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The Relationship between Appraisal Practices and Teachers' Instructional Delivery Methods in Isingiro North Constituency Primary Schools of Isingiro District, Uganda

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Primary Schools.*

The study established the relationship between appraisal practices and teachers' instructional delivery methods in Isingiro North Constituency Primary Schools of Isingiro District, Uganda. A descriptive survey design was adopted. The target population of this study comprised of head teachers, teachers in the Primary schools and inspector of schools in Isingiro north constituency. Questionnaires were used to collect data from respondents. The results indicated that there was a positive statistically significant relationship between appraisal practices and teachers' instructional delivery method (The $p = 0.000 < 0.01$). It was concluded that there was a positive significant relationship between appraisal practices and teachers' instructional delivery. It was recommended that the ministry of education should enhance goal setting practices and link attainment of goals with rewards to continue improving the teachers' instruction delivery in primary schools. Head teachers should provide regular and timely feedback to teachers. Head teachers should ensure that performance feedback is free from errors based on personal bias like stereotyping to have positive effect on instruction delivery.

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INTRODUCTION

Teachers' instructional delivery methods is pivotal to the learner and school outcomes (Coggsball, 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-centred, having instructional clarity, giving homework, reward positive behaviours, and give importance to discipline in class.

Recognizing the importance of teachers' instructional delivery methods, schools and government put in efforts to improve the instructional delivery methods of teachers by paying their salaries promptly, giving transport and marking allowances, providing accommodation, training, and workshops (Adegbesan, 2013). Despite this effort, teachers' instructional delivery methods remain poor, for example, they use inappropriate methods of teaching, they do not use instruction materials during teaching and they do not use technology during teaching (Isingiro District local government, 2017).

However, if the problem of instructional delivery methods is not addressed, learner-school achievement will be affected, there will be high dropout rate, low student enrolment, unemployment, and low technical skills. Most studies have analysed appraisal practices and teachers' instructional delivery 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 instructional delivery methods of teachers in Isingiro North Constituency Primary Schools of Isingiro District.

Purpose of the Study

The purpose of the study was to establish the relationship between appraisal practices and teachers' instructional delivery methods in Isingiro North Constituency Primary Schools of Isingiro District, Uganda.

THEORETICAL REVIEW

This study applied Expectancy Theory. According to Victor Vroom's (1964) Expectancy Theory, assumes an employee performs well 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, instructional delivery, and rewards available. He further argued that instructional delivery is a vital component of the expectancy theory. Specifically, he was concerned with the linkage between effort and instructional delivery. 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 underestimated 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.

METHODOLOGY

This study adopted cross-sectional survey research design where quantitative approach was used. The

study was carried out in Isingiro North Constituency Primary Schools of Isingiro District. The population of the study comprised head teachers and teachers. 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. The researcher used a sample size of 155 respondents that was determined using the sampling table guide by Krejcie & Daryle (1970). The study used questionnaire survey as data collection method. The relationship between appraisal practices and

teachers' instructional delivery methods was analysed using inferential statistics in form of Pearson correlation. Statistical Packages for Social Sciences PSS v.16 was used during data analysis.

RESULTS

The overall mean score of levels of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District was 3.64 which means that levels of appraisal practices were good as presented in *Table 1*;

Table 1: The levels of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District (n=130)

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

The overall mean score of the level of teachers' instructional delivery methods in Isingiro North Constituency Primary Schools of Isingiro District was 3.44 which means that the level of teachers'

instructional delivery methods in Isingiro North Constituency Primary Schools of Isingiro District was moderate as presented in *Table 2*.

Table 2: The level of teachers' instructional delivery methods in Isingiro North Constituency Primary Schools of Isingiro District (n=130)

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

The results in *Table 3*, 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 teachers' instructional delivery method. The p value 0.000 shows that there is a statistically significant relationship between appraisal practices and

teachers' instructional delivery. Therefore, the null hypothesis which stated that "There is no statistically significant relationship between appraisal practices and teachers' instructional delivery methods in Isingiro North Constituency Primary Schools of Isingiro District". was rejected.

Table 3: Correlation coefficient for appraisal practices and teachers' instructional delivery methods in Isingiro North Constituency Primary Schools of Isingiro District

Correlations		1	2
1. Appraisal practices	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.000
	N	130	130
2. Teachers' instructional delivery methods	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

DISCUSSION

The study findings showed that the levels of appraisal practices used in Isingiro North Constituency Primary Schools of Isingiro District were good. 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. 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. 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 Asiago and Gathii (2014) 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 principals and/or their deputies to observe classroom practice, followed by a common discussion and analysis of the observed practice with the teacher.

The study findings indicated that the level of teachers' instructional delivery 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 teachers' instructional delivery 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 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 teachers' instructional delivery 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 in line with Wanjala and Wanjala (2012) who argued that teachers' instructional delivery comprises of course plan and teaching preparation.

The study findings showed that there was a positive significant relationship between appraisal practices and teachers' instructional delivery methods. These findings are in agreement with Mone and London (2018) who found the performance appraisal process offers employees the opportunity to effective teachers' instructional delivery. 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 et al. (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 feedback 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 teachers' instructional delivery methods are influenced by appraisal practices.

CONCLUSION

It was concluded that different levels 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. The level of teachers' instructional delivery methods (use of different teaching methods and use of technology)

in Isingiro North Constituency Primary Schools of Isingiro District was moderate. There was a positive significant relationship between appraisal practices and teachers' instructional delivery methods.

Recommendations

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. Head teachers should ensure that performance feedback is free from errors based on personal bias like stereotyping to have positive effect on instructional delivery methods. Effective feedback should reflect the true contribution of teachers' instructional delivery methods.

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