

Performance Management and Teacher Effectiveness in Primary Schools in Bulaago Coordinating Centre, Bulambuli District, Uganda

Richard Otaka¹, Wilson Mugizi², and Joseph Rwothumio³

^{1,2,3}Department of Educational Planning and Management, School of Education, Kyambogo University

Correspondence concerning this article should be addressed to Wilson Mugizi.

Email: wmugizi@kyu.ac.ug

Abstract

This study examined the influence of performance management on teacher effectiveness in primary schools in Bulaago Coordinating Centre, Bulambuli District, Uganda. Informed by the Goal Setting Theory, the measures of performance management were goal setting, performance appraisal, and career development. The measures of teacher effectiveness were content knowledge, personal conduct, pedagogical effectiveness, professional effectiveness, and classroom management. This study employed a correlational research design with a sample of 102 teachers. Data were collected using a questionnaire and analysed using partial least squares structural equation modelling (PLS-SEM). PLS-SEM results revealed that while goal setting and career development had a positive and significant influence on teacher effectiveness, performance management appraisal had a positive but insignificant influence on teacher effectiveness. The study concluded that goal setting is important for teacher effectiveness, improper implementation of performance appraisal makes it fail to enhance teacher effectiveness, and career development is necessary for teacher effectiveness. The recommendations of the study are to the effect that administrators should emphasise goal setting in the management of schools, should improve the way of implementing appraisal, and the Ministry of Education and Sports, and school administrators should support teacher career development to enhance their effectiveness.

Keywords: appraisal, career development, effectiveness, goal setting, management, performance, teaching

Teachers are an essential element in any educational system due to their potential to influence educational outcomes (Kim et al., 2019). Nonetheless, the source of concern for different stakeholders has been teacher effectiveness (Gershenson, 2021). This is because effective teachers simplify teaching, which enables learners to understand and overcome constraints that impact teaching and learning (Rojo-Ramos et al., 2023). Effective teachers not only impart knowledge in the learners but also enhance their cognitive, affective and psychomotor development. Effective teachers facilitate the accomplishment of educational goals (Amalu, 2021). Teacher effectiveness is a vital ingredient for learners' performance. Effective teachers enable learners to develop attitudes and behaviours that are important in life (Blazar & Kraft, 2017). Effective

teachers improve students' test scores as well as their attendance, behaviour, and earnings as adults (Gershenson, 2021). Teacher effectiveness describes tendencies exhibited by teachers that promote students' learning (Rojo-Ramos et al., 2023). Teacher effectiveness therefore simply refers to the teacher's behaviour that affects students learning outcomes (Sadeghi et al., 2021). The concept of teacher effectiveness thus describes a set of behaviours teachers exhibit in their daily professional practice (Kumar et al., 2018). Teacher effectiveness is a multi-dimensional concept that covers aspects that include teachers' personal conduct, content knowledge, pedagogical and classroom management (Calaguas, 2012).

Despite the importance of teacher effectiveness, globally, it is a challenge. Taking the example of the Western World, in the USA measures including the optimisation of teacher training programmes, professional development programmes, teacher licencing and certification processes, organised assistance to beginning teachers, selecting candidates for teaching positions, involvement of teachers in scientific research work, and measuring the effectiveness of professional activity have been introduced to increase teacher effectiveness (Levrints, 2019). In the United Kingdom, since 2002, all schools and governing bodies for centrally attached teachers are required to evaluate teacher effectiveness on an annual basis (Bahr et al., 2016). In 2009, Australia introduced an evaluation mechanism, the Australian Professional Standards for Teachers, to enhance teacher effectiveness. The Professional Standards for Teachers consider three teaching domains required of teachers: professional knowledge, professional practice, and professional engagement (Barry et al., 2020).

In Africa, effectiveness of teachers remains a big challenge. In most countries, many teachers are unable to equip learners with the skills, knowledge and dispositions needed for the globalised 21st century world (Nganga & Kambutu, 2017). In Africa, by 2030 less than half of primary will have the training they need to do their jobs (Taylor, 2022). In most countries, the emphasis of teachers is on making students passing exams than equip them with lifelong skills (Akala, 2021; Kellaghan & Greaney, 2019). Teachers exhibit low effectiveness in many African countries. Taking the example of South Africa, the country is dealing with a huge number of dysfunctional schools due to underperforming teachers and high unprofessional conduct (Moloi, 2019). In Nigeria, many teachers in primary schools do not give time to their work and learn progressively enhance their skills. Therefore, there is the lack of effective teachers in schools (Prince-Ifoh, 2022). In Kenya, the situation of teacher ineffectiveness is also high. Teachers are not innovative in teaching and largely use teacher-centred teaching approaches in the instructional and learning process, which are not ideal for teaching problem-solving skills (Akala, 2021; Nganga & Kambutu, 2017). In Tanzania, absenteeism, alcohol abuse, sexual misconduct, examination malpractices, use of obscene language, drug abuse, and indecent dressing are rampant (Mabagala, 2016).

In Uganda, teacher ineffectiveness is also high. Teachers hardly fully cover the curriculum, absenteeism is high and many have a negative attitude toward the profession (Mazaki, 2017). Many teachers in Uganda fail to execute all their professional obligations like effectively attending to students, monitoring discipline and learners' regularity. Approximately 15 per cent of teachers hardly turn up to teach their classes. Habitually, the teachers report late for work, fail to make schemes of work, prepare lesson plans, and to perform weekly duties (Zikanga et al., 2021). Further, teachers hardly assess learners' activities and cover the syllabus; and they do not use appropriate teaching methods preferring the ineffective teacher-centered other than student-centered teaching methods that actively involve learners in the instructional and learning process (Okia et al., 2021). Primary teachers in Uganda have been under scrutiny for high-level ineffectiveness with many of them unable to read and write in English which is the language used for teaching. Teachers also lack the requisite skills for delivering effective lessons. Poor performance of learners in primary leaving national examinations reflected the ineffectiveness of teachers over the years (Poro et al., 2019). In Bulaago Coordinating Centre in Bulambuli District, performance of teachers was among the worst in the country (National Assessment of Progress in Education [NAPE], 2016).

While the ineffectiveness of teachers in Ugandan schools is high, the problem has been prevalent for some time in the country even in other public sectors other than education. In the 1990s, the government of Uganda introduced performance management, an approach that was trending globally as a measure for enhancing effectiveness of all public workers in including teachers. Performance management involved mobilisation of effective personnel, personnel involvement in planning, monitoring and performance evaluation (Mpanga, 2009). In 2002, the government under the new performance management reinforced the performance management approach to enhance performance and accountability of government workers. The system in principle is transparent, objective and has a direct connection with promotions, career planning, and rewards. The strategy mandates civil service organs to set individual targets to be accomplished in a given performance period and assesses performance following agreed targets. The approach provides for further monitoring, reviews of performance, and allows mediation in case of disagreement and dialogue between the appraiser and appraisee (Bigabwenkya, 2020). Performance management in Uganda encompasses performance planning, performance monitoring and review, performance appraisal, and managing performance appraisal results and employee development (Kakooza, 2020). While the government persistently implemented performance management in schools, job performance of teachers remained relatively poor. Therefore, the purpose of this study was to examine the influence of performance management on performance of teachers in Bulambuli District.

Literature Review

The literature review covers the theoretical review on the Goal Setting Theory and related literature on the influence of performance management on employee effectiveness. The related literature involved analysis of empirical studies on performance management and employee effectiveness leading to identifying of gaps and developing research hypotheses.

Theoretical Review

The Goal Setting Theory (GST) by Locke (1968) that explains human behaviour in specific work situations informed this study. The basic premise of the theory is that predetermined goals enhance performance (Yurtkoru et al., 2017). The theory assumes that deliberately setting performance goals increases the expected behavior by focusing individual attention towards achieving the objective (Höpfner & Keith, 2021). The theory proposes that factors that moderate the degree to which performance goals will influence behavioral performance include setting specific challenging goals, providing feedback on performance, and availing resources for attaining the performance goal (Chevance et al., 2021). Later, Latham and Locke (2007) integrated the GST into the longitudinal high performance cycle (HPC) which provides a framework for understanding motivation more thoroughly. HPC indicates that GST explains and predicts an employee's job performance or effectiveness leading to contingent rewards (Yurtkoru et al., 2017). Therefore, the GST Theory is in line with performance management which demands for performance planning (setting specific challenging goals), performance appraisal (providing feedback on performance) and employee development which is contingent rewards to enhance employee effectiveness on the job (Kakooza, 2020; Yurtkoru et al., 2017). This study thus examined the influence of performance management approaches, namely performance planning, performance appraisal and career development on teachers' effectiveness.

Performance Management and Teachers Effectiveness

Performance management is the continuous process of enhancing performance by planning for individual and team goals, and reviewing and measuring progress to increase employees' knowledge, skills, and talents (Aguinis & Burgi-Tian, 2021). The GST suggests that performance management approaches include goal setting, performance appraisal and employee development (Kakooza, 2020). Goal setting refers to the procedure of specifying activities to be completed basing on measurable outcomes within set timelines (Sides & Cuevas, 2020). Performance appraisal is the methodical assessment of the employees' job performance to clarify goals for accomplishing long-term individual performance and their career development (Mugizi et al., 2020). With respect to career development, it refers to the lifelong process of managing the employees' learning and transitions to achieve a personally determined and evolving preferred future (Kift, 2019). Related studies (Akinlabi et al., 2021; Asmusa et al., 2015; Choon & Low, 2016;

Gicheha & Kyule, 2022; Gogoi & Baruah, 2021; Ngugi & Bula, 2019; Pervaiz et al., 2021) have examined the influence of goal setting on employee effectiveness. All, these suggested that goal setting influences employee effectiveness. However, the positive relationship did not explain the continued teacher ineffectiveness in schools in Uganda despite persistent implementation of performance management. Since none of the studies above captured the context of schools in Uganda, this study examined the influence of performance of management in the context of schools in Uganda.

Further, studies (Ankunda & Mureebe, 2023; Awan et al., 2020; Binta et al., 2019; Kihama & Wainaina, 2019; Rwothumio et al., 2021; Sajuyigbe, 2017; Wamimbi & Bisaso, 2021) examined the influence of performance appraisal and employee effectiveness. However, while all the studies indicated that performance appraisal significantly influenced employee effectiveness, none of the studies captured the context of primary schools including studies in Uganda such as the studies by Ankunda and Mureebe (2023) and Rwothumio et al. (2021) done in universities, and Wamimbi and Bisaso (2021) done in primary schools. This study found it paramount to examine the influence of performance appraisal on teacher effectiveness in primary schools. Further, related studies (Al Aina & Atan, 2020; Lee & Lee, 2018; Kaewnaknaew et al., 2022; Napitupulu et al., 2017; Nguyen & Duong, 2020; Putra et al., 2020; Simatupang, 2018; Sitohang, 2019) have examined the influence of career development on employee effectiveness. Nonetheless, the study by Napitupulu et al. (2017) raised a knowledge gap by producing controversial results by indicating that career development had no direct influence on teacher effectiveness obliquely implied in teacher performance contrary to other scholars. This finding was consistent to the premise of this study that despite implementation of performance management, teacher effectiveness remained low. Thus, this study further examined the influence of career development on employee effectiveness.

Hypotheses

The study sought to test the following hypotheses:

H_{a1}: Goal setting has a positive significant influence on teacher effectiveness in primary schools.

H_{a2}: Performance appraisal has a positive significant influence on teacher effectiveness in primary schools.

H_{a3}: Employee development has a positive significant influence on teacher effectiveness in primary schools.

Methodology

This segment of the study covers the methodology used to examine the influence of performance management on teacher effectiveness. The methodology includes the research design and sample, measures and data analysis methods

Research Design and Sample

The study employed a correlational research design to examine the influence of the predictor variables on the criterion variable. Correlational studies establish whether the independent affect the dependent variables (Apuke, 2017). The study adopted a quantitative approach in collecting data as it helped to carry out structural equation modelling. The study population comprised 120 teachers from 15 primary schools in Bulaago Coordinating Centre Schools in Bulambuli District. Since the population was small, the researcher planned to collect data from all of them. Nonetheless, 102 teachers provided appropriate and relevant data that was analysed. This sample provided data sufficient for quantitative data analysis.

Instrument

The data collection instrument was a self-administered questionnaire containing indicators for the different measures of the dependent (teacher effectiveness) and independent (performance management) variables. The indicators for the different measures of the variables were adapted from earlier instruments developed by scholars. Teacher effectiveness measures were teachers' personal conduct, content knowledge, pedagogical and classroom management (Calaguas, 2012). Performance management measures were goal setting, performance appraisal and career development. Goal setting covered goal stress (Locke & Latham, 1984; Putz & Lehner, 2002), clear setting (Locke & Latham, 1984; Putz & Lehner, 2002; Tjosvold et al., 2004), individual participation (Leach et al., 2005; Locke & Latham, 1984; Kuipers & de Witte, 2005) and goal feedback (Linderbaum & Levy, 2010; Locke & Latham, 1984; Putz & Lehner, 2002). Performance appraisal measures were core competencies appraisal (Nikolaou, 2003) and appraisal feedback (Linderbaum & Levy, 2010). Career developed measures included training (Truitt, 2011) and promotion (Mugizi & Bakkabulindi, 2018). The indicators were measured using a five-point agreement scale with strongly disagree being the lowest and strongly agree the highest.

Data Quality Control

Data quality control involved testing validity and reliability. The validities for the different measures were tested using convergent and discriminant validity. Convergent validity ascertained the relationship between the measures for each variable hence measuring the same concept or converged on it (Sürücü & Maslakç, 2020). On the other hand, discriminant validity sought to establish if the measures of the variables were independent, hence those of the predictor variables could independently predict the dependent variable (Hair Jr. et al., 2021). Convergent validity was tested using average variance extracted (AVE) while discriminant validity tested using Heterotrait-Monotrait (HTMT) ratio correlations. The measurement model in Table 1 presents convergent validity and discriminant validity results.

Table 1
AVE and Heterotrait-Monotrait Ratio (HTMT) Ratio Correlations for Discriminant Validity

Measures	AVE	CM	CK	PE	PC	PEF	TE
CM	0.520						
CK	0.580	0.460					
PE	0.509	0.891	0.482				
PC	0.532	0.509	0.370	0.735			
PEF	0.526	0.872	0.667	0.713	0.452		
TE		0.842	0.524	0.884	0.766	0.844	
Measures	AVE	CGS	GF	GS	GP	GS	
CGS	0.539						
GF	0.560	0.393					
GS1	0.540	0.689	0.808				
GP	0.559	0.379	0.586	0.764			
GS2		0.559	0.329	0.700	0.346		
Measures	AVE	PAF	PACC	PA			
PAF	0.539						
PACC	0.542	0.848					
PA		0.869	0.847				
Measures	AVE	CD	CDP	CDT			
CD	0.550						
CDP	0.571	0.876					
CDT		0.887	0.801				

Key: CD= career development, CDP = promotion, CDT = training, CGS= clear goal setting, CK = content knowledge, CM = classroom management, GF = goal feedback, GS1 = Goal stress, GS2 = goal setting, PC= personal conduct, PE = professional, PEF = pedagogical, PACC = core competencies appraisal, PA= performance appraisal, PAF = appraisal feedback

The convergent validity AVE values in Table 1 reveal that for all constructs, the values were above the minimum value of 0.5. This implies that the constructs were good measures of the variables (Hair Jr et al., 2021). Further, the Heterotrait-Monotrait (HTMT) ratio correlations for discriminant validity were below 0.90, the maximum value (Franke & Sarstedt, 2019). Therefore, the constructs fulfilled the discriminant validity condition. Hence, the independent variables independently predicted the dependent variable. This helped to ascertain whether the indicators were internally consistent but independent. On the other hand, Cronbach's alpha and composite reliability affirmed the reliabilities for the different constructs. The two reliability tests measure internal consistence or interrelatedness of the indicators measuring a construct (Hair et al., 2019). The testing of both Cronbach's alpha and composite reliability was because unlike the former, composite reliability is less sensitive tolerating some outer traits enabling several indicators to become valid (Hair Jr et al., 2021). Table 2 presents the reliability values.

Table 2
Reliability of the Constructs

Teacher Effectiveness Constructs	α	CR
Classroom Management	0.691	0.812
Content Knowledge	0.579	0.733
Pedagogical Effectiveness	0.752	0.836
Personal Conduct	0.706	0.820
Professional Effectiveness	0.702	0.816
Goal Setting	α	CR
Clear Goal Setting	0.714	0.824
Goal Feedback	0.885	0.909
Goal participation	0.602	0.775
Goal stress	0.740	0.836
Appraisal	α	CR
Appraisal Feedback	0.786	0.854
Appraisal of core competences	0.831	0.876
Career Development	α	CR
Promotion	0.809	0.868
Training	0.593	0.785

Reliability results in Table 2 indicate that except for content knowledge ($\alpha = 0.579$), goal participation ($\alpha = 0.602$) and training ($\alpha = 0.593$), all the other constructs had Cronbach's values above the minimum of 0.70 (Ab Hamid et al., 2017). For composite reliability (CR), all the values were above the minimum. Considering composite reliability, the indicators of the constructs were consistent because the reliabilities were above the minimum 0.70. Therefore, the indicators measuring the different constructs were reliable.

Data Analysis

To establish the influence of performance management on teacher effectiveness and using SmartPLS, the study carried out partial least squares structural equation modelling (PLS-SEM) to construct a structural model showing linkages between the independent and dependent variables. PLS-SEM explores linear linkages between multiple independent variables with the dependent variable. It is a superior method because it derives composite factors from multiple independent variables by means of principal component analysis while showing causal linkages between variables (Hair Jr et al., 2021). This helped to establish the influence of performance management on teacher effectiveness.

Findings

This section covers the findings on background characteristics, measurement models and structural models, and path estimates. The measurement models tested the appropriateness of the indicators while the structural models and path estimates examined the influence of performance management on teacher effectiveness.

Background Characteristics

The background characteristics of the teachers participating in the study were on sex, age groups, highest level attained, experience, and responsibility in the school. The results follow in Table 3.

Table 3
Background Characteristics of the Study Participants

Characteristics	Category	Frequency	Percent
Sex	Male	68	66.7
	Female	34	33.3
	Total	102	100.0
Age Groups	20-29 years	10	9.8
	30-39 years	24	23.5
	40-49 years	35	34.3
	50 years & above	33	32.4
	Total	102	100.0
Highest level attained	Grade III Certificate	64	62.7
	Diploma	31	30.4
	Bachelors' degree	7	6.9
	Total	102	100.0
Experience	Less than 5 years	50	49.0
	5-10 years	33	32.4
	11 years & above	19	18.6
	Total	102	100.0
Responsibility in the School	Subject teacher	13	12.7
	Class teacher	54	52.9
	Head of department	21	20.6
	Senior administrator	14	13.7
	Total	102	100.0

Table 3 revealed that the majority percentage (66.7%) of the teachers were males while the females were 33.3%. The results also revealed that the larger percentage (34.3%) were aged between 40-49 years, 32.4% were 50 years and above, 23.5% between 30-39 years and the remaining 9.8% were up to 29 years. Majority of the teachers (62.7%) had grade three certificates, 30.4% were diploma holders, and 6.9% had bachelors. Further, 49.0% had a working experience of less than five years while 32.4% had worked for 5-10 years and 17.6% had worked for 11 years. The teachers participating in the study were 52.9% classroom teachers, 20.6% were heads of department, 13.7% were senior

teachers and 12.7% subject teachers. The results show that a variety of categories of teachers participated. This means that the results were representative of the views of the various categories of the teachers in the schools.

Performance Management and Teacher Effectiveness

To determine the influence of performance management on teacher effectiveness, a structural equation model (Figure 1) was developed. The structural equation path model estimates follow in Table 3.

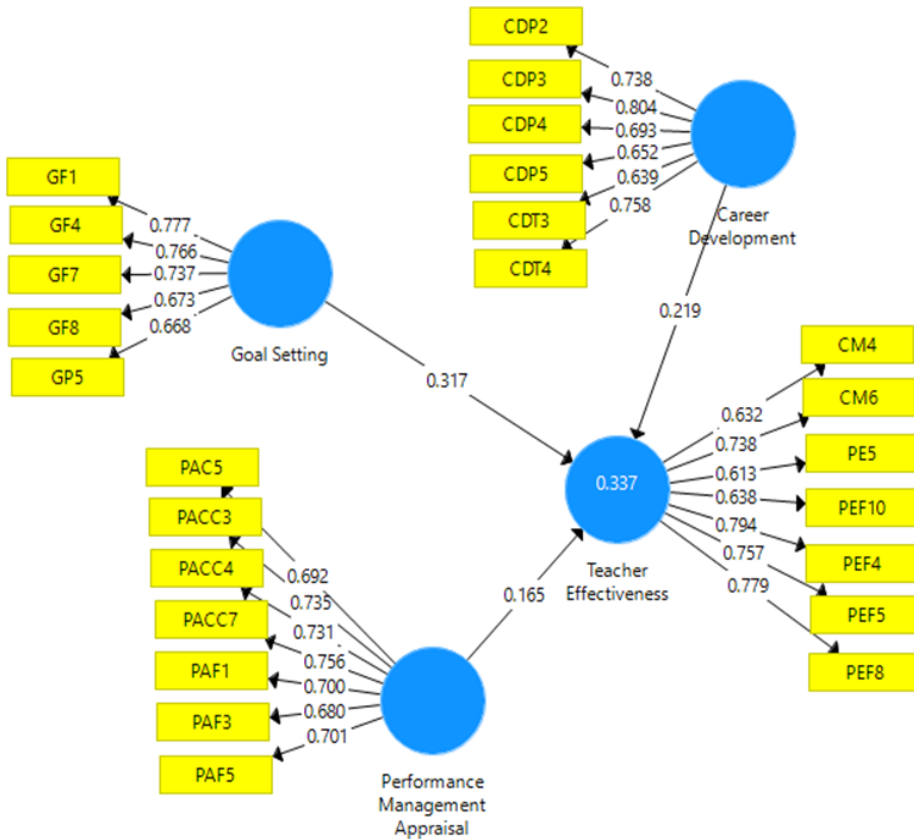


Figure 1. Structural model for performance management and teacher effectiveness

The structural equation model for performance management and teacher effectiveness (Figure 1) reveals that for goal setting, out of the four measures namely clear goal setting (CGS), goal feedback (GF), goal participation (GP) and goal stress (GS), only goal feedback (4 out of 8 indicators) and goal participation (1 out of 5 indicators) remained as measures of the construct. For performance appraisal, both constructs namely appraisal of core competences (PACC [4 out 7 indicators]) and appraisal feedback (PAF [3 out of 7]) loaded on the construct hence retained. With respect to career development, both

constructs that are promotion (CDP [4 out of 5 indicators]) and training (CDT [2 out of 5 indicators]) loaded on the construct. For teacher effectiveness, three out of the five constructs loaded (namely classroom management [CM], professional effectiveness [PE] and pedagogical effectiveness [PEF]) were retained, with content knowledge (CK) and personal conduct (PC) dropped. Nevertheless, the indicators for the measures of teacher effectiveness retained were class management (2 indicators out of 8), professional effectiveness (1 out of 11 indicators) and pedagogical effectiveness (4 out of 12 indicators). While the model also reveals the betas (β) and R-square, Table 4 presents path coefficients, coefficient of determination (R^2) besides the associated t statistics and p-values. The model shows that three hypotheses to the effect that goal setting (H_{a1}), performance appraisal (H_{a2}) and employee development (H_{a2}) have a positive significant influence on teacher effectiveness in primary schools were tested.

Table 4

Structural Equation Path Model for Performance Management and Teacher Effectiveness

Performance Management and Teacher Effectiveness	β	Mean	SDT	T	p
Goal Setting →Teacher Effectiveness	0.317	0.284	0.160	1.977	0.049
Performance Appraisal →Teacher Effectiveness	0.165	0.210	0.148	1.118	0.264
Career Development →Teacher Effectiveness	0.219	0.247	0.075	2.925	0.004
$R^2 = 0.337$					

The betas (β s) in Figure 1 and Table 3 reveal that hypotheses to the effect that goal setting ($\beta = 0.317$, $t = 1.977$, $p = 0.049 < 0.05$) and career development ($\beta = 0.219$, 2.925 , $p = 0.004 < 0.05$) have a positive significant influence on teacher effectiveness were supported. However, the hypothesis to the effect that performance appraisal ($\beta = 0.165$, $t = 1.118$, $p = 0.264 > 0.05$) has a positive significant influence on teacher effectiveness was rejected. This is because the results indicated that performance appraisal has a positive but insignificant influence on teacher effectiveness. R^2 shows that performance management explained 33.7% ($R^2 = 0.337$) of the variation in teacher effectiveness. The findings indicate that while hypotheses H_{a1} and H_{a3} were accepted, Hypothesis H_{a2} was rejected.

Discussion

The finding to the effect that goal setting has a positive and significant influence on teacher effectiveness is consistent with previous scholars (Akinlabi et al., 2021; Asmus et al., 2015; Choon & Low, 2016; Gicheha & Kyule, 2022; Gogoi & Baruah, 2021; Ngugi & Bula, 2019; Pervaiz et al., 2021). Therefore, it can be deduced that goal setting enhances teacher effectiveness. However, the finding that performance appraisal has a positive but insignificant influence on

teacher effectiveness was contrary to the findings of previous scholars (Ankunda & Mureebe, 2023; Awan et al., 2020; Binta et al., 2019; Kihama & Wainaina, 2019; Rwothumio et al., 2021; Sajuyigbe, 2017; Wamimbi & Bisaso, 2021). This suggested that in the context of Ugandan schools, the importance of performance appraisal was not strong. This was because the way of conducting performance appraisal was improper. The appraising of core competencies, provision of feedback and assessment of individual leadership skills, relationships with one another, and communication ability was not pertinent. Nonetheless, the finding to the effect that career development had a positive significant influence on teacher effectiveness concurred with most previous scholars (Al Aina & Atan, 2020; Lee & Lee, 2018; Kaewnaknaew et al., 2022; Napitupulu et al., 2017; Nguyen & Duong, 2020; Putra et al., 2020; Simatupang, 2018; Sitohang, 2019) who indicated that career development has a significant influence on employee effectiveness. Nevertheless, the finding was contrary to Napitupulu et al. (2017) who indicated that career development had no direct influence on employee performance. However, with the finding concurring with most scholars, it can be affirmed that career development has a significant influence on teacher effectiveness.

Conclusion

The findings lead to the conclusion that goal setting is important for teacher effectiveness. This is especially true when there is participation in goal setting and the provision of feedback on goal performance. Participation in goal setting encompasses the holding of departmental meetings for decision-making. Feedback on goal performance involves giving teachers feedback on how they are performing, making them know what others feel about their performance, what superiors think about their performance, and what they need to do to enhance their future performance. The study also concluded that improper implementation of performance appraisal makes it fail to enhance teacher effectiveness. This is when the appraisal of core competencies, performance feedback, assessing individual leadership skills, relationships with one another, and communication ability are not pertinent. Further, this occurs when feedback from appraisal does not contribute to the success of the teachers or increased performance. However, career development is necessary for teacher effectiveness. This is when career development involves training and promotion. With training, this is when teachers are stimulated to attend career discussions and training and have a chance to take refresher courses. With promotion, this is when the available promotion opportunities are pleasing, the promotion policies are clear, based on merit, and teachers are fully aware of the promotion requirements.

Recommendations

The study recommends that head teachers should emphasise goal setting in the managing of schools. This should involve participation in goal setting and provision of feedback on goal performance. With respect to participation in goal setting, there should be holding of departmental meetings for decision-making. For feedback goal performance, teachers should be made to know how they are performing, how others feel about their performance, what superiors think about their performance and what they need to do for better job performance. The study also recommends that head teachers improve on the way of implementing appraisal. The assessment of teachers' core competences and performance feedback should enhance their performance. Therefore, the appraisal should promote teachers' leadership skills, relationship with one another and enhance their communication ability. The feedback from appraisal feedback should contribute to the success of the teachers and increase their performance. Further, the study recommends that the Ministry of Education and Sports, and school administrators support teacher career development. Therefore, they should ensure that teachers receive training and promotion. Training should entail stimulating teachers to attend career discussions and training and offer them a chance to take refresher courses. Teachers should be provided promotion opportunities that are pleasing, the promotion policies be made clear, promotions be based on merit and teachers be fully aware of the promotion requirements.

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