's degrees, but they are still serving as mere teachers.

Findings of the study further showed that the majority (92.3%) of the respondents disagreed while only 7.7% agreed that the school conducts need identification to inform training. It is through need identification that teachers' weak areas are identified and therefore a training is organized to improve on those weak areas. Given this finding however, it implies that in most schools, it is about the teachers to identify where they have a weakness and seek help from management rather than the administration identifying teachers' needs and then develop them.

Further research results showed that 85.8% of the respondents disagreed while only 14.2% agreed that the school has a programme for teachers' CPD training. This is an implication that teachers who wish to develop on their profession do it on their own through in service programmes but not the school facilitating them.

Results of the study also revealed that 83.5% of the respondents disagreed while 16.5% agreed that the school supports teachers to go for further studies. Majority of the respondents disagreed that they do not support teachers to go for further studies and this could be due to lack of resources.

Findings of the study also indicated that 66% of the respondents disagreed while 34% agreed that teachers often receive trainings to improve their profession. This is an indication that most schools do not offer training to their teachers to develop their

profession. A few schools, however, offer training to their teachers to develop their profession.

Finally, 56.0% of the respondents disagreed while the other 44.0% disagreed that teachers take the initiative to upgrade. This strengthens the previous findings above that teachers are the ones to upgrade themselves other than waiting for their schools. This implies that continuous professional development is an individual initiative.

4.4. Qualitative Data on Teachers' Continuous Professional Development From the face-to-face interviews with the key informants, it was noted that schools do not support teachers for continuous professional development but rather teachers take the initiative to develop themselves. For instance, one of the key informants said.

We have never had any training courses, seminars, workshops or conferences at our school aimed at developing our profession as teachers. Teachers' continuous professional development is done by individual teachers but not the school supporting them (DOS₇/Jan/2023).

The other participant stated:

Going for further studies does not guarantee a promotion after completing studies. I went for further studies and got a master's degree, but I remained a mere teacher for long when the deputy head teachers and a head teacher were just having a bachelor's degree" (HTR₁/Jan/2023).

In a similar response, another participant stated:

There are many teachers here who went for their master’s degree and graduated but they are still mere teachers without any promotion for a long time (DHTR₃/Jan/2023).

The other participant stated:

In my school we don’t have any programme for continuous professional development for teachers and whoever feels necessary for career development does it independently without the support of the school (HTR₃/Jan/2023).

Table 4:12: Correlation between IV and DV

		Q3	Q1	Q2
Pearson Correlation	Q3	1.000	.598	.641
	Q1	.598	1.000	.650
	Q2	.641	.650	1.000
Sig. (1-tailed)	Q3	.	.000	.000
	Q1	.000	.	.000
	Q2	.000	.000	.
N	Q3	91	91	91
	Q1	91	91	91
	Q2	91	91	91

From table 4:12, above, it can be observed that there is a positive correlation between Independent Variable (**Performance Appraisal Systems**) and Dependent Variable (**Teachers’ Continuous Professional Development**).

This indicates that Performance Appraisal Systems directly influences Teachers’ Continuous Professional Development.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

In this chapter, the research findings were discussed. The discussion was in line with the objectives of the study and research questions. Each research question was discussed independently and correlated to the existing literature.

5.1 Question One: How does Management by Objectives Contribute to Teachers' Continuous Professional Development in Secondary Schools in Kumi district?

Research findings revealed that teachers are not promoted after their professional development. It was established that promotions are done by public service and the Ministry of Education and Sports but not at school level through performance appraisal and professional development. It takes one only three steps to reach the peak of the teaching profession. The entry level is classroom teacher, and then one could progress to deputy head teacher and finally promoted to head teacher. Teachers are promoted regarding their experience, responsibilities, and education levels not performance appraisal feedback. The assistant commissioner human resource in the Education Ministry, Mr. Stephen Opio Okiror said, "*Career progression is good, and we love to see mass promotion of our teachers, but it requires a lot of money which we don't have*" (MoE&S, 2020).

Findings of the study also showed that most schools do not always appraise their teachers to ascertain their performance. The above findings disagree with Abdullah and Tari (2012) who noted that performance appraisal process is to identify employees performance levels, their strength and weaknesses, develop employees

and giving them the opportunity to be directly involved with identifying areas for their development and how these can be achieved; being able to track progress and receive feedback against development goals.

Findings of the study also revealed that schools have specified objectives that guide teachers work. It was found out that school administration sets objectives to be achieved by teachers in each time. Each department will have their own objectives to achieve but which are all aligned to achieving one major goal. In connection with the above findings, Arthur (2008) stressed that MBO or management by objectives, appraisals require the employee and supervisor to set objectives before the evaluation. The process relies on goal setting for employees and constructive feedback. Additionally, Drucker, (2016) advocates for MBO as a systematic approach to setting objectives that would lead to improved organizational performance and employee satisfaction.

Findings of the study further indicated that MBO does not supports teachers' career development. It was established that even when teachers don't achieve their set objectives, as school administrators they do not have the capacity and resources to develop teachers' careers. In disagreement with the above findings, Yu and Lee (2015) pointed out that the key purpose of any appraisal process and its resulting performance development plan is to identify gaps in an employee's skills or competencies and opportunities for improvement and development.

Findings of the study also revealed that teachers' identified training needs are not used to inform their professional development. It was established that after appraising teachers and finding out their weaknesses, schools have no money to develop them. The above findings disagree with Grote (2012 who stressed that

among many significant benefits of MBO appraisal method, employee development is the one that is of paramount importance for supervisors. He adds that MBO helps supervisors to motivate employees who excel in their performance, provide counselling to underperformers, and identify needs for individual training and development. Similarly, Armstrong (2010) adds that performance appraisal allows the supervisors to grasp the full potential of the employees through capacity development, revealing career-growth plans and helps identify their training needs.

Research results further showed that majority of the teachers are not given feedback when their performance is evaluated. This has affected teachers' performance because there is a belief that feedback on past performance influences future performance. The above findings disagree with Kakumanu (2022) who noted that teacher evaluation system involves reviewing the teacher's performance, analysing, and providing constructive and positive feedback for professional growth. Additionally, Campbell & Thomas (2013) stressed that through teacher appraisal, the school provides feedback and appropriate training and support to the teachers. Teachers' performance appraisal is designed to promote teacher development through meaningful feedback and support from school leaders. This disagrees with Circular letter No.1 of 2020 on performance management guidelines for schools and tertiary institutions which stipulates that a performance review meeting between appraisers and appraisees should be held at the end of every term/semester to give feed back to the appraisee.

5.2 Question Two: How does Teacher-Based Evaluation System Contribute to Teachers' Continuous Professional Development in Secondary Schools in Kumi District?

Findings of the study revealed that teachers properly manage their classes. Classroom management allows teaching-learning exercise to take place successfully

without any interruptions and helps teachers to control the behaviour problems of students inside the classroom. McKeachie and Svinicki (2013) noted that classroom management is all about setting up the expectations well in advance and letting the students know the consequences of breaking the guidelines. Classroom management begins with strong organizational skills, preparing teaching materials carefully and getting a sense of how to best organize and move around in the classroom room.

Findings of the study also showed that teachers are not provided training when gaps are identified to tackle areas where they are weak. This disagrees with Flores (2010) where he stressed that teacher evaluation should focus on professional development needs other than mere productivity. According to Flores, the developmental objective of appraisal may lead a teacher to improve on his or her work by providing opportunity to reflect on their practice. This contradicts Circular letter No.1 of 2020 on performance management guidelines for schools and tertiary institutions which stresses that after each term/semester performance review, the appraiser and appraisee should identify the general performance gaps and develop a teacher support and professional development plan to be implemented during the following term/semester. Development activities may include: (i) Mentoring (ii) Induction (iii) Coaching (iv) peer support/team teaching (v) Attachment (vi) Institution-based professional development courses, seminars, and workshops among others.

Research results further showed that teachers in most schools do not have enough instructional materials to conduct their lessons. It was found out that most schools lack enough textbooks, laboratory equipment, wall maps, computers, and other audio-visuales. In agreement with the above findings, Busingye and Najjuma (2015) stressed that availability of instructional resources in a school significantly determines the teaching methods used by teachers. In situations where instructional

materials such as textbooks, laboratory and display materials are lacking, teacher centred methods of delivery tend to dominate. In addition, Guloba, Wokadala and Bategeka (2010) noted that where the instructional materials are available, well qualified and motivated teachers will skilfully use the available resources to engage learners in practical activities that give the learners the opportunity to experiment, solve problems, discuss with each other, thereby stimulating curiosity, critical thinking and innovativeness.

Research findings indicated that teachers plan their lessons. Teachers use a lesson plan as a roadmap to structure daily activity in their classrooms. They outline what students will learn during each class period, how the lesson will be taught and how student progress will be measured. In agreement with the above, Kakumanu (2022) stressed that teacher evaluation must be effective, reliable, practical, and efficient, done through lesson plans to determine the quality of classroom instruction. In disagreement with the above findings, Directorate of Education Standards (DES) and the National Curriculum Development Centre (NCDC) (Ministry of Education and Sports [MoES], 2013).

Findings of the study further revealed that teachers use several teaching methods while conducting lessons. In agreement with the above findings, Berger (2017) stressed that the biggest reason to use multiple teaching strategies is that it helps with different students. Every student is different and hence, teachers must use different teaching strategies that can help students and make the learning process more effective. Berger adds that using a variety of teaching methods can be useful to connect students who learn differently and make learning engaging, interesting, and productive.

5.3 Question Three: How does 360 Degrees System Contribute to Teachers'

Continuous Professional Development in Secondary Schools in Kumi District?

According to findings of the study, it was revealed that 360-degree appraisal system is not easily understood by teachers. These findings were supported by interview responses from DOS where most of them pointed out that 360 degrees feedback is vaguely understood in their schools, and it is rarely used. However, Jensen (2011) pointed out that 360-degree feedback for teachers or educators is a shift from the traditional one-on-one performance evaluation process. It helps them understand how they can better themselves and give directions to their teaching skills. It serves as guidance to better achieve their teaching goals. One of the best ways to improve the knowledge and teaching capabilities of staff is to implement a 360-degree feedback program, also known as a multi-rater or multi-source feedback assessment, which offers teachers the opportunity to receive actionable feedback towards professional growth and improved student achievements.

Findings from the study further showed that majority of the respondents disagreed that their peers appraise their performance. This is an indication that very few schools use peer to peer performance appraisal method. Peer evaluation involves colleagues observing and rating teaching practice and using these ratings as an input in determining the final evaluation rating. In agreement with the above findings, Chambers, Lam and Mahitivanichcha (2008) noted that schools could be concerned that peer evaluation would reduce group solidarity and blur the line between teachers and management. If a peer evaluator gives a low rating that affects another teacher's job, the organization might have to choose whom to support if the rating was disputed. That is why it is rarely used in most schools.

Research findings further showed that supervisors do not hold discussions with teachers. This should, however, be done when the supervisors are giving feedback to teachers about how they have scored. Its aim is to find out why performance may not be good such that corrective measures are taken for improvement. Though it is unfortunate that from these findings most supervisors do not hold discussions with their subordinates. In support of the above findings, Arthur (2008) notes that managers are often uncomfortable discussing performance weaknesses with employees. Given that almost every employee could stand to improve in some areas, managers fear a confrontation when presenting negative feedback. Arthur adds that many employees tend to become defensive when their weaknesses are pointed out. Instead of accepting the feedback as constructive and a basis for improving performance, some employees challenge the evaluation by criticizing the manager or redirecting blame to someone else.

Research findings also disagreed that each teacher is regularly given feedback. This is an implication that when teachers are appraised, most of them do not get feedback on how they scored and therefore there is no way they can improve their performance since they do not know areas where they are weak. The above findings disagree with Stronge (2010) who noted that the use of 360-degree feedback in performance appraisal is to provide feedback on which the performance review and subsequent development of individuals can be built. He further points out that 360degree feedback relates to the collective platform through which different individual sentiments can be mobilized to re-engineer the process of performance review and personal and professional development and success. Additionally, Kakumanu (2022) expressed that for performance measures to be effective, it is important for employees to have feedback on what is measured and the possible effects of measures.

Findings also indicated that teachers are evaluated by their supervisors. Majority of the respondents agreed implying that in most schools' supervisors are the ones who evaluate their subordinates (teachers). In agreement with the above findings, Kakumanu (2022) noted that teacher evaluation must be effective, reliable, practical, and efficient, done through classroom observations and this should be performed by a head teacher or head of subject. It is used to measure various classroom processes including aspects of teaching, particular teacher practices in aspects of instruction, interaction with students and classroom management among others. Similarly, Circular letter No.1 of 2020 on performance management guidelines for schools and tertiary institutions stressed that teachers shall develop performance plans with and be appraised by their immediate supervisors and Head Teachers shall countersign the performance appraisal forms for Teachers.

Research results further revealed that majority of the schools do not appraise their teachers termly. During interviews, most interviewees pointed out that they appraise their teachers annually rather than termly. This contradicts Circular letter No.1 of 2020 on performance management guidelines for schools and tertiary institutions which stresses that the assessment period, end-of-term/semester performance reviews shall be conducted for all staff to whom these guidelines apply and that teaching staff on probation should be assessed after every three months with effect from the date of assumption of duty.

Research findings also revealed that majority of the respondents disagreed that each teacher agrees on action steps to improve on their performance. This contradicts Circular letter No.1 of 2020 on performance management guidelines for schools and tertiary institutions which stipulates that once a performance gap has been identified, the appraiser and the appraisee should sit and agree upon action

measure. Initiatives or a programme to improve performance should be developed and integrated into the action plan.

5.4 Teachers' Continuous Professional Development

Findings of the study showed that most schools do not have a programme for teachers' continuous professional development trainings. Yet, Musaazi (2010) advises educational planners and administrators to emphasize teacher professional development to bring about desired classroom behaviors from teachers. Musaazi further notes that the period of pre-service training is too short to sufficiently equip teachers with knowledge and skills to address the ever-changing pedagogical demands. In congruence with Musaazi, other writers (Campbell & Thomas, 2013 and Russell, 2012) emphasize the central role professional development plays in this era of change where teachers must continuously acquire new knowledge on new curricula, and new skills to meet the dynamic technological demands and enhance quality of pedagogical practices. However, the need for a well-coordinated continuous teacher professional development for secondary school teachers in Uganda is emphasized by the NAPE report of 2014 (UNEB, 2014) which points out issues of teacher competence in lower secondary. An attempt by the Ministry of Education and Sports to enhance effective teaching and learning through continuous in-service training of secondary school teachers under the STDMS program has failed to take off because of lack of funds (MoES, 2015).

Research findings also revealed that teachers take the initiative to upgrade. In almost all schools it was established that teachers are the ones who upgrade themselves without getting any help and support from the school. In agreement with the above findings, IEC (2002) states that government policies affect teacher

professional development. It is now government policy not to offer study leave with pay to many of its employees, teachers inclusive. This policy hits teachers hardest because of their meagre resources. Therefore, those who can support themselves, distance education mode has become popular with teachers as a strategy for their professional development without risking their jobs.

Results of the study further showed teachers do not often receive trainings to improve their profession. Most teachers pointed out that their schools do not train them in anything as far as their profession is concerned. This contradicts the findings of several experimental research studies which indicate that teacher professional development trainings especially those that are of longer duration like workshops have a more significant contribution to quality of teaching and learning. Some teachers do not exhibit any signs of professional development even after staying in the field for twenty years. They still lack confidence, creativity and competence in academic content and subject-related methods. (Darling-Hammond, Wei, Adree, Richardson & Orphanos, 2009).

In addition to the above, Shannon, Maeng and Bell (2019) stressed that conferences are most important in leading to continuous professional development. The above authors further stressed that education conferences are great professional development opportunities. Not only will teachers learn about the latest innovations in their field, but they also have the chance to connect with other teachers from outside their schools.

Findings of the study also revealed that most schools do not support teachers to go for further studies. This contradicts Liu, Hallinger & Feng (2016) who pointed out that principals have been overwhelmingly expected to improve teaching and learning activities in their schools by supporting teachers to enhance their knowledge and

practices to ensure the learning of all students. Similarly, Duffield, Wageman, & Hodge (2013) noted that school heads should support teacher professional development that involves all learning opportunities that enable teachers to adapt to changes in the education system and increase their effectiveness. Additionally, Gündüz & Balyer (2013) stressed that although encouraging and supporting teachers to be trained in their professions is considered among the duties of school administrators, teachers do not find the level of administrators to fulfill their professional development.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

In this chapter, conclusions and recommendations based on research findings are presented and areas for further research suggested.

6.1 Conclusions

Based on the findings of the study, the following conclusions were made.

1. It can be concluded according to the study findings that MBO had an insignificant contribution to teachers' continuous professional development in the secondary schools in Kumi District. MBO accounted for 14% of the teachers' continuous professional development in the secondary schools in Kumi District.

2. According to the study findings, teacher-based evaluation accounted for 31% of the teachers' continuous professional development in the secondary schools in Kumi District. Teacher-based evaluation had a slight effect on teachers' continuous professional development in the secondary schools in Kumi District.

3. It was concluded that 360 degrees feedback system accounted for 31.7% of the teachers' continuous professional development in the secondary schools in Kumi District. 360% feedback therefore had a slight effect on teachers' continuous professional development in the secondary schools in the Kumi District.

6.2 Recommendations

Based on the findings of the study, the following recommendations were made.

1. For effective teacher continuous professional development, school administrators should regularly track and review teacher progress against the set performance objectives and provide continuous professional development support based on the needs identified.
2. School administrators, District Education officials and the MoE&S should provide teachers adequate Support and supervision through lesson observations and feedback for continuous professional development and provide opportunities for teachers to further their education.
3. School administrators should integrate 360-degree feedback appraisal system in teacher performance management to enable adequate feedback from various stakeholders and enhance teacher professional development.

6.3 Suggested Areas for Further Study

1. Teachers' performance appraisal and their job satisfaction.
2. Teachers' professional development and their job performance.
3. This study was conducted in selected secondary schools in Kumi district. Similar studies could be conducted elsewhere in the country for comparison purposes.
4. Teacher supervision and continuous professional development.

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APPENDICES

APPENDIX I: PARTICIPANT INFORMATION SHEET AND CONSENT FORM

I am Mary Aanyu, a student at Uganda Christian University undertaking a study to explore teachers' perceptions of effectiveness of performance appraisal systems on teachers' performance in secondary schools in Kumi District in Eastern Uganda that will lead to the award of the Degree of Master of Education Management of Uganda Christian University.

Your participation will be through the completion of this questionnaire.

Any information provided will be confidential and will not be used for any other purpose except for academic purposes and nobody will be penalized or denied any service for refusing to participate or withdrawing from participation at any point. You will only participate in the study following a voluntary consent by ticking in the boxes below.

Do you consent to participate in this research,

Yes

No

APPENDIX II: QUESTIONNAIRE FOR RESPONDENTS

TOPIC: PERFORMANCE APPRAISAL SYSTEMS AND TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS IN KUMI DISTRICT

Dear respondent.

The purpose of this study is to get your views on the topic under study. The information given will be used for academic purposes only. You are requested to answer the questions below honestly.

Tick or fill in the spaces provided as applicable.

Thank you.

SECTION I: BACKGROUND INFORMATION

Please tick (✓) the appropriate response.

1. For how long you have worked as a teacher employed by the Ministry of Education and Sports.

1-5 years

6-10 years

11-15 years

16-20 years

Above 20 years

2. How many continuous professional development trainings have you had

3. Which position do you hold in your school?

A class teacher

A subject head

A head of department

Head teacher

Key: SD_ Strongly Disagree D- Disagree UD- Undecided A -Agree SA- Strongly Agree

Management by objectives

Sn	Statement	SA	A	UD	D	SD
1	There is a strategic goal in the school					
2	There are specified objectives that guide my work					
3	My work progress is constantly monitored					
4	Management by objectives supports teachers' career development					
5	I am given feedback when my performance is evaluated					
6	I am always appraised to ascertain my performance					
7	My identified training needs are used to inform my professional development					
8	I got promoted after my appraisal feedback					

Teacher based evaluation

sSn	Statement	SA	A	UD	D	SD
1	Teachers plan their lessons					
2	Teachers encourage students' participation during lessons					
3	Teachers properly manage their classes					
4	Teachers have enough instructional materials to conduct lessons					
5	Teachers are provided training when gaps are identified					
6	Teachers use several teaching methods					

360 degrees appraisal system

Sn	Statement	SA	A	UD	D	SD
1	360-degree appraisal system is easily understood by teachers					
2	I am evaluated by my supervisor,					
3	I am appraised by my subordinates					
4	My peers appraise my performance					
5	Teachers are appraised termly					
6	Formal performance evaluations are given to teachers					
7	Informal performance evaluations are given to teachers					
8	Each teacher is regularly given feedback.					
9	Supervisors hold discussions with teachers					
10	Each teacher agrees on action steps to improve performance					

Teachers' continuous professional development

Sn	Statement	SA	A	UD	D	SD
1	I am supported to participate in conferences to improve my performance					
2	My school supports me to go for further studies					
3	The school conducts need identification to inform trainings					
4	I often receive trainings to improve my profession					
5	I take the initiative to upgrade					
6	The school has a programme for continuous professional trainings					
7	I regularly meet with my supervisor to discuss my performance					

**APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS, DEPUTY HEAD TEACHERS
AND DIRECTORS OF STUDIES**

1. What is your understanding of management by objectives?
2. Do you set goals with your teachers?
3. If yes, how does it guide teacher continuous professional development?
4. How is performance evaluated by use of management by objectives?
5. What is your understanding of 360-degree appraisal system?
6. How is it implemented in your school?
7. How are teachers supported to improve their performance?
8. What continuous professional development training do you conduct?
9. When teachers upgrade, do you promote them?

THANK YOU

APPENDIX IV: INTERVIEW GUIDE FOR TEACHERS

1. What is your understanding of management by objective?
2. Do you set goals that guide your work?
3. If yes, how does it guide teacher continuous professional development?
4. How is performance evaluated by use of management by objectives?
5. What is your understanding of 360-degree appraisal system?
6. How is it implemented in your school?
7. What do you understand by teacher-based evaluation in appraisal?
8. What continuous professional development trainings are conducted in your school?
9. When you complete upgrading your studies, are you promoted?

THANK YOU

APPENDIX V: THE MAP OF UGANDA SHOWING THE LOCATION OF KUMI DISTRICT



KEY:

The area shaded orange indicates the location of Kumi District in Uganda.

APPENDIX VI

PROPOSED BUDGET FOR THE RESEARCH

Items	Amount
Stationery	200,000
Travel	500,000
Photocopy services	150,000
Airtime and internet services	100,000
Miscellaneous	200,000
Grand total	1,150,000

APPENDIX VII

TIME FRAMEWORK

PHASE	PERIOD/TIME	ACTIVITY
One	May 2022	Identification of topic
Two	June - October 2022	Writing of the research proposal
Three	October-November 2022	Pretesting instrument Data collection Data analysis
Four	December 2022- January 2023	Report Writing and Submission



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!

Permission Granted! please a code her all necessary support



We are honored to introduce to you Mr. Mrs./Miss Aanyu Mary.....
 Of Registration Number; 519/MBU/MBU/010.....pursuing a

Masters' Degree/Postgraduate Diploma / Bachelor's Degree
Masters in educational planning and Administration

He/ she is required to carry out an academic research on the topic
Performance Appraisal systems and teachers' continuous professional development

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,

[Handwritten signature]



CHELANGAT K. JOSHUA

HEAD OF DEPARTMENT

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