



Evidence that Feedback Appraisal is Implemented to Improve Teacher Performance in Public Primary Schools in Iganga District

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Abstract: *This study ascertained implementation of feedback appraisal to improve teacher performance in public primary schools in Iganga District. A descriptive cross-sectional design was used on a sample of 396 including 317 teachers and 79 head teachers obtained using stratified, purposive, and simple random sampling techniques. A questionnaire and an interview guide were used to collect data. Qualitative data was coded, analyzed, and arranged verbatim. Items for each of the aspects of appraisal by feedback were presented using means and standard deviation. Later, the relationship between appraisal by feedback and teacher performance was performed using the Pearson Correlation Model. A regression analysis was performed to respond to each of the hypotheses using a p-value of 0.05. Differentiated supervision positively predicts teacher performance ($B = 0.040$; $p = .405 > 0.05$). Based on the results, there are no statistical indicators for the implementation of appraisal by feedback to improve teacher performance in public primary schools, was thus refuted. Conclusively, performance appraisal is used in public primary schools in Iganga District but have a marginal impact on teacher performance. The district reports, which indicate that performance appraisal informs excellence in teacher performance, were not the case in public primary schools given the weak coefficients. It was recommended that teachers need to develop a love for the profession, the head teacher's presence in schools should be increased, and the ministry of education should invest more money in school inspections.*

Keywords: Performance Appraisal, Teacher Performance, Primary Schools, Iganga district, Feedback appraisal

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1. Introduction

Section A-e of the Uganda's Standing orders (2010) clearly states that Staff Performance appraisal is part of the Performance Management System for the Public Service for establishing the extent of achieving set targets within overall goals of the organization [school]. Performance appraisal helps to identify performance gaps and development need of individual employees by offering an

opportunity to the Appraised and Appraiser to dialogue and obtain feedback on performance.

The need to justify the process of performance appraisal to enhance teacher performance is based on realizing that the outcomes of performance appraisal, as indicated by Bellevue (2015), show no evidence on the ground as teachers keep dodging lessons, absconding from school, among other negative indicators in primary schools in Iganga District.

The use of performance appraisal in Ugandan public primary schools' aids in the evaluation of teacher performance (Amuge, 2021; Muwanguzi, 2010; Wamimbi and Muhammad, 2021). Feedback appraisal encourages interaction between teachers and administrators, thus providing a fertile ground for checks and balances based on mutual understanding (Goodman, 2012; Haddad, Karkouljian, and Nehme, 2018; Pichler, Gerard, and Wood, 2020).

Relative to the above, the Uganda Public Service Standing Orders of 2010 support performance appraisal to evaluate teacher performance in public primary schools (MoES, 2020; Karyeija, 2017; Nyende, 2021). The various stakeholders (District Education Officer, Senior Assistant Secretary, Head teachers, teachers, and chairpersons of the School Management Committee) set and implement performance targets, conduct supervision, and write performance reports as required, according to a source from DEO in Iganga District (Inspection Report, 2019). This paints a picture of a credible level of teacher performance registered in public primary schools in Iganga District.

On the ground, however, there is little evidence to support this in Iganga District primary schools, where approximately 70% of teachers do not set aside enough time for productive work, nearly 61 percent avoid lessons, 32% do not complete syllabuses, and nearly 82 percent arrive late (Wandega and Yiga, 2010; Yolisisigira, 2017).

The discrepancy between the records that are currently in the office, which indicate that performance appraisal is done but this is not reflected in schools, was also of concern to the Iganga District inspection report (2020) and monitoring report (2020), the Iganga District inspector of schools, and the District Education Officer. Does each method of performance evaluation intend to enhance teacher performance in Iganga District public primary schools? Eludes a response.

2. Literature Review

Appraisal by feedback is a process or a return in an effect or output of an action (fed-back) to modify the next action (Goodman et al. 2012). Appraisal by feedback relates to teacher performance as it promotes interaction between teachers and administrators, thus providing a fertile ground for checks and balances out of mutual understanding (Goodman et al. 2012). Periodic feedback sessions give the manager and employee multiple opportunities to calibrate and recalibrate their joint efforts. Like two paths diverging, the longer it takes between the time the manager and employee speak about a performance problem, the greater the distance will be between planned and actual performance improvement. That is why continuous

feedback works for increased productivity and successful partnerships (Betsy, 2017). Appraisal by feedback in this study is in form of; display of data about own performance, collaborative inquiries, collaborative analysis, and reflection around multiple performance indicators.

Display of data about own performance. The exchange of information about the status and quality of work products can to motivate, support, direct, correct and regulate work efforts and outcomes and ensures that managers and employees coordinate and agree on the standards and expectations of the work to perform. But feedback and performance appraisal are not the same. While there may be some small similarities between the two, they fundamentally differ (Andrade, 2018)(Andrade, 2018). Constructive feedback given in the form of ratings is often counterproductive because ratings in their purest form are simply judgments. Many people react to ratings rather than hearing the important information behind the ratings. Performance interventions must give the employee enough information about improvement points and the right amount of support to change them. Improved performance only occurs through proper coaching, guidance, training, and employee support. The requirement for improved performance is open and honest dialogue-performance conversations (Ambius, 2014).

Effective feedback is concrete, specific, and useful; it provides actionable information. Thus, "Good job!" and "You did that wrong" and B+ are not feedback at all. We can easily imagine the pupils asking themselves in response to these comments, what specifically should I do of next time, based on this information? No idea. They do not know what was "good" or "wrong" about what they did (Walliers, 2012). Reflecting the pupil-centred approach to education in Sweden, teachers often conduct surveys among their pupils with the aim of obtaining feedback on their teaching practices. Teachers interviewed by the review team said that pupils provide useful insights into their strategies for teaching and learning, and that they find this opportunity for feedback important. Pupil surveys are within the classroom and used only to help the teacher improve his or her practice (Keoliers, 2017).

Collaborative inquiries. Collaborative inquiry involves teachers working together to systematically examine focused aspects of their educational practices by exploring pupil responses to instruction, leading to new understandings and changes in classroom teaching. Collaborative inquiry teams may comprise as few as two teachers. Teams ranging from five to seven participants are ideal. When teams consist of more than seven people, facilitators might find it challenging to ensure the hearing of all voices. In addition, depending on the makeup of the team, the larger the team becomes, the more difficult it may be to identify a common pupil learning need (Cunningham,

2011). Collaborative inquiry allows teachers to make informed, evidence-based decisions about their curriculum and teaching practices. Four stages in collaborative inquiry include planning, acting, observing, and reflecting. In planning, teachers set a shared vision to act upon certain objectives (Almomani, 2017). Teachers then observe pupil learning patterns and themes and reflect upon this information to evaluate mechanisms of meeting pupils' needs. While collaborative inquiry is becoming a more commonly used professional learning model and it is an effective approach to sustaining meaningful changes in practice, studies show that the investment does not yield anticipated results.

Collaborative analysis. Collaboration means working together with one or more people to complete a project or task or develop ideas or processes. In the workplace, collaboration occurs when two or more people work together towards a common goal that benefits the team or company. Workplace collaboration requires interpersonal skills, communication skills, knowledge sharing and strategy, and can occur in a traditional office or between members of a virtual team (Koseif, 2021). Through collaborative analysis, teams can build collective knowledge about the people they are designing for and the problem they are trying to solve. And by doing that, create a sense of shared ownership which helps teams make better decisions and break out of silos (Starke, 2019). Collaboration challenges people to think, articulate and receive clarity about their competencies. It serves as a mirror that gives them a glimpse of their strengths and weaknesses. Because two heads are better than one, teams work better together and plug each other's gaps (Koseif, 2021).

3. Methodology

3.1 Study Design

A descriptive cross-sectional design was used in the study. A descriptive cross-sectional research design is a research plan that is concerned with the systematic description of the characteristics of an event, place, population, or item being studied at a given time (Shantikumar, 2018). The study was cross-sectional because the researcher picked a cross-section of respondents over a short period of time, and follow-up with the respondents was not necessary.

3.2 Study Population

Iganga District currently has 326 primary schools, 227 of which are private primary schools and 99 of which are public primary schools. However, the study looked at 99 public primary schools, which equates to 99 principals and 1525 teachers, with 522 females and 1003 males.

3.3 Sample Size and Sampling Techniques

The sample size and sampling procedures used in this study are described in this section.

Sample Size

Sample size for teachers. To make use of the available time productively, the researcher considered a section of the 1525 teachers of public primary schools. Yamane's (1967) formula was used to calculate the most appropriate sample size; $n = \frac{N}{1+N(e)^2}$ where n is the sample size to be determined, N is the mother population, which is 1525, 1 is representative of likely omissions, and e stands for acceptable error which is normally taken to be 5% or 0.05.

Therefore, the sample size was $n = \frac{1525}{1+1525(0.05)^2} = \frac{1525}{1+3.8125} = \frac{1525}{4.8125} = 316.88 = 317$ teachers.

Sample Size for the 99 Public Primary Schools. To determine the sample size for public primary schools, Yamane (1967) formula is used $n = \frac{N}{1+N(e)^2}$ where n is the sample size to be determined, N is the mother population which is 99, 1 is representative of likely omissions, and e stands for acceptable error which is normally taken to be 5% or 0.05.

$n = \frac{99}{1+99(e)^2} = \frac{99}{1+99 \times 0.0025} = \frac{99}{1+0.2475} = \frac{99}{1.2475} = \frac{99}{1.2475} = 79$ schools. Therefore, the sample size for public primary schools was 79.

Head teachers. Each school has one (1) head teacher, giving the Iganga District a total of 99 head teachers. The sample size for head teachers was also 79 because the sample size for public primary schools was 79. (317 teachers + 79 head teachers = 481 total). Therefore, the total sample size of the study was 396 respondents.

Sampling Techniques

Public Primary Schools. Iganga District's public primary schools were divided into 227 private and 99 public primary schools. The study was then considered appropriate for public primary schools. According to observations, public primary schools in Iganga District have more transparent systems than private primary schools because records are always available and the government appoints qualified teachers on permanent contracts. Furthermore, performance evaluations in public primary schools are required to be conducted on an annual basis. For these reasons, public primary schools are preferred over private primary schools for obtaining reliable and valid results. On the other hand, 79 out of 99 schools were chosen based on convenience of location, with schools separated by at least three kilometers (3km).

Teachers. The sample size for teachers was 317, with male and female teachers being separated. The idea of categorizing the study population was adopted, and a list of teachers in each primary school was obtained to guide in the selection of male and female teachers for a balanced set of findings.

Each item is chosen at random in this case. Using this principle, the researcher printed 417 questionnaires and chose the ones to participate in based on the sex question from a list of names of teachers who were at school at the time.

Head teachers, and leaders of SMC. In this study, the researcher determined that head teachers were directly included in the study because they have overriding information about teaching practice and administration in their respective public primary schools and because no other authority could provide information that was equally relevant.

District Education Officer. This research was carried out across the entire Iganga District. As a result, the District Education Officer, like the head teacher, was directly involved in providing an overview image of the district.

3.3 Research Instruments

A questionnaire and an interview guide were used in this study. The questionnaire was designed so that each question about the main study variables was rated on a Linkert scale ranging from 1-Strongly Disagree to 2-Disagree to 3-Not sure to 4-Agree to 5-Strongly.

Interview Guide. The researcher's interviews with each head teacher and leader of the school management committee were guided by the interview guide. Each head teacher and leader of the school management committee were interviewed once, for a total of one hour per primary school. Head teachers and school management committee leaders were asked to provide documented information

about teacher performance as well as describe the performance appraisal mechanisms they use for teachers.

Data Management

Quantitative data was entered the statistical package for social sciences (SPSS version 22) to generate inferential statistics. The mean and standard deviations were used to rate the items for the various types of appraisals. Under the supervision of a statistician, hypotheses were tested using correlation and regression analyses that were automatically generated from the SPSS package. Themes were identified, and qualitative data was coded, analyzed, and arranged verbatim.

3.4 Data Analysis Plan

Data from questionnaires were chosen based on the major subthemes of socio-demographic characteristics, previous year's performance of teachers, mechanisms used to appraise teachers, and the effect of performance appraisal on teacher performance in public primary schools in Iganga District.

To ascertain whether differentiated supervision appraisal is implemented to enhance teacher performance in public primary schools in Iganga District, items were presented using a mean and standard deviation. Later, the relationship between differentiated supervision appraisal and teacher performance was performed using the Pearson Correlation Model, which is the default in the Statistical Package for Social Sciences (SPSS-Version 22). A regression analysis was performed to respond to each of the hypotheses using a p-value of 0.05.

4. Results and Discussion

This section indicates findings that can be used to explain evidence that appraisal by feedback in public primary schools to improve teacher performance.

Table 1: Descriptive for Feedback Appraisal in Public Primary Schools in Iganga District

Area of feedback		<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
1. Feedback is clearly linked to the planned learning intentions	F	54	32	54	104	73
	%	17	10.1	17	32.8	23
2. Pupils understand what quality means, which they are being assessed or are self-assessing against	F	53	37	43	97	87
	%	16.7	11.7	13.6	30.6	27.4
3. Pupils know the steps to progression and success and are clear what they mean	F	55	32	51	103	76
	%	17.4	10.1	16.1	32.5	24
4. Feedback focuses on the task rather than the individual	F	48	24	43	119	83
	%	15.1	7.6	13.6	37.5	26.2
5. Feedback is presented at the right time in the process (e.g., not always at the end)	F	62	41	39	71	104
	%	19.6	12.9	12.3	22.4	32.8
6. Feedback presents future targets which are clear, specific, and achievable	F	71	48	50	90	58
	%	22.4	15.1	15.8	28.4	18.3
7. Feedback is aimed at motivating the pupil intrinsically	F	43	32	44	102	95
	%	13.6	10.1	13.9	32.5	30
8. Feedback is clear and provides a clear way to improve on the original task	F	36	27	47	102	105
	%	11.4	8.5	14.8	32.2	33.1
9. Feedback contains written confirmation and guidance rather than a grade or a mark	F	36	27	47	102	105
	%	11.4	8.5	14.8	32.2	33.1
10. Feedback is not damaging to the pupils' self-esteem	F	88	48	46	74	61
	%	27.8	15.1	14.5	23.3	19.2
11. Feedback is adjusted to take account of the pupil and the context and stage of learning	F	9	7	24	102	175
	%	2.8	2.2	7.6	32.2	55.2
12. The timing of the feedback has been appropriate	F	12	6	13	107	179
	%	3.8	1.9	4.1	33.8	56.5
13. Feedback is provided in different ways e.g., verbal, written, peer	F	10	9	5	95	198
	%	3.2	2.8	1.6	30	62.5

Feedback is clearly linked to the planned learning intentions. Table 1 reveals that 104 teachers (32.8%) agreed, 73 teachers (23%) strongly agreed, 32 teachers (10.1%) disagreed, 54 teachers (17%) were neutral, and 54 teachers (17%) strongly agreed. As a result, there is a distinct relationship between feedback and the intentional learning intentions. Studies on the topic also suggest that receiving feedback for evaluation is a process or an outcome of an activity that changes the next action (Goodman et al. 2012). Because they promote communication between teachers and administrators and foster a climate that is conducive to checks and balances based on shared information, feedback appraisals are related to teacher performance (Goodman et al. 2012). Table 1 reveals that 53 teachers (16.7%) strongly disagreed, 37 teachers (11.7%) disagreed, 43 teachers (13.6%) were neutral, 97 teachers (30.6%) agreed, and 87 teachers (27.4%) strongly agreed. This shows that feedback creates a condition where pupils understand what quality is, against which they are being evaluated or self-

evaluating. According to research done by Ambius (2014), giving constructive criticism in the form of ratings is often ineffective since evaluations are just judgments. Performance interventions must provide the employee with adequate knowledge of areas for improvement and the proper level of assistance to change those areas. Only with the right coaching, direction, training, and staff support can performance be improved.

Pupils know the steps to progression and success and are clear what they mean. Table 1 reveals that 55 teachers (17.4%) strongly disagreed, 32 teachers (10.1%) disagreed, 51 teachers (16.1%) were neutral, 103 teachers (32.5%) agreed, and 76 teachers (24%) strongly agreed respectively. According to these data, most teachers agreed. This indicates that pupils can understand the steps to advancement and success and are aware of what they entail thanks to feedback exchanged between professors and pupils. This is consistent with Walliers (2012) observation that good feedback is concrete, detailed, and

valuable; it offers actionable information. Additionally, pupils' perspectives on their teaching and learning practices can be helpful, and they value the opportunity for feedback.

Feedback focuses on the task rather than the individual. Results according to Table 1 indicate that 48 teachers (15.1%) strongly disagreed, 24 teachers (7.6%) disagreed, 43 teachers (13.6%) were neutral, 119 teachers (37.5%) agreed, and 83 teachers (26.2%) strongly agreed, respectively. Because most of the teachers agreed, the general understanding contained in the results is that through feedback, teachers and pupils can embark on improving tasks, especially by amending on weak areas during the performance cycle. Similar studies suggest that through collaborative analysis, teams can build common knowledge about the users they are designing for and the problem they are trying to solve. As a result, they foster a sense of shared ownership that enables teams to collaborate better and break down silos (Starke, 2019). Participant consideration, clarification, and acceptance of feedback on their competencies are forced by collaboration. It serves as a mirror that reflects to them their benefits and drawbacks. Since two heads are better than one, teams work better as a unit and fill in each other's weaknesses (Koseif, 2021).

Feedback is presented at the right time in the process (e.g., not always at the end. Table 1's findings show that, in that order, 62 teachers (19.6%) strongly disagreed, 41 teachers (13.9%) disagreed, 39 teachers (11.3%) were neutral, 71 teachers (22.4%) agreed, and 104 teachers (32.8%) strongly agreed. For pupils to properly comprehend what professors are expecting of them and to be fully armed with the information of how they might develop, Spencer (2017) contends that feedback needs to be specific. Appraisal by feedback relates to teacher performance as it promotes interaction between teachers and administrators, thus providing a fertile ground for checks and balances out of mutual understanding (Goodman et al. 2012). Periodic feedback sessions give the manager and employee multiple opportunities to calibrate and recalibrate their joint efforts. Like two paths diverging, the longer it takes between the time the manager and employee speak about a performance problem, the greater the distance will be between planned and actual performance improvement. That is why continuous feedback works for increased productivity and successful partnerships (Betsy, 2017).

Feedback presents future targets, which are clear, specific, and achievable. Table 1's findings show that, in that order 71 teachers (22.4%) strongly disagreed, 48 teachers (15.1%) disagreed, 50 teachers (15.8%) were neutral, 90 teachers (28.4%) agreed, and 58 teachers (18.3%) strongly agreed. Most of the teachers in this situation agreed, indicating that feedback enables teachers to set future goals that are precise, measurable, and attainable. This is very likely, especially because teachers can identify pupils'

areas of weakness and respond accordingly thanks to feedback. These outcomes match those of Indeed.com (2019), demonstrating that feedback is a tool for improvement. It assists people in molding their behavior to better suit the demands of a boss or team leader. One of the duties of a manager or supervisor is to provide feedback, which is done to motivate their staff to achieve objectives and adhere to business policies.

The goal of feedback is to naturally motivate the pupil. Table 1 shows that, in that order: 102 teachers (32.5%) agreed; 44 teachers (13.9%) were neutral; 43 teachers (13.6%) severely disagreed; 32 teachers (10.1%) disagreed; 95 teachers (30%) highly agreed. Since most teachers now concur, we may claim that feedback acts as an internal incentive for pupils. According to a study by Andrey (2021), feedback is about giving knowledge so that behaviors can be altered. You're more likely to see the employee try to improve the habit by giving specific comments on the one you'd like to see changed. Positive approaches emphasize rewarding proper conduct, which raises the probability that desired outcomes will occur in the future. When teams consist of more than seven people, facilitators might find it challenging to ensure the hearing of all voices. In addition, depending on the makeup of the team, the larger the team becomes, the more difficult it may be to identify a common pupil learning need (Cunningham, 2011). Collaborative inquiry allows teachers to make informed, evidence-based decisions about their curriculum and teaching practices. Four stages in collaborative inquiry include planning, acting, observing, and reflecting. In planning, teachers set a shared vision to act upon certain objectives (Almomani, 2017). Teachers then observe pupil learning patterns and themes and reflect upon this information to evaluate mechanisms of meeting pupils' needs.

Feedback is clear and provides a clear way to improve on the original task. Table 1's findings show that, in that order 36 teachers (11.4%) strongly disagreed, 27 teachers (8.5%) disagreed, 47 teachers (14.8%) were neutral, 102 teachers (32.2%) agreed, and 105 teachers (33.1%) strongly agreed. Most teachers agreed, which suggests that feedback helps both teachers and pupils strengthen their weak areas and improve performance, as teacher performance is largely a result of improved pupil performance. We rarely talk about using feedback to raise our own performance in leadership forums. Giving feedback is typically the focus of leadership development instead.

Feedback contains written confirmation and guidance rather than a grade or a mark. According to results in Table 1, 36 teachers (11.4%) strongly disagreed, 27 teachers (8.5%) disagreed, 47 teachers (14.8%) were neutral, 102 teachers (32.2%) agreed, and 105 teachers (33.1%) strongly agreed. Most teachers agreed, showing that

feedback is how direction is given to teachers' services. The outcomes corroborate Aytakin's (2022) observation that it would be difficult to advance both personally and professionally without feedback. Employees would not be able to increase the value they bring to the team. Salespeople would not hone their selling strategies and increase their closing rates.

Feedback is not damaging to the pupils' self-esteem (it has been found that computer feedback can be more productive than teacher feedback). Results of the study as per Table 1 reveal that 88 teachers (27.8%) strongly disagreed, 48 teachers (15.1%) disagreed, 46 teachers (14.5%) were neutral, 74 teachers (23.3%) agreed, and 61 teachers (19.2%) strongly agreed. The findings indicate that most educators strongly disagreed, indicating that human feedback is preferred to automated feedback. Informing the person of the exact conduct you would like to see more of

from him is effective, constructive feedback. An employee may feel good for a short while after receiving a modest compliment, such as a slap on the back, but it does little to encourage the behavior. Workplace collaboration requires interpersonal skills, communication skills, knowledge sharing and strategy, and can occur in a traditional office or between members of a virtual team (Koseif, 2021). Through collaborative analysis, teams can build collective knowledge about the people they are designing for and the problem they are trying to solve. And by doing that, create a sense of shared ownership which helps teams make better decisions and break out of silos (Starke, 2019).

Relationship Between Appraisal by Feedback and Teacher Performance

This was established using Pearson correlation analysis and results obtained were as indicated in Table 2.

Table 2: Relationship Between Appraisal by Feedback and Teacher Performance

		Task Performance	Contextual Performance	Counterproductive Behaviour
1. Feedback is clearly linked to the planned learning intentions	R	.003	.047	.000
	P-value	.958	.403	.997
	N	317	317	317
2. Pupils understand what quality means, which they are being assessed or are self-assessing against	R	-.043	.020	.057
	P-value	.444	.726	.315
	N	317	317	317
3. Pupils know the steps to progression and success and are clear what they mean	R	-.042	-.006	.077
	P-value	.453	.921	.174
	N	317	317	317
4. Feedback focuses on the task rather than the individual	R	.042	.132*	.015
	P-value	.452	.019	.796
	N	317	317	317
5. Feedback is presented at the right time in the process (e.g., not always at the end)	R	.020	.121*	.020
	P-value	.720	.032	.720
	N	317	317	317
6. Feedback presents future targets which are clear, specific, and achievable	R	.014	.029	.094
	P-value	.797	.608	.095
	N	317	317	317
7. Feedback is aimed at motivating the pupil intrinsically	R	-.008	.047	-.017
	P-value	.894	.403	.757
	N	317	317	317
8. Feedback is clear and provides and improves on the original task	R	-.038	.053	.080
	P-value	.502	.349	.156
	N	317	317	317
9. Feedback contains written confirmation and guidance rather than a grade or a mark	R	-.003	-.051	.081
	P-value	.956	.367	.153
	N	317	317	317
10. Feedback is not damaging to the pupils' self-esteem	R	.043	-.080	.049
	P-value	.443	.156	.383
	N	317	317	317
11. Feedback is adjusted to take account of the pupil and the context and stage of learning	R	.039	.139*	.047
	P-value	.486	.013	.409
	N	317	317	317
12. The timing of the feedback has been appropriate	R	-.006	.018	-.051
	P-value	.915	.744	.363
	N	317	317	317
13. Feedback is provided in different ways e.g., verbal, written, peer	R	.020	-.068	-.123*
	P-value	.728	.230	.028
	N	317	317	317

According to the results in Table 2 ($r=0.132^*$; $p = 0.019$), the idea that feedback focuses the task rather than the individual is statistically positively correlated with teacher contextual performance. Though statistically significant, the relationship is weak thus with a low level of relevance. Because of this, it has a minor impact on how well teachers perform in an environment, even when evaluation reports show that teachers try to make sure that Feedback is task-

focused rather than individual-focused. District administrators and Ministry of Education officials do not pay much attention to this, though, as they base their decisions on evaluation reports. There are discrepancies between evaluation reports and what occurs in public primary schools. Research (Aytekin, 2022; Katharina, Koch, and Annette, 2017; Terra, 2023) indicates that feedback is a means of improvement, and helps individuals

shape their actions to better meet the needs of an employer or team leader. Feedback is just one of the required tasks of a supervisor or manager and is meant to encourage their team to meet goals and follow company guidelines.

A significant statistical link between teacher contextual performance and the need provision of feedback, ($r = 0.121^*$; $p = 0.032$). the results still show a weak correlation coefficient thus, no strong statistical implication in as far as the link between the need for feedback and teacher performance. As a result, even though evaluation reports show that teachers try to make sure that feedback is given at the right time in the process (i.e., not always at the end), it has a small impact on how well teachers perform in an environment. District administrators and Ministry of Education officials do not pay much attention to this, though, as they base their decisions on evaluation reports. According to earlier studies on feedback frequency, learning and task performance are enhanced by receiving feedback more often (Salmoni, Schmidt, and Walter, 1984). Using Kanfer and Ackerman's (1989) resource allocation theory as a guide. Some evidence in favor of this claim comes from earlier studies conducted in both laboratory and outdoor settings. For instance, Bilodeau (1966) and Cook (1968) discovered that providing participants with more feedback on simulated tasks helped them to better utilize feedback data to acquire important task techniques and enhance their performance over time. Similarly, Komaki, Heinzmann, and Lawson (1980) discovered that, compared to workers receiving less frequent feedback, those receiving more feedback were better able to learn safety-related information and acquire knowledge on how to change their behavior to improve safety performance.

Additionally, results from Table 2 show a negative statistical correlation between teacher contextual performance and the idea that feedback is given in a variety of forms, including verbally, in writing, and by peers ($r = -0.123^*$; $p = 0.028$). The negative statistical correlating results here too reveal a weak negative relationship, implying that giving feedback in various forms slightly poses a negative implication on teacher performance. As a result, even when evaluation reports indicate that teachers try to ensure that feedback is delivered in various forms, such as verbally, in writing, or by peers, it has little effect on how effectively teachers perform in each setting. However, because they base their judgments on evaluation reports, district administrators and officials of the Ministry of Education do not pay much attention to this. Evaluation reports and what happens in public primary schools don't match up. The idea that feedback focuses the task rather than the individual is statistically positively correlated with teacher contextual performance. Because of this, it has a minor impact on how well teachers perform in an environment. Several theoretical stances, such as goal-

setting theory (Locke and Latham, 1990), control theory (Carver and Scheier, 1990), and social cognition theory (Bandura, 1991), demonstrate the significance of feedback for individual learning and performance. Feedback tells us how well people are doing in relation to their goals and how well particular actions work for a task. Feedback also indicates how much effort is needed to complete a task, allowing people to learn which task strategies work best, how much effort is needed to complete a task successfully, and how to adjust their strategies and effort as necessary to improve task performance (Carver and Scheier, 1990; Earley et al., 1990).

5. Conclusion and Recommendations

5.1 Conclusion

Primary school teachers in the Iganga District need to work more on preparing assignments on time and being punctual to meet their day-to-day duties without any ascendance. The correlation revealed a significant positive relationship between employee engagement and contextual performance. Counterproductive work behaviour in primary schools in Iganga District is handled through ironing out minor issues that are projected to become great problems and interfere with work if unattended to. Teachers are expected to behave in a certain way, but when they are caught up in a situation, they do not react too much.

Studies suggest that teachers in public primary schools in the Iganga District do not explain to pupils the significance of new material before lessons start. Self-assessment ratings do not significantly improve teacher performance and review of previous lessons does not significantly enhance counterproductive work behaviour. Activities that engage all pupils have a positive association with task performance. Expert teachers have superior pedagogical content knowledge and problem-solving techniques, and the rate at which teachers make time to learn English is medium.

The survey of teachers in Iganga District public primary schools found that lesson discussion was extremely effective, with increased visibility of excellent work. Panel discussion and group discussion were also ineffective, with most teachers reporting inadequate outcomes. A growth mindset is the belief that intelligence and mental capacity are not fixed; while a fixed mindset is the belief, that one's intelligence and mental faculties are fixed. This study found that lesson discussion positively correlates with teacher task performance, contextual performance, and teacher counterproductive behavior, but it has little effect on how well teachers perform. It also found a positive,

statistically significant link between brainstorming and unproductive teacher behavior. Venn diagrams also positively correlate with teacher contextual performance, but not with task performance or unproductive work habits. District administrators and officials of the Ministry of Education do not pay attention to this.

Teachers in Iganga District know individual pupils' interests and relate them to instruction at a moderate level. Culturally responsive teaching is a pedagogy that acknowledges the importance of incorporating pupils' cultural references in all facets of learning. Findings show a negative correlation between teacher task performance and knowledge of individual pupil interest in instructional approaches. Table 18 of the study found that knowledge of individual pupil life situations and how it informs the teaching approach is positively correlated with contextual performance and counterproductive work behaviour. Awareness of pupils' learning disabilities and handicaps and how to address them in lessons also positively correlates with teacher contextual performance and counterproductive work behaviour.

Studies suggest that receiving feedback for evaluation is a process or outcome of an activity that changes the next action. It creates a condition where pupils understand what quality is, and performance interventions must provide adequate knowledge of areas for improvement and the proper level of assistance to change those areas. Collaboration serves as a mirror that reflects to them their benefits and drawbacks, enabling teams to collaborate better and break down silos. Feedback helps both teachers and pupils strengthen their weak areas and improve performance, as teacher performance is largely a result of improved pupil performance.

5.2 Recommendations

1. There is need for the implementation of GUBAISI model by Ugandan government through the ministry of education and public service.
2. The appraisal period be changed from annual to termly.
3. There is need for strengthening school inspection and monitoring.
4. Refresher courses should be conducted to retrain teachers on the teachers' code of conduct.
5. Appointment of the teaching staff be changed from permanent and pensionable to contract basis.

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