# BISHOP STUART UNIVERSITY

**APPRAISAL PRACTICES AND TEACHING METHODS IN ISINGIRO NORTH**

**CONSTITUENCY PRIMARY SCHOOLS OF ISINGIRO DISTRICT**

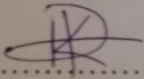**PRUDENCE KYASIMIRE**

**18/BSU/MEAP/015**

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF GRADUATE**

**STUDIES, RESEARCH AND INNOVATIONS IN PARTIAL FULFILMENT**

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**UNIVERSITY**

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## Declaration

I Prudence Kyasimire, do hereby declare that the work contained in this dissertation is my original work and has never been submitted to any University or institution for any academic award.
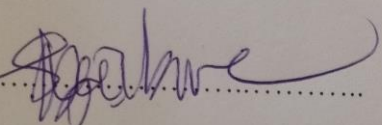
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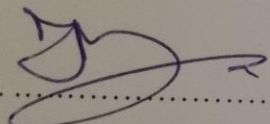
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# Approval

This dissertation entitled "appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District" has been submitted for academic award of Master of Education Administration and Planning of Bishop Stuart University with our approval as university supervisors.

Signature................................ Date......06. 05. 2022....

Irene Aheisibwe (PhD)

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Mr. Enoch Barigye

(Supervisor)

## Dedication

This dissertation is dedicated to my husband and our children.

## **Acknowledgment**

I am grateful to God for the inspiration, strength, vision, wisdom and understanding that made me carry out this research successfully. I am forever indebted to Him.

I would like to extend my sincere appreciation to my supervisors Dr. Irene Aheisibwe and Mr. Enoch Barigye for their guidance and supervising me.

I also extend my gratitude to my husband and our children for their spiritual and financial support throughout my academic career. More thanks to all my friends, discussion group mates for always being there for me.

I also thank all the respondents from Isingiro North Constituency Primary Schools especially teachers, head teachers and inspector of schools who provided me with data. May God bless you abundantly.

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**Abstract**

The study was about appraisal practices and teaching methods in Isingiro North Constituency Primary Schools. It was guided by the following objectives; to examine indicators of appraisal practices, to assess the level of teaching methods and to establish the relationship between appraisal practices and teaching methods. A descriptive survey design was adopted for this study. The target population of this study comprised of head teachers, teachers in the Primary schools and inspector of schools in Isingiro north constituency. Questionnaires and interviews were used to collect data from respondents. Data on objectives one and two was analyzed using descriptive statistics and thematic analysis. Data for objective three was analyzed using Pearson correlation coefficient generated by statistical package for social scientists (SPSS) version 20.0. Results indicated that different appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District. The results also indicated that the levels of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District as moderate (mean score=3.44). The results further indicated that there was a positive statistically significant relationship between appraisal practices and teaching methods method (The $p = 0.000 < 0.01$). It was concluded that there are different appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District. It was also concluded that the levels of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District were moderate. It was further concluded that there was a positive significant relationship between appraisal practices and teaching methods. It was recommended that the Ministry of Education should enhance goal setting practices and link attainment of goals with rewards to continue improving the teaching methods in primary schools.

**Chapter One**

**Introduction**

## 1.0 Introduction

This chapter provided background information (historical, theoretical, conceptual and contextual backgrounds), statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, conceptual framework and significance of the study.

## 1.1 Background

### 1.1.1 Historical Background

The history of appraisal practices is quite brief. Its roots in the early $20^{th}$ century can be traced to Taylor's pioneering Time and Motion studies (Devi, Nagesh & Shirisha, 2018). Institutionalization of appraisal practices started as far back as the industrial revolution when it was used as a means of measuring organizational efficiency (Getnet, Jebena & Tsegaye, 2014). Since the beginning of the $21^{st}$ century, there have been many changes in the development of national and world education (Barcelona, 2014). The most observable phenomenon is now the internalization of society and the penetration of digital technologies into learning.

Badi (2018) affirmed that appraisal practices were incepted when Robert Owen used wooden colored block to measure the achievement of employees working in the cotton Mills in Scotland at the close of work hours. During that era, it was utilized as a disciplinary mechanism for punishing poor performance. As confirmed by Kathiravan et al., (2016) "appraisal practices is a yearly rite of passage in organizations that triggers dread and apprehension in the most experienced, battle hardened manager".

According to Hong, Hao, Kumar, Ramendran and Kadiresan (2012), appraisal practices provide useful information to schools which is used by human resource department to make decisions relating to teachers' promotion, transfer and training among the others. According to (Little, 2012), appraisal practices were beneficial both to the school and teachers as it is believed to encourage teachers' retention, promote teachers' professional development and increase teachers' instructions delivery methods which in turn improves school growth. Inconsistent and unsuitable appraisal practices lead to failure of school and poor teaching methods of teachers (Hallinger, Heck & Murphy, 2014). Appraising every teacher effectively and efficiently will lead to success of organization.

In Africa, appraisal practices have evolved in many ways over the 20$^{th}$ Century and 21$^{st}$ Century, but some companies are still using antiquated methods to measure employee performance (Landy, & Conte, 2016). Some of the main factors that are driving modern day companies to evolve their current performance management systems. Evaluation of employees is believed to have been adopted in the 18$^{th}$ century and it involves assessing appraisal practices in relationship to the laid down rules, procedures and objectives of the job (Posavac, 2015).

The instructional strategies used in the early twenty-first century began in antiquity. Teaching methods similar to direct instruction was reported by Samuel Griswold Goodrich's account of teaching in a rural Connecticut school during the early 18$^{th}$ century. In the late 1960s Bruce Joyce began describing the various teaching methods to teaching that had been developed over the years. Joyce used the term model rather than teaching strategy to refer to a particular approach to instruction (Fagan & Durrani, 2016).

According to Palmisano (2017) the outcomes of effectual appraisal practices are improved teaching methods and relating it to task performance and obvious likelihood of rewards. There are

many outcomes that can be attained from having appraisal practices program which include continuous open communication, improved employee morale, job satisfaction, reduced employee turnover, increased employee commitment, increased motivation for both individuals and teams, feeling of equity among employees, and linkage between appraisal practices and rewards.

In Uganda, appraisal practices became critical during the expansion of business and industry in the 1920s (Seidman et al., 2018). With companies' goals to maximize mass production, operational efficiency became the focal point. In the 1950s, personality-based performance appraisal systems started gaining adoption. Employees would be rated on traits such as job knowledge, sincerity, and loyalty; however, it was soon realized that measuring the performance of workers based on inherited traits had nothing to do with their productivity in the workplace. As a result, companies began to look for better ways to assess their employees. In the 1960s, annual formal appraisals began to focus on what an individual might be able to achieve in the future. In addition, there was more focus on goals and objectives, and the term 'management by objectives' became popularized. The 1970s was fraught with court cases due to the subjectivity and biases with performance appraisals, which led to the introduction of psychometrics and rating scales in performance management.

The design of 20th -century teaching methods emphasized time-based memorization of facts based on teacher-centered methodologies which are too outdated to meet the market demands of the 21st century (Eton et al., 2019). In the past students were passive learners of content and demonstrated understanding through routine learning of memorization of facts and summative assessments. The 21st century has seen a dramatic shift in the economic model for industrialized countries, therefore, needs skills that support creativity, flexibility, innovation, collaboration, fluency in information, and communication technologies.

Old pedagogies focused on memorialization and transmission of content to achieve the mastery of knowledge, which cannot measure up to 21$^{st}$ century market demands (Ekatushabe et al., 2021). Besides, the new pedagogies of the 21st century are based on teacher-student partnership in the learning process. New teaching methods on technology are used to discover and master content and enable the deep learning goals of creating and using new knowledge in the world.

## 1.1.2 Theoretical Background

The theoretical understanding of the appraisal practices process digs deeper than record auditing. From the organizations' (schools) perspective, appraisal practices can ensure that the correct work is being done and assist in meeting departmental goals (Jawaad et al., 2019). In a simplistic rendition, each employee's work should support the activities on his or her boss' performance objectives. Ultimately, Vroom's (1964) expectancy theory of motivation proposes that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and minimize pain. Vroom's theory suggests that the individual (employee) was considered outcomes associated with various levels of teaching methods and choose to pursue the level that generates the greatest reward for him or her.

Under the expectancy component of the theory, a person's belief about whether or not a particular job performance is attainable depends highly on the ability of the organization to develop an appraisal mechanism based on merit and transparent enough to be trusted by the employees. An employee will be motivated to try a task if he or she believes that it can be done. Following the instrumentality component, an employee (teacher) who believes that a high level of performance was instrumental for the acquisition of outcomes which may be gratifying was placed a high value on performing well.

Teaching methods is therefore a vital component of the expectancy theory as it is concerned with the linkage between effort-performance and rewards (Gemeda and Tynjala, 2015). In essence of this study, Parijat and Bagga (2014) expectancy theory underscores the importance of (in terms of appraisal) not focusing on only one element of evaluation but rather a combination of elements that best evaluate an individual. The expectancy theory propounds the focus on valance, expectation and instrumentality where all those elements may be captured in designing an effective evaluation rather than assuming that appraisal is the intended expectation (in terms of the teacher/employee) and reward (in terms of the Administration) as an end for the appraisal process.

### 1.1.3 Conceptual Background

In this study appraisal practices was the independent variable and teaching methods was the dependent variable. The term "appraisal" as defined by Edo and Uba (2019) is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. Appraisal practices is a regular review of an employee's job performance and overall contribution to a school (Noe et al, 2017). Head teachers use appraisal practices to give teachers big-picture feedback on their work and to justify pay increases and bonuses, as well as termination decisions. They can be conducted at any given time but tend to be annual, semi-annual or quarterly. Appraisal practices according to Sajeva (2014) is the sharing of information with employees and consulting them on matters of mutual interest.

According to Bernardin and Wiatrowski (2013) appraisal practice also refers to as a performance review, performance evaluation, (career) development discussion, or employee appraisal is a method by which the job performance of an employee is documented and evaluated. Appraisal practices are a part of career development and consist of regular reviews of teaching methods within schools.

On the other hand Hirsch (2014) defines teaching methods are methods that a teacher implements during instructional time. Teaching methods is the action the teacher does in the classroom that promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners (Kennedy, Alves & Rodgers, 2015). Teaching methods lead to improved learner achievement using outcomes that matter to their future success including good lesson delivery, learners ability to explain the taught lesson (Stronge, 2018). Effective teaching methods have been identified as those who maintain high levels of students engaged in a lesson (Stronge, 2018). Effective instructional frameworks offer all teachers an explicit instructional roadmap of inquiry-based instructional practices, strategies, and models, resulting in academic achievement.

In this study, appraisal practices was conceptualized as goal setting practices, performance feedback practices, reward system practices. While teaching methods were conceptualized as; group discussions, chalk and talk, demonstrations, individual presentations, drama method and use of technology.

### 1.1.4 Contextual Background

The study was conducted in Isingiro North Constituency Primary Schools of Isingiro District where the teaching methods of teachers has consistently been reported to be low. (Isingiro District Local Government, 2017). Appraisal practices is of great importance since its main objective is to improve individual performance and motivation (Idowu, 2017). Effective appraisal practices are underpinned by a relationship of respect and has outcomes directly linked to improving teaching methods (Sun & Van Ryzin, 2014). The government of Uganda through ministry of education promoted teaching methods of teachers through increment of teachers' salaries, allowances, construction of staff quarters, organizing training workshops and conferences. However, teaching

methods in Isingiro North Constituency Primary schools of Isingiro District remain poor. For example Isingiro District local government (2017) reported that level of teaching methods is very low; that many teachers often don't use teaching methods recommended by ministry of education. The report also pointed out that most teachers do not prepare adequately for lessons, are not satisfied with their work and some do not complete the tasks assigned to them in time. In regards to appraisal practices, those teachers who are in good terms with their head teachers, receive good reports about their performance and even are recommended for promotions. Therefore the study established the relationship between appraisal practices and teaching methods of teachers in Isingiro North Constituency Primary Schools of Isingiro District.

## 1.2 Problem Statement

Teaching methods were pivotal to the learner and school outcomes (Coggshall, 2012). Effective teachers should have the ability to establish rapport, being sensitive, open-minded, being dedicated to work, ethical, passionate about work, positive role model, being student-centered, having instructional clarity, giving homework, reward positive behaviours, give importance to discipline in class. Recognizing the importance of teaching methods, schools and government put in efforts to improve the teaching methods of teachers by paying their salaries promptly, giving transport and marking allowances, providing accommodation, training and workshops (Adegbesan, 2013).

Despite of the above efforts, teaching methods remained poor, for example, teachers use inappropriate methods of teaching, they don't use instruction materials during teaching and they don't use technology during teaching (Isingiro District Local Government, 2017). If the problem of teaching methods was not addressed, learner-school achievement would be affected, there will be high dropout rate, low student enrollment, unemployment and low technical skills. Most

studies such as Bernardin and Wiatrowski (2013); Elnaga and Imran (2013); Darling-Hammond, Jaquith and Hamilton (2014); Wageman, Gardner and Mortensen (2012) have analyzed appraisal practices and teaching methods. However, these studies were done outside the context of Uganda which created a contextual gap. Therefore the study established the relationship between appraisal practices and the teaching methods of teachers in Isingiro North Constituency Primary Schools of Isingiro District.

## 1.3 Purpose of the study

The purpose of the study was to establish the effect of appraisal practices on teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

## 1.4 Objectives of the study

(i) To examine indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District.

(ii) To assess the levels of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

(iii) To establish the relationship between appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

## 1.5 Research Questions

(i) What are the indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District?

(ii) What are the levels of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District?

**1.6 Research Hypothesis**

**H$_0$:** There is no statistical significant relationship between appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

**1.7 Scope of the study**

Scope of the study was presented in three forms that is content scope, geographical scope and time scope.

**1.7.1 Content scope**

This study was conducted to establish the relationship between appraisal practices and teaching methods of teachers. The study was limited at examining indicators of appraisal practices used in primary schools, assessing the level of teaching methods in primary schools and establishing the relationship between appraisal practices and teaching methods.

**1.7.2 Geographical scope**

The study was carried out in Isingiro North Constituency Primary Schools of Isingiro District in Western Region of Uganda. This area was chosen for the study because it had repeated complaints of appraisal practices and teaching methods. Isingiro North Constituency is 35 kilometers by road, south-east of the city of Mbarara City.

**1.7.3 Time scope**

The study considered a literature of period of last 10 years; that was from 2011 to 2011. That period was used because it coincided with when significant reports were released about teachers' weak teaching methods (Daily Monitor 22$^{nd}$ March, 2016). Data for this study was collected in March-April, 2021.

**1.8 Significance of the study**

The study could help primary schools in Isingiro North Constituency Primary Schools of Isingiro District to identify appraisal practices that may positively or otherwise affect teaching methods and hence be in position to adjust those systems that they are in position to adjust in order to positively influence teaching methods in schools. The study would also add to the existing body of knowledge by stimulating new areas for further research through the findings and subsequent recommendations. Therefore the study findings would act as a source of reference to other scholars and researchers.

The policy makers could use the results of the study to identify and bridge up gaps in the existing appraisal practices. That would help in improving the teaching methods in primary schools and motivate them. Recommendations from findings would enable policy makers to set appropriate rules for appraisal practices in schools.

Teachers' supervisors in primary schools could use the results to enable them conduct appraisal programmes in their respective schools in a more systematic and transparent manner in order to come up with more accurate and dependable results concerning teaching methods. The study findings would act as guide for teachers in conducting appraisal programmes in their respective schools.

**Independent Variable**                                    **Dependent Variable**

**Appraisal practices**                                       **Teaching Methods**

| | |
|---|---|
| • Goal setting practices<br><br>• Feedback practices<br><br>• Reward practices | • Group discussions<br><br>• Demonstrations<br><br>• Individual presentations<br><br>• Drama method<br><br>• Use of technology |

**Extraneous variables**

- Leadership style
- Organizational culture
- Individual differences
- Teacher transfers
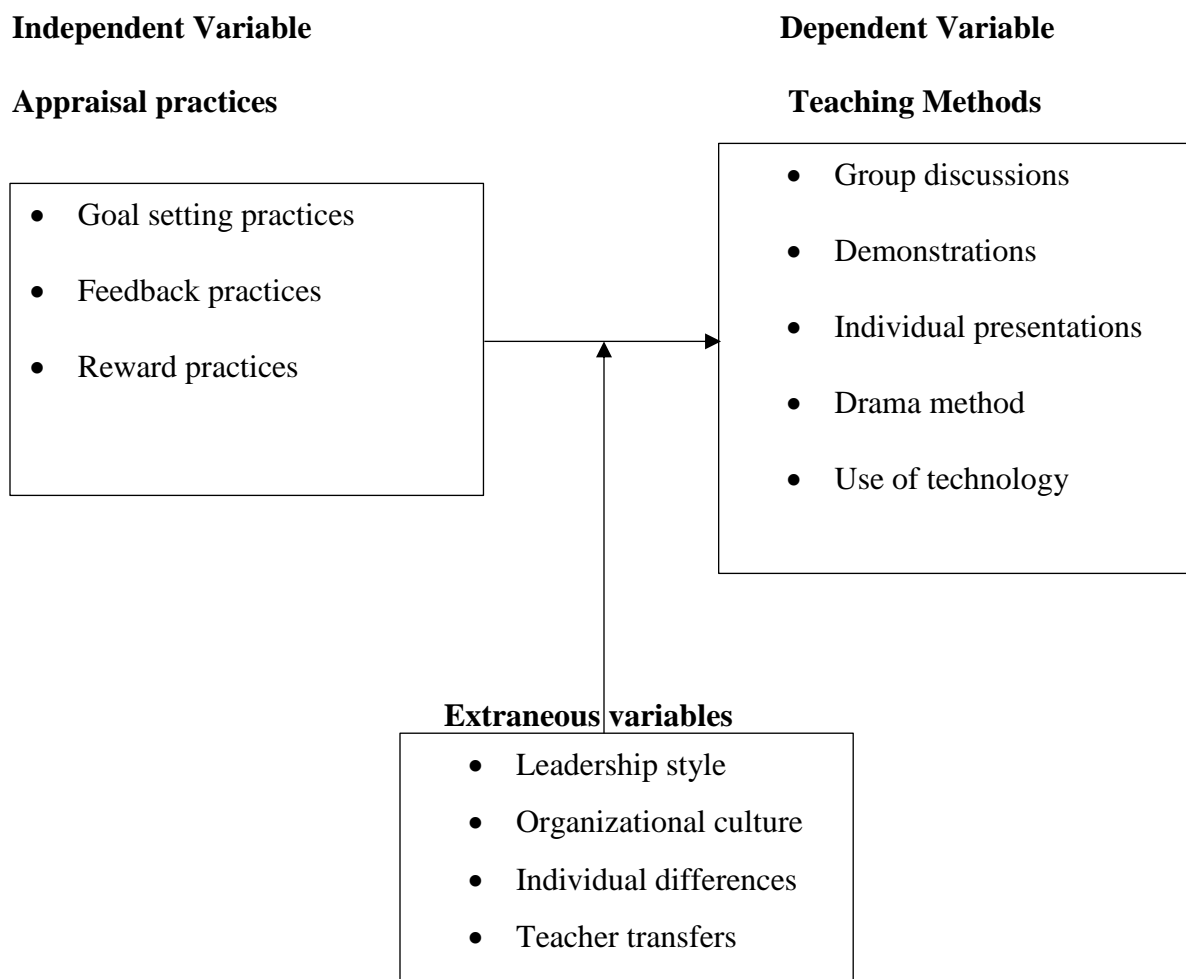
**Source: Adapted from Margaret Wangui Kareithi (2018)**

**Figure 1.1: Conceptual Frame Work**

Figure above was a conceptual frame work for appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District. It illustrated how independent variable influenced dependent variable. The figure indicated independent variable as appraisal practices conceptualized as; goal setting practices, feedback practices, reward practices. The figure further conceptualized teaching methods as; group discussions, chalk and talk, demonstrations, individual presentations and drama method and use of technology. The conceptual frame work also illustrated other factors that might influence teaching methods those included; - leadership style, organizational culture, individual differences and teacher transfers.

**Chapter Two**

**Literature Review**

**2.0 Introduction**

This chapter focuses on the review of relevant literature on appraisal practices and teaching methods following the study objectives. There are few published works on the topic especially in the Ugandan context. Consequently the researcher relied on broader texts and non-published materials including magazines.

**2.1 Theoretical Review**

This study applied Expectancy Theory. According to Victor Vroom's (1964) Expectancy Theory, an employee perlevels to do so according to the expected result of the work done. Vroom concluded that teachers would work effectively to the extent that they could perceive links between effort, teaching methods and rewards available. He further argued that teaching methods are vital components of the expectancy theory. Specifically, he was concerned with the linkage between effort and teaching methods. That teachers need to know what to expect after a given task, however it is critical for management to communicate what is expected of the teachers (Danielson, 2013). Furthermore, he argued that they must feel confident that if they exert an effort within their capabilities, it will result in a satisfactory performance as defined by the criteria by which they are being measured. However Vroom under-estimated the fact that teachers should feel confident in the process of evaluation in that, if they perform as they are being asked, they would achieve the rewards they value.

**2.2 Related Literature Review**

**2.2.2 Indicators of appraisal practices used in Primary Schools**

According to Hangartner and Svaton (2014), the key role in teacher appraisal is exercised by school head teacher. Head teachers are typically former teachers appointed by the organizing body (regions or municipalities for public schools) following a competitive recruitment procedure. The prerequisites to apply for head teachers positions are: to meet the requirements necessary for teachers; and to have obtained experience in direct educational activity (or activities requiring similar specialized knowledge), or managerial activities, or activities in research and development. The features of the selection process, including the announcement, the composition of the selection committee and procedural rules.

However, the study disagrees with Ylimaki and Jacobson (2013) who noted that there is no mandatory pre-service training for school leadership, but head teachers who do not have qualifications in school management are required to follow a professional training course within their first two years on the job. Human resource management, including evaluation and appraisal, is one of the topics covered in this training, even though it remains a small part of the course. There is also a national professional development project for head teachers, which includes a module on human resource management. This is line with However, Darling-Hammond (2017) who noted that some of the regional authorities have also developed programmes to strengthen the approaches and methods used for teacher appraisal across schools. For example, in the Moravian-Silesian region, a methodology was developed to support school principals in teacher appraisal.

The above study is in disagreement with Strakova and Simonova (2013) that teacher appraisal in the Czech Republic is part of the school's performance management process and has traditionally been used with a summative purpose. It aims to check teaching methods and can be used to

determine the career and salary level of teachers. Similarly, it is the responsibility of head teachers to make decisions regarding teacher's career progression and pay level. Promotions to a higher career level are generally awarded only if teachers take on additional responsibilities (Maclean, 2019). If teachers violate the obligations set out in legal regulations, school principals may implement two types of sanctions: reducing pay increments or giving the teacher notice. In some schools, teacher appraisal is being used for formative purposes as well. The above study indicated that appraisal practices could be used to determine the career and salary level of teachers, however the researcher assessed the relationship between appraisal practices and teaching methods.

Additionally the above study findings are in line with Locke (2014) who noted that promotions to a higher career level are generally awarded only if teachers take on additional responsibilities. Sanctions are only applied in exceptional cases. If teachers violate the obligations set out in legal regulations, school principals may implement two types of sanctions: reducing pay increments or giving the teacher notice. In some schools, teacher appraisal is being used for formative purposes as well. In these cases, teacher appraisal may include an element of teacher self-appraisal and/or a focus on identifying teachers' professional development needs. The above study indicates how appraisal practices are handled in schools.

The above study in line with Bakx, Baartman & van Schilt-Mol, 2014) that while the traditional focus of teacher appraisal has been on a summative checking of teacher performance, the emphasis on classroom observation has great potential in terms of developing a more formative dimension in teacher appraisal. As school evaluation and teacher appraisal both aim to maintain high standards and improve teaching and learning, there are likely to be great benefits from synergies between the two processes. This is in line with Samson and Collins (2012) who noted that systems of teacher appraisal that evaluate systematically the teaching and learning occurring in each

classroom can be powerful levers to increase teaching methods and achieve better learner outcomes. The typical approach to teacher appraisal is for school principals and/or their deputies to observe classroom practice, followed by a common discussion and analysis of the observed practice with the teacher (Montgomery, 2013). The above studies evaluated systems of teacher appraisal in schools, the current evaluated the indicators of appraisal practices and how they affect teaching methods.

However, Ehren et al (2013) asserted that there are some linkages between teacher appraisal and school evaluation. School inspection has a strong focus on classroom observation even though its purpose is not to evaluate individual teacher quality. While there is no analysis of the practice of individual teachers, this exchange provides opportunities for inspectors to draw attention to good teaching practice or recommend professional development offers to the teacher. There have been intensive reflections on strengthening the methodology of teacher appraisal and connecting the results to career advancement (Darling-Hammond, 2014). While no decision has been made regarding the implementation of such relevels, the debates and initial work in this domain are important steps into the direction of a more systematic and consistently effective teacher appraisal system. The above study showed that teacher appraisal influences school evaluation, however the current study determined relationship between appraisal practices and teaching methods. Despite of the above arguments made by different scholars, the researcher aimed at assessing the indicators of appraisal practices used in Isingiro North Constituency Primary schools of Isingiro District.

Mwema & Gachunga (2014) found out that positive feedback from the appraisal systems increases the employees' participation at the work place in the various departments of an organization. Similarly Kossek & Thompson (2016) contended that in order for performance to be effective, employees require close and frequent supervision in the performance of all their responsibilities.

Additionally Kamau (2019) found out that feedback from the appraisal practices have helped head teachers in a way that their teachers now do participate in school activities like; inspection of students' work and co-curricular activities which activities they initially under estimated. Despite the above discussion, the researcher examined indicators of appraisal practices and teaching methods in context of Isingiro North Constituency Primary Schools of Isingiro District.

Okolie & Orhero (2020) observed that despite the poor record of appraisal with in organizations, it is an acceptable part of management orthodoxy that there should be some means by which performance can be measured, monitored and controlled. Additionally, Bednall, Sanders & Runhaar (2014) in their study about the effect of appraisal systems on teacher performance found out that there is a significant relationship between appraisal systems and teacher participation in school activities. Al-Omari Alomari & Aljawarneh (2020) agree with Okolie & Orhero (2020) who observed that appraisal systems; provided a balanced actionable feedback that encourage employee participation in terms of team work and cooperation. Thus, managerial training on how to lead constructive and inclusive feedback discussions as well as performance rating accuracy improves the effectiveness of an organizations' performance appraisal system. Notwithstanding the above arguments the researcher aimed at assessing teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

Kongoke (2014) found out that performance appraisal requirements involves supervision, expending efforts and possibly undertaking risks like; low rating could harm the employees' co-operation as well as their participation in work groups; hence, leading to resentments and complaints. Similarly Kim & Holzer (2016) observed that appraisal requirements can harm employee participation which Arshad (2016) disagrees with, where he observed that appraisal schemes encourage open communication between employees and employers or subordinates and

supervisors, which ultimately help to create effective cohesive work groups. Despite the above arguments, the researcher suggested that appraisal practices generate accurate record of performance that helps in counseling and setting objectives upon which teaching methods performance is judged in Isingiro North Constituency Primary Schools of Isingiro District.

A study conducted by Horihan (2014), demonstrated the problems of using any individual observer-raters in teacher appraisal practices. The findings challenge the assumptions that an observer can enter a classroom, use an observation framework of supposed desirable performances, rate the teacher, and draw conclusions about the quality of teaching that can be defended for purposes of teacher evaluation and appraisal. However, Lynchb et al., (2016) reported low statistical correlation between administrator ratings and teacher roles. An important finding of the study was the low accuracy of the principals' judgments regarding the performance of the teachers he or she supervised. Despite the above discussions, the study showed a positive significant relation between appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

According to Goldhaber (2015), the particular quality of the teacher evaluation model directly affects choices of actions taken, efficiency of activities associated with those actions, satisfaction level of the participants, and consequences or ultimate results of those actions. Therefore, evaluation models should possess differing characteristics aligned with those choices, efficiencies, satisfactions, and consequences. The above findings differs from Fokkens-Bruinsma (2016) who found that teacher evaluations based on observation by classroom visits depends very heavily upon what the teacher is observed doing at the time of the visit. Because most administrators have limited time to evaluate each teacher, the small number of observations results in unreliable data for evaluation. Additionally Abdul (2016) criticized classroom visits as a single method of

evaluating teachers. Abdul suggested the number of classroom visits is too small to be representative and that observers almost always bring personal prejudices with them. The dominant influence of styles observed in the classroom that are used for judgment cannot be linked to student learning. Based on above arguments the researcher, examined general indicators of appraisal practices in Isingiro North Constituency Primary Schools of Isingiro District.

**2.2.2 The level of teaching methods**

Aziz (2014), noted that teaching conditions have deteriorated drastically in Senegal, Burkina Faso and Mali, with an insufficient supply of learner textbooks and inadequate materials, poor teaching and living accommodation, and a high number of learners per classroom. The loss of teachers from the teaching profession is also affecting the teaching force. Attrition is highest in geographical locations where living conditions are extremely harsh, poverty abounds, or where teachers do not feel comfortable with the local ethnics, customs, or language. The above study indicates how teaching conditions were deteriorated in different countries.

Additionally the above study findings are in agreement with Wanjala and Wanjala (2012) whoargued that the teaching process is divided into three stages. These are the teaching preparatory stage, teaching implementation stage and the teaching evaluation stage. The preparatory stage comprises of course plan and teaching preparation. This means that the teacher ensures that the professional documents such as schemes of work, lesson plans, lesson notes and instructional materials are in place before entering into the teaching implementation stage which comprises of the teaching methods, teaching materials and classroom management. The teacher was deemed efficient if lesson preparation enhanced quality teaching and maximum learning achievement.

However the above study findings are in disagreement with Caena (2014) who carried out a study entitled specific policy recommendations on the deployment of a comprehensive in-service teacher

evaluation framework proposed various frameworks that can be used to evaluate teacher practices. One of the frameworks is the planning and preparation. This domain has several components that describe how a teacher organizes the content that learners are to learn, that is, how a teacher designs instruction. Components include a deep understanding of content and pedagogy and an understanding and appreciation of the learners and what they bring with them (Martinez, Taut and Schaaf, 2016).

Adamson and Darling-Hammond (2014), revealed that one of the indicators which influence teaching methods allocation is size of the class. The sub-Saharan Africa country like Tanzania also faces other factor which is low level of job satisfaction hence teachers are poorly motivated Faye et al, 2013). Studies by Mbugua (2012) provided the factors which lead to teacher job satisfaction which may be hindered by workload in schools.

However these findings differs from Dlamini et al (2014) who found out that teaching related task factors like excessive marking, overcrowded classes and lack of teaching materials were perceived as the major source of teachers' poor performance among the sampled teachers since they are unable to deliver the content to learners without teaching materials. Similarly the findings agrees with Benedict et al (2013) who noted that the area of lesson preparation also covers assessment plans. Assessment techniques must reflect teaching methods outcomes and document learner progress. Assessment must be used for formative purposes and provide diagnostic opportunities for learners to demonstrate their level of understanding. This domain is based on the principle that a teacher's role is not so much to teach as it is to arrange for learning. The plan and the learners' assignments may be included in a teachers' profession portfolio. The plans effects must be observed through action in the classroom and are reflected in learner learning outcomes. Teachers should give lesson presentation special attention.

This in disagreement with Muthusamy (2015) who notes that the teacher-learner interaction is very crucial for meaningful learning but this interaction is occasionally affected by learner-teacher contact hours lost through teacher absenteeism. This means that the planned teaching-learning time is wasted; thus denying learners an opportunity to have meaningful learning. In developing countries, Loeb and Luczak (2013), argues in a study on instruction time loss, schools often offer to the learners only a fraction of the time that the government plans and pays for; hence, not making best use of teachers. Wanjala and Wanjala (2012), in a study entitled efficiency of primary education in Kenya identified various ways in which the contact learning hours were wasted by teachers in schools. They included late reporting during the first week of school opening and verbosity of teachers which involved unnecessary long speeches during the assemblies.

This is in disagreement with Raman and Yamat (2014), revealed time as a key indicator that hinders teaching methods or performance in primary schools as number of learners and working hours. General classroom conditions, collegial and management support, location, living arrangements and distance to work have contributed to teachers poor schemes of work and lesson plans. However, the above findings differs from Musasia, Nakhanu and Wekesa (2012) who cautioned that teachers with highest number of absences provide learners with lower standardized test scores. Nouri (2015), in a study of teachers' behaviour on the learners' academic achievement in the University's Institute of Education and Research in Rawalpindi, Pakistan argues that classroom management is concerned with a set of teacher behaviours and activities that are primarily intended to foster learners' co-operation in the classroom. An efficient teacher is one who knows how to handle the learners in class for maximum learning of learners and hence the need to possess certain information and skills.

Molina, E. et al., (2020) in his study about appraisal systems used and teaching methods in the primary schools of Maraa District found out that there was a significant correlation between the results of the appraisal system and the teachers' classroom content delivery. Zhang & Ng (2017) on the other hand found out that high quality teaching in schools would only be achieved when head teachers and heads of departments appraised their teachers on a regular basis to identify teacher weaknesses. Darling-Hammond (2015) agrees withMolina et al., (2020) that appraisal systems have helped head teachers identify teacher weaknesses especially in regards to the quality of teaching in schools. The current study examined the levels of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

Reinholz (2016) pointed out that performance appraisal for a teacher is a continuous process that takes place in a three year cycle. It consists of two types of appraisal: the formative and summative appraisal. Formative appraisal involves the process of gathering performance data, analyzing it and using the results to improve teaching. Summative appraisal on the other hand is the process of using performance established by the school divisions to improve teaching. Wiliam (2014) stressed that there are varieties of views in the literature as to whether a performance appraisal practices should serve both formative and summative functions. They suggested that both formative and summative purposes are acceptable but should not be used together in a single system. Based on above arguments the researcher assessed the indicators of appraisal practices in Isingiro North Constituency Primary Schools of Isingiro District.

Owen (2014) found out that teachers seem generally to appreciate the opportunity to reflect on their professional role on one to one basis with another colleague. He further pointed out those academicians, as professionals were willing to seek feedback from those, they respected to attempt to learn new skills and improve their performance. Fleming (2014) agrees with Owen (2014) that

most effective teachers have learnt from their successes and failures and have always been capable of identifying their own weaknesses and strength. Similarly Amin et al., (2014) found out that there was no significant relationship between appraisal systems' used in schools and the quality of teaching sighting inadequate teaching materials and unqualified teachers as obstacles to the quality of teachers teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

In addition, Korir (2014) observed that feedback from performance appraisal can be most beneficial to people at work where it is regular and timely because this helps the employees to set the linkage between their efforts and results and later be able to take corrective actions. Therefore, to contribute to the closure of such gaps this study considered the appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

Bednall, Sanders & Runhaar (2014) found out that confidential reports were the commonly used methods of appraisal practice in that they provide more feedback on the involvement of teachers in school administration. Similarly Asiago & Gathii (2014) observed that confidential reports were the commonly used appraisal practices in schools, Shandruk (2017) found out that for an appraisal system to be declared useful and valid in a school setting, first and foremost it should be able to emphasize key aspects in regards to the involvement of teachers in school administration. These aspects include the teachers' regularly participating in staff meetings, the teachers participating in counseling and guidance of students and peers and also the teachers ensuring a democratic students' leadership through regular, free and fair elections among others. Kianto, Saenz & Aramburu (2017) are in agreement with Shandruk (2017)) who found out that performance appraisal practices involves performance assessment of an individual in relation to the objectives, activities, outputs and targets of the job over a specific period of time. However, in regards to a school setting, the appraisal exercise should be aimed at helping teachers to grow professionally

by enabling them express their concerns, realize their weaknesses and helping the teachers to overcome such weakness. In addition, since Whitworth & Chiu (2015) stressed that appraisal practices help teachers to grow professionally. However the researcher stressed that positive feedback from the performance appraisals had the strongest and most consistent effect on the teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

Idowu (2017) pointed out that when properly conducted, performance appraisals do not only let the employees know how well they are performing but also influence the employee future level of effort, activities, results and task direction towards their involvement in organizational administration. However, Kim & Holzer (2016) do not agree with Idowu (2017) he asserted that feedback from the performance appraisal system is hardly given as well as a high degree of confidentiality is not exhibited in the process. Girardi & Falco (2019) agree that employee involvement in organizational administration would only be achieved if the appraisal practices were transparent, open- ended and participator. Despite the above arguments by different scholars, the researcher focused on level of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

## 2.2.3 The relationship between appraisal practices and teaching methods in the primary schools

Bernardin and Wiatrowski (2013) showed that conducting regular performance appraisal is an important work force development strategy for organizations such as school. Given the challenges of working in the education sector, (teaching profession), performance appraisals offer a valuable opportunity to recognize and reward staff's efforts and performance, detect key barriers and facilitation to work practice and identify professional development needs and opportunities. This is in line with Mone and London (2018) who noted that the performance appraisal process offers

employees the opportunity to receive structured, constructively framed feedback about their work and growth potential.

Similarly, above study findings agrees with Elnaga and Imran (2013) that appraisal and improvement are critical to developing and maintaining a strong capable workforce. Accurate and reliable performance appraisals help organizations to support and reward their most capable teachers. When used in conjunction with performance improvement systems, a structured performance appraisal system conveys meaningful feedback in a useful format, helps refocus employees who are performing below expectation and facilitates career development plans for all teachers. The performance appraisal systems increase the fairness and transparency of the evaluation process and guide individuals and supervisors towards targeted improvement strategies. They also protect both the employee and the institution from potential bias and ensure that employees receive fair and accurate feedback. According to Darling-Hammond, Jaquith and Hamilton (2014), the appraisal process involves assessing the teachers' work performance during the review period relative to specific indicators and overall rating through such rating categories as; highly successful, fully successful, making progress and unsatisfactory.

However, Wageman, Gardner and Mortensen (2012) noted that most school evaluations hardly stressed the need for defining specific individual work habits as they define how they work and their different challenges, therefore such unique variations called for further research. The evaluator rates the teacher as meeting, or not meeting division expectations. He further argues that, formative appraisals involve the process of gathering performance data, analyzing it and using the results to improve performance. Often this data is gathered through structured and at times informal classroom observations. On the other hand, summative appraisal is the process of using

performance data to make formal written judgment about the quality of teaching using the criteria for teacher performance established by the school.

However, these findings are engagement with Marcos (2013) who mentioned that the needed improvement and further provided in-service training for teachers as a way of handling the improvement and development criteria systematically. Management of appraisal schemes and teaching methods in government aided schools in Kampala district, discussed a number of issues like the culture of evaluation, managing work processes, planning for training needs and many others.

Bednall, Sanders & Runhaar (2014) found out that confidential reports were the commonly used methods of appraisal practice in that they provide more feedback on the involvement of teachers in school administration. Additionally Mertens (2014) observed that confidential reports were the commonly used appraisal practices in schools. Lavigne & Chamberlain (2017) found out that for an appraisal system to be declared useful and valid in a school setting, first and foremost it should be able to emphasize key aspects in regards to the involvement of teachers in school administration. These aspects include the teachers' regularly participating in staff meetings, the teachers participating in counseling and guidance of students and peers and also the teachers ensuring a democratic students' leader ship through regular, free and fair elections among others.

Mwema & Gachunga (2014) is in agreement with above arguments that performance appraisal practices involves performance assessment of an individual in relation to the objectives, activities, outputs and targets of the job over a specific period of time. However, in regards to a school setting, the appraisal exercise should be aimed at helping teachers to grow professionally by enabling them express their concerns, realize their weaknesses and helping the teachers to

overcome such weaknesses. In addition, since Whitworth & Chiu (2015) stressed that appraisal practices help teachers to grow professionally is in line with Mwema & Gachunga (2014) who found out that positive feedback from the performance appraisals had the strongest and most consistent effect on the teachers' willingness to involve them in school administration where the principle is open, facilitative, supportive and collaborative.

Shen, Dumont & Deng (2018) pointed out that when properly conducted, performance appraisals do not only let the employees know how well they are performing but also influence the employee future level of effort, activities, results and task direction towards their involvement in organizational administration. However, Mxenge, Dywili & Bazana (2014) do not agree with Shen, Dumont & Deng (2018) that feedback from the performance appraisal system is hardly given as well as a high degree of confidentiality is not exhibited in the process. Similarly Cheng, (2014) did not find a significant relationship between appraisal practices used in organizations and the employees' involvement in organizational administration. However, the current study examined appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District. Despite the above efforts made by researchers and scholars to relate appraisal practices and teaching methods. The researcher determined how appraisal practices influence teaching methods. Also the current study established statistical significant relationship between appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

**Chapter three**

**Methodology**

**3.0 Introduction**

This section explained the research methodology that was used in carrying out the research. It highlighted the research design, target population, sample and sampling procedure, research instruments, reliability and validity of the instruments, data collection and data analysis procedures.

**3.1 Research Design**

A descriptive survey design was adopted for this study because it helped the researcher to determine the frequency of occurrences of the phenomenon and discover whether or not if there was a relationship that existed between the variables. Descriptive survey design was adopted because according to Jervis & Drake (2014), a descriptive survey research is an approach of Descriptive Research that blends quantitative and qualitative data to provide you with relevant and accurate information. The descriptive survey design encouraged the use of cross-sectional approach that was useful in obtaining an overall picture. Cross-sectional study was comparatively easy to undertake and to analyze. The dependent variable was teaching methods while the independent variable was appraisal practices. This study employed both quantitative and qualitative approaches.

**3.2 Study Population**

A population is a group of individuals who have one or more characteristics in common that are of interest to the researcher (Singh & Masuku, 2014). A target population is a large group from which a sample population is selected (Otzen & Manterola, 2017). The target population of this study comprised of 235 people including 14 head teachers, 220 teachers in the Primary schools

and inspector of schools in Isingiro north constituency, Isingiro District. Head teachers were selected because they were the ones who carried out appraisals of teachers. Teachers were selected for the study because they were being appraised and are responsible for teaching methods. Inspector of schools participated in the study because she was responsible for supervising the teaching methods of teachers therefore she had more knowledge about teaching methods.

## 3.3 Sample Size

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample (Montgomery, 2017). The sample size was an important feature of any empirical study in which the goal was to make inferences about the population as in (Krejcie and Morgan, 1970) Table in (Appendix 6).

Where N – Population = 235

n – Sample size = 155

**Table 3.1: Population, Sample Size and Sampling Techniques**

| Category | Population | Sample size | Sampling Technique |
| --- | --- | --- | --- |
| Head teachers | 14 | 14 | Purposive sampling |
| Inspector of schools | 1 | 1 | Purposive sampling |
| Teachers | 220 | 140 | Simple Random Sampling |
| Total | 235 | 155 | |

**3.4 Sampling strategies**

**3.4.1. Simple Random Sampling**

According to Etikan & Bala (2017), simple random sampling is a sampling technique where every item in the population has an even chance and likelihood of being selected in the sample. Out of seven sub counties in Isingiro North Constituency, the researcher selected two schools in each sub county because the population of all schools was too big for the stipulated period of the study, therefore two schools represented the entire schools in each sub county. The researcher used simple random sampling technique to select teachers because they were many and this technique avoided bias in selecting them.

**3.4.2 Purposive Sampling Technique**

According to Mujere (2016) purposive sampling is also known as judgmental, selective or subjective sampling is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study. The method of purposive sampling used was intensity purposive sampling. Intensity sampling allowed the researcher to select a small number of rich cases that provided in depth information and knowledge of a phenomenon of interest. Purposive sampling technique was used in selecting head teachers and inspector of schools because of their position.

**3.5 Data Collection Methods**

The study employed questionnaire survey and interviewing methods of data collection.

**3.5.1 Questionnaire Survey Method**

A questionnaire survey is a data collection method by which the participants are directly questioned about their feelings on the study problem (Kılınc & Fırat, 2017). The questionnaire Survey included close-ended questions. This method was preferred as it provided a relatively

simple and straight forward approach to the study. The questionnaire survey method was used to collect data from teachers. Questionnaire survey method enabled the researcher to collect information from respondents within a short time and they also dispelled the respondents fear for they could be filled at their convenient time.

### 3.5.2 Interview Method

Interviewing is a data collection method by which the researcher collects details of the respondent's answer through face to face conversation on the items of the study variables (Moy & Murphy, 2016). Interview schedules were designed and used to obtain qualitative data from Head Teachers and Inspector of Schools. These were subjected to interview because they had much information on the problem under investigation. Interviews helped in digging out additional information that was not captured by the questionnaires.

### 3.6 Data Collection Instruments

Data collection instruments are tools to be used for collecting data.

### 3.6.1 Questionnaires

A questionnaire is a set of questions given to a group of individuals targeted to obtain data about the problem studied. Questionnaires

less time and money compared to other methods like focus group discussions. The questionnaire instrument consisted of closed-ended questions. Closed ended questions were asked to verify and confirm, usually eliciting only simple and specific answers. The questionnaires were administered to teachers.

### 3.6.2 Interview guides

An interview is a conversation with purpose and therefore data is collected easily. Interviews also had greater flexibility and opportunity to restructure questions. An interview guide was prepared to assist the researcher collect data through face to face interviews that were conducted with the head teachers of the selected primary schools. Interview guides were used because they assisted the interviewer to remain focused during probing time for deeper information.

### 3.7 Data Quality Control

### 3.7.1 Validity of Instruments

Validity refers to the degree to which an instrument accurately measures what it intends to measure. The validity of research instruments was ensured by assessing the questionnaire items during their construction. Questions were discussed with the supervisors before giving them to two independent lecturers from the faculty of Education for verification. This cleared any lack of clarity and ambiguity. The Content Validity Index of the questionnaire was determined by giving questionnaires to two different respondents.

$$\text{Content Validity Index (CVI)} = \frac{\text{No of items rated relevant}}{\text{Total No of items rated}}$$

A content validity index of 0.7 and above, according to Rutherford-Hemming (2015) qualifies the instrument for the study.

**Table 3.2: Showing content validity index of the questionnaire**

| Research instruments | Total number of items | Number of instruments rated as valid | Content valid index |
|---|---|---|---|
| **Questionnaire** | 22 | 20 | 0.91 |

Table 3.2 showed that the content validity index of the questionnaires was 0.92 and the interview guide was 0.91. Since the content validity index was above 0.7 according to Rutherford-Hemming (2015), it implies that instruments are valid. It can be concluded that the instruments used in this study were valid.

Validity of interview was ensured by establishing the three constructs of credibility, transferability and dependability. Credibility was ensured by observing the believability and trustworthiness of the findings as put forward by the participants. Transferability was achieved by observing the degree at which the findings of the research can be transferred to other contexts by the readers. Whereas dependability was achieved by identifying whether the findings can be corroborated or confirmed by others who examine the data, then confirm that no inappropriate biases impacted the data analysis. Dependability was ensured by conducting an inquiry audit which involved the researcher outside of the data collection and data analysis to examine the processes of data collection, data analysis, and the results of the research study in order to ensure the accuracy of the findings.

### 3.7.2 Reliability of Instruments

Mohamad et al., (2015) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is verified by the consistency of the observation of an outcome. Consistency of the instrument in measuring whatever it measures

(measuring things in the same way). A split-half reliability method was used. Here the researcher administered the instrument to the teachers. The items in the instrument were divided into two halves the odd and the even numbered items.

For each subjects the scores from the odd and even items were computed. The two sets of scores were then correlated. This type of correlation coefficient gave the reliability of 1 instrument for only a half of the instrument. In order to get full reliability of the instruments, a correlation was made using the Spearman Brown prophecy formula.

Reliability for the half instrument $= \frac{2 \times \text{reliability for haf instrument}}{1 + \text{reliability for half instrumement}}$

$rtt \ = \frac{2 \times roe}{1 + oe}$

Where oe = o =odd, e = even

r = reliability

tt = total instruments

$rtt \ = 0.712$

According to Rutherford-Hemming (2015), a correlation co-efficient of 0.7 or above is considered appropriate and hence reliable for collecting data.

## 3.8 Data Collection Procedure

Data collection procedure refers to the process of gathering and measuring data, information or any variables of interest in a standardized and established manner that enables the collector to answer or test hypothesis and evaluate outcomes of the particular collection. When the data collecting instruments are ready after validating and testing their reliability, the researcher got a letter of introduction from the Post Graduate Studies and Research Directorate of Bishop Stuart

University. This was presented to school administrators of the school included in the sample. Questionnaires were administered in the first two weeks of the study and were collected after two weeks. Questionnaires and Interviews were conducted to obtain information from the respondents and it was compiled into statistical data for analysis. Continuous consultations with the supervisors were made until the dissertation was typed and submitted.

**3.9 Data Management**

Data was extracted from questionnaires and entered into statistical package for social scientists (SPSS) version 20.0. Data was then edited for accuracy and completeness of the information given. Data was obtained from head teachers, inspector of schools and teachers.

**3.10 Data Analysis**

Quantitative data in relation to objective one and two from the questionnaires was sorted, coded, edited and classified into categories as per the study objectives. The results were summarized and entered into SPSS data analysis program where frequency tables and mean scores were generated for easy interpretation of findings. Also thematic analysis was used for qualitative data.

Data from this objective was analyzed using Pearson Correlation Coefficient. Pearson correlation coefficient is the test statistics that measures the statistical relationship, or association, between two continuous variables. It gave information about the magnitude of the association, or correlation, as well as the direction of the relationship.

**3.11 Ethical Considerations**

Ethical considerations refers to norms or standards for conduct that distinguish between rights and wrongs. An introductory letter was obtained from the Coordinator of Directorate of Graduate

Studies, Research Grants and Publication. Clearance was also obtained from the Inspector of schools of Isingiro North Constituency in order to conduct the study in primary schools.

Selected schools were visited and the purpose of the study was explained to the head teachers of those primary schools. Respondents were assured of confidentiality of the information given. Respondents were also assured that the data collected was for research purpose only.

Respondents were also assured that they could withdraw from the study without any consequences. To guarantee confidentiality and maintenance of anonymity of the respondents, no names were written on the questionnaires; only codes were used in the process of data entry. This way, no response was linked to a particular respondent.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND INTERPRETATION

## 4.0 Introduction

This chapter deals with presentation, analysis and interpretation of findings. It comprises of the findings of the whole research based on primary as well as the secondary data which was gathered from the field. Descriptive statistics were used to analyze the data following objectives of the study as sub themes.

## 4.1 Response rate

The researcher anticipated to collect data from 155 respondents. However complete data for the questionnaire was collected from 130 and interviews from 15 respondents hence finally data was collected from 145 respondents. The response rate was presented in Table 4.1

**Table 4.1: Response rate**

| Category | Sample Size | Response rate | Percentage (%) |
|---|---|---|---|
| Head teachers | 14 | 14 | 100 |
| Inspector of schools | 1 | 1 | 100 |
| Teachers | 140 | 130 | 93 |
| **Total** | **155** | **145** | **94** |

The data in Table 4.1 shows that interview data were collected from 15 (100%) of the selected respondents and questionnaire survey data from 130 (93%) teachers out of the originally selected 140. The overall response rate for both interview and survey data respondents was 145 (94%). This response rate was considered sufficient because Hardigan, Popovici & Carvajal (2016) propose that a response rate of 50% and above is acceptable in social research surveys.

**4.2 Demographic characteristics of respondents**

This section presents facts about the respondents, namely; sex and age groups as given in Table 4.2.

**Table 4.2: Demographic characteristics of respondents**

| Demographics | Frequency | Percentage |
|---|---|---|
| **Sex** | | |
| Male | 79 | 54.5 |
| Female | 66 | 45.5 |
| Total | 145 | 100 |
| **Age** | | |
| 18-30 | 52 | 35.9 |
| 31-40 | 75 | 51.7 |
| 41-50 | 12 | 8.3 |
| 50+ | 6 | 4.1 |
| Total | 145 | 100 |

**Source: Primary data, 2020**

The results on sex category showed that the larger percentage 79(54.5 %) was of males with females being 66 (45.5%). This suggested that the larger percentage of the respondents were males. However, despite the males being the larger percentage, the data collected was representative of both gender groups because the number of males was equally high and they effectively participated in the study. With regard to age groups of the respondents in years, the results showed that the larger percentage 75(51.7%) was of the respondents who were between 31-40 years followed by

52 (35.9%) who were 18-30 years, then 12 (8.3%) 41-50 years and the smaller percentage 6 (4.1%) were those above 50 years. This means that most of the respondents were between 31-40 years.

**Objective One:**

**4.3 Indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District**

Results under this section were obtained in line with objective one of this study which stated as "examine indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District." results were obtained using questionnaires from teachers and interview guide from head teachers and inspector of schools. In this regard, the objective formed the main theme since the questions were asked in this line. Qualitative data was analyzed using sub-themes. Quantitative data was rated using Likert scale ranging from 1-5; 1 to represent strongly disagree (very bad), 2 to represent disagree (bad), 3 to represent not sure (moderate), 4 to represent agree (good) and 5 to represent strongly agree (excellent). Descriptive statistics such as frequencies, percentages and means were presented. Mean score were obtained by dividing the total frequencies to total number of respondents. The overall mean score of indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District was 3.64 which means that indicators of appraisal practices were good as presented in Table 4.3;

**Table 4.3: Descriptive statistics for indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District (n=130)**

| Items | | 5 | 4 | 3 | 2 | 1 | Mean score |
|---|---|---|---|---|---|---|---|
| I set equal number of goals | F | 30 | 85 | 9 | 6 | 0 | 4.07 |
| | % | 23.1 | 65.4 | 6.9 | 4.6 | 0 | |
| I always achieve the goals set | F | 35 | 74 | 15 | 5 | 1 | 4.05 |
| | % | 26.9 | 56.9 | 11.5 | 3.9 | 0.8 | |
| Setting goals has helped me improve my teaching methodologies | F | 20 | 51 | 50 | 7 | 2 | 3.62 |
| | % | 15.4 | 39.2 | 38.5 | 5.4 | 1.5 | |
| Setting goals gives me a sense of direction | F | 33 | 57 | 20 | 10 | 10 | 3.72 |
| | % | 25.4 | 43.8 | 15.4 | 7.7 | 7.7 | |
| I always get performance feedback on time | F | 35 | 72 | 11 | 4 | 8 | 3.94 |
| | % | 26.8 | 55.4 | 8.5 | 3.1 | 6.2 | |
| The feedback received agrees with what I have actually achieved | F | 59 | 30 | 18 | 11 | 12 | 3.87 |
| | % | 45.4 | 23.1 | 13.8 | 8.5 | 9.2 | |
| I receive only written feedback from my supervisor | F | 10 | 67 | 36 | 9 | 8 | 3.48 |
| | % | 7.7 | 51.5 | 27.7 | 6.9 | 6.2 | |
| When my work contribution is recognized by the supervisor I feel motivated | F | 27 | 20 | 30 | 45 | 8 | 3.10 |
| | % | 20.7 | 15.4 | 23.1 | 34.6 | 6.2 | |
| Opportunities for further studies encourage me to put more effort. | F | 2 | 40 | 56 | 30 | 2 | 3.08 |
| | % | 1.5 | 30.8 | 43.1 | 23.1 | 1.5 | |
| Reward System provide me with opportunity for career advancement | F | 22 | 55 | 45 | 7 | 1 | 3.69 |
| | % | 16.9 | 42.3 | 34.6 | 5.4 | 0.8 | |
| Reward System pegs promotion on my work performance | F | 6 | 95 | 21 | 6 | 2 | 3.75 |
| | % | 4.6 | 73.1 | 16.2 | 4.6 | 1.5 | |
| Reward System links my work performance with rewards | F | 4 | 67 | 34 | 20 | 5 | 3.35 |
| | % | 3.1 | 51.5 | 26.2 | 15.4 | 3.8 | |
| **Overall mean score** | | | | | | | **3.64** |

**Source: Primary data, 2020**

Table 4.3 indicates that the majority of the respondents 85 (65.4%) agreed that they set equal number of goals. This was followed by 30 (23.1%) who strongly agreed with the same statement whereas 6 (4.6%) disagreed about this argument. (Mean score = 4.07). This implies that teachers set equal number of goals. It was also found that teachers always achieve the goals set. This was raised by 74 (56.9%) of the respondents who agreed with this statement, 35 (26.9%) who strongly agreed whereas the least 1 (0.8%) strongly disagreed. (Mean score = 4.05). This implies that teachers always achieve the goals set.

Results further show that most of the respondents 51 (39.2%) agreed that setting goals has helped teachers to improve their teaching methodologies. This was followed by 50 (38.5%) who were undecided with this argument whereas the least 2 (1.5%) strongly disagreed. (Mean score = 3.62). This shows that setting goals has helped teachers to improve their teaching methodologies. In addition, majority of the respondents 57 (43.8%) agreed that Setting goals give teachers a sense of direction. This was followed by 33 (25.4%) who strongly agreed. (Mean score = 3.72). This shows setting goals give teachers a sense of direction.

The results showed that most of the respondents 72 (55.4%) agreed that teachers always get performance feedback on time, followed by the 35 (26.8%) strongly agreed that teachers always get performance feedback on time, whereas the least 4 (3.1%) disagreed on the same statement (The mean score = 3.94) meant that teachers always get performance feedback on time. Study findings further showed that most of the respondents 59 (45.4%) strongly agreed that the feedback received agrees with what teachers have actually achieved, followed by 30 (23.1%) who agreed on the same statement, the least 12 (9.2%) strongly disagreed. (Mean score=3.87) showed that the feedback received agree with what teachers have actually achieved.

The majority of the respondents 67 (51.5%) agreed that teachers receive only written feedback from their supervisors, then 36 (27.7%) were undecided followed by 10 (7.7%) who strongly agreed while the least 8 (6.2%) strongly disagreed on the same statement. The mean score = 3.48 showed that teachers moderately receive only written feedback from their supervisors. Most of the respondents 45 (34.6%) disagreed that when teachers' work contribution are recognized by the supervisors they feel motivated, followed by 30 (23.1%) who were undecided, 20 (20.7%) strongly agreed while the least 8 (6.2%) strongly disagreed. The mean score=3.10 implied that when teachers work contributions are recognized by their supervisors they moderately feel motivated.

The majority of the respondents 56 (43.1%) were undecided that opportunities for further studies encourage teachers to put more effort, followed by 40 (30.8%) who agreed, then 30 (23.1%) disagreed while the least 2 (1.5) strongly agreed. The mean score = 3.08 meant that opportunities for further studies moderately encourage teachers to put more effort. The study findings further showed that most of the respondents 55 (42.3%) agreed, 45 (34.6%) were undecided then 22 (16.9%) strongly agreed whereas the least 1 (0.8%) strongly disagreed. The mean score of 3.69 meant that reward system provides teachers with opportunity for career advancement.

The results further indicated that 95 (73.1%) agreed that reward system pegs promotion on teachers' work performance, followed by 21 (16.2%) who were undecided whereas the least 2 (1.5%) strongly disagreed on the same argument. The mean score of 3.75 meant that reward system pegs promotion on teachers' work performance. The study results further showed that majority of the respondents 67 (51.5%) agreed that reward system links teachers work performance with rewards, this was followed by 34 (26.2%) who were undecided on the same statement, then 20 (15.4%) disagreed on the same statement. The mean score of 3.35 meant that reward system moderately links teachers' work performance with rewards.

These findings are consistent with interviews from head teachers and inspector of schools as presented below;

**Goal setting practices**

It was revealed that goal setting practices should be specific, measurable, attainable, relevant and timely. Those goals should improve levels of teaching methods. This was supported by one of the head teachers who mentioned that;

> *"……………………goal setting practices has three basic functions including; to provide adequate feedback to teachers on their performance; to serve as a basis for modifying or changing behavior towards more effective instruction delivery; and to provide data to head teachers with which they may judge future job assignments…….....".*

**Performance feedback practices**

The study findings showed that the purpose of performance feedback practices is generally to provide feedback to the teachers on their instruction delivery in order to correct any deficiencies and to create increased opportunities. This was supported by the following statement given by inspector of schools who mentioned that.

> *"……. appraisal and feedback have a strong positive influence on teaching methods. To some degree, performance feedback practices increases teachers job security, and it significantly increases their professional development as teachers…….".*

**Reward system practices**

The study findings showed that teachers who get reward practices are likely to improve teaching methods. It was also observed. Reward system practices are not only concerned with pay and employee benefits. They are equally concerned with non-financial rewards such as recognition, training, development and increased job responsibility. This finding is supported by one of the head teachers as given below;

> *".....efficient reward system practices helps in attracting result driven professionals who can thrive and succeed in performance based environments. There is an effective way in which teachers can celebrate learner achievement and positive learner behavior as result of effective teaching methods...."*

The above study findings imply that there are different appraisal practices used in Isingiro North Constituency Primary Schools.

**Objective Two**

**4.4 The level of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District**

Results under this section were obtained in line with objective two of this study which stated as "to assess the level of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District" Results were obtained using questionnaires from teachers, interview guide from head teachers and inspector of schools. In this regard, the objective formed the main theme since the questions were asked in this line. Qualitative data was analyzed using sub-themes. Quantitative data was rated using Likert scale ranging from 1-5; 1 to represent strongly disagree (very bad), 2 to represent disagree (bad), 3 to represent not sure (moderate), 4 to represent agree (good) and 5 to represent strongly agree (excellent) on scale of 1-5. Descriptive statistics such as frequencies,

percentages and means were presented. Mean score were obtained by dividing the total frequencies to total number of respondents. The overall mean score of the level of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District was 3.44 which means that the level of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District was moderate as presented in Table 4.4;

**Table 4.4: Descriptive statistics on the levels of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District (n=130)**

| The level of teaching methods | | 5 | 4 | 3 | 2 | 1 | Mean score |
|---|---|---|---|---|---|---|---|
| I always use chalk and talk while teaching pupils. | F | 55 | 55 | 15 | 3 | 2 | 3.87 |
| | % | 42.3 | 42.3 | 11.6 | 2.3 | 1.5 | |
| I use demonstrations during teaching and learning process | F | 69 | 35 | 12 | 11 | 3 | 4.20 |
| | % | 53.1 | 26.9 | 9.2 | 8.5 | 2.3 | |
| I always use individual presentations as teaching method | F | 48 | 40 | 25 | 12 | 5 | 3.88 |
| | % | 36.9 | 30.9 | 19.2 | 9.2 | 3.8 | |
| I use drama teaching method during lessons | F | 35 | 60 | 20 | 14 | 1 | 3.88 |
| | % | 26.9 | 46.2 | 15.3 | 10.8 | 0.8 | |
| I always encourage pupils to participate in discussions. | F | 40 | 58 | 15 | 16 | 1 | 3.92 |
| | % | 30.8 | 44.6 | 11.5 | 12.3 | 0.8 | |
| I use computer to type exams and tests | F | 27 | 58 | 22 | 17 | 6 | 3.64 |
| | % | 20.8 | 44.6 | 16.9 | 13.1 | 4.6 | |
| I always use internet to search new content about subjects taught | F | 10 | 7 | 27 | 67 | 19 | 1.97 |
| | % | 7.7 | 5.4 | 20.8 | 51.5 | 14.6 | |
| I always use printers. | F | 18 | 9 | 10 | 73 | 20 | 2.15 |
| | % | 13.8 | 6.9 | 7.7 | 56.2 | 15.4 | |
| **Overall mean score** | | | | | | | **3.44** |

Results in table 4.4 showed that most of the respondents 55 (42.3%) strongly agreed that teachers always use chalk and talk while teaching pupils, 55 (42.3%) agreed on the same statement, this was followed by 15 (11.6%) who were undecided while the least 2 (1.5%) strongly disagreed. The mean score of 3.87 showed that teachers always use chalk and talk while teaching pupils. Results further showed that majority of the respondents 69 (53.1%) strongly agreed that teachers use demonstrations during teaching and learning process, followed by 35 (26.9%) who agreed, then 12 (9.2%) were undecided while the least 3 (2.3%) strongly disagreed on the same argument. The mean score of 4.2 showed that teachers use demonstrations during teaching and learning process.

Most of the respondents 48 (36.9%) strongly agreed that teachers always use individual presentations as teaching method, followed by 40 (30.9%) who agreed on the same statement, while the least 5 (3.8%) strongly disagreed. The mean score of 3.88 showed that teachers always use individual presentations as teaching method. Most of the respondents 60 (46.2%) agreed that teachers use drama teaching method during lessons, followed by 35 (26.9%) who strongly agreed on the same argument, while the least 1 (0.8%) strongly disagreed. The mean score of 3.88 showed that teachers use drama teaching method during lessons.

Results showed that most of the respondents 58 (44.6%) agreed that teachers always encourage pupils to participate in discussions, followed by 40 (30.8%) strongly agreed on the same statement, 15 (11.5%) were undecided while the least 1 (0.8%) strongly disagreed. The mean score of 3.92 meant that teachers always encourage pupils to participate in discussions. Most of the respondents 58 (44.6%) agreed that teachers use computers to type exams and tests, followed by 27 (20.8%) who strongly agreed on the same view, 22 (16.9%) were undecided while the least 6 (4.6%) strongly disagreed. The means score of 3.64 showed that teachers use computers to type exams and tests.

The majority of the respondents 67 (51.5%) disagreed that teachers always use internet to search new content about subjects taught, followed by 27 (20.8%) who were undecided, 19 (14.6%) strongly disagreed while the least 7 (5.4%) agreed. The mean score of 1.97 showed that teacher don't always use internet to search new content about subjects taught. Most of the respondents 73 (56.2%) disagreed that teachers always use printers, followed by 20 (15.4%) strongly disagreed, 18 (13.8%) strongly agreed while the least 9 (6.9%) agreed on the same statement. The mean score of 2.15 showed that teachers don't always use printers. The above study findings are consistent with responses from interviews;

**Use of different teaching methods**

It was found out that teachers use different teaching methods during teaching and learning processes. Different teaching methods help to communicate ideas and skills to the learners. This was maintained by one of the head teachers who said that;

> *"……..teaching methods denote various strategies that the teacher uses to deliver his/her subject matter to the students in the classroom based on the teaching methods to bring about learning. Teaching methods aid learning and help to communicate ideas and skills to the learners………".*

**Use of technology**

Results indicated that use of technology enhances the relations between the teachers and learners as well as effective lesson preparation. This was supported by one of the head teachers who mentioned that;

> *"………Use of technology has the ability to enhance relationships between teachers and pupils. When teachers effectively integrate technology into subject*

*areas, teachers grow into roles of adviser, content expert. Technology helps make*

*teaching and learning more meaningful and fun…..”*

The above study findings imply that the levels of teaching methods in Isingiro North

Constituency Primary Schools of Isingiro District were high.

**Objective Three**

**4.5 The relationship between appraisal practices and teaching methods in Isingiro North**

**Constituency Primary Schools of Isingiro District**

Results under this section were obtained in line with the third objective which stated that "to

establish the relationship between appraisal practices and teaching methods in Isingiro North

Constituency Primary Schools of Isingiro District". Pearson correlation coefficient was run to

determine the relationship between appraisal practices and teaching methods. Mean scores from

appraisal practices were correlated with mean scores from teaching methods (See Appendix 7).

The results are shown in table 4.5.

**Table 4.5: Correlation coefficient for appraisal practices and teaching methods in Isingiro**

**North Constituency Primary Schools of Isingiro District**

| Correlations | | Appraisal practices | Teaching methods |
|---|---|---|---|
| Appraisal practices | Pearson Correlation | 1 | .672** |
| | Sig. (2-tailed) | | .000 |
| | N | 130 | 130 |
| Teaching methods | Pearson Correlation | .672** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 130 | 130 |

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

The results in Table 4.5, the 2-tailed significance test shows that the correlation coefficient is 0.672 which indicates that there is a positive relationship between appraisal practices and teaching methods method. The p value 0.000 shows that there is a statistically significant relationship between appraisal practices and teaching methods. Therefore the null hypothesis which stated that "There is no statistically significant relationship between appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District." was rejected.

**Chapter Five**

**Discussion, Conclusions, Recommendations**

**5.0 Introduction**

This chapter presents discussion of findings conclusions and recommendations of the study based on the study objectives. In addition, it gives areas for further research. The study sought to establish the effect of appraisal practices on teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

**5.1 Discussion of findings**

**5.1.1 Indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District**

The study findings showed that there are different appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District. That is; teachers set equal number of goals, teachers always achieve the goals set. The above study findings are in agreement with Hangartner and Svaton, (2014) who showed that the teacher appraisal practices exercised by school head teachers were good. Head teachers are typically former teachers appointed by the organizing body (regions or municipalities for public schools) following a competitive recruitment procedure.

The study findings indicated that setting goals has helped teachers to improve their teaching methodologies, setting goals give teachers a sense of direction, teachers always get performance feedback on time. The above study findings are also in agreement with Strakova and Simonova (2013) who revealed that it is the responsibility of head teachers to make decisions regarding teacher's career progression and pay level. Promotions to a higher career level are generally awarded only if teachers take on additional responsibilities.

The study findings also indicated that the feedback received agrees with what teachers have actually achieved, teachers receive only written feedback from their supervisors, when teachers' work contributions are recognized by the supervisors they feel motivated. These findings are in agreement with Hinkfield and Stufflebeam, (2012) who showed that systems of teacher appraisal that evaluate systematically the teaching and learning occurring in each classroom are good. The typical approach to teacher appraisal is for school head teachers to observe classroom practice, followed by a common discussion and analysis of the observed practice with the teacher.

The findings also revealed that there are opportunities for further studies which encourage teachers to put more effort, reward system provide teachers with opportunity for career advancement, reward system pegs promotion on teachers' work performance and reward system links teachers work performance with rewards. The above study findings further are in agreement with Ehren et al, (2013) that there are some linkages between teacher appraisal and school evaluation. School inspection has a strong focus on classroom observation even though its purpose is not to evaluate individual teacher quality. While there is no analysis of the practice of individual teachers, this exchange provides opportunities for inspectors to draw attention to good teaching practice or recommend professional development offers to the teacher.  The researcher concludes that indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District were good.

**5.1.2 The levels of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District**

The study findings indicated that the level of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District was moderate. The above study findings are in disagreement with Aziz (2014) who noted that teaching methods have deteriorated drastically in Senegal, Burkina Faso and Mali, with an insufficient supply of learner textbooks and inadequate materials, poor teaching and living accommodation, and a high number of learners per classroom. The loss of teachers from the teaching methods is also affecting the teaching force. Attrition is highest in geographical locations where living conditions are extremely harsh, poverty abounds, or where teachers do not feel comfortable with the local ethnics, customs, or language.

The study findings also revealed that teachers always use chalk and talk while teaching pupils. Teachers use demonstrations during teaching and learning process. The above study finding agrees with Wanjala and Wanjala (2012) who argued that the teaching methods is divided into three stages. These are the teaching preparatory stage, teaching implementation stage and the teaching evaluation stage.

The study findings also indicated that teachers always use individual presentations as teaching method. Teachers use drama teaching method during lessons. The above study findings are inline with Wanjala and Wanjala (2012) who argued that teaching methods comprises of course plan and teaching preparation. This means that the teacher ensures that the professional documents such as schemes of work, lesson plans, lesson notes and instructional materials are in place before entering into the teaching implementation stage which comprises of the teaching methods, teaching materials and classroom management. The teacher was deemed efficient if lesson preparation enhanced quality teaching and maximum learning achievement.

The study findings further indicated that teachers always encourage pupils to participate in discussions. Teachers use computers to type exams and tests. The above study findings are consistent with Dlamini et al., (2014) who found out that teaching related task factors like excessive marking, overcrowded classes and lack of teaching materials were perceived as the major source of teachers' poor teaching methods among the sampled teachers since they are unable to deliver the content to learners without teaching materials

The study findings further showed that teachers always use internet to search new content about subjects taught. Teachers don't use printers. The above study findings are in line with Benedict et al (2013) who added that the area of lesson preparation also covers assessment plans. Assessment techniques must reflect teaching methods outcomes and document learner progress. Assessment must be used for formative purposes and provide diagnostic opportunities for learners to demonstrate their level of understanding. This domain is based on the principle that a teacher's role is not so much to teach as it is to arrange for learning. The plan and the learners' assignments may be included in a teachers' profession portfolio. The researcher concluded that level of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District are moderate.

**5.1.3 The relationship between appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District**

The study findings showed that there was a positive significant relationship between appraisal practices and teaching methods. These findings are in agreement with Mone and London (2018) who found the performance appraisal process offers employees the opportunity to effective teaching methods. Similarly according to Elnaga and Imran (2013) asserted that appraisal and improvement are critical to developing and maintaining a strong capable workforce. Additionally Mwema and Gachunga (2014) asserted that accurate and reliable performance appraisals help

organizations to support and reward their most capable teachers. When used in conjunction with performance improvement systems, a structured performance appraisal system conveys meaningful feedback in a useful format, helps refocus employees who are performing below expectation and facilitates career development plans for all teachers. The performance appraisal systems increase the fairness and transparency of the evaluation process and guide individuals and supervisors towards targeted improvement strategies.

These findings are in disagreement with Darling-Hammond, Jaquith and Hamilton (2014) that the appraisal process involves assessing the teachers' work performance during the review period relative to specific indicators and overall rating through such rating categories as; highly successful, fully successful, making progress and unsatisfactory.

The above findings are also in agreement with Marcos (2013) who concluded that the development management system program for providing feed- back to the employees in areas that needed improvement and further provided in-service training for teachers as a way of handling the improvement and development criteria systematically. The researcher concludes that teaching methods are influenced by appraisal practices.

## 5.2 Conclusions

### Objective One: Indicators of appraisal practices

It was concluded that different indicators of appraisal practices (such as goal setting practices, performance feedback practices and reward system practices) are used in Isingiro North Constituency Primary Schools of Isingiro District.

**Objective Two:  Level of teaching methods**

It was also concluded that the level of teaching methods (use of different teaching methods and use of technology) in Isingiro North Constituency Primary Schools of Isingiro District was moderate.

**Objective Three: Relationship between appraisal practices and teaching methods**

It was further concluded that there was a positive significant relationship between appraisal practices and teaching methods.

**5.3 Recommendations**

**Objective One: Indicators of appraisal practices**

- The Ministry of Education should enhance goal setting practices and link attainment of goals with rewards to continue improving the teachers' instruction delivery methods in primary schools.

- Teachers should be involved in setting of goals to establish a transparent and objective criteria for appraisal to enable them know the basis upon which they are being evaluated.

**Objective Two: Levels of teaching methods**

- Head teachers should provide regular and timely feedback to teachers.

- There is need for effective supervision on level of teaching methods.

**Objective Three:  Relationship between appraisal practices and teaching methods**

- Head teachers should ensure that performance feedback is free from errors based on personal bias like stereotyping to have positive effect on teaching methods.

- Effective feedback should reflect the true contribution of teaching methods.

**5.4 Areas for Further Research**

Since the study assessed appraisal practices and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District. The researcher recommends that;

- Similar studies should be done in other areas in the country for comparison purpose and allow generalization of the findings on the relationship between appraisal practices and teaching methods in other areas in Uganda.

- There is need to carry out a research on leadership style and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

- There is need to carry out a research on organizational culture and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District

- There is need to carry out a research on individual differences and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District

- There is need to carry out a research on teacher transfers and teaching methods in Isingiro North Constituency Primary Schools of Isingiro District.

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**Appendices**

**Appendix 1: Questionnaire for Teachers**

Dear Respondent

I am Prudence Kyasimire a learner of Bishop Stuart University currently undertaking research on the topic "Appraisal Practices and Teaching methods in Isingiro North Constituency Primary Schools of Isingiro District." The information sought is required only for academic purposes. Your participation in this study is voluntary but necessary for the success of this work. I request you to accept to participate in this study for the success of the research. Confidentiality will be ensured for information provided by ensuring anonymity.

**Section A: Background Characteristics**

Tick in the appropriate place provided

1. Sex

a) Male ☐          b) Female ☐

2. Age group

a) 18-30 years ☐          b) 31-40 years ☐          c) 41-50 years ☐

d) 51 years and above ☐

**Section B: Indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District**

You are requested to tick in boxes in front of statements concerning indicators of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District:

Where; - 5 = strongly agree, 4 = Agree, 3= Undecided, 2= disagree, 1 = strongly disagree

| No. | Items | 5 | 4 | 3 | 2 | 1 |
|-----|-------|---|---|---|---|---|
| 1 | I set equal number of goals | | | | | |
| 2 | I always achieve the goals set | | | | | |
| 3 | Setting goals has helped me improve my teaching methodologies | | | | | |
| 4 | Setting goals gives me a sense of direction | | | | | |
| 5 | I always get performance feedback on time | | | | | |
| 6 | The feedback received agrees with what I have actually achieved | | | | | |
| 7 | I receive only written feedback from my supervisor | | | | | |
| 8 | When my work contribution is recognized by the supervisor I feel motivated | | | | | |
| 9 | Opportunities for further studies encourage me to put more effort. | | | | | |
| 10 | Reward System provide me with opportunity for career advancement | | | | | |
| 11 | Reward System pegs promotion on my work performance | | | | | |
| 12 | Reward System links my work performance with rewards | | | | | |

**Section C: The levels of teaching methods in Isingiro North Constituency Primary Schools of Isingiro District**

You are requested to tick in boxes in front of statements concerning; the level of teaching methods in primary schools in Isingiro North Constituency Primary Schools of Isingiro District.

Where; - 5 = strongly agree, 4 = Agree, 3= Undecided, 2= disagree, 1 = strongly disagree

| No. | The level of teaching methods | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | I always use chalk and talk while teaching pupils. | | | | | |
| 2 | I use demonstrations during teaching and learning process | | | | | |
| 3 | I always use individual presentations as teaching method | | | | | |
| 4 | I use drama teaching method during lessons | | | | | |
| 5 | I always encourage pupils to participate in discussions. | | | | | |
| 6 | I use computer to type exams and tests | | | | | |
| 7 | I always use internet to search new content about subjects taught | | | | | |
| 8 | I always use printers. | | | | | |

**Thank you for your participation**

**Appendix 2: Interview Guide for Head Teachers**

Dear Respondent

I am Prudence Kyasimire a learner of Bishop Stuart University currently undertaking research on the topic "Appraisal Practices and Teaching methods in Isingiro North Constituency Primary Schools of Isingiro District." The information sought is required only for academic purposes. Your participation in this study is voluntary but necessary for the success of this work. I request you to accept to participate in this study for the success of the research. Confidentiality will be ensured for information provided by ensuring anonymity.

**QUESTIONS**

1. How do you comment on the following indicators of appraisal practices used in primary schools?

i) Goal setting practices

- Goal attainment

- Numbers of goals

- Short term goals

ii) Performance feedback practices

- Interval of feedback

- Type of feedback (written or verbal)

- Time taken

iii) Reward system practices

- Promotion

- Recognition

- Career advancement

2. How do you comment on the following level of teaching methods in primary schools?

- Use of different teaching methods

- Use of technology

**Thank you for your participation**

**Appendix 3: Interview Guide for Inspector of Schools**

Dear Respondent

I am Prudence Kyasimire a learner of Bishop Stuart University currently undertaking research on the topic "Appraisal Practices and Teaching methods in Isingiro North Constituency Primary Schools of Isingiro District." The information sought is required only for academic purposes. Your participation in this study is voluntary but necessary for the success of this work. I request you to accept to participate in this study for the success of the research. Confidentiality will be ensured for information provided by ensuring anonymity.

**QUESTIONS**

1. How do you comment on the following indicators of appraisal practices used in primary schools?

i) Goal setting practices

- Goal attainment

- Numbers of goals

- Short term goals

ii) Performance feedback practices

- Interval of feedback

- Type of feedback (written or verbal)

- Time taken

iii) Reward system practices

- Promotion

- Recognition

- Career advancement

2. How do you comment on the following level of teaching methods in primary schools?

- Use of different teaching methods

- Use of technology

**Thank you for your participation**

**Appendix 4: Sampling Table Guide**

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

Note.—$N$ is population size.   $S$ is sample size.

Source: Krejcie & Morgan, 1970

**Appendix 5: Raw Data for Appraisal Practices and Teaching Methods**

**Introduction:** Mean scores for appraisal practices and teaching methods were obtained by adding frequencies for each variable and diving the answer by total number of respondents.

| ID | Appraisal practices | Teaching methods | | ID | Appraisal practices | Teaching methods | ID | Appraisal practices | Teaching methods | ID | Appraisal practices | Teaching methods |
|----|------|------|---|-----|------|------|-----|------|------|-----|------|------|
| 1 | 4.1 | 3.9 | | 22 | 3.9 | 3.1 | 43 | 4.2 | 3.1 | 64 | 3.9 | 3.9 |
| 2 | 4.1 | 4.2 | | 23 | 3.6 | 3.7 | 44 | 3.9 | 3.9 | 65 | 3.5 | 3.6 |
| 3 | 3.6 | 3.9 | | 24 | 3.9 | 3.9 | 45 | 3.9 | 3.9 | 66 | 3.6 | 3.1 |
| 4 | 3.7 | 3.6 | | 25 | 3.9 | 3.9 | 46 | 3.9 | 3.9 | 67 | 3.1 | 3.1 |
| 5 | 3.9 | 3.7 | | 26 | 3.9 | 3.9 | 47 | 3.6 | 3.6 | 68 | 3.1 | 3.1 |
| 6 | 3.9 | 3.9 | | 27 | 3.6 | 3.6 | 48 | 3.9 | 3.9 | 69 | 3.7 | 3.7 |
| 7 | 3.5 | 3.9 | | 28 | 3.5 | 3.5 | 49 | 3.5 | 3.5 | 70 | 3.5 | 3.5 |
| 8 | 3.6 | 3.5 | | 29 | 3.6 | 3.6 | 50 | 3.6 | 3.6 | 71 | 3.6 | 3.6 |
| 9 | 3.1 | 3.6 | | 30 | 3.1 | 3.1 | 51 | 3.1 | 3.1 | 72 | 3.1 | 3.1 |
| 10 | 3.1 | 3.1 | | 31 | 3.1 | 3.1 | 52 | 3.1 | 3.5 | 73 | 3.1 | 3.1 |
| 11 | 3.7 | 3.1 | | 32 | 3.7 | 3.9 | 53 | 3.7 | 3.9 | 74 | 3.7 | 3.7 |
| 12 | 3.8 | 3.9 | | 33 | 3.8 | 3.5 | 54 | 3.8 | 3.5 | 75 | 3.9 | 3.9 |
| 13 | 3.9 | 3.6 | | 34 | 3.4 | 3.6 | 55 | 3.9 | 3.6 | 76 | 3.9 | 3.9 |
| 14 | 3.9 | 3.9 | | 35 | 3.5 | 3.1 | 56 | 3.9 | 3.1 | 77 | 3.6 | 3.6 |
| 15 | 3.6 | 3.9 | | 36 | 3.9 | 3.1 | 57 | 3.6 | 3.9 | 78 | 3.8 | 3.8 |
| 16 | 3.9 | 3.9 | | 37 | 3.6 | 3.7 | 58 | 3.8 | 3.5 | 79 | 3.4 | 3.1 |
| 17 | 3.9 | 3.9 | | 38 | 3.7 | 3.9 | 59 | 3.4 | 3.6 | 80 | 3.5 | 3.1 |
| 18 | 3.9 | 3.9 | | 39 | 3.9 | 3.9 | 60 | 3.9 | 3.1 | 81 | 3.9 | 3.7 |
| 19 | 3.6 | 3.6 | | 40 | 3.9 | 3.9 | 61 | 3.9 | 3.9 | 82 | 3.9 | 3.9 |
| 20 | 3.5 | 3.5 | | 41 | 3.5 | 3.5 | 62 | 3.5 | 3.5 | 83 | 3.5 | 3.9 |
| 21 | 3.6 | 3.6 | | 42 | 3.6 | 3.6 | 63 | 3.6 | 3.6 | 84 | 3.6 | 3.6 |
| 85 | 3.1 | 3.1 | | 99 | 3.1 | 3.1 | 114 | 3.1 | 3.1 | 127 | 3.1 | 3.1 |
| 86 | 3.1 | 3.1 | | 100 | 3.1 | 3.1 | 115 | 3.1 | 3.1 | 128 | 3.1 | 3.1 |

| 87 | 3.7 | 3.9 | | 101 | 3.7 | 3.7 | 116 | 3.7 | 3.7 | 129 | 3.7 | 3.7 |
|----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 88 | 3.8 | 3.9 | | 102 | 3.1 | 3.1 | 117 | 3.4 | 3.4 | 130 | 3.8 | 3.8 |
| 89 | 3.9 | 3.9 | | 103 | 3.7 | 3.1 | 118 | 3.5 | 3.5 | | | |
| 90 | 3.7 | 3.7 | | 104 | 3.7 | 3.9 | 119 | 3.9 | 3.9 | | | |
| 91 | 3.8 | 3.8 | | 105 | 3.9 | 3.5 | 120 | 3.5 | 3.5 | | | |
| 92 | 3.6 | 3.6 | | 106 | 3.1 | 3.1 | 121 | 3.6 | 3.6 | | | |
| 93 | 3.7 | 3.7 | | 107 | 3.7 | 3.7 | 122 | 3.1 | 3.1 | | | |
| 94 | 3.9 | 3.9 | | 108 | 3.8 | 3.8 | 123 | 3.1 | 3.1 | | | |
| 95 | 3.9 | 3.6 | | 109 | 4.1 | 4.1 | 124 | 3.7 | 3.9 | | | |
| 96 | 3.5 | 3.8 | | 111 | 3.6 | 3.6 | 125 | 3.8 | 3.9 | | | |
| 97 | 3.6 | 3.4 | | 112 | 3.7 | 3.7 | 126 | 3.4 | 3.9 | | | |
| 98 | 3.1 | 3.5 | | 113 | 3.9 | 3.9 | | | | | | |

**Appendix 6: Map of Uganda**

**Appendix 7: Map of Isingiro District Showing Location of Isingiro North Constituency**
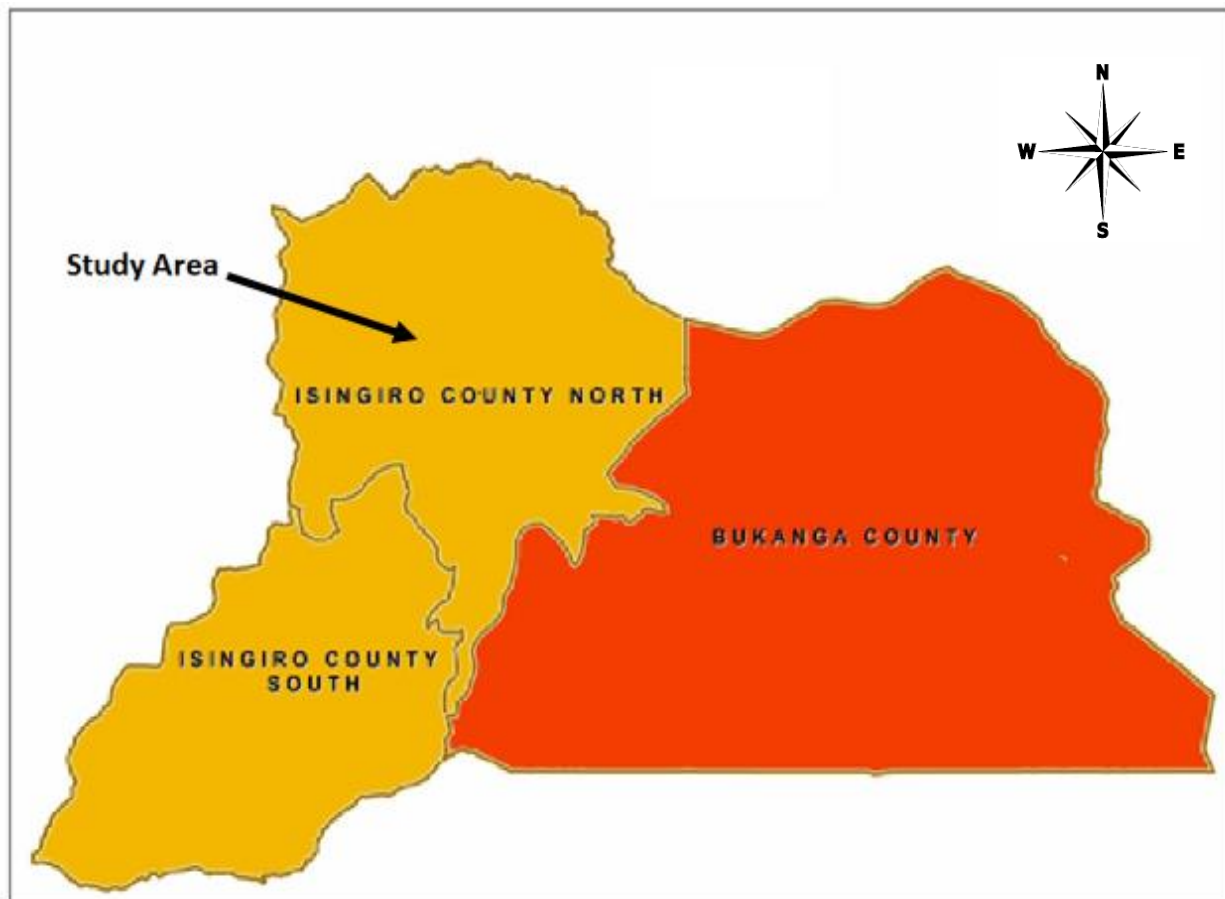
**Appendix 10: Introductory Letter**

# BISHOP STUART UNIVERSITY
## P.O.BOX 9 MBARARA

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Website: www.bsu.ac.ug

### THE COORDINATOR GRADUATE STUDIES AND RESEARCH

To Whom It May Concern,

Dear Sir/ Madam,

**RE: INTRODUCTORY LETTER FOR MS. PRUDENCE KYASIMIRE**

This is to introduce to you Ms. Prudence Kyasimire, a student of Masters of Education Management and Planning under Reg. No. 18/BSU/MEAP/015 who is conducting her study in Isingiro District.

Her research topic is; Appraisal Practices and Teachers' Instructional Delivery in Isingiro North Constituency Primary Schools of Isingiro District.

Any assistance rendered to her is highly appreciated.

Yours faithfully,

GRADUATE SCHOOL
2 3 MAR 2021
BISHOP STUART UNIVERSITY

Prof. Edward Ssemakula
Coordinator, Graduate Studies and Research
BISHOP STUART UNIVERSTY