



Signs that Differentiated Supervision is Implemented to Improve Teacher Performance in Public Primary Schools in Iganga District

Isiko Mohammed, Korso Gude, Yona Balyage

School of Education, Humanities and Social Sciences, University of Eastern Africa, Baraton, Kenya.

Email: isikomohammed@gmail.com

Abstract: *The current study ascertained signs that differentiated supervision is implemented to improve teacher performance in public primary schools in Iganga District. A descriptive cross-sectional design was used on a sample of 481 respondents selected using stratified, purposive, and simple random sampling techniques. A questionnaire and interview guide were used to collect data. Mean and standard deviations were used to rate the items while the relationship between differentiated supervision appraisal and teacher performance was tested using correlation and regression analyses. A regression analysis was performed to respond to each of the hypotheses using a p-value of 0.05. According to findings, differentiated supervision positively predicts teacher performance ($B = 0.040$; $p = .405 > 0.05$). Based on these results, therefore, there is no statistically significant evidence of differentiated supervision is implemented to improve teacher performance in public primary schools. 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*

How to cite this work (APA):

Isiko, M, Gude, K. & Balyage, J. (2023). Signs that differentiated supervision is implemented to improve teacher performance in public primary schools in the Iganga District. *Journal of Research Innovation and Implications in Education*, 7(3), 80 – 93. <https://doi.org/10.59765/5r9ahgr2>.

1. Introduction

Institutions use performance appraisal as a tool to assess how well employees meet their job obligations and where they might improve to advance the institution's overarching objectives (Zimyo, 2021; Ali, Mahmood, and Mehreen, 2019; Elberts, 2022). Regular performance appraisal enables the candid discussion of expectations and

employment goals (Herritty, 2022; Harvin, Nandi, Marylin, and Sarkis, 2022). An effective performance evaluation can produce a staff that is more committed and competent (Terra, 2023; Heslina, 2021). Therefore, performance appraisal is tool for inspiring employees, maximizing their work performance, and giving them an advantage over rivals, and without enough evidence of this in institutions like schools, the level of performance of teaching staff in institutions remains obscure (Al-

Jedaia and Ahmed, 2020; Sara and Sasseti, 2019). appraisal through differentiated supervision enables school leaders to recognize that teachers vary greatly in their readiness levels, their skill sets, and their confidence, resulting in significant variation in teacher performance, which reflects contextual and task performance (Charlotte, 2016; Alberto, Jose, and Morentin, 2020; Mirjafar, Kizito, Ted, Wang, and Audia, 2019). Performance appraisal in its different approaches acts as motivation for an employee to improve productivity (Sreb, 2012) because it allows an employee to see clearly defined goals, identify performance challenges, and seek solutions to career development challenges, all which gear towards enhanced performance (Bellevue, 2015). 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.

3. Literature Review

Differentiated supervision is effectively using evaluations to inform meaningful decisions on teacher needs. It occurs when school leaders recognize that teachers vary greatly in their readiness levels, their skill sets, and their confidence, resulting in significant variation in teacher performance (Charlotte, 2016). Differentiated supervision relates to teacher performance because it provides a framework for professional growth designed to improve teacher performance, instructional practices, and pupil achievement (Charlotte, 2016). In this study, differentiated supervision takes the form of multiple sources of data and reflective conversations, varied levels of expertise, reflection on one's own knowledge and instructional practice, and check-ups by supervisors.

Using multiple sources of data and reflective conversations. Reflective practice is an integral element in education to: develop highly competent practitioners; promote critical thinking; enhance the implementation of evidence-based practice; encourage deep learning approaches; create positive learning environments; maintain patient safety; and bridge the gap between theory and practice in critical

settings (Almomani, 2017). Reflective practice in teaching is arguably one of the most important sources of personal and professional development and improvement. Effective teachers are the first to admit that no matter how good a lesson is, their practice can always improve (Adeolu, 2012; AITSL, 2014). Teacher reflection is important because it is a process that helps teachers collect, record, and analyze everything that happened in the lesson (AITSL, 2014). It allows teachers to move from just experiencing to understanding. If they do not question themselves about what their experiences mean and think actively about them, research has shown that they will not make any changes and therefore improve (Anapol, 2017). When teachers collect information regarding activities in their classrooms and take the time to analyze them from a distance, they can identify more than just what worked and what did not (AITSL, 2014). They will be able to look at the underlying principles and beliefs that define the way that they work. This kind of self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach can change in the moment (Anapol, 2017).

Varied levels of expertise. Since the late 1960s and early 1970s, the nature of expertise has been studied in many professional fields. In addition to chess players, for example, physicists, radiologists, computer programmers, and social scientists studied the first studies took place in the domain areas that can be called knowledge-rich; rich refers, for instance, to well-defined and developed theories in the domain area. Novice physicists who possessed the necessary knowledge to solve a physics problem tried to solve it backwards from the question, whereas expert physicists retrieved a solution plan the other way around as part of the normal comprehension process (Rose and Kim, 2016). After their first year of intensive supervision, a teacher may be moved to ongoing supervision for their second year at the discretion of their supervisor. Ongoing Supervision: For teachers employed by the Burlington School District for two or more consecutive years who do not change "set" or endorsement area. Teachers and their supervisors set goals, schedule observations and conferences, and meet at the end of the year to summarize goal attainment and discuss the administrator's evaluation of the teacher's performance (Rose and Kim, 2016).

Reflection on own knowledge and instructional practice. All teachers held on probation must have a focused assistance plan. A teacher is in focused assistance when their performance does not meet the competencies in the vital areas of professional practice or they fail to make the required progress toward attainment of identified goals (Andrade, 2018). The self-directed goals of this differentiated evaluation model are to address the needs of experienced teachers who wish to enhance their personal and professional development by focusing on areas of interest and engaging in several highly reflective individual activities. The administrator must mutually support the self-directed goals. The initial Self-Directed Goals conference will focus on a written action plan proposal submitted by the teacher to the administrator. Administrators will clarify the project focus, explore various aspects of the project, and discuss ways to assess results (Tower, 2013).

Check-ups by supervisors. Supervision is an effective tool that promote good results as far as staff performance is concerned. Further, there is always a link between supervision and effective work, but this will be perfectly true only when the needed resources and commitment are available and put to judicious use (DonovanKirk, 2008). Though staff performance is not the only criterion for measuring effectiveness of supervision, it is important that stake holders of education make it relevant for measuring effectiveness of supervision (Kaiser, 2017).

Supervision has a direct effect on staff performance (Muthamba, 2017). Supervisors assign tasks and clear responsibilities for performing those tasks, and they in turn expect accuracy and punctuality from assignees (Muthamba, 2017). Also, supervision gives the right direction to people under supervision to enable them to take initiative and take on responsibilities on their own.

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 $n = \frac{1525}{1 + 1525(0.05)^2} = \frac{1525}{1 + 1525 \times 0.0025} = \frac{1525}{1 + 3.8125} = \frac{1525}{4.8125} = 316.88 = 317$ 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.

$n = \frac{99}{1 + 99(e)^2} = \frac{99}{1 + 99 \times 0.0025} = \frac{99}{1 + 0.2475} = \frac{99}{1.2475} = 79$ 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 = 396 total). Therefore, the total sample size of the study was 481 respondents.

3.4 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. Furthermore, the simple random sampling technique clarifies that each item in a subset (stratum) has the same chance of being included in the study as the others (Adi, 2019). 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.

3.5 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 Agree 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.

3.6 Data Management

Quantitative data was entered the statistical package for social sciences (SPSS) 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.

3.7 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

Signs that Differentiated Supervision Is Being Used to Improve Teacher Performance

According to Charlotte (2016), differentiated supervision uses evaluations to make crucial decisions about the requirements of teachers. It occurs when school managers recognize that

teachers have a wide range in their efficacy as teachers due to differences in their levels of preparation, skill sets, and confidence. In this study, differentiated supervision is divided into two categories: pupil interest and Assessment.

Pupil Interest

Incorporating pupils' interests into instructional planning that is based on readiness and learning profiles is effective. pupils who are prepared and interested complete assignments with a decent level of complexity and familiarity with a subject that interests them. pupils could, for instance, create compelling reviews of games or products they are quite familiar with. Table 17 indicates results for items which explain how teachers attend to pupil interest.

Table 1: Pupil Interest Under Differentiated Instruction

Items for Appraisal by Academic Progress		<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
1. I know individual pupil interest and can relate it to instruction.	<i>F</i> %	66 20.8	30 9.5	127 40.1	45 14.2	49 15.5
2. I know individual pupil culture and expectations and can relate to instruction	<i>F</i> %	69 21.8	40 12.6	46 14.5	73 23	89 28.1
3. I know individual pupil life situations and how it may impact their learning	<i>F</i> %	86 27.1	51 16.1	55 17.4	51 16.1	74 23.3
4. I am aware of pupil's learning disabilities and handicaps and how to address them in lessons so as not to impair their learning	<i>F</i> %	108 34.1	41 12.9	54 17	50 15.8	64 20

According to Table 1, 66 teachers (20.8%) strongly disagreed, 30 teachers (9.5%) disagreed, 127 teachers (40.1%) were neutral, 45 teachers (14.2%) agreed, and 49 teachers (15.5%) strongly agreed, respectively. By implication, teachers in public primary schools in Iganga District know individual pupils' interests and relate them to instruction at a moderate level. According to Andrade (2018), all teachers held on stipend must have a focused assistance plan. A teacher is in Focused Assistance when their performance does not meet the competencies in the vital areas of professional practice or they fail to make required progress

toward attainment of identified goals. Contrarily, Harackiewicz et al. (2016) demonstrate that interest is a potent motivating mechanism that stimulates learning, directs academic and career trajectories, and is crucial to academic success. An interest is a persistent propensity to reengage over time as well as a psychological condition of attention and affect towards a specific item or topic. The four-phase model of interest development integrates these two definitions into direct interventions that foster interest and profit from already-existing interests. Attention-grabbing environments, situations that evoke earlier personal interests, problem-based

learning, and increasing utility value are four strategies that seem to be effective at increasing interest.

Table 1 shows that 69 teachers (21.8%) strongly disagreed, 40 teachers (12.6%) disagreed, 46 teachers (14.5%) were neutral, 73 teachers (23%) agreed, and 89 teachers (28.1%) strongly agreed. It follows that teachers base their educational delivery of classroom services on the expectations and culture of pupils on an individual basis. Culturally responsive teaching, also known as culturally relevant teaching, is a pedagogy that acknowledges the significance of incorporating pupils' cultural references in all facets of learning, according to Kristin (2020). Traditional teaching methods place a strong emphasis on the relationship between the teacher and the pupil: The teacher is the subject-matter expert and strictly follows the curriculum that underpins standardized testing, while the pupil learns the material. Pupilers-McKee claims that this approach to teaching is out of date. Relatedly still, teacher reflection is important because it is a process that helps teachers collect, record, and analyze everything that happened in the lesson (AITSL, 2014).

According to Table 1, there were 86 teachers (27.1%) who severely disagreed, 51 teachers (16.1%) who disagreed, 55 teachers (17.4%) who were neutral, 51 teachers (16.1%), and 74 teachers (23.3%) who strongly agreed. The results show that they build their lesson plans on their understanding of the variety of factors influencing pupils' learning. According to a study by Abdul (2020), pupils learn mathematics more effectively when daily life experiences (DLE) are used as concrete mathematical representations in the classroom. This study makes some recommendations about the teaching of mathematics based on its findings.

Teachers can create mathematics exercises from pupils' DLE, such as shopping, sports, and other activities, with added professional support. According to one study on flexibility, pupils with autism frequently lack organization when it comes to school supplies, schoolwork, and personal items at home. They also struggle to comprehend the larger picture and arrange their thoughts.

Table 1 shows that 108 teachers (34.1%) strongly disagreed, followed by 41 teachers (12.9%) strongly disagreed, 54 teachers (17%) neutral, 50 teachers (15.8%) agreeing, and 64 teachers (20.2%) strongly agreeing. It follows that, for the most part, teachers in Iganga District's public primary schools are unable to meet the needs of pupils with disabilities so that they can learn skills at a similar rate to their able-bodied peers. This might be explained by the fact that primary schools are not mainly inclusive; as a result, handling special-needs pupils requires unique skills that are not necessarily possessed by any teacher, Volksey (2015) finds that interpersonal skills contribute to classroom management, instructional support, and emotional support in linked research. Classroom organization, as opposed to emotional support, refers to the methods teachers use to help pupils form friendly, encouraging relationships, enjoy and be excited about learning, feel at ease in the classroom, and experience appropriate levels of autonomy or independence (Borton, 2011).

Relationship Between Pupil Interest as an Attribute of Differentiated Supervision and Teacher Performance

The four items in Table 1 above were subjected to Pearson correlation tests, and significant findings were established at 95% or 99% confidence levels, respectively (Table 2).

Table 2: Correlation for Differentiated supervision in terms of Pupils' Interest and Teacher Performance

		Task Performance	Contextual Performance	Counterproductive behaviour
1. I know individual pupil interest and can relate it to instruction.	<i>R</i>	-.144*	-.042	.090
	P-value	.010	.457	.109
	N	317	317	317
2. I know individual pupil culture and expectations and can relate to instruction	<i>R</i>	-.187**	-.123*	.027
	P-value	.001	.029	.632
	N	317	317	317
3. I know individual pupil life situations and how it may impact their learning	<i>R</i>	.072	.215**	.257**
	P-value	.199	.000	.000
	N	317	317	317
4. I am aware of pupil's learning disabilities and handicaps and how to address them in lessons so as not to impair their learning	<i>R</i>	-.005	.121*	.266**
	P-value	.928	.031	.000
	N	317	317	317

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

*. Correlation is significant at the 0.05 level (2-tailed).

Findings in Table 2 show a negative statistical correlation between knowing pupils' individual interest and teacher task performance ($r = -.144^{**}$; $p = 0.011$). This indicates that there is a gap in the way that teachers in the public primary schools in the Iganga District consider the interests of their pupils when planning lessons to promote universal comprehension. According to the research that are currently available, a mechanism known as the diffusion chain can help individual habits spread throughout a society through observational learning. Basically, this happens when someone picks up a behavior by watching another person do it, and that person then acts as a model for other people to follow (Breedon and Owen, 2017). Whether observational learning predominates in an individual or group depends on culture. Some cultures place a high value on community involvement, which exposes pupils to a variety of occupations and activities on a regular basis. Pupils can witness and acquire the many behaviors and talents that are valued in their communities via this exposure (Special Education Guide, 2013).

According to the study, there is a statistically significant negative association between culture and expectations of a pupil and task performance ($r = -.187^{**}$; $p = 0.001$) and contextual performance ($r = -$

.123**; $p = 0.029$). The negative coefficients, on the other hand, are classified as weak associations thus, the adverse effect, teacher task and contextual performance are not significantly impacted. Additionally, incorporating understanding of pupils' cultures and expectations into lessons did not statistically significantly increase unproductive behavior in the workplace. Such information is unavailable while looking at the appraisal reports in the DEO's office, which is why the research was required. For instance, despite reports claiming that everything is fine, some assessed factors have detrimental effects. When special education teachers enter their classrooms and shut the door, the architecture of the delivery systems for special education in many schools causes further isolation. Since we are all so technologically linked on a personal and professional level, these teachers get cut off from the teams and collaborative teaching methods of the 21st century and the digital era. As special education leaders, we must come up with innovative strategies to link our teachers with the resources and services they need (Nan, 2016).

In further analysis of the findings, Table 2 indicates that knowledge of individual pupil life situations and how it informs the teaching approach is positively statistically significantly correlated with contextual

performance ($r = .215^{**}$; $p = 0.000$) and counterproductive work behaviour ($r = .257^{**}$; $p = 0.000$). However, these coefficients show modest connections thus, contextual performance and unproductive work behavior are only slightly impacted by teachers' efforts to learn about pupils' personal circumstances and how these affect learning. These findings can be used to support reports that teachers are not carrying out their responsibilities as necessary and that there is a discrepancy between what is reported to DEOs' offices and what occurs in primary schools, both of which are related to the study problem.

Table 2 also indicates that somehow, awareness of pupils' learning disabilities and handicaps and how to address them in lessons so as not to impair their learning positively statistically significantly correlates with teacher contextual performance ($r = .121^*$; $p = 0.000$) and teacher counterproductive work behaviour ($r = .266^{**}$; $p = 0.000$). The correlation margin in each of the two coefficients is weak. This means that there is a very slight bearing that awareness of pupils' learning disabilities and handicaps and how to address them in lessons so as not to impair their learning poses on each of the two aspects of teacher performance. This also continues

to justify that the problem still exists even when appraisal by differentiated supervision is conducted. The capacity to negotiate routine social interactions can frequently provide these pupils with considerable obstacles, according to other study projects (Bruce and Payne, 2005). Most pupils who struggle with social interactions will have issues in settings that are comparable, despite variations in how these challenges manifest themselves (Borton, 2011). For instance, individuals with learning difficulties may engage in numerous informal contacts with peers but may lack the knowledge and skills necessary to participate in more formal conversations (Laurence, 2016).

Assessment

Assessment for learning (AfL), is a method of instruction that produces feedback that pupils may utilize to raise their performance. From a teacher's standpoint, this might be as easy as paying attention to class discussions, asking questions, and going through pupils' ongoing projects. AfL is frequently immediate and informs adjustments you may make right away to your class to make it more effective. This was measured by five items with results as in Table 3

Table 3: Results for Assessment as An Aspect of Differentiated Appraisal

Items for Appraisal by Academic Progress		<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
1. I pre-assess pupils before instructing	F	98	30	56	60	73
	%	30.9	9.5	17.7	18.9	23
2. I pre-assess readiness to adjust the lesson	F	107	29	65	56	60
	%	33.8	9.1	20.5	17.7	18.9
3. I assess during the unit to gauge understanding	F	106	35	53	56	67
	%	33.4	11	16.7	17.7	21.1
4. I assess at the end of the lesson to determine knowledge acquisition	F	87	69	37	62	62
	%	27.4	21.8	11.7	19.6	19.6
5. I determine pupil's learning styles	F	87	38	48	85	59
	%	27.4	12	15.1	26.8	18.6

Table 3 shows that 98 teachers (30.9%) strongly disagreed, followed by 30 teachers (9.5%) disagreed, 56 teachers (17.7%) neutral, 60 teachers (18.9%) agreeing, and 73 teachers (23%) strongly agreeing. Most of the teachers strongly disagreed. It follows

that, for the most part, teachers in Iganga District's public primary schools can pre-assess pupils before instructing. Pre-assessment is an action or strategy at the start of instruction that displays a pupil's incoming knowledge and skills and in turn informs teaching and learning. It can occur at the start of a

lesson, the beginning of a unit, or the introduction of a new idea, concept, or skill. According to study.com (2022), teachers conduct pre-assessment critically to determine whether the course's learning objectives have been met. A learning objective is what pupils should know or be able to do by the time a lesson is completed. Assessment affects many facets of education, including pupil grades, placement, and advancement, as well as curriculum, instructional needs, and school funding.

According to findings in Table 3, 107 teachers (33.8%) strongly disagreed, 29 teachers (9.1%) disagreed, 65 teachers (20.5%) were neutral, 56 teachers (17.7%) agreed, and 60 teachers (18.9%) strongly agreed, an implication that teachers in primary schools in Iganga District take no trouble to pre-assess readiness to adjust lessons accordingly. Considering these findings, Widodo (2016) emphasizes that the conditions existing prior to the learning activity itself constitute the preparation for pupil learning. Pupils must be able to receive the information that is presented by the teacher and be prepared to learn. Be yourself mentally and physically. The readiness to learn, serve as an illustration of the start of a learning activity that makes it prepared to respond or respond, and they are used in instructing pupils to accomplish specific goals. In addition to learning preparedness, a component in determining pupil-learning outcomes is the level of learning activity among the pupils.

As per the findings in Table 3, 106 teachers (33.4%) strongly disagreed, 35 teachers (11%) disagreed, 53 teachers (16.7%) were neutral, 56 teachers (17.7%) agreed, and 67 teachers (21.1%) strongly agreed. Teachers' approach to assessing pupils' understanding is poor. Assessment is crucial because it demonstrates how pupils are developing and, when done properly, can be tremendously beneficial to teachers and the pupils they teach. It verifies that there has been learning. Discussions, questionnaires, tests, presentations, role-plays, observations, written work, practical work, and questioning are all examples of assessment procedures. By using assessments, teachers and pupils can reflect on their own practices and the learning of their pupils. To ensure that all pupils are proactive, teachers use a variety of instructional strategies, which are influenced by assessment. According to Cowley (2004), effective assessment would enable the

teacher to keep track of the pupils' development and make plans for upcoming instruction and learning. In some countries, most teachers receive the highest or very high ratings of their performance in national teacher evaluation scheme and yet, at the aggregate level, pupil performance is unsatisfactory. Such mismatches between the messages conveyed to teachers and the performance of the education system in terms of learning outcomes underlines the importance of using pupil learning outcomes systematically as sources of evidence for teacher appraisal; such learning outcomes manifest through pupil test scores (Graham, 2015). A teacher with many struggling pupils may have both a class goal and a goal specifically for the struggling pupils. In this context, it is important that teachers not penalized for setting high goals that stay incomplete, because that might result in teachers setting less-challenging goals for their pupils. Rather, the pupils' success and progress, even if they fall short of the goals, should be the basis for measuring teachers' contributions to pupil learning growth (Brooks, 2017).

According to findings in Table 3, 87 teachers (27.4%) strongly disagreed, 69 teachers (21.8%) disagreed, 37 teachers (11.7%) were neutral, 62 teachers (19.6%) agreed, and 62 teachers (19.6%) strongly agreed, indicating that few, if any, teachers are interested in finding out at the end of the lesson whether the pupils have understood. As all teachers are aware, summative evaluation is important. This is a method of gauging pupil development in relation to predetermined criteria. Formative evaluation, however, is rather different. It continuously assesses pupils' comprehension. This makes certain that teachers are aware of each pupil's learning strengths and weaknesses. For all pupils, but especially those with little resources, a positive learning atmosphere in the classroom must be promoted (Morles, 2015). According to educational scholars, helping struggling pupils comprehend fixed and growth mindsets can both stop their grades from falling and put them on the path to academic improvement (Aditomo, 2015). On the most fundamental level, a growth mindset in the classroom may raise a pupil's grades and test results. According to one research, pupils who met weekly for 90 minutes with a mentor skilled in growth mindset techniques reported increases of 4.5 points in arithmetic and 4 points in reading (Morles, 2015).

The study went on to determine scores for determining pupils' learning styles. From the findings 87 teachers (27.4%) strongly disagreed, 38 teachers (12%) disagreed, 48 teachers (15.1%) were neutral, 85 teachers (26.8%) agreed, and 59 teachers (18.6%) strongly agreed. The highest percentage of teachers strongly disagreed. This means that there are almost no intentions to determine learning styles. A pupil's academic achievement is also influenced by the teacher's flexibility in revising and changing assignments, instructional tactics, classroom materials, assessment techniques, and teaching methodologies. Pupils with special education needs frequently do not learn in the same way that typical pupils do. The teacher must be adaptable in both her delivery of instruction and her evaluation of its

success. It's crucial to keep in mind that teaching pupils with special needs often requires teaching them to signal when they are hungry, upset, or in need of the restroom (Kavale, 2002).

Relationship between differentiated supervision through assessment and teacher performance in public primary schools in Iganga District

The correlation results were determined using Pearson correlation model and significant findings were established at 95% or 99% confidence levels, respectively (see Table 4).

Table 4: Relationship between Differentiated Supervision Through Assessment and Teacher Performance

		Task Performance	Contextual Performance	Counterproductive behaviour
1. I pre-assess pupils before instructing	<i>R</i>	.186**	.249**	.200**
	P-value	.001	.000	.000
	N	317	317	317
2. I pre-assess readiness to adjust the lesson	<i>R</i>	.085	.175**	.145**
	P-value	.133	.002	.010
	N	317	317	317
3. I assess during the unit to gauge understanding	<i>R</i>	.102	.204**	.278**
	P-value	.069	.000	.000
	N	317	317	317
4. I assess at the end of the lesson to determine knowledge acquisition	<i>R</i>	.146**	.260**	.242**
	P-value	.009	.000	.000
	N	317	317	317
5. I determine pupil's learning styles	<i>R</i>	.136*	.234**	.220**
	P-value	.015	.000	.000
	N	317	317	317

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4's findings show that there is a statistically significant correlation between pre-assessing pupils and teacher task performance ($r = .186^{**}$; $p = .001$); teacher contextual performance ($r = .249^{**}$; $p = .000$), and counterproductive work behaviour ($r = .200^{**}$; $p = .000$). This indicates that even though teachers in Iganga District's public primary schools work hard

to pre-assess pupils before instructing, these plans only have a small impact on how well they perform in their tasks and their contexts, and they have no statistically significant impact on how unproductively they behave at work. According to the problem statement, there is a discrepancy between the information provided on assessment

forms and the situation in primary schools. This is true given research showing that in the DEO's office, there is an assurance that by reporting that activities are performed, it is enough to explain improvement in teacher performance. However, tasks like having long-term plans do not significantly affect any of the aspects of teacher performance. These findings imply that teacher performance evaluation is undertaken but has little impact in Iganga District public primary schools. When teachers reinforce each other, beliefs about competence are magnified. In Indonesia, Ayers (2009) noticed that there were influences of self and peer assessment in active learning towards awareness of metacognition and cognitive knowledge and combined both contributed to its influence on metacognition awareness, cognitive knowledge, and regulation of cognition (Aditomo, 2015).

Table 4's findings further reveal that there is positive statistically significant correlation between pre-assessing readiness to adjust the lesson and teacher contextual performance ($r = .175^{**}$; $p = .002$) and counterproductive work behaviour ($r = .145^{**}$; $p = .002$). This indicates that even though teachers in Iganga District's public primary schools work hard to pre-assess readiness to adjust the lesson, these plans only have a small impact on how well contextually plus no statistically significant impact on how unproductively they behave at work. According to the problem statement, there is a discrepancy between the information provided on assessment forms and the situation in primary schools. This is true given research showing that in the DEO's office, there is an assurance that by reporting that activities are performed, it is enough to explain improvement in teacher performance. Assessment takes a variety of meanings within education. It refers to the process an institution uses to grade its pupils' work. It is usually in the form of standardized testing and is often compulsory. Such a process helps a teacher gauge the progress of pupils throughout the course. It is evident that it is through assessment that one learns. Sadly, many schools, including the studied schools view assessment as a peripheral step in the teaching and learning process. However, teachers lacked proficiency and time to create enough assessment exercises is said to affect pupils' learning outcomes. To this effect, teachers are required to increase and implement pupils' assessments (De Vries, Spuilkamp and Visscher,

2022), since its seen as important in improving pupils' learning (Daka, et al., 2019)

The findings also show a statistically significant positive correlation between assessment of pupil knowledge during the unit and teacher contextual performance ($r = .204$; $p = .000$) and unproductive behavior at work ($r = .278$; $p = .000$). This demonstrates that even though teachers in Iganga District's public primary schools work hard to assess pupils throughout the unit to gauge their level of understanding, these plans have little bearing on how well pupils comprehend context and have no statistically significant effect on how unproductively they behave at work. Even these findings highlight the discrepancy between reports at the DEO's office and what is occurring in the field, where the weak relationship seen in these data is simply understood as a severe relationship according to the evaluation report. This is precisely why despite reports of teacher performance improving, there has been a decline in primary school enrollment. In related literature, it is indicated that , assessment attains mainly two critical purposes: a) to an opportunity to review the effectiveness of the evaluation strategies used, assess the pupil's understanding of certain concepts learned, and enable the teacher to self-assess his or her abilities, stipulate information on pupils' existing heights of accomplishment and b) the teachers must deliver in classrooms for ensuring pupil progress towards the anticipated conclusions (Hau et al., 2020). It is therefore an aspect that is critical for determining a pupil's academic accomplishment in higher education because the advancement of pupils in higher education focuses mainly on assessment which has been the heart of higher education, (Lamba, Basera, Bhattacharya and Sapra, 2019).

The findings as per Table 4 indicate that teachers' conducting of assessment at the end of a lesson to determine knowledge acquisition and task performance, contextual performance, and counterproductive work behaviour are related ($r = .146$; $p = .009$); ($r = .260$; $p = .000$); and ($r = .242$; $p = .000$) in that order. Nevertheless, the correlation coefficients are weak relationships with minimal explanation of the state of task performance, contextual performance, and counterproductive work behavior of teachers in public primary schools in Iganga District. The problem statement of this study

clearly states that whereas the appraisal forms indicate that teacher performance is well done in public primary schools in Iganga District, there are still instances of teacher absenteeism and dodging of school as well as classes. This is justified by these results, which indicate that the teachers do little to assess pupils' gaining of skills at the end of a lesson, yet it is through pupils' acquisition of knowledge that improved teacher performance is registered.

Finally, on this front, Table 4's study findings show a positive statistically significant correlation between identifying pupils' learning styles and task performance by teachers ($r = .136^{**}$; $p = .015$), contextual performance by teachers ($r = .234^{**}$; $p = .000$), and teachers' unproductive work habits ($r = .220^{**}$; $p = .000$). This indicates that there is only a very modest influence on how well each of the three dimensions of teacher performance is explained by understanding the learning preferences of the pupils. This further supports the claim that the issue persists even after doing a differentiated supervision appraisal. Several studies have found a positive

influence of quality assessment of learning on academic achievement of pupils (e.g., Mulenga-Hagane et al, 2019; Hau, Tuan, Giang, and Wong,2020.; Azhar, 2015). Mulenga-Hagane et al, (2019) conducted a study to investigate the impact of assessment in improving the teaching and learning process among primary school pupils. The findings demonstrated that in most cases where teachers used assessment results to improve teaching and learning, pupil performance greatly improved. However, in other cases, it was found that implementation of formative assessment was difficult due to the huge class size and a lack of educational materials. It was recommended that funding be improved in schools to enhance the implementation of formative assessment. The study recommended that there is a need to reduce teacher-pupil ratios to improve assessment processes.

Hypothesis: In the Iganga District, there is no Statistical Evidence of Differentiated Supervision Being Used to Improve Teacher Performance in Public Primary Schools.

Table 5: Coefficient of Determination for the Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.297	.225		5.760	.000
	DFS	.040	.048	.044	.833	.405

a. Dependent Variable: TPFMAA

Results in Table 5 show that differentiated supervision positively predicts teacher performance ($B = 0.040$; $p = .405 > 0.05$). these statistics indicate that differentiated supervision is not done to enhance teacher performance in public primary schools in Iganga District. Basing on these results, the null hypothesis 3, which states that *In the Iganga District, there is no statistical evidence of differentiated supervision being used to improve teacher performance in public primary schools*, was applicable. Elaborating on this, differentiated supervision is effectively using evaluations to inform meaningful decisions on teacher needs. It occurs when school leaders recognize that teachers vary greatly in their readiness levels, their skill sets, and their confidence, resulting in significant

variation in teacher performance (Charlotte, 2016). Differentiated supervision relates to teacher performance because it provides a framework for professional growth designed to improve teacher performance, instructional practices, and pupil achievement (Charlotte, 2016).

5. Conclusion and Recommendations

5.1 Conclusion

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. Findings 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.

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 o the teachers' code of conduct.
5. Appointment of the teaching staff be changed from permanent and pensionable to contract basis.

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