TEACHER PERFORMANCE APPRAISAL AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS OF MUTITO SUB - COUNTY, KITUI, KENYA

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NAIROBI-KENYA

DECLARATION

I, Reuben Okiya Imoleit, declare that this thesis is my original work to the best of my knowledge and that all the sources I have quoted have been indicated and acknowledged in complete reference. I also declare that this thesis has not been submitted to any other university other than the Catholic University of Eastern Africa for academic credit.

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DEDICATION

This work is dedicated to my late father, Michael.

ABSTRACT

The study was on teacher performance appraisal and its influence on academic performance of students in public secondary schools of Mutito Sub -County in Kitui County. The research questions: - how does teachers' appraisal on planning of teaching and learning materials influence students' academic performance? How does appraisal of teacher's professional knowledge influence students' academic performance? What is the role of teacher performance appraisal in influencing better academic performance? What challenges influence the implementation of teacher performance appraisal? What are the possible solutions to mitigate the challenges? Theoretical framework was based on the Goal setting theory of motivation. Literature was reviewed thematically with the guidance of research questions. Mixed method research design was used in the study. The targeted population included; 25 Principals,25 deputies,255 teachers and 1 S.C.D.E. Stratified, simple random and purposive sampling was used to identify the sample. Data was collected using questionnaires, interview guides and documented analysis. Cronbach's Alpha Coefficient of 0.779 was used to test for reliability. Quantitative data was analyzed using descriptive statistics and findings presented in tables, charts, percentages and frequencies. Qualitative data was analyzed using narration, presented in summarized themes. Findings revealed that teacher performance appraisal has influence on students' academic performance. Challenges faced by teachers were identified as lack of knowledge on appraisal process, poor relationship with appraiser, lack of implementation teams, and lack of training on performance appraisal. The researcher recommended availability of appraisal materials, discussion of appraisal reports, adequate training, inductions and workshops on appraisal, motivation and promotions by T.S.C for teachers who meet the set targets.

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ABBREVIATIONS AND ACRONYMS

CPEIP	Centre for Training, Experimentation and Pedagogical Research.
HRD	Human Resource Department.
H.O.D	Head of Department
K.C.S.E	Kenya Certificate of Secondary Education.
K.E.M.I	Kenya Education Management Institute.
P.A	Performance Appraisal
P.C	Performance Contracts.
P.C.S.C	Performance Contract Steering Committee.
S.C.D.E	Sub-County Director of Education.
SPSS	Statistical Package of Social sciences.
T.P.A	Teacher Performance Appraisal
T.S.C	Teachers Service Commission

CHAPTER ONE

1.0Background to the Study

Performance appraisal is a tool used by organizations to assess an employee's performance against standards or objectives set by the organization. It helps to improve the performance of individual and organization by increasing productivity, quality of performance and encouraging positive work attitudes from workers to be in line with organization's objectives, plans and method of working. However, appraisal too has its drawbacks as humans have a myriad of emotions, motivational drive and different capabilities that affect their performance and judgement.

Elliott (2015) describes Performance appraisal as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals. Appraisal may involve formative aspects that focus on developing performance, such as career development, professional learning and feedback. Summative aspects, on the other hand, evaluate performance for career progression, possible promotion or demotion and termination purposes.

In a school setting, performance appraisal is defined as a structured formal interaction between a teacher and immediate supervisor who can be a head of department, Deputy or the school principal, that usually takes the form of a periodic interview (annual or semi-annual or termly), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development. Teacher Performance appraisal came up as a tool to help employees and employers

in assessing the performance of an individual in relation to the objectives, activities, outputs, and targets of a job over a given period of time. (OECD, 2013)

History of Performance Appraisal

Historically, appraisal is a very ancient art and might well lay claim to being the world's second oldest profession. The early evidences of appraisal system can be traced back to Robert Owen's New Lanark Textile Mills in Scotland in the 1800s where a colour display was used as a means to distinguish an employee's performance (Grint, 1993). The aim of appraisal system then was to improve and motivate performance, encourage competition and possible reward for good work performance. However, over time, appraisal system for employees has changed considerably. With the advent of technology and market changes, the appraisal system is now being used for far more reaching areas. Today teacher performance appraisal has also become more systematic and designed to help the individuals and organizations to achieve their goals and objectives. (Bayon, 2010)

In the absence of appraisal, decision making may be based on subjective judgement and therefore would be perceived as unfair and not equitable. To summarize, performance appraisal is a continuous process of assessment on how well employees are performing on their jobs in relations to established standards and the communication of that assessment to employees (Fournies, 2017).

Objectives of Teacher Performance Appraisal

Efficient staff performance is one of the keys to the success of organizations. Good performance means productivity, quality, profitability and customer orientation. That is why successful organizations around the world are working hard to identify and manage the factors

that influence employee performance and behavior, and to succeed by providing these factors affect the performance of their employees both in terms of size and performance. (Amir, 2017)

Teacher performance came with a number of objectives which include; -Teacher Performance appraisal provides feedback that allows the employee, manager and personnel specialists to intervene with appropriate actions to improve performance. It is useful for compensation adjustments such that performance appraisal helps decision-makers determine who should receive pay rises. Many firms grant part or all of their pay increases and bonuses based upon merit, which is determined mostly through performance appraisals. Performance appraisal is useful in placement decisions, promotions, transfers and demotions are usually based on past or anticipated performance. Often promotions are a reward for past exemplary performance.

For training and development needs such that poor performance may indicate the need for retraining. Likewise, good performance may indicate untapped potential that should be developed. It also creates a need for career planning and development such that performance feedback guide for career decision about specific career paths one should investigate. It provides a need for such a critical need in the process of management. Staffing process deficiencies such that good or bad performance implies strengths or weaknesses in the personnel department's staffing procedures where information inaccuracies poor performance may indicate errors in job analysis information, human resource plans, or other parts of the personnel management information system.

The OECD (2009b) acknowledge that raising teacher performance appraisal is perhaps the policy direction most likely to lead to substantial gains in student academic performance. It is

essential to know the strengths of teachers and those aspects of their practice which could be further developed. Many performance appraisal systems are weighted heavily toward accountability rather than the growth and development of teachers and their teaching practices (Bartlett, 2000). Many performance appraisal systems have failed to inform teachers about what needs to be improved or supported their development to do so.

Thurston & McNall (2010) in their study viewed performance appraisal as an important tool because, it allows a continuous communication between the supervisor and an employee about job performance, as a result this provides appropriate information to the management which can lead to appropriate managerial action for the improvement of the organizational standards. Managerial actions are the primary functions of management that involve setting performance standards, measuring performance and taking corrective actions where necessary. These actions are important in any organization as they help in the following aspects namely; helps employees set performance targets that are achievable, it also measures the extent to which the actual performance is attained by a particular employee, it further helps in comparing the actual performance against the standards set to access how far they are being achieved and if not the need for a corrective measure to be taken .

Good performance appraisals benefit both employees and organization at large as they promote common understanding of individual needs, work objectives and acceptable standards of performance, thus giving employees and managers a useful tool for employee development (Muthaura, 2006). In most organizations that appraise staff, performance appraisals can provide some valuable information to a number of important human resource issues such as: deciding promotions, determining transfers, making terminations, identifying training needs, identifying skill and competency deficits, providing employee feedback and determining reward allocations

(Dessler, 2003). Therefore, most organizations have developed performance appraisal systems in order to strengthen their framework for managing of results. The employees are given time to develop their own goals and expectations, then discuss with their appraisers before implementing and this allows the appraisee to own the set targets and goals and strive to work towards achieving them for the betterment of the organization. Organizational performance appraisal systems are also basically aimed at improving the performance of employees by enhancing staff participation and involvement in planning and evaluation of work performance.

In a research study conducted by Zhang (2012) on the influence of performance appraisal system on employee performance in manufacturing firms in Jordan. The purpose of the study was to examine the moderating effect of performance appraisal systems and employee performance. A survey based on questionnaire was applied and the respondents were top managers of the manufacturing firms. 252 questionnaires were assigned for the survey but only 202 were received. After sorting due to some incomplete responses and errors, 192 responses were finally used for study.192 responses were used and analyzed from the questionnaires sent to top managers of the 63 manufacturing firms. The data was analyzed in order to test the influence of performance management system on employee performance by using package STATA for windows. The Kruskal –Wallis test and ordered logic regression were used to test the relationship.

The findings showed that the performance appraisal systems have a positive but insignificant relationship with employees; continuous communication within organization and personnel developed impacts significantly and positively on employee performance.

The findings also showed that the relationship between performance appraisal systems and employee performance can be used as a tool to enable the implementation of strategic change in

an organization since it provides effective and efficient communications of strategy as well as knowledge and distribution of information.

France is one such country with a unique teacher appraisal system in which the current teacher evaluation system is often described as 'not very fair', 'not very efficient', and 'generating malaise and sometimes suffering' for both evaluated teachers and evaluators, because it is based on administrative procedures rather than a comprehensive scheme with a clear improvement purpose on part of students' performance (Danielson, 2011). Teacher evaluation is supposed to be undertaken on a regular basis, as an integral part of the work and duties of the teacher. Secondary level teachers are evaluated by a panel composed of an inspector and the school principal. However, the intended frequent evaluations often fall short of expectations. First, the frequency of evaluations is not legally fixed, and is arbitrarily determined by the inspectors' availability. This is a cause for concern regarding the fairness of the system – because teachers working under the same rules receive feedback at diverse intervals – as well as regarding its efficacy – the average interval between two evaluations being 6 - 7 years in secondary education, deemed much too long. Moreover, the workload is such that concerns might be raised regarding the value of the feedback (Isore, 2009).

An inspector takes responsibility for between 350 and 400 teachers, which is excess for the feedback to be effective in improving teachers' practices. As a consequence, the inspectors themselves report malaise and frustration associated with the evaluation process, mainly because they feel that they have little impact on teaching practices and cannot develop their competences and skills for teaching enhancement. Their role is sometimes de facto restricted to control the abuses within the profession. Evidence on the teacher's practice is gathered through the observation of a teaching session, followed by an interview with the teacher and such practice

may affect students' performance as teachers view it as an intimidating process rendering them demoralized at the end (Pochard 2008 as cited in Isore, 2009).

In my view, the system deemed too unfair to the teacher as he or she has to wait for a longer period of time for the appraisal process to be complete and these delays in making the necessary corrections. The system also lacks fairness as one supervisor is to inspect over 350 teachers which is not effective at all and delayed feedback hence not being the best in improving learner's performance. Therefore, this did not give the best system for evaluating teachers as it had shortcomings such as; the process was time consuming due to the large numbers that were involved, too tiresome to the inspectors, delayed feedback process after appraisal, it intimidated and demoralized teachers. As a result, it was deemed unfair since it was purely administrative procedure rather than a comprehensive document (Taylor, 2003)

In Chile, teacher appraisal relied on the competencies of several agencies at the central level that co-operate regularly so as to assure the quality of the process. While the Ministry of Education holds the political and management responsibility for teacher appraisal, the technical coordination of the process is exercised by the Centre for Training, Experimentation and Pedagogical Research (CPEIP), which in turn is legally obliged to receive independent scientific advice from universities with expertise in the area. There is recognition at the central level that the implementation of teacher appraisal is a very complex process including a range of both scientific and logistical tasks that could not have been fulfilled effectively by the Ministry or the CPEIP alone. There was a specific national team responsible for teacher appraisal process. This team consists of 36 staff including professionals, technicians and administrative staff, most of them with a background in education or psychology. Under supervision of the CPEIP, the teams collaborate in all aspects of the process, such as the design of assessment instruments and

guidelines, logistical aspects of the implementation, selection and training of peer evaluators, evaluation of the teacher portfolios, development and maintenance of information systems and preparation of results reports.

The team uses feedback from teachers who were appraised with the aim of continuously improving the capacity of its own staff. The close association with the teams ensures that the system is based on scientific advice as well as national and international research evidence. In addition, several universities providing initial teacher education are closely associated to the process. In particular, the portfolio evaluation centers are located within a range of universities across the country. According to CPEIP, involving the universities in the process is essential to make the process legitimate in the eyes of the profession. It also allows building capacity and generating institutional learning within the universities themselves, which may help them align initial teacher education with the expectations of the teacher appraisal process.

In Botswana, the first Commission on education of 1975 and the subsequent White Paper No. 1 of 1977, Education for Kagisano (social harmony) proposed educational reforms aimed at improving the quality of the education system of Botswana (Republic of Botswana, 1977). The Commission realized that the education system could be improved by assisting schools to enhance the quality of teaching and that called for a more effective supervision (Hopkin, 1997).A Government White Paper on Job Evaluation for Teachers was implemented in 1988. This stressed the need for subject teachers to form continuous assessments to determine their eligibility for salary increments and promotions across performance bars. This link between appraisal and pay was vehemently opposed by teacher organizations and unions leading to an industrial action on a new instrument entitled ‘Teacher Performance Appraisal tool’ (Motswakae, 1990).

Two years later as a result of the Job Evaluation exercise and the resultant problems, a new instrument entitled "Teacher Performance Appraisal: Form TMS 3/4" was introduced. The instrument aimed at portraying a non - threatening, valid and comprehensive system, which would offer teachers the opportunity to increase professional development and improved students' performance. The introduction of the new teacher appraisal system came with number of new benefits which included; development of teachers in order to improve their delivery in schools, improvement of communication in organizations through giving ideas and expectations as well as employees progress, improvement of quality working life by increasing the mutual understanding between managers and their staffs and also enhanced productivity through mutual interaction between the supervisor and the subordinates. In my view, this provided sanity to the teachers as they could now be appraised before such needs are put into consideration and looked at many other aspects of teaching. This also made appraisal process friendly and more favoring to teachers than the one before resulting in many teachers liking improving class attendance thus improved grades and promotions for teachers.

Asikhia (2010) conducted a study on students and teachers' perception of the causes of poor academic performance in Ogun State secondary schools Nigeria examined the perception of students and teachers on the causes of poor academic performance among secondary school students in Ogun State, Nigeria. Subjects for the study were one hundred and thirty-five (135) students and fifty (50) teachers randomly drawn from five secondary schools in Odogbolu Local Government Area of Ogun State. Questionnaire was used to collect relevant data for the study. Percentages and chi-square were used to analyze the research questions. Responses of teachers showed that teachers' qualification and students' environment do not influence students' poor performance but teachers' methods of teaching influence poor academic performance. Students'

response on the other hand showed that while teachers' qualification and students' environment influence students' poor performance, teachers' method of teaching and learning materials do not. The implications of these findings for secondary school guidance counselors interested in counseling adolescents for good academic performance were discussed. The findings also pointed out the need of proper teacher's performance appraisal system to enhance teacher knowledge and skills in their teaching areas.

In Kenya, formalized procedures for appraisal of teachers' performance has been viewed by educators as logical and essential for accountability, quality improvement and best practice in schools. In a school set up, appraisal draws its foundation and data from the events that take place inside and outside the classroom. It is through appraisal that the Principal gets a clear framework of activities and responsibilities of each member of staff in the school is to undertake in a given period (Gichuhi, 2008).The appraisal process enables the Principal to evaluate the extent to which policies, objectives, activities and events laid down in the long- and short-term plans are successfully being carried out. It is therefore, a basic requirement in school administration that brings on board tactics of efficient and proper personnel management with an aim of steering their efforts towards the desired educational goals of a community.

In a study by Gichuki (2014) on influence of performance management on employee productivity in the civil service a case of immigration department in Kenya, sought to determine the extent to which performance appraisal explore the extent to which training and development influence employee productivity and determine the extent to which rewarding system influence employee productivity. A total number of 300 staff workers were selected from a population of 1200 through random sampling. Data was collected using a structured questionnaire and

analyzed using descriptive statistics mainly percentages and frequencies with the aid of statistical package of social sciences (SPSS). Tables were used to present data.

The study established that performance appraisal gives recognition for good performance and suggested changes to improve departmental services and outcomes hence create room for improvement of productivity. The study concluded that training and development promotes and encourages staff to be creative Therefore to increase and maximize employee productivity the immigration department needs to maximize the use of development of performance appraisal and review employee performance on an ongoing basis. The department should also train and develop employee needs with proper knowledge and skills and reward performance not only to motivate them but also reduce staff turnover.

Lack of well-designed teacher performance appraisal process and frameworks, mass failure by students in public secondary schools has witnessed by poor grades in K.C.S.E examinations in Mutito sub county despite the regular teacher performance appraisal in schools prompted the researcher to inquire into teacher performance appraisal and students' academic performance in public secondary schools in Mutito Sub County, Kitui, Kenya. The teacher performance appraisal therefore is a contributory factor to students' academic performance. In order for a teacher to measure the improvements of learners' academic performance over a certain period of time and make appropriate judgments it is important for him/her to evaluate their teaching methodologies, strategies and skills ,and come up with those that will enhance their knowledge acquisition and understanding which can be achieved through teacher performance appraisal.

1.2 Statement of the Problem

Teacher performance appraisal and students' academic performance has remained relevant over the years despite the appraisal of teachers being a critical issue. It has been in the country and continues to be implemented in schools although students' academic performance in public secondary schools continues to decline. A thorough scrutiny of most schools in the sub-county show a poor performance trend among students for the last five consecutive years from 2015 to 2019 as shown in the table below.

Table 1

K.C.S.E Results Analysis

Year	Gender	Total	Mean Score	Sub-County Average
2015	Boys	526	4.86	4.545
	Girls	398	4.23	
2016	Boys	640	4.66	4.335
	Girls	449	4.01	
2017	Boys	726	4.12	4.045
	Girls	512	3.97	
2018	Boys	810	4.04	3.930
	Girls	584	3.82	
2019	Boys	920	3.72	3.600
	Girls	614	3.46	

Source: K.C.S.E Results

The table 1 statistics show a drop in sub county means through the years and this resulted to a serious outcry from the parents, school sponsors, Teacher employer (T.S.C) and the Ministry of Education officials within the sub- county and County as the statistics acts as evidence of poor performance of students in national exams across the sub-county and a further increased number of low grades in exams. This denied students admission to prestigious universities and colleges to pursue courses that would enable them compete effectively in the job market.

OECD (2013) conducted a study on enhancing teacher professionalism in United States of America (U.S.A) schools noted that improving the quality and equity of schooling depends to a large extent on the motivation and performance of individual teachers in the classroom. Effective performance appraisal and feedback for teachers is essential to increase the focus on teaching quality, improved students' performance and teachers 'professional learning. It can further be supported by schools through allowing their teachers to progress in their career, improve their practice in teaching, take on new roles and responsibilities based on a solid evaluation of their performance.

Namuddu (2010) conducted a study on staff appraisal systems and teacher performance at Agakhan schools in Kampala district indicated that there is a significant relationship between the school's evaluation criteria and teacher performance appraisal. It also noted that emphasis was lacking on teacher's performance appraisal and the methods used had both positive and negative influence on students' performance in schools. Teachers who were appraised regularly have high capabilities of improving student's performance compared to those who were occasionally appraised.

In a study conducted by Omayo (2010) on teacher appraisal policies and practices in Kenyan secondary schools exhibited that, there are weakness that needed to be addressed if teacher performance appraisal was to be used to improve the quality of performance in Kenyan schools. He noted that Kenya's educational system with formalized procedures on teacher's performance appraisal as viewed by educators as logical and sequential need to be improved to bring in the essence of accountability, quality improvement and best practice.

Though, it is not clear whether teacher performance appraisal has an influence on students' academic performance in public secondary schools, though many studies have attempted to research on teacher performance appraisal but none has linked to students' academic performance in public secondary schools in Mutito sub county which constituted a knowledge gap. This research therefore established that teacher performance appraisal great influence on students' academic performance of public secondary schools in Mutito sub-County, Kitui, Kenya.

1.3 Research Questions

This study was guided by the following five research questions:

1. How does the appraisal of teachers on planning of teaching and learning materials influence students' academic performance?
2. How does appraisal of teachers' professional knowledge influence students' academic performance?
3. How has teacher performance appraisal enhanced better academic performance of students in public secondary schools?
4. What are the challenges facing the implementation of teacher performance appraisal in public secondary school in Mutito?
5. What are the possible solutions to mitigate the challenges facing teacher performance appraisal in Mutito sub-county?

1.4 Significance of the Study

The findings of this study may be useful in the formulation of policies and the improvement of the already set policies which will be geared towards the improvement of

performance and betterment of the Kenyan education system at large. It will also help the ministry of education, governmental and non-governmental institutions to adopt more realistic policies regarding the management of teacher appraisal systems.

The findings of this study may be useful to the Ministry of education as it would provide insight knowledge on issues related to teacher appraisal and its influence on students' academic performance on the ground. Such relevant information would be very instrumental to the Teachers Service Commission (T.S.C) in carrying out appraisals as it would enable them to make informed decisions on the best ways of executing the responsibility of appraising teachers in a friendly manner so as to enhance students' academic performance.

The findings of this study may add impetus to the body of knowledge by building a profound foundation upon which other related studies could be anchored and it will also avail baseline information upon which future plans on teacher appraisal could be founded. The performance appraisal findings will help the teacher measure what they actually do in the classroom and what has been found to be related to teacher effectiveness. The appraisal would further help teachers to effectively know how competent and ready they are in supporting the needed changes in teacher education.

Furthermore, the appraisal knowledge would help increase the interest in measuring teachers' contributions by directly examining students' achievements or gains so that they can incorporate value added methods for examining students. The findings of the study will be useful to the students as they will access high quality schooling leading to improved students' outcomes has various methodologies used would have been developed through the performance appraisal of the teachers.

To scholars the findings may provide further knowledge on performance appraisal for them to tap during their studies and various research. The findings will also be available for scholars to tap information when doing their references in future.

To the stakeholders the appraisal information could be beneficial to administration to give counsel to teachers to inform their practice and inform administrators on future course allocation. The findings will benefit the community by ensuring that effective learning is being imparted on their students and that teacher evaluation is a very advantageous procedure in educational institutions that ought to be adapted.

The findings may benefit the researcher through gathered information that would help him in knowing the influence of performance appraisal on student's performance and provide the necessary assistance or insights when needed by concerned bodies once published and adapted.

1.5 Scope and delimitations

This study was carried out in public secondary schools in Mutito Sub-county since the area is marginalized and majority of schools are day secondary. The study focused on the selected schools, principals, deputy principals, teachers and the S.C.D.E, who were sampled for the study. The teachers were the main focus since they formed the large portion of the study. The study looked into their aspirations, their involvement in appraisal process, their views, experiences of the exercise and their responses towards the exercise as well as the challenges faced and possible solutions.

The instruments for data collection were structured questionnaires, interview guides and document analysis reports as they gave in-depth information on the topic of study. The study covered performance period of five years in the selected schools. Mutito sub-county is located in

Kitui county, 80 km to the East of Kitui Central, with Mwingi Central to the North and Kitui South to the South.

1.6 Theoretical framework

This study was based on the goal-setting theory of motivation that was formalized by Edwin Locke in 1960 and states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance, that is, goals indicate and give direction to an employee about what needs to be done and how much effort is required to put in. The important features of goal-setting theory are as follows: - The willingness to work towards attainment of goal is the main source of job performance, clear, particular and difficult goals are greater motivating factors than easy general and vague goals. Specific, measurable and clear goals lead to greater output and better performance.

Goals should be realistic and challenging has this gives an individual a feeling of pride and triumph when he attains them, sets him up for attainment of next goal. The more challenging the goal, the greater is the reward and the more is the passion for achieving it. Better and appropriate feedback of the results directs the employee behavior and contributes to higher performance than absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. Employee's participation in goal is not always desirable. Participation of setting goals however makes goals more acceptable and leads to more involvement.

Performance appraisal is means measuring the extent of achievement of the set goals. If the set goals are not well designed, clear and measurable then productivity will not be realized.

Goal commitment is important such that when an individual is committed to a goal and will not leave the goal until it is achieved. The goal commitment is dependent on factors such as: goals should be made open, known and broadcasted, it should be set-self by individual rather than designated and should be consistent with the organizational goals and vision.

Therefore, goal setting theory was the most appropriate for this study has it gives direction on how to prepare, set goals in terms of mean scores to be attained and how to implement a successful teacher performance appraisal that would lead to increased students' performance in terms of better scores.

1.6.1 Strengths of Goal Setting Theory

Goal setting leads to better performance by increasing motivation and efforts such that if individual's self -confidence and faith is high he/she will put greater effort in handling challenging tasks, helps employees to work with more involvement and lead to greater job satisfaction which in turn increases productivity in an organization and the feedback quality.

Goal setting theory assumes that all individuals in the organization are committed to the goals and will not leave the goals since they are made open and broadcasted, set by individuals rather than designated and are in line with the organizational goals and vision. This therefore acts as a technique used to raise incentives for employees to complete work quickly and effectively.

Effective goal setting benefits a staff such that managers who involve their teams in goalsetting report higher engagement rates than those who don't. When people work together towards a goal, they are motivated to get things done since there are clearly established objectives. Employee need to know what is expected of them so that they can meet your expectations.

1.6.2 Limitations of Goal Setting Theory

At times, the organizational goals are in conflict with the managerial goals. Goal conflict has a detrimental effect on the performance if it motivates incompatible action tendencies. This means that if difficult goals of a person are not brought into line with the corporation goals then these personal goals would have a great detrimental effect on the corporation's performance (Seijts and Latham,2000).

Goal-setting theory focuses more on how goals are related to job performance, but does not take into account the 'why'' and does not account for why setting goals is linked to performance. Employees are left to look on why goals lead to performance in an organization and in doing so some may miss their goals thus there is no evidence to prove that goal-setting improves job satisfaction of employees in an organization.

When two separate goals are set at the same time, exerting too much focus on one may make it difficult to achieve the other. Employees in an institution may give more attention at the expense of the other which may hinder some goals from attainment at their expected time. At times some employee may lacks skills and competencies to perform actions essential for a certain goal, then the goal-setting can fail and lead to undermining of institutional performance.

In order to mitigate the weakness of the theory, managers need to motivate employees to set goals that are SMART (Specific, Measurable, Aggressive, Realistic, And Time-Bound). SMART goals motivate employees because they energize behavior, give direction, provide a challenge, force employees to think outside the box, and devise new and novel methods of performing. Aligning institutional and managerial goals by having each employee having his

own goal, and keeping all workers informed of larger goals to ensure continuous commitment and teamwork.

1.6.3 Justification of goal setting theory

This study was anchored on the goal setting theory since the teachers were willing to embrace teacher performance appraisal, having set their initial targets then improved academic performance will be realized among the learners.

1.7 Conceptual Framework

Conceptual framework provides a linkage between independent and dependent variables in a research. This study used a conceptual framework to provide a linkage between the two variables, independent variable being the teacher performance appraisal while the dependent variable is the students' academic performance. The intervening variables linked the two variables.

Independent Variable (IV)

Dependent Variable (DV)

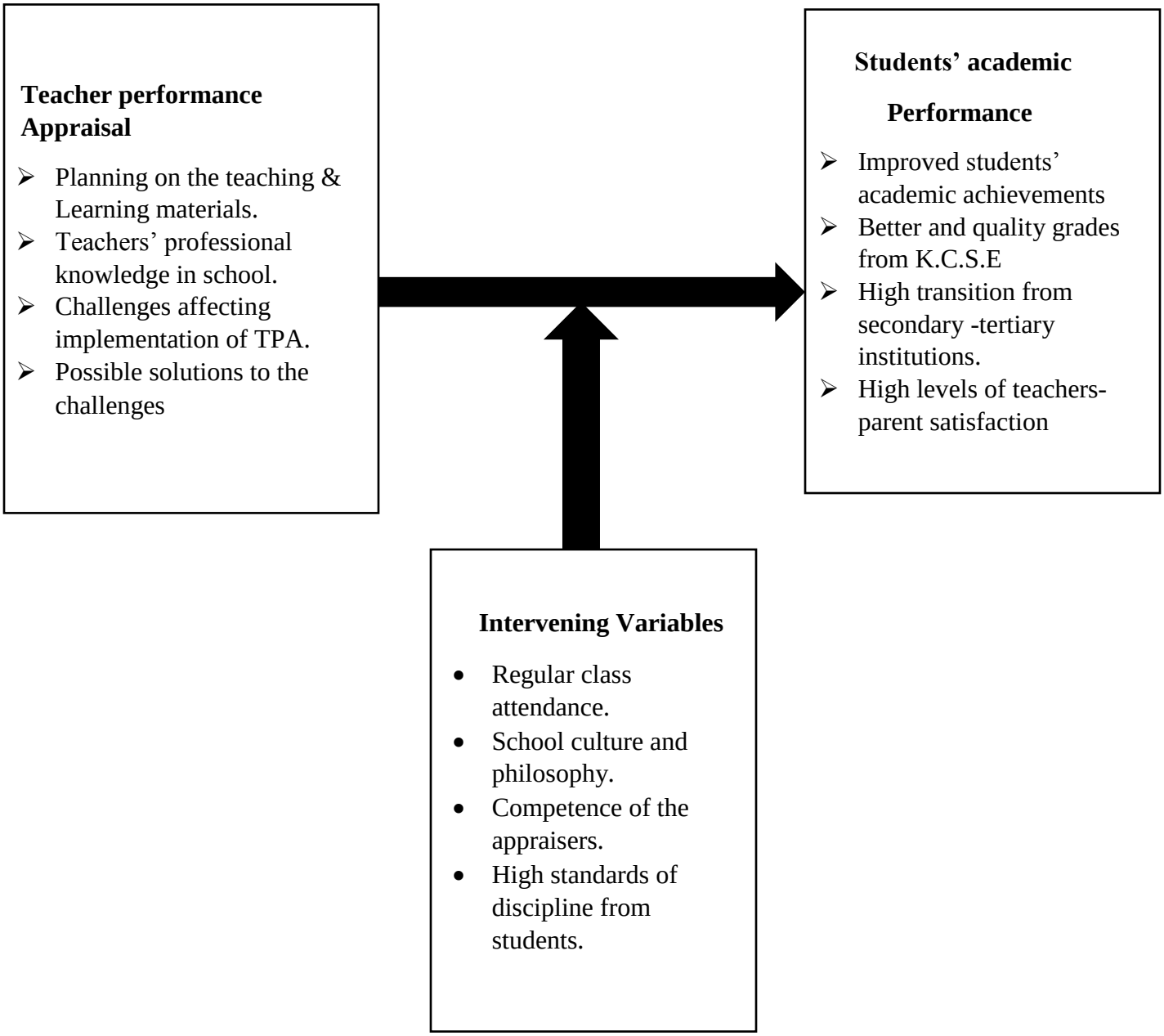


Figure 1

Conceptual Framework

1.8 Operational key definition of terms

Appraisee: one who does the real appraisal basing on certain set targets. This are the employees of various organizations including teachers.

Teacher appraisal: is a human decision-making resulting from a value judgment about how good or weak a particular worker performs using information that compares the actual work performance with predetermined performance standards.

Students' academic performance: This is the degree of learners' achievement in terms of marks/ grades scored in both internal and national exams. Through the student's academic performance, one is able to measure the extent to which teacher performance appraisal has helped improve scores in schools.

S.C.D.E: An officer mandated to perform teacher performance appraisal at the sub county level. He/she does so and submit confidential reports to the employer.

Public school: this is an institution whose management is ordered and directed by the government. All process and appointments are mannered by the government.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature relevant to the study thematically as per the study research questions. It focused on the related theories of performance appraisal in relation to students' academic performance. It also reviewed literature relevant to the study in the contextual and conceptual frameworks, and the research questions namely; appraisal of teachers on planning of teaching and learning materials influence students' academic performance, appraisal of teachers' professional knowledge influence students' academic performance, appraisal of teachers performance to enhanced better students' academic performance, how the challenges influence the implementation of the teachers performance appraisal to students, academic performance, the summary of literature reviewed and the knowledge gap.

2.2 Review of Related theories on performance appraisal on student's academic performance.

2.2.1 Expectancy Theory

The Expectancy Theory was postulated by Victor Vroom in 1964. According to Vroom's (1964) Expectancy Theory, an employee performs or is motivated to do so according to the expected result of the work done. He further argued that performance is a vital component of

the expectancy theory. Specifically, he was concerned with the linkage between effort and performance. That employees need to know what to expect after a given task, however it is critical for management to communicate what is expected of the employees. 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 which they are being measured. The theory claims that the decision of a person to behave in a certain way relies on the anticipated results and the value an individual peg to it. It further explains that an individual will change their actions to attain the fulfillment by achieving their set and future goals. When this happens, the employee has an expectation of a reward or punishment depending on his/her action.

The theory has strengths such as it considers theory as a process of motivation with emphasis to personal opinions of setting goals when the environment is motivating to an employee, he/she will work an extra mile to improve performance which is realized as employee achieve their targets and even exceed. If the work environment for employee is good, they will be motivated to the extent that they can perceive link between their effort, performance and rewards available thereafter.

The theory has got some weakness such as; - Vroom under-estimated the fact that employees should feel confident in the process of evaluation. The employee should also look at punishment as a way of dealing with those who did not meet their set targets. The theory is relevant to the works though it did not anchor on it due to performance appraisal being one of the tools that helps to identify whether there is an improvement or achievement of goals that were set during the beginning of the appraisal period; it emphasized much on the teachers at the expense of the students' academic involvement. The theory mainly concentrated on motivating the teacher to work and over looked its input on the academic performance of the students.

2.2.2 Equity Theory

The Equity theory was first developed by Adams in 1965 and attempts to explain how a person's behavior may be influenced by their perceptions of equity. He discussed two types of Equity: Distributive equity in which employees perceive fairness by the ratio of their efforts and reward in comparison with others in similar institutions and secondly, procedural equity which encompasses the way employees perceive in terms of operationalization of procedure like performance appraisal, advancement and punishment administered. The theory acknowledges that individuals are not only troubled by what they receive as reward package for their efforts but also by what other people receive in comparison to theirs. People tend to aggregate input in their skills, experience in education and compare this with the output in terms of salary they receive, recognition among others. When people sense what they are putting in is not commensurate with what they receive in return as reward tension develops which acts as the drive for what is purport to be fair.

Carrell and Dittrich (1978) identified three assumptions of this theory. The first, being that people/employees hold beliefs of what they constitute to be equitable or fair return for their efforts in the job. Secondly, that employees tend to compare what they have as exchange with the employer, lastly people who feel unfairly treated compared to others will be motivated to take actions that they deem necessary as a way of getting equity. The theory is associated with the performance of the employee and the return they receive for it in terms of pay and reward. One of the strengths of the theory is that employees who feel treated well at the work place will get

motivated and will do better in terms of delivery in work and other duties assigned to him/her by their superiors.

However ,the theory did not put the feelings of inequality in working environment such that when employees develop a feeling that they are not receiving equitable return compared with their efforts or performance and other contributions to workplace and these arises different actions like employees reducing on the amount of contribution to the organization or school, low self-esteem among teachers which leads to poor grades recorded finally by the learners which turned out as the greatest weakness of the theory. Performance appraisal therefore, came up as a tool that will reinforce fairness in human beings as it tends to compare the teachers with others in the same category in other institutions. Though the theory is relevant to employee motivation it is not still clear how performance appraisal in teachers is perceived in relation to students' academic performance which this study seeks to explore as means to bridge the gap.

2.3 Review of Conceptual and Empirical studies.

2.3.1 Teachers' Appraisal on Planning of Teaching and Learning Material and Improvement of Students' Academic Performance.

The attempts to reform the teaching profession and restructure formal teacher education across the world has meant an increasing emphasis on the importance of competence on the part of teachers in the skills of curriculum design and planning. A notable finding relates to teachers' perceptions as the key elements in the curriculum such that teachers, learners, resources, and methodology are the powerful impacts on their approaches to planning. Characteristics such as the length and type of experience, the levels of subject and pedagogical

knowledge, teaching style, repertoire, perceptions and knowledge of students all influence the planning style of teachers (Asikhia.O ,2010)

Most experienced teachers' plans can be best described as a simultaneous consideration of learner, context/ content, resources and methodology, rather than a step-by-step or linear progression of decision-making. Planning also occurs during the interactive phases of teaching as the teacher reflects on situations as they arise and plans ahead accordingly. Many teachers are guided in their planning and teaching by broad intentions, intuition, tacit knowledge, and lesson images (John, 2000).

Orland-Barak and Craig (2014) in their works ''Putting practice into theory'' in America conducted a study on the effectiveness of teachers planning before teaching. The study focused on pre-service teacher's knowledge about teaching on the research question how do students' teacher's concepts of effective teaching change through time. It focused on 23 senior middle grade teachers sampled through stratified where the teachers were to draw concept maps, completed card sorting tasks and participated interview four times during a year.

The findings indicated that students' teachers reconstructed their knowledge related to teaching during the middle of students teaching and attributed these to changes in knowledge organization primarily to student teachers teaching experience.

Constructive perspective was used to discuss the anomalies experienced by the student teachers interaction prior to knowledge and at the end the teachers became more experienced, their planning moved from being tightly associated with scripting and the preparation of materials to a larger cluster of concerns that include classroom management, the organization of learning, and the need for greater flexibility. In this case, planning and preparation is seen as the glue that

holds the various pieces of learning and teaching together. Other findings were related to teaching style likewise appear to lead teachers to approach their planning differently, and in many cases, this has little to do with the amount of experience the teacher has. Students on the other hand respond differently in terms of performance depending on the nature of planning and preparation that different teacher's exhibit before and during lesson.

The literature points to the diversity of learning styles exhibited by teachers when planning lessons some of which stimulate creative thinking based around loosely-conceived ideas; others may find the seed of a lesson within the content or a particular resource.

Though the findings showed the link between teacher's preparedness to teaching and learning in terms of planning it did not bring out how it affects students' academic performance which the current study seeks to establish.

Flores (2011) carried out a study on how teacher's perceptions on the evaluation system influence the ways in which it is put into practice in Portugal. The study established that the perceptions of teachers about the new policy on teacher's performance appraisal were marked by uncertainty and skepticism. It further established that among the most critical issues were the existence of the quota system, the lack of recognition of the appraisers, the bureaucratic and summative dimensions, and the lack of necessary conditions to put it into practice. The study sampled the school principals draw across the country whose responsibilities were to carry out the teacher appraisal process by creating conditions necessary for its implementation. A voluntary questionnaire was used to collect data from the 400 school principals sampled of whom 134 responses were received that year. The question had both closed and open-ended

questions covering on the purpose of performance appraisal among others. Quantitative data was analyzed and substantive themes were identified and analyzed.

The findings indicated that teachers were skeptical in regard to the effects of the new policy on their professional development and on school improvement, however, some positive aspects were also identified by some teachers namely ; the emergence of debates and discussion within the teaching profession, the opportunity to reflect upon teachers practice and to change. The findings further revealed that there was need for collaboration between the teachers and their school principal which is the key factor in the process of appraisal regardless of the teachers' evaluation policy mandates. The findings of the study further revealed that performance appraisal should be carried out free of skepticism in order to attain professional development in the teachers. Flore's left a gap on how skepticism, biasness and uncertainty were to be tackled by the appraisers and failed to come up with possible ways to end the quota system which was unfair to the teachers. The current study therefore brings on board all the other appraisers including the H.O. Ds and deputies who will make the process fairer and faster thus enhancing academic performance in our schools.

Maliehe (2011) studied how the performance of educators was being managed at schools in Bahlaloga, South Africa. The study focused on the need to link promotion of educators to performance appraisal. A survey design was conducted among which 12 principals and 85 teachers drawn from 23 schools in Bahlaloga Circuit. The questionnaires were distributed to the educators during workshops and others through the circuit offices in Bahlaloga.

The findings of the study established that only 42% of the principals reported to be evaluating teachers once per term and on the other hand were 52% who were evaluating their teachers once

per year. He further established that there was a relationship between frequency of teacher evaluation and school performance, with schools where teachers were regularly appraised recording better performance. The study also revealed the importance of performance management in principals and other educators as an important tool in the overall management of schools. This study anchored on principals and teachers in terms of performance management leaving students' academic performance which constituted a gap in his work which this current study will explore.

TALIS (2009) conducted a research on the frequencies of teacher evaluation and performance appraisal in the OECD countries. The data was collected by use of questionnaires and included school evaluations reports from school principals in OECD countries. The information on the impacts and outcomes of school evaluations focused on the extent to which these outcomes affect the school principal, teachers' appraisal system and feedback. The findings by TALIS showed that countries differ considerably with respect to frequency of evaluation. According to the findings, one-third or more of teachers worked in schools whose school principal reported no internal or external school evaluations in the previous five years in Austria (35%), Ireland (39%), and Portugal (33%). This also was the case for one-quarter of teachers in Denmark and Spain and around one-fifth in Brazil, Bulgaria and Italy. Furthermore, countries have relatively done little in terms of a framework for school evaluation. However, in Ireland and Italy policies are being implemented to increase the frequency and rate of school evaluations but at the time of the TALIS survey these policies were not yet fully in place (OECD, 2009).

Further findings indicated that in a number of countries, teachers worked in schools with at least one evaluation over the previous five years. In Australia, Brazil, Bulgaria, Hungary, Italy, Korea, Lithuania, Malaysia, Malta, Mexico, Poland, the Slovak Republic, Slovenia and

Turkey, at least half of teachers worked in schools whose school principal reported at least an annual school evaluation either an external evaluation or a school self-evaluation (TALIS, 2009).

In a review of this research OECD (2009) observed that, this was an interesting finding for Brazil, Bulgaria and Italy where the frequency of school evaluations is particularly varied. In each of these countries, over half of teachers work in schools with at least annual evaluations but also around one-fifth work in schools that had no evaluation in the previous five years. Over three-quarters of teachers in Lithuania, Malaysia and the Slovak Republic worked in schools whose school principal reported having annual or more frequent evaluations. The findings from the studies reveal that regular appraisal of teachers was important in assessing how teachers plan and prepare for teaching and learning if the results of learners are to be improved. The current research will employ a mixed method design which the researcher will use questionnaires, in-depth interviews and document analysis to collect information from the principals, deputies, teachers and students as opposed to TALIS which employed correlational design only which was a methodological gap in the study.

Muli (2010) in his study sought to determine the impact of performance appraisal on secondary school teacher professional development in Kitui West District, Kitui County. The study employed a Descriptive Survey design, targeting all the 30 principals and 237 teachers in 30 secondary schools in Kitui West district which were sampled through systematic random technique. The data was collected by use of questionnaires as the main instrument and analyzed using descriptive statistic. The findings of this study showed that 50% of the principals appraised their teachers' performance half yearly and majority of the teachers (66.1%) reported being regularly (Termly) appraised by their principals. The study also showed that curriculum supervisory methods were limited to checking teachers' professional records and gave less

emphasis on departmental supervision and class visits. The quantitative data was analyzed using the SPSS while the qualitative using content analysis. The gap created in methodology by Muli's study will be filled by use of mixed method design and the participation of students in the research as it seeks to examine the influence of teachers' performance appraisal on planning, preparation of teaching and learning materials affects students' performance in public secondary school in Mutito Sub County.

2.3.2 Appraisal of Teachers' Professional knowledge influence Students' Academic Performance.

Effective teachers, work collaboratively with their colleagues and continually learn and grow in ways that improve their teaching practice and enhance student performance. Experts and teachers demonstrate professionalism in both services to students as well as to the profession. Professionalism in knowledge should be displayed in a number of ways such as interactions with colleagues which should be conducted with honesty and integrity. It is also displayed in a number of ways teachers approach problem solving and decision making with student needs in their minds (Danielson, 2011)

Darling et.al (2009) in a descriptive study on professional learning in Florida USA revealed that in learning, professional teachers need close to 50 hours in a given area to improve their skills and impact students' performance. The study involved 74 teachers and 200 students sampled through 46 schools in Florida State by stratified sampling. The study employed the use of correlational design which mainly relied on questionnaires as the main instrument of data collection. The teachers used various approaches that were responsive to the learning process such as engaging the learners to challenging ideas and drawing assumptions that bring

congruence between the new information and the already existing one. During the process the teachers were provided with opportunities to process new ideas and work on their skills together as a team. External expertise was sought and the necessary challenge to the new information posed. The findings indicated that 45% of learners after the 50 hours of close monitoring would exhibit in the learning process that were under survey to new ones that would enhance improvement in their scores. The study further found out that teachers acquire more knowledge which helps them deliver effectively in class thus enhancing academic improvement. It also established that the more productive teachers and professional training programs make a difference in teacher's ability to utilize the available time in teaching and learning process. This current study will employ the use of mixed design methods to bridge the gap created in the methodology.

According to the Institute for Information on Education (2011) in a study on teacher appraisal in the Czech Republic it noted that teacher performance appraisal is regulated by general labour-law provisions. As the employers of teachers, school principals are responsible for appraising teachers' performance and results. Teacher appraisal takes place in two instance one; when teachers are hired as a way to assess their teaching capacities; and secondly, as part of teachers' regular work in the school through observations made by their school principals. However, the Czech Republic does not have a common framework regarding teacher appraisal and little guidance is provided nationally on how to evaluate individual teachers. There are no national reference standards or performance criteria to support schools in their teacher appraisal approaches. In a study conducted among the selected schools in the Republic it was observed that when teachers are hired, school principals typically assess their fulfilment of conditions such as legal requirements, integrity, health and knowledge of the Czech language and consider the

qualifications, responsibilities and the nature of activities to be carried out by teachers. Based on this assessment, school principals determine the career and salary levels of newly hired teachers.

The findings of the study revealed that little information is available regarding the procedures and criteria used by school principals for the regular appraisal of teachers in the course of their work. School principals are fully autonomous in the choice of the areas to be evaluated. The most common elements of teacher appraisal are classroom observations and interviews undertaken by the school principal, while portfolios are relatively rare. Some schools may use a school-based set of criteria developed jointly by the teachers of the school.

The study further found out that teaching standards should be developed in a way as to provide a common basis to guide key elements of the teaching profession such as initial teacher education, teacher professional development, career advancement and, of course, teacher appraisal. Clear, well-structured and widely-supported professional standards for teachers can be a powerful mechanism for aligning the various elements involved in developing teachers' competencies (OECD, 2005). To this end, teaching standards should express different levels of performance and responsibilities expected at different stages of the teaching career. Teacher standards need to be informed by research and express the sophistication and complexity of what effective teachers are expected to know and be able to do well in academic improvement of students.

Kishwar (2014) in his study on effects of teachers' professional competence on student's academic achievement in secondary schools in Muzaffarabad district in Nigeria, describes the consideration of good planning of professional knowledge to enhanced academic scores such that a lesson plan should adjust with students of various abilities as it encourages the

students to become actively and consciously involved in classroom activities. The teacher should include adequate content and activities such as simple question-answer method, board tests and explanatory questions among others. The lesson should include integrated skills related to content such as cognitive, psychomotor, affective that should all be developed through the lesson.

The study was descriptive in nature and was conducted by use of survey method. Data was collected with the help of questionnaires that was validated by experts and Cronbach Alpha's method. The population sampled 424 teachers (200 females and 224 males) using the simple random method. The findings of the studied showed that there was a significant difference between male teachers and female teachers' level of professional competencies and knowledge and this greatly affected students' academic performance. The researcher focused on teachers only at the expense of administrators and students who are also important in the appraisal and this current study will bridge this gap on sample size by bring on board all the teachers, administrators and students.

Muli (2010) in his study on Impacts of performance appraisal on secondary school teacher professional development in Kitui -West District noted the need of recognizing professional teacher development through legislation that would lead to improvement of practices, it is important that feedback is followed up with appropriate professional development.

The study covered on a number of school principal within Kitui West sub county in Kitui district who were sampled randomly and filled in questionnaires. The findings of the study indicated the importance of continuous professional development for teachers to be recognized in legal documents in which the Teachers Service Commission (T.S.C) should establish a staff obligation

for teachers to undergo in-service training and an annual entitlement of 30 day leave for professional development purposes. Further findings were that, school principals were required to develop professional development plans for their schools taking into account the teacher's individual development preferences, the school's needs and budget. Though this current study will fill the gap on methodology in that the study will target both teachers and principals has their population for collection of data unlike Muli,s which majored on school principals has their only target in their study.

2.3.3 How has Teacher Performance Appraisal Enhanced Better Academic Performance of Public Secondary Schools.

The theory and practice of performance appraisal in education is not new, teachers have always been appraised and evaluation reports used for promotion purposes and evaluating teachers so that principals and inspectors could have a means of appraising them .The quality of teaching and learning in educational organization is essential to professional growth of teachers and school leaders becomes central to managing their performance, since the ultimate motivation is to improve which must come from themselves (Bush & Bell, 2007). An effective performance appraisal should strike a balance between accountability and professional development, has the teacher develops through the appraisal process he should also ensure that students develop in terms of academic scores.

Nolan (2010) carried out a study on Effect of Teacher Ratings on Teacher Performance a case study of schools in Chicago and noted that there is correlation between teacher appraisal and performance of students. The times rating consists of Mathematics, English and the overall rating of students weighted on the average of mathematics and English ratings. The study involved 470 elementary schools which were rated and sampled through the multi-

stage random method which reduced the schools in Chicago to manageable one and the ratings released on their website as the teachers were reported in an analogous manner. Naturalistic design was employed during the research. The findings of the study revealed that teachers responded to learning their individual and school value added scores on how to respond to the rating which in the extend influence classroom composition. It was also noted that increased value-added methods have been increasingly used to measure teacher's performance.

The findings indicated that low-rated teachers saw increases in their students' English and Math test scores while high-rated teachers saw little or no change in their student tests. From the release of teacher ratings, these differential responses from low to high rated teachers suggest possible test score gains as a result of teachers' appraisal. It further revealed that, teachers rating increased as regular appraisal was done and these in turn increased school ratings due to value added in the 470 elementary schools that took part in the study. It showed that the classroom composition of high and low rated teachers changed with the release of these ratings, the teacher turnover of over 95% each year was recorded in the schools as a result of these rating. The rating of teachers was very vital in the increased scores in Mathematics and English in the 470 elementary schools that participated in the study. The study employed the naturalistic design which is different from the mixed methods one used in this study, which constituted knowledge gap in terms methodology used. The researcher involved teachers in the two subject areas only compared to the overall students' performance in the eleven examinable subjects.

Ojokuku (2015) studied the influence of performance appraisal (PA) to motivation of academics in Nigerian universities which is a vital human resource (HR) practice. The study acquired samples from four (4) public universities in south western Nigeria through cluster sampling aided in grouping of respondents in the four universities. The study sourced data with

the assistance of questionnaire as the main instrument of data collection, which was analysis used through multiple and percentage regression analysis. A total of 230 staff filled in the questionnaires with the findings depicting that performance appraisal system exert a strong influence on overall performance and academics motivation the learners at the university. It was also established that performance appraisal is the key parameter to a motivated staff in the universities and this led to improved performance across the four universities. Ojokuku's study centered on the public universities on performance appraisal within the universities teaching staff while the current study deals with teacher performance appraisal in public secondary schools to academic performance.

Randy (2005) carried out a study on Effects of Different Types of Performance Appraisal on Self –Efficacy and job explored changes in individuals' confidence for job performance as a function of performance evaluation methods. It was proposed that individuals would change their judgment after they learned about the methods used to collect information regarding teacher performance in the two schools. The study employed correlational research design and samples sampled by stratified method. A total of 200 college students taking coursework leading toward education-related employment were sampled and they reviewed the evaluation guidelines of two hypothetical schools under the assumption that they were considering employment in one school or the other. The baseline of teacher efficacy was assessed after the participants read the generic teacher job description and reassessed following their exposure to each of the performance evaluation guidelines in the two schools. The quantitative data was analyzed using descriptive and inferential statistic.

The findings showed increase in participants' teacher efficacy in the low-efficacy group to about 50%, but not in the high-efficacy group. Participants with low teacher efficacy showed

improvements in efficacy following review of guidelines for either evaluation method while participants in the high efficacy showed no change from the baseline efficacy levels. Neither low nor high teacher efficacy showed a preference for employment in a school using a particular evaluation model. Sensitivity of low efficacy individuals to evaluation information suggests that interventions and trainings were necessary. The gaps created by the study was found on the design where this study employed correlation design while the current study will employ the mixed methods design to bridge the gap.

Wanjohi (2013) carried a study on Curriculum Evaluation in Kenya. In his work he identifies with the teacher as key in curriculum evaluation factor. He observes that formative assessment if well implemented by teachers may assist in improving the learning programs in schools. The researcher indicates that the focus of the teachers should be in both formative and summative evaluation. This is due to the fact that during development of a service or a product, or in the case of personal assistance in developing potential and evaluation the level to which required criteria for tenure, promotion and the like are met, both summative and formative evaluations needed. The study focused on education experts drawn across all departments of curriculum implementation of about 156 members. The interviews were done by 20 members.

The findings from the education experts in Kenya for a long time have argued for a formative evaluation rather than a summative one of the curriculums. The formative gives a comprehensive view as it incorporated various elements and is progressive, instead of the summative that only considers what a candidate does in four years (2014, Saturday Nation, September 27). It was noted that the bottom line is the administration of the national examinations such as K.C.S.E that should be reviewed, it is presumed that TPA could play a role in ensuring effectiveness in the administration of examinations. The study targeted TPA on

curriculum evaluators at the expense of the teachers in public secondary schools which the current study seeks to find in relation to students' academic performance. This current study focused on the teachers and school administrators (principals and deputy principals) who are key in management of academic performance of students in public secondary schools.

Kamiti (2014) in his study on the Effects of Performance Appraisal System on Employees of Tourism Department, Kenya, suggested that Performance Appraisal System acts as an important factor contributing to the motivation of employees. The study involved 60 employees from the Tourism department of University of Nairobi which were interviewed on their views on the effects of performance appraisal to job motivation and satisfaction. The study utilized a qualitative design approach, purposeful and snowball sample techniques were employed. Data was collected through semi-structured interviews. Analysis of qualitative data was made possible through the use of themes. The findings were clear that the more transparent and objective the performance appraisal system is in the public service, the higher it will be a motivation to employees. However, these should be tailored to suit the necessary employee aspirations as noted by the department at large. It was further noted that, the more transparent and open the appraisal system was the more motivated the employee were, this increased productivity in the department. This study was carried in public secondary schools which have several departments in them and focused on teachers and school administrators totaling to hundreds of employees which bridged the gap in terms of methodology.

2.3.4 Challenges influencing the implementation of teacher performance appraisal in public secondary schools.

Literature review since inception of performance appraisal in the public sector in Kenya, there has been constant resistance from employees. Although it seems like the system

has finally been implemented in public secondary schools but the question that begs is what challenges continue to face the process. This section submits a discussion on scholarly work as pertains challenges facing teacher performance appraisal.

American Scientific Research Journal for Engineering, Technology and Sciences (2018) Vol. 49, No 1, pp 175-191 cited out distressful among employees as one of the challenges affecting teacher performance appraisal, and this has been a potential cause of tension between head teachers and teachers in an institution. Authors observed that the US government had carried out a study on the performance appraisal of teachers in schools with the view to see its effect in their working environment. The study involved a number of schools, in which some teachers filled in questionnaires and some heads too interviewed. The study discovered that teacher performance appraisal systems declined in the 1990's because the teaching profession saw it as being time -consuming, bureaucratic, mechanistic and threatening. They further cited that there was a need of culture change among the teachers. They assert that culture change among the public officers which included teachers is crucial for any meaningful gains to be realized from the management system-thus they need to embrace the culture of hard work, a competitive culture, attributes such as integrity and thriftiness in the use of resources. Though, institutionalizing a performance-oriented culture in the public service through the introduction of an objective performance appraisal system is one of the trademarks of a successful PA in the United States.

Nurse (2013) in his study performance appraisal, cited employees' level of trust to the appraisers as another challenge that affected PA in the Malaysia. The study asserts that if an employee knows that assessment is valid, they will trust leaders and accept it since it's a successful process. The level of trust and performance appraisal should be intended to enhance

the departmental development by building faith among the appraiser and appraisee such that it exhibits a positive impact on the two. The study involved employees drawn from ministry of National government where 354 employee filled questionnaires and some participated interviews.

The findings of the study revealed that appraiser who keeps recording the appraisee performance and records over time therefore need the trust of employees since he keeps their records for a long time. The study stresses on the need for positive relationship between the appraiser's levels of trust and effectiveness in implementing the performance appraisal of teachers. It also stipulates that the process must be open and interactive to allow full involvement of the person being appraised thus increases the levels of trust.

Cooping (2001) pointed out that lack of proper knowledge on target setting as the other challenge affecting implementation of PA in South African schools. He asserts that the persons who does the evaluation must fully understand the rationale for the target setting. Similarly, there is also a query regarding the conflict of interest of the members of Performance Contract Steering Committee (PCSC). Some of the members also sign Performance Contracts and, hence, can be seen to have the dual role of a judge and defendant in the same case. This needs to be rectified so as to remove any appearance of conflict of interest. Numerous legal challenges have also been met in the path of implementing performance contracts. According to the author there is no clear policy framework on which to implement the performance appraisal process, lack of executive support and failure to show serious concern for performance appraisal as an integral component of staff management. The author further emphasizes that for the system to survive in the long run, it needs to be given a more solid legal foundation with clear understanding of the legal and regulatory framework governing the operationalization of

performance contracting as crucial. In most countries, passing a special legislation to this effect does it. He still feels that even in cases where the contract is signed, the question of whether to terminate one's engagement still lingers. This is especially so since there is a lot of other intervening variables in the various work places. Other challenges pointed out by Cooping's in performance appraisal include internal inefficiencies that plague many of the public agencies such as : the lack of adequate resources, resources not being released on time; some performance targets were highly ambitious and unplanned transfer of staff, the lack of implementation teams in schools, results areas not well defined, resources not adequate as well as the poor appraisal methods.

Fletcher (2016) pointed out low level of understanding of performance appraisal process between the supervisor and the employee as the other challenge that affects teacher performance appraisal as this can cause a lot of confusion among individual workers at all levels. He pointed out that both supervisors and supervisee should get training in performance appraisal management so as to acquire some degree of understanding the process and importance of performance appraisal. Failure to this may experience difficulties or fail to cope up with setting objectives and targets. If this happens automatically, it will affect implementation of the performance appraisal. Performance appraisal involves a lot of activities from setting objectives to form filling and signing, therefore line managers as appraisers are supposed to have intimate knowledge of appraisal process. Therefore, the level of education of both supervisors and supervisee is crucial for better results and acceptance of the performance appraisal process.

Ndegwa (2001) noted that performance appraisal also faces the challenge of lack of proper reward system upon meeting set targets. One of the main roles of appraisal is to initiate rewards and promotions which has not been the case in many organizations. Author also

observed that it is true that without incentives, people start ignoring the evaluation system. However, to counter this, report put forward several proposals such as: that the Government to introduce a reward/sanctions scheme to boost the impact of performance contracting in the public service. These proposals have been informed by the fact that public officials would feel more enthusiastic participating in an exercise that promises some reward. Rewards will also ensure that employees are motivated. Whether the government made good its promise, however, remains to be investigated. A majority of employees in the public sector do agree that PA without reward has no meaning and therefore ignored. In the study 72.9% of employees assert that no reward has been given to the after meeting the set targets and as a result they are forced to even setting high ones and this kills their self-esteem and demotivates them.

The study also cited the use of a common appraisal tool across different sectors of the economy as being unfair. The arguments in this section point to a situation where the appraisal system faces numerous challenges in its implementation. This study provided a framework through which teacher Performance appraisal could be used to enhance students' academic performance in public secondary in Mutito sub-county.

2.3.5 Possible measures to curb the challenges affecting performance appraisal.

The ideal approach to performance appraisal is one in which evaluator is free from personal biases, prejudices and idiosyncrasies. This is because when evaluation is objective, it minimizes the potential capricious and dysfunctional behavior of the evaluator, which may be detrimental to the achievement of the organizational goals. However, inequities in evaluation often destroy the usefulness of the performance system resulting in inaccurate, invalid appraisals, which are unfair too.

Some of the common challenges discussed in the study include; appraisers' level of trust between the appraiser and the appraisee. If the appraiser lacks trust on the ratings given by the appraiser due to their mistrust levels. It also occurs when the rater allows one aspect of a man's character or performance to influence his entire evaluation. It is the tendency of many raters to set their rating is excessively influenced by one characteristic rather than on all subsequent characteristics. This problem often occurs with employees who are especially friendly or unfriendly toward the supervisor. For example, an unfriendly employee will often be rated unsatisfactory for all traits rather than just for trait "gets along well with others". Being aware of this problem is a major step toward avoiding it. In order to curb this challenge, the organization should invest on supervisory training which can help can alleviate the problem.

Lack of proper knowledge on target setting and general performance appraisal by the employees remain a challenge to many employers, has a result of lack of knowledge most employees have a central tendency when filling in rating scales. For example, if the rating scale ranges from 1 to 7, they tend to avoid the highs (6 and 7) and lows (1 and 2) and rate most of their people between 3 and 5. If you use a graphic scale, this central tendency could mean that all employees are simply rated "average". Such a restriction can distort the evaluations, making than less useful for promotion, salary or counselling purposes. Ranking employees instead of using a graphic rating scale can avoid this central tendency problem because all employees must be ranked and this cannot all be rated averages.

Lack of rewards attachment to meeting of set targets by employees still remain a challenge in implementing teacher performance appraisal in most organizations. If for instance employees set targets and in their minds they are quite aware that upon meeting the set target nothing is going to be done will lead to a lot of reluctance in the organization.in order to curb

such behaviour organizations should attach specific rewards to upon attainment of set targets which can range from monetary value, promotions and kickbacks would do to motivate employees.

Rater's Liking and Disliking also contribute to the problems encountered during performance appraisal as manager's /supervisors being human beings they have strong liking for some or to their close one. Here, the rating will be influenced by personal factors and emotions and raters tend to give high rating to person whom they like and low rating to those whom they dislike.to deal with this problem the organizations should come up with clear guidelines on performance appraisal and should be made as open as possible to all employees

Lack of objectivity by the appraisal process such that human characteristics or factors such as appearance, attitude, and personality cannot be measured as these are subjective in nature. Moreover, they have little to do with the performance of an employee. The subjectivity poses problem to the appraisal method, though it cannot be totally avoided.

Mondy (2009) opines that employee appraisal based primarily on personal characteristics may place the evaluator and the company in untenable positions with the employee and equal employment opportunity guidelines. The firm may be hard-pressed to show that these factors are job-related as one way of fighting this challenge.

Appraiser discomfort has posed as a challenge to implementing performance appraisal. It has been evidenced that many performance appraisal reports neither motivate the appraisees nor provide effective guidance to them. Rather, the reports create conflicts between the appraisees and appraisers that lead to dysfunctional organizational environment. It is also seen that appraisers do this job as an obligatory duty. But they should treat them as a tool for organizational development, derive pleasure, and love to do this. Organizational climate can

effect this attitudinal change. Knowledge on performance appraisal should be enhanced in the organization for appraisal to be objective with defined rules.

2.4 Summary of Literature and knowledge gap.

Studies related to teacher performance appraisal have been extensively reviewed globally, regionally and locally as presented in the themes according to the research questions. From the noticeable perspective of positive and strength, it is evident that teacher performance appraisal plays a pivotal role in enhancing students' academic performance in public secondary schools. However, research on influence of teacher performance appraisal to students' academic performance has not been captured in the existing studies and this current study bridged the gap. Most of the studies reviewed employed correctional survey method while the current study employed mixed method design which constituted a methodological gap that this current study bridged.

This current study focused on principals, education officials, deputy principals and teachers in public secondary schools within Mutito sub-county as opposed to others carried in different places and only captured one group of people which constituted a knowledge gap. Some of the reviewed studies employed random sampling only while the current study used purposive sampling in addition to simple random and stratified techniques which constituted a gap in sampling techniques. Majority of data was collected by use of questionnaires and analyzed using the SPSS of earlier version and statistics with Stata computer application while in this current study the data was collected by use of questionnaires, interview guides and documented analysis and analyzed by use of the latest SPSS version bridging a gap in data analysis procedures.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the locale of the study, research design, target population, sample and sampling procedures, data collection instruments, data collection procedures, pilot study,

validity and reliability of research instruments, data analysis procedures and ethical considerations used in the study.

3.2 Locale of the study

The study was conducted in public secondary schools in Mutito sub-County, Kitui - Kenya. There were 25 public secondary schools in the sub-county, of which were targeted. Statistics from the Ministry of Education (2015) show that most of the schools in Mutito sub - County have been persistently performing poorly in KCSE, thus the need to carry out research in this sub-county.

3.3 Research Design

Creswell. J (2017) defines research design as the plan or strategy or blue print which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done.

The Mixed methods research design - a blend of both quantitative and qualitative research paradigms helped the researcher to gain in breadth and depth understanding of the topic in study, while offsetting the weaknesses inherent to using each approach.

The design was considered the most appropriate since it enable the researcher to collect, analyze, and "mixing" both quantitative and qualitative research methods in a single study to understand a research problem.

The study also adopted Phenomenological design which allowed the researcher to describe, understand and interpret the meaning of experiences human life through their physical environment. It helped the researcher to clarify and enlighten how people understand and

comprehend certain phenomena in life and mostly focused on the what question it is like to experience a particular situation.

3.3 Target Population

Mugenda and Mugenda (2019) define target population as the entire group a researcher is interested in or the group about which the researcher wishes to draw conclusion. She further defines as the aggregate of all cases that conform to some designated set of specifications. The targeted population composed of all the 25 Principals, 25 Deputy Principals, 1 S.C.D.E and 255 teachers in the selected public secondary schools within Mutito Sub- County from the 25 schools. Teachers were the main focal point of the study as most of the information that was collected on performance appraisal concerned them. Teachers in the sub -county comprised of 110 females and 145 males making a total of 255.

Table 2

Target Population

Category	Target Population	Sample size	Percentages (%)
Principals	25	16	64
D/principals	25	16	100
SQASO	1	1	100

Teachers	255	160	64
Total	306	193	63.07

Source: Researcher (2020)

3.4 Sample and Sampling Procedures

A sample is a smaller group obtained from the target population that is used to make conclusions regarding the whole population. (Mugenda and Mugenda, 2013). It is also a set of respondents selected from a large population for purposes of the research study. The researcher employed probability sampling techniques which were stratified and simple random sampling methods to select the sample.

The sampled population was then divided into groupings/strata of SCDE, principals, Deputy principals and teachers. The secondary schools within the sub-county were selected using stratified and simple random methods which ensured all the sub groups of the population were represented on the sample. The researcher further divides the schools into strata such as boys boarding, girls boarding and mixed day secondary schools.

3.4.1 Sampling of schools

A sample of 16 schools was selected from a total of 25 schools from the sub county using stratified sampling where schools were classified into three strata as Boys' boarding, Girls' boarding and Mixed day secondary schools. The researcher further used purposive sampling to select 4 Boys' boarding and 4 Girls' boarding schools since they were the only ones in the sub-county translating to 100% and selected the mixed day schools using simple random since they formed the majority of schools in the sub-county.

3.4.2 Sampling of teachers

Teachers were selected according to their positions and type of school using the stratified sampling method. Simple random sampling was further used to select those who were eligible to participate in filling in the questionnaire. The researcher also sought to understand how information flows and striking a balance among the teachers has this helped in identifying the overall gaps in flow of information within the school.

The study targeted 255 teachers from the sub-county of which proportions of 10 teachers from each school was allowed to participate giving a total of 160 teachers and translated to 62.7% of teachers in the sub county. The study also stratified teachers in ages, teaching experience and gender for each school sampled.

3.4.4 Sampling of Principals, Deputy Principals and SCDE

Purposive sampling was used to select the 16 principals (100%), the 16 Deputies (100%) and the 1 SCDE (100%). This was due to the fact that all schools within the sub-county had one principal and a deputy who were allowed to participate in the study since they are administrators and actively involved in the appraisal process and management of human resource in schools. The sub - county has one SCDE who is involved in the overall appraisal of principals.

3.5 Data Collection Instruments

This study employed the use of both questionnaires and interviews guides to collect data from teachers and Deputy principals. The questionnaires were used to collect information from teachers and deputy principals while interview guides collected information from the

Principals and SCDE officer concerning teacher performance appraisal and students' academic performance in the sub county.

3.5.1 Questionnaires

The researcher developed questionnaire as the main research tool for the study, it was used as a means of eliciting the feelings, beliefs, experiences, perceptions or attitudes of some sampled individuals based on the nature of the study time and objectives of the study. The items on the questionnaire were developed and any information obtained from the respondents was on the basis of the research questions of the study.

A closed ended questionnaire was used in the study, this is because it had the ability to limit inconsistency and also save time as suggested by Amin (2004). Questionnaires were developed to test the teachers' responses on teacher performance appraisal and its influence on students' academic performance.

3.5.1.1 Questionnaire for teachers

The researcher developed a questionnaire that comprised of five sections: section one: used to gather personal/background information of the teacher such as age, gender, length of service among others, section two: how the appraisal of teachers on planning of teaching and learning materials influence students' academic performance, section three: to gather data on teacher professional knowledge and how teacher performance appraisal has enhanced better academic performance, section four on the challenges facing performance appraisal and lastly section five, on the possible solutions to mitigated the challenges encountered.

3.5.1.3 Questionnaire for Deputy Principals

The researcher developed a questionnaire for the deputies and it comprised of five sections: section one; used to gather personal /background information of the teacher such as age, gender, teaching subjects length of service among others, section two; to cover teachers perceptions on the appraisal of teachers on planning of teaching and learning materials influence students' academic performance, section three; to gather data on the role of performance appraisal, fourth section ; on the challenges facing performance appraisal in relation to students' academic performance and lastly, on the possible measures to mitigate the challenges encountered. The questionnaire was used to gather information from administrators on their perceptions on the role of teacher performance appraisal in influencing academic performance among students in the sub- county.

3.5.2 Interview Guide

An interview guide was designed to obtain in-depth information from key respondents on various distinct purposes such as a means of gathering information about a person's knowledge, preferences, values and attitudes (Cohen and Manion, 2000). An interview guide helped probe information that helped supplement data from questionnaires and test areas hard to investigate by the use of the questionnaire approach.

3.5.2.1 Interview guide for Principals and the SCDE officials.

A face-to-face and telephone interview was conducted with the principals and the SCDE on the influence of teachers' performance appraisal in their schools to academic performance. The interview schedule probed on the state of performance appraisal in schools, effective planning of teaching and learning materials influence students' academic performance, how

often performance appraisal is conducted in schools/subcounty, how performance appraisal enhances better academic performance in their schools/subcounty, on the challenges encountered during the appraisal process and the last section on the possible mitigation measures to curb the challenges and issues encountered.

3.5.3 Document analysis Guide.

Document analysis is a critical examination of recorded information connected to the issue under study, (Creswell, 2012).The school documents such as K.C.S.E results was used to calculate and obtain individual mean grades and overall school performance over the intended period and journals used to give voice and meaning around the topic of study.

3.6 Validity, pilot testing and Reliability

Validity, pilot testing and reliability of research instruments was done as described below;

3.6.1 Validity of the research instrument.

Validity is the degree to which an instrument measures what it is supposed to measure to be able to get accurate data and thus important to validate the instruments being used. The researcher's instruments were subjected to validation and those items found to be mis-understood or ambiguous modified, thereby improving on the face validity. (Mugenda and Mugenda, 2008). Expert opinions from two supervisors and one researcher on the instruments was greatly sought to help improve content validity and construction of the instrument, which scrutinized and approved by supervisors. Content validity was subjected to the instruments to find out whether the instrument provides adequate coverage of the topic in study.

Face validity was used to test the degree to which a procedure especially an assessment appears effective in terms of its stated aims. It also demonstrates a clear definition and assesses

what it purports to assess such as description and content of measure such as questions on the task.

3.6.2 Pilot testing

A pilot study /feasibility study is a small-scale preliminary study conducted before any large-scale quantitative research in order to evaluate the potential for future, full scale project.it helps the researcher appropriate sample size, budget and improve upon the design prior to performing the project. (Neff and Germer,2013)

According to Kothari 2011, defines pilot testing as a process that involves trying out research instruments on a small number of samples. The testing was to enable the researcher to improve reliability and validity of instruments used and familiarize with the administering of questionnaires and interview schedules. It was also conducted to detect any challenges that the respondents may likely to encounter when responding to questionnaires and undertaking interviews.

The pilot testing was done through identifying a target group and choosing from a sample from the various target groups by use of stratified random method which included: 2 Principals, 3 Deputy Principals and 10 teachers. The selected ones participated in filling in questionnaires and responding to interviews guides questions and the collected data was analyzed to give a representation of the whole sample.

3.6.3 Reliability of research instruments

Mugenda (2013) asserts that, reliability measures the degree to which research tools yields results in consistent manner. Reliability is carried out to check whether the instruments

gives consistency in the results collected. When a measurement instrument is prone to random error, it lacks reliability. Cronbach's Alpha co-efficient was used to compute reliability of data through the use of Statistical Package for Social Sciences (SPSS) version 23.0.

Cronbach's Alpha Coefficient method was used and a value of 0.6 was used as the cut off and all items whose value was less than 0.6 were considered weak, they were therefore changed or removed from the final questionnaire. Macmillan and Schumacher (2010) recommends a value of 0.6-0.85 as acceptable values for Cronbach Alpha coefficients.

The Cronbach's Alpha scale for teachers' questionnaire was 0.761 and 0.779 for deputy head teachers' questionnaire as presented in Appendix I and J respectively. This means the research instrument was reliable.

The trustworthiness of qualitative data collected was demonstrated by the researcher's credibility through the use of triangulation which involved the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of the concepts. It also involved using different source of information to increase validity and confidence in the data collected during the study.

Debriefing is usually conducted in psychological research with human subjects to help identify aspects of team performance which make the findings credible and keep the confidence in the information that will be collected from the respondents. The researcher also ensured that the information collected was not geared towards a particular type of knowledge.

3.7 Data collection procedures.

The researcher obtained an Introductory letter from the university after which he obtained a permit from the National Commission for Sciences Technology and Innovation (NACOSTI). The researcher notified the Sub- County Director of Education (SCDE) and the respective principals, teachers from the selected schools about the intent of the study.

The researcher administered questionnaires, carried-out face to face and telephone interviews with voice recordings. He sought consent from the respondents, explained the purpose of the study and what he intends to do with the information collected from them. He further assured them of the confidentiality of the information they provided on the questionnaires and interviews. Quantitative data was collected by use of questionnaires and documented analysis. The qualitative data which included observable qualities such as colour, texture appearance, and beauty was collected by use of observations, in-depth interviews and focus group discussions.

3.8 Data Analysis procedures

Maina (2012) define data analysis as the process of looking at and summarizing data with the intention of extracting useful information for purposes of making inferences and conclusions. This study employed mixed method design where data was analyzed using both quantitative and qualitative techniques. Quantitative data from questionnaires was read, condensed, edited and summarized by sieving out ambivalent information before being coded, recorded and analyzed using Statistical Package for Social Scientists (SPSS) version 25.0. Descriptive statistic was presented using frequencies, tables, bar-graphs and percentages. Qualitative data inform of notes, voice recordings, descriptive words was analyzed by use themes and the information placed into similar themes and rubric was used to score the document.

Documented analysis was used to analyze academic performance of students from the selected schools and their K.C.S.E results analyzed for the past five years.

3.9 Ethical Considerations

Despite the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity (Osoo and Onen, 2009). Throughout this study, ethical issues were upheld to ensure that dignity of participants is maintained. Mugenda, (2008) suggests that protecting the rights and welfare of participants should be the major ethical obligation of all parties involved in a research study. The researcher took precautions to ensure non-disclosure of research data to parties that are not meant to consume it.

All possible measures were taken into account to ensure that respondent's names and particulars never appeared in the questionnaires. Participation in research was voluntary and the researcher had obtained research approval letter from the university and research permit from the National Commission for Science Technology and Innovation (NACOSTI). The respondents were allowed to choose if they wanted to participate after being selected or not and freely omit any item, they were unable to answer. The collected data was upheld in confidentiality and anonymity it deserved. Other issue of concern, was acknowledging all the works that were cited to avoid plagiarism and related malpractices.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, interpretation, presentation and discussion of findings. The purpose of this study was to establish the influence of teacher performance appraisal on students' academic performance in public secondary schools of Mutito sub-county, Kitui County, Kenya. The study was organized based on the study research questions; how does the appraisal of teachers on planning of teaching and learning materials influence students' academic performance? How does appraisal of teachers' professional knowledge influence students' academic performance? In what ways has teacher performance appraisal enhanced better academic performance of students in public secondary schools? What are the challenges influencing the implementation of teacher performance appraisal in public secondary school in Mutito? What are the possible solutions to curb the challenges influencing teacher performance appraisal? The responses were analyzed into frequencies, percentages and mean and presented in tables and figures.

4.2 Response Rate

The respondents involved were the principals, deputy principals, teachers and S.C.D.E officer. The response rate is presented in Table 3.

Table 3

Instrument Return Rate

Respondents	Sampled size	No. collected	Return rate (%)
Principals	16	12	75.0
Deputy Principals	16	14	87.5
S.C.D.E officer	1	1	100.0
Teachers	160	100	62.5
Total	**193**	**127**	**81.2**

Source: Researcher (2020)

Table 3 indicates that the average questionnaire return rate was 81.2% which according to Mugenda and Mugenda (2013) is classified as excellent and adequate for analysis and statistical reporting.it is important to ensure that the response rate is suitable so as not to affect the validity of result findings.

Though the low of 62.5% for teachers was attributed to the effect of covid -19- health protocols measures which discouraged use of hard copies, so majority did not hand in the questionnaires.

4.3 Background Information of Respondents

The background information of deputy principals was based on age, gender, education level, teaching experience, teaching subject and the type of school they were currently posted. Table 4 presents the deputy principals' demographic information.

Table 4

Background Information of Deputy Principals (n=14)

Variable	Frequency (F)	Percentage (%)
Age		
31-40 years	4	28.6
41-50 years	8	57.1
More than 50 years	2	14.3
Total	**14**	**100.0**
Gender		
Male	7	50.0
Female	7	50.0
Total	**14**	**100.0**
Education level		
Master's degree	5	35.7
Bachelor's degree	7	50.0
Diploma	2	14.3
Total	**14**	**100.0**
Teaching experience		
2-5 years	2	14.3
6-10 years	8	57.1
More than 10 years	4	28.6
Total	**14**	**100.0**
Teaching subjects		
Languages	5	35.7
Humanities	4	28.6
Sciences	3	21.4
Mathematics	2	14.3
Total	**14**	**100.0**
Type of School	4	28.6

Boys Boarding	4	28.6
Girls Boarding	6	42.8
Mixed day		
Total	**14**	**100.0**

Source: Researcher (2020)

Table 4 shows that 57.1% of the deputy principals were aged between 41-50 years, 28.6% were aged between 31-40 years and 14.3% of the principals were aged more than 50 years. This means that the deputy principals were relatively old and might have challenges appraising teachers regularly since it's a tedious process that involve a lot of paperwork. Half of the deputy principals 50% were male and the other half 50% were female. This means that both genders were well represented in the study and there was no gender disparity while promoting teachers to the rank of deputy principals. The appointments to deputy principal position at below 40 years was very low at only 14.3% which depicts that a majority of appointments occur at early 40's and this has an effect in appraisal process.

Findings also show that 35.7% of the deputy principals had attained masters' degree, 50% had attained bachelors of education while 14.3% had attained diploma only. This shows that the deputy principals were qualified to serve as school leaders and they were also aiming at pursuing higher education to make them more competent in the administration of secondary schools. A larger number of deputy principals had master's degree which made them to understand the appraisal process well in relation to academic performance in their schools since they have vast knowledge to perform appraisal.

The findings on deputy principals' teaching experience showed that 14.3% had an experience of 2-5 years, 57.1% had taught for 6-10 years and 28.6% of the deputy principals had

a teaching experience of more than 10 years. The length of teaching was important when it came to understanding the appraisal process with teachers above 10 years being slow to carry out the appraisal of teachers due to the changing technological know-how compared to the 14.3% who are very efficient and highly computerized. The more experience the deputy principals had, the more effective they become as administrators in public secondary schools. Findings, also showed that 42.8% of the deputy principals were from mixed day secondary schools, 28.6% from girls boarding and 28.6% from boys boarding public secondary schools. This shows that all type of schools in the sub-county were well represented with the majority of schools being mixed day secondary schools at 42.8%. The deputy principals taught languages (35.7%), humanities (28.6%), sciences (21.4%) and mathematics (14.3%) indicating that the deputy principals had great experience in teaching various subjects.

The background information of teachers focused on age, gender, education level, teaching experience, position in school and school. Table 5 presents the teachers' demographic information.

Table 5

Background Information of Teachers (n=100)

Variable	Frequency (F)	Percentage (%)
Age		
21-30 years	31	31.0
36-45 years	50	50.0
46-55 years	15	15.0
More than 50 years	4	4.0
Total	**100**	**100.0**
Gender		
Male	64	64.0

Female	36	36.0
Total	**100**	**100.0**
Education level		
Master's degree	10	10.0
Bachelor's degree	77	77.0
Diploma	13	13.0
Total	**100**	**100.0**
Teaching experience		
1-5 years	51	51.0
6-10 years	30	30.0
More than 10 years	19	19.0
Total	**100**	**100.0**
Position in school		
Subject teacher	61	61.0
Head of department	31	31.0
Senior teacher	8	8.0
Total	**100**	**100.0**
Type of School		
Boys Boarding	35	35.0
Girls Boarding	19	19.0
Mixed day	46	46.0
Total	**100**	**100.0**

Source: Researcher (2020)

Table 5 shows that 50% of the teachers were aged between 36-45 years, 31% between 21-30 years, 15% were aged between 46-55 and 4% were aged more than 50 years. This means that majority of the teachers were relatively young therefore in a position to undertake the rigorous and tedious appraisal process. The teachers above 50 years of age had less interest in performance appraisal which could explain the delay in submitting the returns when needed.

Findings further show that, 64% of the teachers were male while 36% were female. This shows that the teaching fraternity in the study area is dominated by males although Teachers' Service commission (T.S.C) had observed the one third gender rule in posting teachers to the sub-county thus a need to employee more female teachers by the commission to balance the males.

Findings on education level showed that 77% of the teachers had attained bachelors' degree, 10% had a masters' degree and 13% had attained diploma in teaching. This showed that the teachers were competent to teach in secondary school. With the majority of teachers at bachelor's degree meant that they were able to read and interpret the appraisal document with ease. Slightly more than half of the teachers 51% had served as teachers for one to five years, 30% for 6-10 years and 19% for more than 10 years. This shows that the teachers had great experience in teaching and therefore in a position to understand the influence of teacher appraisal on students' performance. It further indicated that majority of teachers were educated and, in a position, to undertake the appraisal process successfully. This is supported by Okumbe (2003) who states that younger employees give higher expectations and aspirations which may not be met by the organization and therefore may tag their appraisers ineffective.

Findings also showed that 61% of the teachers were subject teachers, 31% were head of departments and 8% were senior teachers. This meant that the teachers were knowledgeable on teacher appraisal since they held senior positions in the school. Furthermore, the numbers of heads of Departments and senior teachers were less and this explains the slowness in carrying out the appraisal process. The findings concur with the previous finding from the deputy principals that majority of the secondary schools in the study (61%) were mixed day schools.

4.4 Students' Academic Performance

The study sought to find the schools' performance in the past five years. The teachers and deputy principals were asked their respective schools' mean from 2015-2019. Table 6 shows their responses:

Table 6

Students' Academic Performance

Year	Performance Mean (Teachers)	Performance Mean (Deputy Principals)
2015	4.23	4.30
2016	4.15	4.21
2017	4.00	4.11
2018	3.86	3.90
2019	3.47	3.59

Source: Researcher (2020)

Table 6 shows that the schools mean for the past five years was generally low at between 3.00 – 5.00 points out of a rank of 12.00 points. This meant that students' academic performance was dismal and below average. The finding was supported by the K.C. S. E results reviewed on performance from schools that showed that most schools in the sub-county showed a poor performance trend among students for the last five consecutive years. This was in agreement with Sub-county mean 2015 to 2019 as shown on Table 1 as evident from the Sub-County marksheet data forms availed. The drop in the sub-county mean over the last five years could have been attributed to lack of teacher performance appraisal in the schools.

4.5 Influence of Teachers' Appraisal on Planning of Teaching and Learning Materials on Students' Academic Performance

The first research question probed the influence of appraisal of teachers on planning and preparation of teaching and learning materials on students' academic performance in public secondary schools of Mutito sub-county. The deputy principals were asked whether the teachers' professional records are appraised. Table 7 presents the findings.

Table 7

Deputy Principals' Responses on Appraising Teachers' Professional Documents (n=14)

Responses	Performance	Percentage
Yes	14	100.0
No	0	0
Total	**14**	**100.0**

Source: Researcher (2020)

Findings in Table 7 show that all the deputy principals said that the teachers' professional documents are appraised. This finding was supported by all the 12 principals who said that 'all the teachers employed by the teachers service commission are regularly appraised" (Interview, August 16, 2020). Even though all the principals agreed with the deputies on appraisal of professional documents there is still poor academic performance among schools. The researcher further sought to find out the frequency of appraising teachers' professional documents. Table 8 and 9 presents deputy head teachers' and teachers responses on frequency of appraising teachers' professional documents.

Table 8

Deputy Principals' Responses on Frequency of appraising Professional Documents (n=14)

Frequency of appraising Teachers' Professional Documents	**Frequency**	**Percentage**
Monthly	2	14.3
Termly	12	71.4
Yearly	2	14.3
Total	**14**	**100.0**

Source: Researcher (2020)

Table 8 shows that majority of the deputy principals 71.4% indicated that the teachers' professional documents are appraised once per term, 14.3% indicated monthly and another 14.3% of the deputy head teachers noted that the teachers were appraised once per year. The finding was supported by the S.C.D.E who said that "appraisal of teachers' professional documents is done once per term in most schools although majority of the teachers have a negative attitude towards performance appraisal and only about 5% of the teachers in the sub-county fill the appraisal forms willingly" (Interview, August 17, 2020).

This finding was also supported by a principal who said that: -

> ''Appraisal of teachers' professional documents is a carried out once per term although majority of the teachers especially the old ones have a negative attitude towards it and they must be pushed to undertake the appraisal. The teachers complain that the paper work is too much which consumes a lot of quality time that could be utilized for teaching. However, the younger teachers embrace it without being pushed''. (Interview, August 20, 2020).

This means that appraisal of teachers' professional documents in the sub-county takes place regularly and the teachers have a negative attitude towards appraisal process. Since a large number of appraisers did it once could be the underlying reason behind the drop of school's mean. The researcher also noted that a smaller number did it monthly. The finding concurs with Maliehe, (2011) that the principals evaluate teachers once per term while other others evaluate teachers once per year.

Table 9

Teachers' Responses on Frequency of appraising their Professional Documents (n=100)

Frequency of appraising Teachers' Professional Documents	**Frequency**	**Percentage**
Monthly	15	15.0
Termly	75	75.0
Yearly	10	10.0
Total	**100**	**100.0**

Source: Researcher (2020)

Findings in Table 9 concurs with the previous findings from the SCDE, principals and deputy principals that appraisal of teacher professional documents in most schools takes place termly. This could be the reason behind the reduced mean in most schools thus influence academic performance. Some teachers are however appraised once per month and others once per year. The finding is in agreement with Isore (2009) that teacher evaluation is supposed to be undertaken on a regular basis, as an integral part of the work and duties of the teacher.

In my view, regular appraisal of teachers professional documents play a pivotal role when it comes to student's academic performance ,through this teachers are able to correct on areas they never did well previously and come up with new strategies and this will raise the school mean score which in turn raise the sub-county's one.

The deputy principals were asked the tick on how often they conducted instruction supervision to ascertain whether teachers prepared their professional documents. Table 10 presents the findings.

Table 10

Frequency of Instruction Supervision (n=14)

Statements	**Frequently**		**A few times**		**Never**			
	F	**%**	**F**	**%**	**F**	**%**	**M**	**SD**
I evaluate teachers lesson notes	7	50.0	7	50.0	0	0	1.50	.519
I hold after class supervision discussion with the teachers	5	35.7	8	57.1	1	7.1	1.71	.611
I walk around classes to ensure teachers attend their lessons	5	35.7	7	50.0	2	14.3	1.79	.699
I evaluate teacher's performance in their subject by assessing students results	4	28.6	9	64.3	1	7.1	1.79	.579

Source: Researcher (2020)

Findings in Table 10 show that; the deputy principals frequently evaluate teachers lesson notes (M=1.50), hold after class supervision discussion with the teachers (M=1.71), walk around classes to ensure teachers attend their lessons (M=1.79) and they also frequently evaluate teacher's performance in their subject by assessing student's results (M=1.79). This implies that the deputy principal's check on the teacher's professional documents regularly hence they are able ascertain the teachers who are competent in preparation of the professional documents. This makes them to plan adequately for lessons and cover syllabi on time. Frequent evaluation ensures that professional standards are maintained by teachers at all time during

lessons attendance. The findings concur with Muli, (2010) that curriculum supervisory methods are limited to checking teachers' professional records, departmental supervision and class visits which yield results.

The deputy principals were asked the criteria they use to ascertain teacher's lesson plans before they use them to teach. Findings are presented in Table 11.

Table 11

Criteria used to Ascertain Teacher's Lesson Plans (n=14)

Criteria used to ascertain teacher's lesson plans	Frequency	Percentage
HODs approval of professional documents	4	28.6
Checking if time allocated for every lesson was well utilized	1	7.1
Checking and stamping the professional documents	4	2.8
No response	5	35.7
Total	**14**	**100.0**

Source: Researcher (2020)

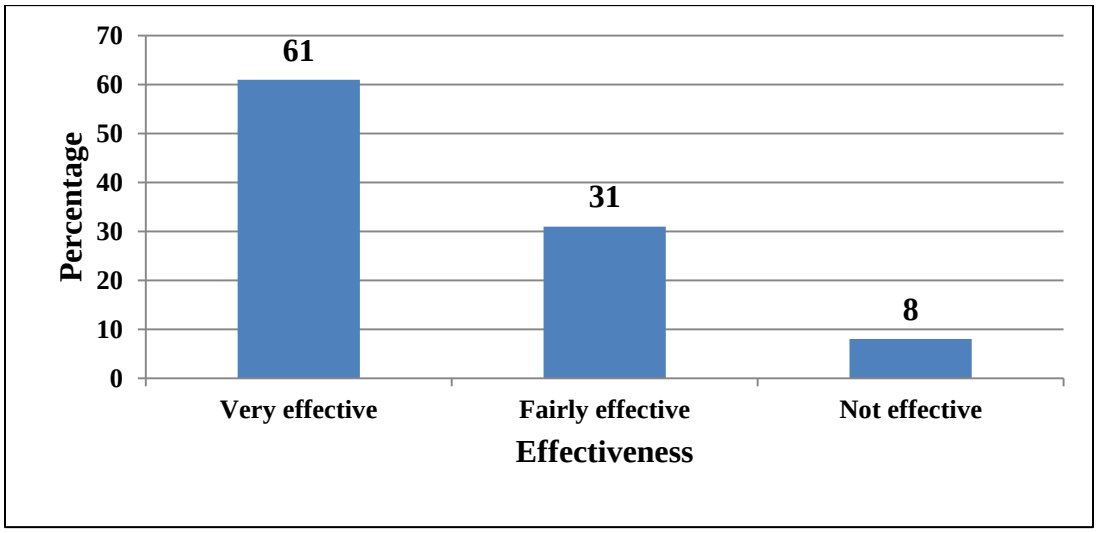
Table 11 shows that the criteria used to ascertain teachers lesson plans before they use them to teach included, asking the head of departments to approve the teachers' professional documents (28.6%), checking if time allocated for every lesson was well utilized (7.1%) and checking and stamping the professional documents (2.8%). This meant that the school administration should put in place measures to ascertain teachers' professional documents before they are used in class although the information is scanty. The administrators should also ensure that the 40 minutes allocated for a lesson is effectively utilized by the respective teacher to attain academic excellence. The finding is in agreement with a study done by Institute for Information on Education, (2011) which revealed that little information is available regarding the procedures

and criteria used by school principals for the regular appraisal of teachers in the course of their work.

The researcher also sought to find out from the teachers the effectiveness of lessons administered with the aid of lesson plans geared toward academic excellence in schools. Figure 2 presents the findings.

Figure 2

Effectiveness of Lessons Administered with the Aid of Lesson Plans (n=100)



Findings shows that 61% of the teachers indicated that lessons administered with the aid of lessons plan are very effective in academic excellence, 31% indicated that lessons plan are fairly effective and 8% of the teachers indicated that lessons plan are not effective in academic excellence. This implies that pre-planned lessons are very effective in improving students' academic performance since prior planning of lessons ensures that the teachers only teach what they had prepared for which could makes it easy to deliver the content to the students. Lesson plans also guides the teachers on what to teach in the next lessons and they direct the students on

what to read in preparation of the next lesson. A lesson plan could also ensure that time is effectively utilized by the respective teacher. The findings concur with Asikhia (2010) that teachers' methods of teaching influence students' academic performance to a greater extent.

The deputy principals were also asked the extent to which teacher appraisal influenced students' academic performance in their school. Table 12 presents the findings.

Table 12

Extent to which Teacher Appraisal Influence Students' Academic Achievement (n=14)

Extent to which Teacher Appraisal Influence Students' Academic Achievement	**Frequency**	**Percentage**
Very great Extent	10	71.5
Great extent	3	21.4
Moderate Extent	1	7.1
Total	**14**	**100.0**

Source: Researcher (2020)

Findings in Table 12 concurs with the teachers' findings that appraisal of teacher's professional documents is very effective towards academic excellence. The findings show that majority of the deputy principals 71.5% indicated that teacher's appraisal influence students, academic achievement to a very great extent. This means that appraisal of teachers' professional documents enhances students' academic performance which in turn affected the sub county mean. The finding concurs with Maliehe (2011) that schools where teachers are regularly appraised recorded better performance than those who occasionally appraised teachers.

4.6 Influence of Appraisal of Teachers' Professional Knowledge on Students' Academic Performance

The second research question aimed at examining how appraisal of teachers' professional knowledge and application influence students' academic performance in public secondary schools in Mutito sub-county. The researcher sought to find out the frequency of attending teacher professional /career advancement seminars. Table 13 presents the findings.

Table 13

Frequency of Attending Teacher Professional Advancement Seminars (n=100)

Frequency of attending Seminars	**Frequency**	**Percentage**
Termly	36	36.0
Yearly	54	54.0
Never	10	10.0
Total	**100**	**100.0**

Source: Researcher (2020)

Findings in Table 13 showed that slightly more than half of the teachers at 54% attended career advancement seminars once a year, 36% once per term and 10% of the teachers had never attended career advancement seminars. This showed that the teachers who made efforts to attend career advancement seminars to advance their content knowledge and this made them competent teachers.

The benefits of career/professional advancements to the teachers are listed in Table 14 below.

Table 14

Benefits of Career Advancement (n=100)

Benefits of career advancement	Frequency	Percentage
Acquisition of new teaching skills and methodology	38	38.0
Enhances professional growth and development	31	31.0
Enhances improved content delivery	26	26.0
No response	5	5.0
Total	**100**	**100.0**

Source: Researcher (2020)

Career advancements are helping teachers to acquire new teaching skills and methodology 38%, enhancing professional growth and development 31% and enhancing improved content delivery at 26%. Competent teachers are able to effectively delivery content and are very knowledgeable of the subject matter which significantly influences students' performance. Findings is in agreement in with Gichuki (2014) that frequent training and development promotes and encourages staff to be creative while teaching and students becomes more attentive and understand the concepts taught.

In my view, teachers who attend career advancement trainings are termed better teachers than those who do not and this affects performance of learners in a great way. Students tend to excel well when taught by teachers who are familiar of changing trends in subject matter and methodology.

The researcher also sought to find out from the teachers the importance of pre-service teacher knowledge in enhancing academic performance in schools. Findings are presented in Table below.

Table 15

Importance of Pre-Service Teacher Knowledge (n=100)

Importance of pre-service teacher knowledge	Frequency	Percentage
Equips teachers with new teaching skills	46	46
Enables teachers to master content	35	35
Improves teaching confidence	6	6
Helps teachers to set academic goals	13	13
Total	**100**	**100.0**

Source: Researcher (2020)

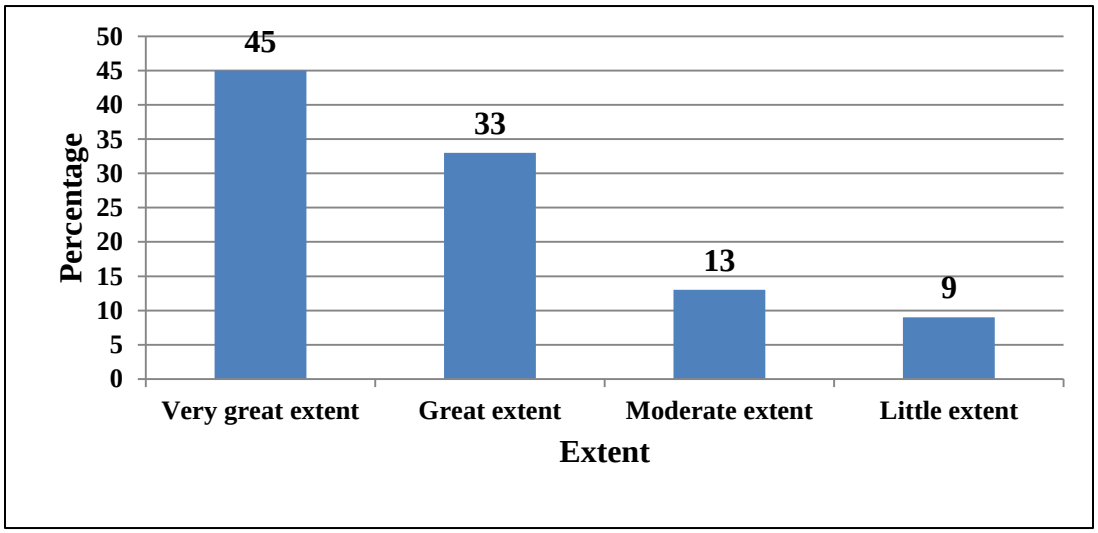
Findings in Table 15 showed that teacher pre-service teacher knowledge equips teachers with new teaching skills 46%, enables teachers to master content 35%, improves teaching confidence 6% and helps to teachers to set academic goals 13%. This implies that pre-service teacher knowledge influences students' performance as the teacher is inducted to new methodologies of teaching that enhances academic excellence. This is in agreement with Darling et.al, (2009) that acquisition of more knowledge helps teachers to deliver effectively in class thus enhancing academic improvement.

In the researcher's view, equipping new teachers with new teaching skills enables one to master the content taught was crucial as to why preservice teacher knowledge is important in enhancing academic excellence amongst students. The heads of schools should therefore do anything in their powers to ensure such trainings are availed to new teachers to boost their morale.

Teachers were also asked to indicate the extent to which teacher perceptions on appraisal of professional knowledge influenced students' academic performance. Figure 3 presents the findings.

Figure 3

Extent to which Teacher Perceptions Influence Students' Academic Performance (n=100)



Findings in Figure 3, showed that 45% of the teachers indicated that teachers' perceptions influence students' academic performance to a very great extent, 33% indicated to a great extent, 13% indicated to a moderate extent and 9% of the teachers indicated that teachers' perceptions influence students' academic performance to a little extent. The previous findings showed that majority of the teachers especially the older ones had a negative attitude while the younger ones had a positive attitude towards appraisal which affected students' performance either positively or negatively.

Researcher's opinion is that teachers' perception has a greater influence on students' academic performance as learners would tend to believe on what their teachers say. This finding

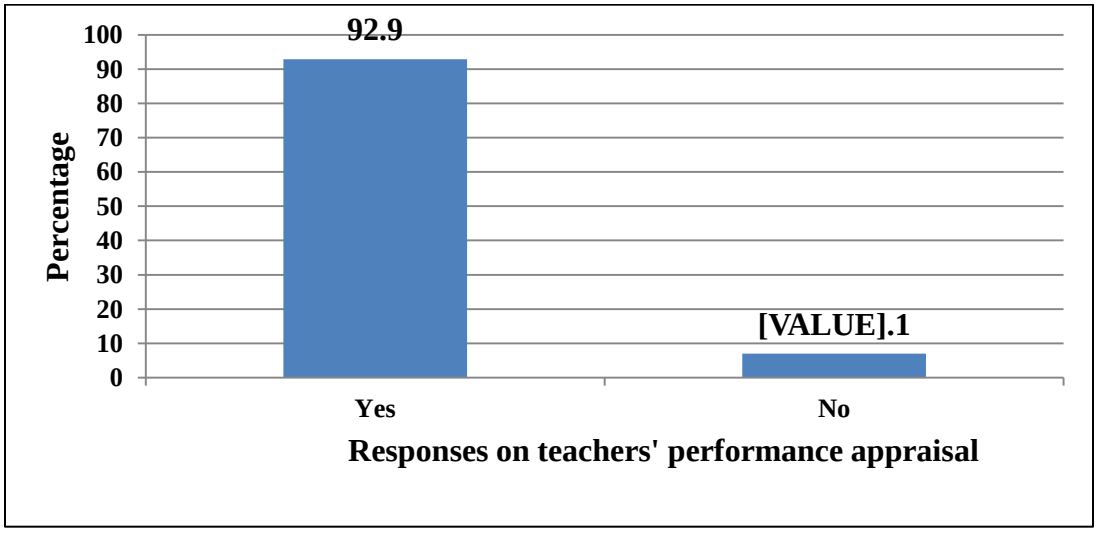
is in line with Flores (2011) that the perceptions of teachers about the new policy on teacher's performance appraisal are marked by uncertainty and skepticism.

4.7 How has Teacher Performance Appraisal enhanced better Students' Academic Performance

The third research question sought to establish whether teacher performance appraisal enhance better academic performance of students in public secondary schools of Mutito sub-county. The deputy principals were asked whether they conduct teacher's performance appraisal in their schools. Findings were presented in Figure 4.

Figure 4

Responses on Teacher's Performance Appraisal *(n=100)*



Findings in Figure 4 show that majority of the deputy principals 92.9% responded in affirmative while 7.1% opined that the teachers' performance appraisal was not conducted in their schools. This means that teacher's performance was appraised making it easy for the supervisors to keep track of how the teachers perform and establish whether it relates with

students' performance. In my view, some schools posted higher mean score than others within the sub-county which could be attributed to appraisal on performance which is done in some schools. This is in agreement with Namuddu (2010) that teachers who were appraised regularly have high capabilities of improving student's performance compared to those who were occasionally appraised.

The study also probed how often the teachers' performance appraisal was conducted in the schools. The deputy principals and teachers' responses on frequency of appraising teachers' performance were presented in Table 16 and 17 respectively.

Table 16

Responses on Teacher's Performance Appraisal (n=100)

Frequency of appraising Teachers'	**Performance**	**Percentage**
Monthly	2	14.3
Termly	12	71.4
Yearly	2	14.3
Total	**14**	**100.0**

Source: Researcher (2020)

Findings in Table 16 showed that, majority of the deputy principals at 71.4% indicated that the teachers' performance appraisal takes place every term, 14.3% indicated monthly and another 14.3% of the deputy principals indicated that the teacher performance appraisal process happened once per year. This showed that the schools are making efforts to regularly appraise teachers' performance termly and in so doing also enhanced students' performance in public secondary schools. The finding concurs with Muli (2010) that some principals appraise their teachers' performance half yearly while majority of the teachers are regularly (Termly) appraised by their principals.

Table 17

Teachers' Responses on Frequency of appraising Teachers' Performance (n=100)

Frequency of appraising Teachers'	Performance	Percentage
Monthly	14	14.0
Termly	70	70.0
Yearly	16	16.0
Total	**100**	**100.0**

Source: Researcher (2020)

Findings in Table 17 concurs with the findings from the deputy principals that majority of the schools undertake teachers' performance appraisal once per term 70%, monthly 14%, and yearly at 16%. The finding is in agreement with a survey conducted by TALIS (2009) which revealed that schools differ considerably with respect to frequency of evaluation and appraisal and those that regularly appraised their teachers had higher chances of enhancing their academic performance. The teachers were further asked to indicate who appraises them. Findings were presented in Table 18.

Table 18

Teacher Appraiser (n=100)

Teacher Appraiser	Frequency	Percentage
Principal	5	5
Deputy principal	39	39
H.O. D	48	48
Senior teacher	8	8
Total	**100**	**100.0**

Source: Researcher (2020)

Findings in Table 18 show that 48% of the teachers were appraised by the head of departments, 39% by the deputy principal, 8% by the senior teachers and 5% of the teachers were appraised by the principals. The finding was also supported by a principal who said that "Teachers performance appraisal is conducted by the senior teachers, head of departments, deputy principals, the principals and the SCDE (Interview, August 20, 2020). In support of this finding, the SCDE said that, "the teachers are appraised by their immediate supervisors who happen to be H.O. Ds, Senior teacher and Deputy principal. (Interview, August 16, 2020). This implies that teachers are appraised by people who closely monitor them hence in a position to give accurate information with regards to performance of every individual teacher. The finding concurs with Isore (2009) that secondary level teachers are evaluated by a panel composed of an inspector and the school principal. Teachers were asked to rate their appraiser. Table 19 presents the findings.

Table 19

Appraiser Rating (n=100)

Rating	**Frequency**	**Percentage**
Very good	15	15
Good	77	77
Fair	8	8
Total	**100**	**100.0**

Source: Researcher (2020)

Findings show that majority of the teachers 77% rated the appraisers as good, 15% very good and 8% fair. This implies that although the teachers have a negative attitude towards the appraisal process, the appraisers play a great role in the appraisal process which they do very

well. In my view, the good performance in appraisers could be used explain the positive attitude that teachers are having towards appraisal that could lead to improved performance in schools.

The study sought the deputy principals' opinion with regards to appraisal reports. Findings are presented in Table 20.

Table 20

Deputy Principals Responses Regarding Appraisal Reports (n=14)

Questions	**Yes**		**No**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Do you discuss the appraisal report with the individual teacher after appraising?	13	92.9	1	7.1
Does the TSC provide feedback after submitting the appraisal report to them?	5	35.7	9	64.3

Source: Researcher (2020)

Table 20 shows that majority of the deputy principals 92.9% discussed the appraisal report with the individual teacher after appraising while 7.1% do not discuss the appraisal reports with teachers. Findings also show that 64.3% of the deputy principals opined that the TSC does not provide feedback after submitting the appraisal report to them. This implies that the appraisers share the appraisal reports with the teachers although they do not get feedback from the employer. Timely feedback has a long-lasting effect because the learning can be applied immediately, preventing a problem from growing out of control. The best performance results are realized when appraisers give feedback promptly. The delay in providing feedback by the

employer could be the reason why teachers are relaxed and not serious when it comes to appraisal process as they think the employer is not too serious.

In response to the role played by the school administration in teacher performance appraisal, the SCDE said that, "the school administration should conduct induction to the new teachers on appraisal process, assess the performance of new teachers, monitor learning in schools and take action on non-compliance teachers" (Interview, August 16, 2020). This was supported by the principals who in unison said that: -

> ''An administrator plays a financial role by availing the appraisal materials, motivating the teachers to fill the appraisal forms, setting appraisal form submission deadlines, offering training opportunities for new teachers, supervising the appraising process and sensitizing teachers on the importance of teacher's performance appraisal'' (Interview, August 16, 2020).

This implies that the school administration supports teacher performance appraisal to ensure that the process is smooth and achieves its targeted objectives. The finding concurs with Taylor (2003) that performance appraisal system lacks fairness as one supervisor is to inspect over 350 teachers which is not effective at all and delayed feedback hence not being the best in improving learner's academic performance.

Teachers were further asked to indicate the extent to which teacher performance appraisal motivated them to aim at higher academic performance. Table 21 presents the findings.

Table 21

Extent to which Teacher Performance Appraisal Motivates Teachers (n=100)

Extent to which teacher performance appraisal motivates teachers to aim higher academic performance	**Frequency**	**Percentage**
Very great extent	22	22
Great extent	47	47
Moderate extent	16	16
Little extent	15	15
Total	**100**	**100.0**

Source: Researcher (2020)

Table 21 shows that 47% of the teachers indicated that teacher performance appraisal motivates them to aim higher in academic performance to a great extent , 22% indicated to a very great extent, 16% indicated to a moderate extent and 15% of the teachers indicated that teacher performance appraisal motivate them to aim at higher academic performance to a little extent. This implies that teacher performance appraisal motivates a teacher to aim higher and achieve their set goals. This implies that teachers who believe in the appraisal process are motivated and geared towards enhancing a learner's academic performance which is evident from the candidates scores during examinations.

The finding concurs with Kamiti (2014) that Performance Appraisal System acts as an important factor contributing to the motivation of employees in an organization. If an employee is motivated, he/she gives more in terms of profitability and excellence to the organization.

The study also sought to find out the role of deputy Principals in staff performance appraisal in enhancing students' academic performance. Table 22 presents the findings.

Table 22

Role of Staff Performance Appraisal on Students Performance (n=14)

Role	Frequency	Percentage
Helps in monitoring and evaluating performance	3	21.4
Enhance punctuality in lesson attendance	2	14.3
Improves content delivery	4	28.6
Improves teaching methodology	5	35.7
Total	**14**	**100.0**

Source: Researcher (2020)

Findings in Table 22 show that 35.7% of the deputy principals opined that staff performance appraisal helps to improve teaching methodology, 28.6% opined that it improves content delivery, 21.4% opined that performance appraisal helps in monitoring and evaluating performance and 14.3% of the deputy principals opined that performance appraisal enhance punctuality in lesson attendance. The finding was supported by the SCDE who said that, "TPA improves teachers' lesson attendance, enhances planning in advance for teachers and schools, ensures scheduled lessons are well covered and it helps to improve the sub county mean score (Interview August 16,2020). The finding was also supported by the principal who said that:

> ''Teacher performance appraisal impact academic performance in terms of enhancing lesson attendance, syllabus coverage, teacher self-discipline and self-development. Teacher performance appraisal has also improved performance especially when teachers meet the set targets in their respective subjects. It helps teachers to track down any missed lesson and look for ways to cover it hence timely coverage of syllabus. TPA

enhances learners' levels of motivation through asking questions and enhances lesson attendance'' (Interview August 22, 2020).

This implies that TPA plays a great role in enhancing students' academic performance. The findings concur with Nolan (2010) that teachers' regular appraisal increases general school academic performance.

The deputy principals were asked to state the benefits that are extended to teachers who are regularly appraised. Findings are presented in Table 23.

Table 23

Deputy Principals' Responses on Benefits extended to Appraised Teachers (n=14)

Benefits	**Frequency**	**Percentage**
Motivates teachers to work hard	2	14.3
Enhances teacher preparedness	3	21.4
The teachers get promotions and rewards	4	28.6
Enhances proper lesson presentation	3	21.4
Enhances effectiveness in content delivery	2	14.3
Total	**14**	**100.0**

Source: Researcher (2020)

Findings in Table 23 show that the benefits extended to appraised teachers include motivating teachers to work hard (14.3%), enhancing teacher preparedness (21.4%), enable teacher to get promotions and rewards (28.6%), enhances proper lesson presentation (21.4%) and enhances effectiveness in content delivery (14.3%). This implies that there are various benefits derived from teacher appraisal and most all teachers look to getting promotions and rewards from appraisal at the expense of effectiveness in content delivery which could be factor to the drop of students' academic performance in Mutito sub-county. The findings concur with Asikhia

(2010) that proper teacher's performance appraisal system enhances teacher knowledge and skills in their teaching areas at expense of self-fulfillment.

Teachers were further asked to justify the importance of teacher performance appraisal in their schools. Table 24 presents the findings: -

Table 24

Teachers Responses on Importance of Teacher Performance Appraisal (n=100)

Importance of teacher performance appraisal	**Frequency**	**Percentage**
Enables teachers to keep and utilize updated professional documents	5	5
Enhance syllabus coverage	33	33
Leads to improved students' performance	26	26
Enhance professionalism	15	15
No response	21	21
Total	**100**	**100.0**

Source: Researcher (2020)

Findings in Table 24 show that teacher performance appraisal enables teachers to keep and utilize updated professional documents (5%), enhance syllabus coverage (33%), leads to improved students' performance (26%) and enhance professionalism at 15%. This means that teacher appraisal doesn't not only benefit the teachers but also the students. Syllabus coverage enables students to do adequate revision hence record good performance. The finding is in agreement with Namuddu, (2010) that teachers who were appraised regularly have high capabilities of improving student's performance compared to those who are occasionally appraised.

In order to ensure the teacher performance appraisal process is effective, proper assessments have to be done. Teachers were therefore asked the mode of assessment used in their schools. Findings are presented in Table 25.

Table 25

Assessment modes (n=100)

Assessment modes	**Frequency**	**Percentage**
Formative	62	62.00
Summative	38	38.00
Total	**100**	**100.0**

Source: Researcher (2020)

Findings in Table 25 show that 62% of the schools use formative assessment while 38% use summative assessment. This implies that both assessment modes are used to assess teachers during the appraisal process. The formative gives a comprehensive view as it incorporated various elements and is progressive. The finding concurs with Wanjohi (2013) that the focus of the teachers should be in both formative and summative evaluation.

To further assess the state of teacher performance appraisal, the deputy principals were asked to tick on their level of agreement on listed statements with regards to teachers' performance appraisal. Table 26 presents the findings.

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, M=Mean, SD=Standard Deviation

Mean (1-1.80= Strongly Agree, 1.81-2.60= Agree, 2.61-3.40= Disagree, 3.41-4.20= Strongly Disagree)

Table 26

Deputy Principals' Agreement Level on Appraisal of Teachers' Performance (n=14)

Statements	**SA**		**A**		**D**		**SD**		**M**	**SD**
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**		
My school do appraise teaching staff	3	21.4	11	78.6	0	0	0	0	1.79	.426
Lack of adequate appraisal process resources	7	50.0	3	21.4	4	28.6	0	0	1.79	.893
All teaching staff participates in appraisal process.	7	50.0	7	50.0	0	0	0	0	1.50	.519
Performance reviews are discussed with the teacher after appraisal process.	3	21.4	8	57.1	3	21.4	0	0	2.00	.679
The performance appraisal process in my school is effective and efficient	2	14.3	6	42.9	6	42.9	0	0	2.29	.726
Appraisal process has an impact in students' academic performance	4	28.6	8	57.1	2	14.3	0	0	1.86	.663
Student performance relates to effective teacher performance appraisal	4	28.6	8	57.1	2	14.3	0	0	1.86	.663
Regular trainings on appraising teachers is core	7	50.0	7	50.0	0	0	0	0	1.50	.519

Source: Researcher (2020)

Findings in Table 26 show that the deputy principals strongly agreed that; all teaching staff participates in appraisal process (M=1.50, SD= 0.519), regular trainings on appraising teachers is core (M=1.50, SD= 0.519), their school do appraise teaching staff (M=1.79, SD= 0.426) and the deputy principals also strongly agreed that there is lack of adequate appraisal process resources in the schools (M=1.79, SD= 0.893). The deputy principals also agreed; that appraisal process has an impact in students' academic performance (M=1.86, SD= 0.663), student performance relates to effective teacher performance appraisal (M=1.86, SD= 0.663), performance reviews are discussed with the teacher after appraisal process (M=2.00, SD= 0.679) and the performance appraisal process in their school is effective and efficient (M=2.29, SD= 0.726). This implies the teacher performance appraisal process could influences students' performance in a positive direction if effectively conducted which would lead to improved performance. The finding concurs with Ojokuku (2015) that performance appraisal is the key parameter to a motivated staff and this led to improved performance.

4.8 Challenges Facing the Implementation of Teacher Performance Appraisal

The fourth question focused on the issues and challenges facing the implementation of teacher performance appraisal in public secondary school in Mutito. The teachers and deputy principals were asked to tick on the challenges common to their institution in carrying out the teacher appraisal process. Findings are presented in Table 27 and 28 respectively.

Table 27

Deputy Principals' Responses on Teacher Appraisal Challenges (n=14)

Challenges	Frequency	Percentage
Lack of proper training on matters of performance appraisal	9	64.3
Lack of rewards upon attaining the set targets	2	14.3

Dishonesty/distressful appraiser	2	14.3
Lack of adequate resources for carrying out performance appraisal	1	7.1
Total	**14**	**100.0**

Source: Researcher (2020)

As per the findings in Table 27, the key challenges facing teacher appraisal are, lack of proper training on matters of performance appraisal (64.3%), lack of rewards upon attaining the set targets (14.3%), dishonesty/distressful appraiser (14.3%) and lack of adequate resources for carrying out performance appraisal (7.1%). The finding was supported by the SCDE who said that, "there are various challenges facing teacher appraisal especially because the process is long, tedious and involves a lot of paper work, some teachers give false information during appraisal, internet challenges making it hard to send the appraisal forms and travel expenses especially to the rural areas" (Interview, August 16, 2020). The finding was also supported by the principals who unanimously agreed that:

> The key challenges encountered during teacher performance appraisal are poor attitude from some teachers, a lot of paperwork, stress during the appraisal process, regular improvements on the document, a lot of pressure from the SCDE during appraisal process, lack of pre-service training for teachers, lack of internet services and connectivity, lack of willingness by some teachers, unreliable power supply and internet connectivity, incompetent cyber attendants who capture the wrong data, victimization of some teachers by their appraisers and the principals feel intimidated by the large volumes of work involved (Interview, August 20, 2020).

This implies that there are various challenges faced by teacher appraisers which slows down the appraisal process and key among lack of proper training on matters of performance appraisal and this affects academic performance of students in such schools. The finding concurs with Ndegwa (2001) that performance appraisal faces the challenge of lack of proper reward system upon meeting set targets among others.

Table 28

Teachers' Responses on Teacher Appraisal Challenges (n=100)

Challenges	**Frequency**	**Percentage**
Low levels of understanding of performance appraisal	17	17
Lack of proper training on matters of performance appraisal	37	37
Distressful/ Poor relationship with the appraiser	6	6
Mistrust between the appraiser and appraise	8	8
Lack of proper knowledge on target setting	16	16
Lack of appraisal implementation teams	16	16
Total	**100**	**100.0**

Source: Researcher (2020)

Findings in Table 28 concurs with the findings from the deputy principals, principals and SCDE that there are various challenges facing performance appraisal. The teachers however, added that some of them have low levels of understanding of performance appraisal, they lack proper training on matters of performance appraisal, poor relationship with the appraiser, they lack proper knowledge on target setting and they lack appraisal implementation teams. Both deputy principals and teachers overwhelm agreed that lack of proper training on matters pertaining performance appraisal was a major challenge facing implementation of performance appraisal among the many given. A Principal also mentioned that low levels of understanding

performance appraisal process also affected its proper implantation in many schools thus decimal performance.

This finding is in agreement with Fletcher (2011) who pointed out that low level of understanding of performance appraisal process between the appraiser and the teachers as a challenge that affects teacher performance appraisal as this can cause a lot of confusion among teachers.

4.9 Solutions to Curb Challenges Influencing Teacher Performance Appraisal

The fifth question sought to find out the possible solutions to curb the challenges influencing teacher performance appraisal. The respondents were asked to suggest the possible solutions to the appraisal challenges. Table 29 present the findings.

Table 29

Deputy Principals' Responses on Solutions to Appraisal Challenges (n=14)

Solutions	Frequency	Percentage
Intensive workshops & training on TPA	5	35.7
Open teacher appraisal	1	7.1
Formation of appraisal teams by the school	1	7.1
Immediate feedback by the TSC	1	7.1
Promotions to teachers who meet their targets	5	35.7
Sensitization on TPS by the respective stakeholders	1	7.1
Total	**14**	**100.0**

Source: Researcher (2020)

Findings show that the deputy principals cited the possible solutions to appraisal challenges as intensive workshops & training on TPA, open teacher appraisal, formation of appraisal teams by the school, immediate feedback by the TSC, promotions to teachers who meet

their targets and sensitization on TPS by the respective stakeholders. The finding was supported by the SCDE who said that, "teacher appraisal challenges could be solved through reducing paperwork and embracing online appraisal form filling, ensuring that there is stable power and reliable internet connectivity and training teachers on importance of appraisal" (Interview, July 16, 2020). In support of this finding, a principal said that, "appraisal challenges could be dealt with through sensitization of teachers on TPA, regular reviews on appraisal process, creating awareness among teachers, lessening the paperwork, sensitizing teachers through training to change their attitude towards appraisal and improving network connectivity''(Interview, August 16, 2020). This are the measures which can be undertaken to curb teacher performance appraisal challenges. In my view a proper appraisal process that is continuous and reliable should be created with view to address some the challenges that could arise during its implementation. The findings concur with Muli (2010) that Teachers Service Commission (T.S.C) should establish a continuous and professional development for teachers to understand the appraisal process.

Table 30

Teachers' Responses on Solutions to Teacher Appraisal Challenges (n=100)

Solutions	**Frequency**	**Percentage**
Proper training/induction on TPA	59	59
Formation of appraisal teams	19	19
Honesty from appraisers	4	4
Open dialogue between appraisers and appraises	18	18
Total	**100**	**100.0**

Source: Researcher (2020)

Findings in Table 30 concurs with findings in Table 28. The teachers have however added some solutions to teacher appraisal challenges which included; proper training/induction

on TPA, formation of appraisal teams, honesty from appraisers and open dialogue between appraisers and appraises. In my view if most challenges facing performance are tackled well and in time could lead to recovery in terms of academic performance in most schools within the sub-county. One principal also noted that teachers and their appraisers should attend regular trainings and new teachers well inducted on importance of teacher performance appraisal. This finding is in agreement with Muli (2010) that proper training and induction are key in the process of teacher performance appraisal to be effective.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the major findings and conclusions. It also suggests recommendations for potential actions and suggestions for future research.

5.2 Summary of the Study

The purpose of this study was to establish the influence of teacher performance appraisal on students' academic performance in public secondary schools of Mutito sub-county, Kitui County, Kenya. The findings established that appraisal of teachers on planning of teaching and learning materials influence students' academic achievement to a very great extent. Majority of the teachers are appraised once per term although there are some who are appraised monthly or once per year. The criteria used in this process include asking the head of departments to approve the teachers' professional documents, checking if time allocated for every lesson is well utilized and checking and stamping the professional documents.

The immediate supervisors of the teachers who are either the senior teachers, head of departments, deputy principals or principals frequently evaluate teachers lesson notes, hold after class supervision discussion with the teachers, walk around classes to ensure teachers attend their lessons and they also frequently evaluate teacher's performance in their subject by assessing students results. Further findings also show that pre-planned lessons are very effective in improving students' academic performance since prior planning of lessons ensures that the

teachers only teach what they had prepared for which could makes it easy to deliver the content to the students.

On the second researcher question on how appraisal of teachers' professional knowledge influence students' academic performance to a very great extent. Findings established that majority of the teachers make efforts to attend career advancement seminars in order to improve and advance their content knowledge which makes them competent teachers. The benefits of career/professional advancements to the teachers are helping teachers to acquire new teaching skills and methodology, enhancing professional growth development and enhancing improved content delivery. Pre-service teacher knowledge equips teachers with new teaching skills, enables teachers to master content, improves teaching confidence and helps to teachers to set academic goals.

Findings further established that teacher performance appraisal motivates teachers to aim at higher academic performance to a great extent. Teachers' performance appraisal was conducted once per term in majority of the schools studied. Teacher performance appraisal is conducted by the senior teachers, head of departments, deputy principals, the principals and the SCDE. The appraisers discuss the appraisal report with the individual teacher after appraising although the employer that is TSC does not provide feedback after submitting the appraisal report to them. Staff performance appraisal helps to improve teaching methodology, it improves content delivery, performance appraisal helps in monitoring and evaluating performance, appraisal enhance punctuality and improves teachers' lesson attendance, enhances planning for lessons, ensures scheduled lessons are well covered.

There are various benefits extended to appraised teachers which include motivating teachers to work hard, enhancing teacher lesson preparedness, enable teacher to get promotions and rewards, enhances proper lesson presentation and enhances effectiveness in content delivery. Findings also revealed that all teaching staff participates in appraisal process, regular trainings on appraising teachers is core, the schools do appraise teaching staff, there is lack of adequate appraisal process resources in the schools, appraisal process has an impact in students' academic performance, student performance relates to effective teacher performance appraisal, performance reviews are discussed with the teacher after appraisal process and the performance appraisal process in the school is effective and efficient.

The challenges facing the implementation of teacher performance appraisal in public secondary school in Mutito include lack of proper training on matters of performance appraisal, lack of rewards upon attaining the set targets, dishonesty/distressful appraiser , lack of adequate resources for carrying out performance appraisal, tedious paper work, internet challenges making it hard to send the appraisal forms, poor attitude from some teachers and unreliable power supply.

The research findings established that the possible solutions to the challenges influencing teacher performance appraisal in public secondary school in Mutito include:- intensive workshops and training on teacher performance appraisal, open teacher appraisal system where an individual teacher appraises himself/herself first, formation of appraisal teams by the school administrators, immediate feedback by the appraisers, promotions of teachers who meet their targets to higher grades, reducing paperwork and embracing online appraisal form filling, ensuring that there is stable power supply and reliable internet connectivity in schools and training teachers on importance of appraisal and honesty from appraisers .

5.3 Conclusion

Based on the findings, the researcher concluded that teacher performance appraisal influences students' academic performance to a very great extent. Teachers who take part in performance appraisal have varying attitudes towards appraisal process such that younger teachers have a positive attitude towards appraisal while old teachers have a negative attitude. Teacher appraisal process happens once per term in many schools. The study also concluded that there are various benefits extended to appraised teachers which include motivating teachers to work hard, enhancing teacher lesson preparedness, enable teacher to get promotions and rewards, enhances proper lesson presentation and enhances effectiveness in content delivery. Conclusions were further arrived at teacher performance appraisal improves teachers' lesson attendance, enhances lesson planning, ensures scheduled lessons are well covered, missed lessons recovered in good time.

The researcher further concluded that teachers' professional documents such as schemes of work, lessons plan, records of work and progress reports helps teachers to feel confident about their teaching and these enhances academic performance.it also concluded that teachers who make efforts to attend career advancement seminars advance their content mastery and subject knowledge which makes them competent teachers. Subject matter knowledge, academic qualification, professional development and teaching experience are crucial and related with students' academic achievement.

The study concluded that the challenges facing implementation of teacher performance appraisal include low levels of understanding of performance appraisal, lack of proper training

on matters of performance appraisal, poor relationship with the appraise, lack of proper knowledge on target setting and they lack appraisal implementation teams.

The researcher concluded that the possible solutions to teacher performance appraisal challenges include: - proper training/induction on TPA, formation of appraisal teams, honesty from appraisers and open dialogue between parties.

5.4 Recommendations

Based on the study findings, the researcher suggests for the following:

5.4.1 The School Administration

The school administration should ensure that the appraisal materials are available to ensure every teacher receives the performance appraisal forms. They should set aside funds for procurement of appraisal materials and all associated costs like internet and travel costs in schools where the principals have to seek reliable power and internet outside the school premises. The administration should also form appraisal teams in the school to enhance brainstorming. This will be of great help especially to the teachers who don't understand the appraisal forms and could be helped by the young teachers who understand what is supposed to be filled up. The administration should also make efforts to ensure that the school has reliable power and internet connectivity as this would ensure that the appraisal reports are not delay and also save on cyber costs.

The study also recommends that principals should motivate teachers who perform well in their subjects through commending them for their good work. Likewise, they should reprimand those who don't perform well in their subjects. This will enhance students' performance since

motivation of teachers has a positive impact on students' academic performance. Principals should enhance their teaching oversight abilities by attending leadership classes such as those organized by KEMI and other professional development workshops as a manner to ensure that teaching and learning procedures are conducted smoothly to boost the results of students. Principals should make frequent observations of classroom instructional programs, involve teachers in decision making with regards to instructional program, and participate actively in planning and evaluating the instructional program. The school principals should delegate duties to the deputy principals and Heads of departments to enable the task of instructional supervision in schools to be effective

5.4.2 Appraiser

The appraiser should always discuss the appraisal reports with the appraisee and feedback on performance appraisal results should be enhanced to help teachers/appraisee to know their shortcoming and correct it immediately, which would result in teacher motivation to improve performance. In doing so, appraisers should pin point the problematic areas and make sure the teacher is aware of them and understands the consequences. The appraisers should also be honest and have open dialogue with appraisee. Appraisers should also be trained to clearly understand the performance appraisal process, its objectives and counselled to be unbiased, but be just, fair and honest in appraising their colleagues.

5.4.3 Teachers Service Commission (T.S.C)

Teachers Service Commission should appoint principals who are experienced in instruction supervision. This will ensure adequate planning, organization and execution of obligations. The assessments of students should be done regularly to ensure that teachers prepare

well for lessons and provide notes, assignments and gets to mark them well in the knowledge that the work will be appraised. Teachers Service Commission (T.S.C) should establish a staff obligation for teachers to undergo in-service training leave for professional development purposes. This will enable them to attend seminars, workshops or even enroll for further studies to improve their competency. TSC should also carry out intensive workshops and training on teacher performance appraisal to enable the teachers understand the process and its benefits. The commission should also make efforts to promote teachers who meet their set targets with a view motivate other teachers to also work hard and get rewards. Paper work should also be reduced and instead embrace online appraisal form filling process which could save on appraisal materials costs and time used in filling forms. The process must be open and interactive to allow full involvement of the person being appraised thus increases the levels of trust.

5.5. Suggestions for Further Study

The researcher suggests listed areas for further study.

i. A related study focusing on another county could be carried out to determine if the circumstances in Mutito sub-county apply to other sub- counties in Kitui County.
ii. A study on the role of school administration on teacher performance appraisal should be conducted.
iii. A similar study should be undertaken in public primary schools in the sub-county in order to compare results.
iv. A study on factors affecting implementation of teacher performance appraisal in schools to be conducted.

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APPENDIX A

INTRODUCTORY LETTER

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA,
FACULTY OF EDUCATION,
P.O BOX 62157-00200,
NAIROBI –KENYA.

Dear Sir/Madam,

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY

I am a student at Catholic University of Eastern Africa undertaking Master's Degree in Education (Administration and Planning),I am carrying out a research as part of the requirement in fulfilling my course degree **on teacher performance appraisal and its influence on students' academic Performance in public secondary schools of Mutito Sub-County, Kitui in Kenya**. Given your position and experience as a teacher, I have chosen you as one of the respondents. Your role in this study will only involve completing a questionnaire. The questions to be asked will relate to your experience and opinions in your area of specialization. It is important that you understand that there is no correct or wrong answer. This research is aimed at allowing you to provide details about what you honestly think and will take less than 10 minutes of your time to complete but, its results in my research are very key. I undertake to observe anonymity and I can assure you that individual responses will not be divulged. I will drop and collect the questionnaires at your convenient time. The study is purely for academic purposes and the information you provide will be kept confidential.

Thank you for your indulgence.

Reuben Okiya.

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

You are kindly requested to respond to the items in the questionnaire as honestly as possible and not to write your name anywhere in the questionnaire.

Please feel free and respond, for the information you provide will be confidential. It is meant only for this study.

SECTION A: TEACHER'S BACKGROUND INFORMATION

Instructions: Please tick (√) against the category that best describes you.

1. Age.

a) 21-30……. ( ) b) 31-40……. ( ) c) 41-50…….. ( ) d) 50+ …….. ( )

2. Sex.

Male ( ) Female ( )

3. Level of Education.

Diploma ( ) Bachelors ( ) Masters ( ) PhD ( )

4. Working experience at public secondary Schools.

Less than 1 year ( ) 1 – 5 years( ) 6 – 10 years ( ) 10 years and above ( )

5. Type of institution.

Boys' Boarding ( ) Girls Boarding ( ) mixed Day and Boarding ( )

6. What's your current position in school?

H.O.D ( ) subject teacher ( ) subject Head ( )

7. What was your school mean?

2019……

2018……

2017……

2016…….

2015…….

SECTION B: PLANNING OF TEACHING AND LEARNING MATERIALS.

8. (i) How often are your professional documents appraised before teaching?

Monthly ( ) , **Once per term ( ) , Yearly ( ), Never ( )**

(ii) How effective are the lessons administered with the aid of lesson plans geared toward academic excellence.

……

……

……

9. How frequent do you attend teacher professional /career advancement seminars on performance appraisal**?** **Termly ( ) , Yearly ( ), Never Attended ( ),Not Sure ( )**

Give two benefits of such advancements to you as a teacher?

……

……

10. How important is pre-service teacher knowledge about teaching important in enhancing academic performance in your school?

……

.....

.....

11. To what extend has teacher perceptions on performance appraisal influenced students' academic performance?

……

……

SECTION C: TEACHER PERFORMANCE APPRAISAL ENHANCED BETTER ACADEMIC PERFORMANCE.

12. How often are you appraised?

Monthly ( ) , Termly ( ) , Yearly ( )

13. i) Who appraises you?

Principal ( ) , D/Principal ( ), H.O.D ( ), SCDE ( ) , senior teacher ( )

ii) Rate your appraiser?

Excellent ( ) ,Very Good ( ), Good ( ) ,Average ( ) , Fair ( ) ,Not Fair ( ), Bad ( )

14. To what extent has Teacher performance appraisal motivated you as a teacher to aim at higher academic performance?

.....

……

……

15. In terms of academic transitions from one level to another justify the importance of teacher performance appraisal in your school (quote figures if you can)

……

……

……

16. In order to ensure the teacher performance appraisal process is effective, proper assessments have to be done. Suggest the one used in your school between the formative and summative and why?.....

…….

……

SECTION D: CHALLENGES FACING THE APPRAISAL PROCESS.

17. From the list provided select by ticking (√) the challenges common to your institution in carrying out the teacher appraisal process,

1. low levels of understanding of performance appraisal. ( )

2. Lack of proper training on matters of performance appraisal. ( )

3.Distressful/ Poor relationship with the appraiser. ( )

4. Mistrust between the appraiser and appraisee. ( )

5.lack of proper knowledge on target setting. ( )

6.lack of appraisal implementation teams ( )

18. Suggest the possible solutions to the challenges you have highlighted above?

1…….

2……

3……

4…….

5…….

SECTION E: POSSIBLE SOLUTIONS TO CHALLENGES ENCOUNTERED

19.Briefly highlight the possible solutions to curb the challenges ticked above.

……

……

……

……

……

……

QUESTIONAIRE FOR DEPUTY PRINCIPALS

You are kindly requested to respond to the items in the questionnaire as honestly as possible and not to write your name anywhere in the questionnaire.

Please feel free and respond, for the information you provide will be confidential. It is meant only for this study.

SECTION A: RESPONDENT'S BACKGROUND INFORMATION

Instructions: Please **tick (√)** against the category that best describes you.

1. Age

a) 30 & below……. ( ), b) 31-40……. ( ) , c) 41-50…….. ( ) , d) 50+ …….. ( )

2. Sex

a) Male ( ) , Female ( )

3. Level of Education.

Diploma ( ) , Bachelors ( ) , Masters ( ) , PHD ( )

4. Working experience at public secondary schools/institution

Less than 1year ( ) ,2 – 5 years ( ), 6 – 10 years ( ), 10 years and above ( )

5. Teaching subjects 1……..,2……..……

6. Type of the school,

Boys' Boarding ( ), Girls Boarding ( ) , Mixed Day ( )

7. What was your school mean?

2019……

2018……

2017……

2016……

2015……

8. As an administrator how often do you appraise your teachers?

Monthly ( ), Termly ( ), Yearly ( )

9. To what extent has teacher appraisal influenced students' academic performance in your school?

…….....

……

……

10. i) Are your teachers' records appraised?

Yes ( ) , No. ( )

ii) How frequent

Weekly ( ), Monthly ( ), Termly ( ) ,Yearly ( ).

11. What criteria do you use to ascertain teacher's lesson plans before the use them to teach?

……

……

……

SECTION B: TEACHERS' PEFORMANCE APPRAISAL REPORT

Instructions:

13. Please indicate the extent to which you **Strongly Agree - SA, Agree – A, Disagree – D, or Strongly Disagree – SD** to the following statements by way of ticking (√) appropriately;

	Statement	**SA**	**A**	**D**	**SD**
1	My school do appraise teaching staff				
2	Lack of adequate appraisal process resources				
3	All teaching staff participates in appraisal process.				
4	Performance reviews are discussed with the teacher after appraisal process.				
5	Is the performance appraisal process effective and efficient in your school?				
6	Appraisal process has an impact in students' academic performance?				
7	Student performance relates to effective teacher performance appraisal?				
8	Regular trainings on appraising teachers is core.				

SECTION C: ROLE OF PERFORMANCE APPRAISAL

Instructions: Please answer the following questions as accurate as possible.

14. What role does staff performance appraisal play in enhancing students' academic performance?

……

……

……

……

15. State the benefits that are extended to teachers who are regularly appraised?

.....

.....

.....

16.What measures do you undertake when you realize some teachers are performing below the set

standards……

……

……

17. Do you discuss the appraisal report with the individual teacher after appraising?

YES ( ) NO ( )

18.Does the TSC provide feedback after submitting the appraisal report to them?

YES ( ) NO ( )

19.Put a tick (√) where appropriate in your duties as a deputy

Statement	**frequently**	**A few times**	**Never**
I evaluate teachers lesson notes			
I hold after class supervision discussion with the teachers			
I walk around classes to ensure teachers attend their lessons			
I evaluate teacher's performance in their subject by assessing students results			

SECTION D: CHALLENGES FACING TEACHER PRFORMANCE APPRAISAL PROCESS.

20. From the list provided select by ticking (√) the problems common to your institution in carrying out the teacher appraisal process,

1. Lack of proper training on matters of appraisal for appraisers ( )

2. lack of rewards upon attaining the set targets. ( )

3. Mistrust between the appraiser and appraisee. ( )

4. Dishonesty/distressful appraiser. ( )

5.lack of adequate resources for carrying out performance appraisal ( )

6.lack of proper knowledge on target setting ( )

21. In your own view, what are the possible solutions to the challenges you have highlighted above

……

……

……

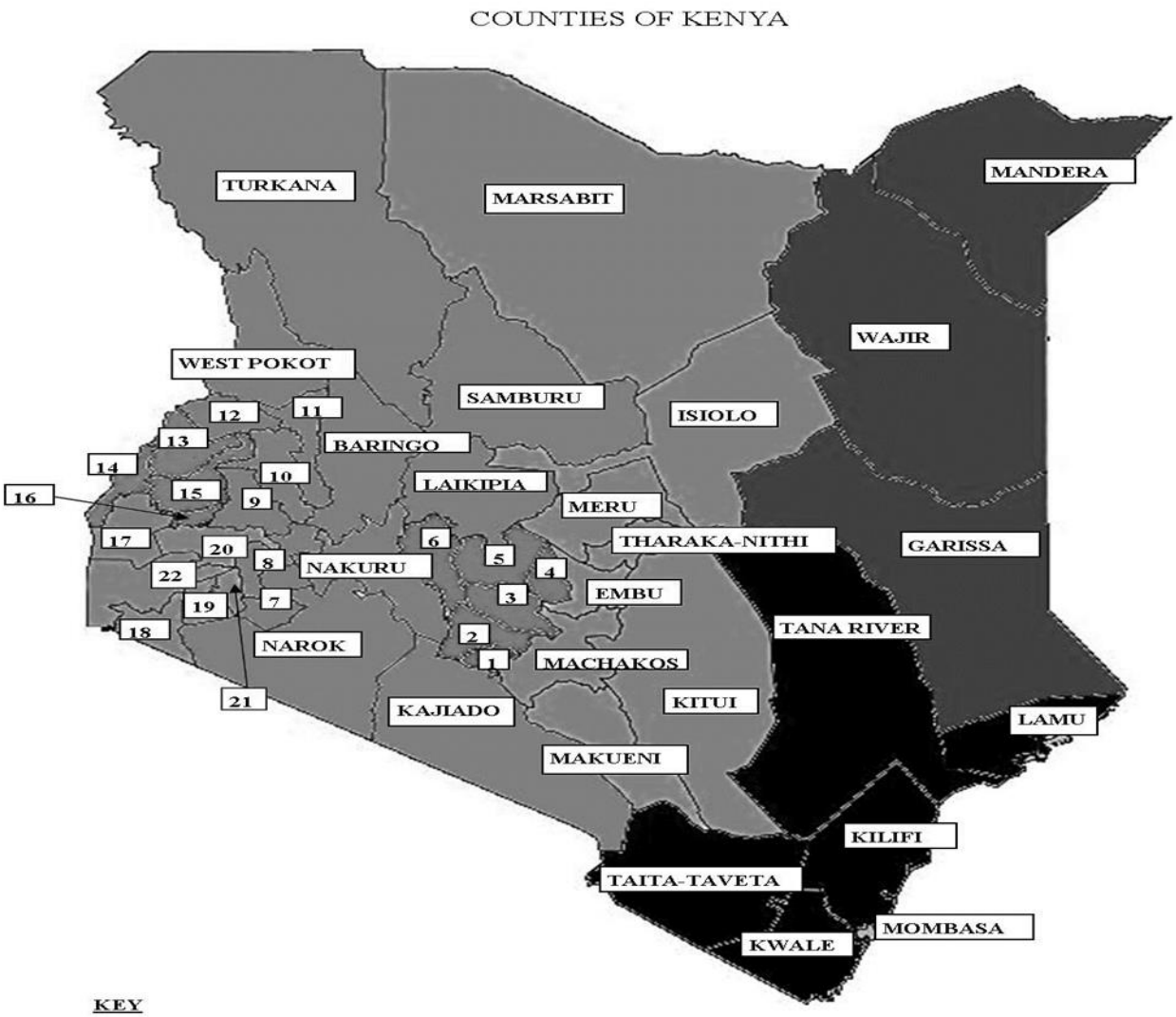
……

INTERVIEW SCHEDULE FOR PRINCIPALS AND SCDE

1. What is the state of Teacher performance appraisal among public secondary school teachers in your school/sub-county?
2. How often are teachers supposed to be appraised in your school/sub county?
3. How is the appraisal process conducted in your institution/Sub county?
4. What role is played by your office in teacher performance appraisal?
5. To what extent has performance appraisal impacted on teaching and learning in your school/sub-county
6. Which are the issues and challenges are facing staff appraisal in your school/sub-county?
7. What measures do you think can be taken to improve Teacher performance appraisal in secondary school teachers?

APENDIX C

MAP OF KENYA



Source: Google Maps

APENDIX D

MAP OF KITUI COUNTY



Source: Google Maps

APENDIX E

MAP OF STUDY AREA



Source :Google Maps

APPENDIX F

INTRODUCTION LETTER FROM THE UNIVERSITY



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/005/JULY 2020

15th JULY 2020

THE DIRECTOR,
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION (NACOSTI)
NAIROBI, KENYA

RE: REUBEN OKIYA IMOLEIT REG.NO 1029361

I wish to introduce to Reuben Okiya Imoleit, a final year Master of Education student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist him to accomplish his academic research requirements.

Okiya's specialization is in Educational Administration and Planning. Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, Okiya's research proposal has been approved and he will conduct research on the following topic:

"Teacher Performance Appraisal and Students' Academic Performance in Public Secondary Schools in Mutitu Sub- county Kitui, Kenya".

Thanking you in advance for according **Reuben Okiya** the assistance he may require to conduct his research successfully.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA ★ DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION ★ P.O. Box 62157 - 00200, NAIROBI. 15 JUL 2020

PROF. MARCELLA MOMANYI
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgsc@cuea.edu, Website: www.cuea.edu

APPENDIX G

RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **598733**

Date of Issue: **05/August/2020**

RESEARCH LICENSE



This is to Certify that Mr.. Reuben OKIYA Okiya of Catholic University of Eastern Africa, has been licensed to conduct research in Kitui on the topic: TEACHER PERFORMANCE APPRAISAL AND STUDENT'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MUTITU SUB-COUNTY KITUI,KENYA for the period ending : 05/August/2021.

License No: **NACOSTI/P/20/6018**

598733

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX H

LETTER FROM SUB-COUNTY DIRECTOR MUTITU

TEACHERS SERVICE COMMISSION

Telephone: Nairobi 2892000
Email:tscunitmutitu@yahoo.com
Web: www.tsc.go.ke

When replying please quote

Ref.Nº: TSC/555166/23

MUTITU SUB-COUNTY OFFICE

P.O Box 97-90213
ZOMBE

Date:04/08/2020

Reuben Okiya Imoleit
TSC/555166

To Whom It May Concern

RE: INTRODUCTION OF MR. REUBEN OKIYA IMOLEIT, TSC 555166

The above-named person who is a teacher at St. Joseph Mutitu Boys High School, in Mutitu North Sub-County, Kitui County, is a student of the Catholic University of Eastern Africa (CUEA). He is carrying out research on **"Teacher Performance Appraisal and Students' Academic Performance of Public Secondary Schools in Mutitu Sub-County, Kitui, Kenya"**

Please accord him the necessary assistance.

Thank you.

Joshua PN Ngaruiya
SUB-COUNTY DIRECTOR
MUTITU

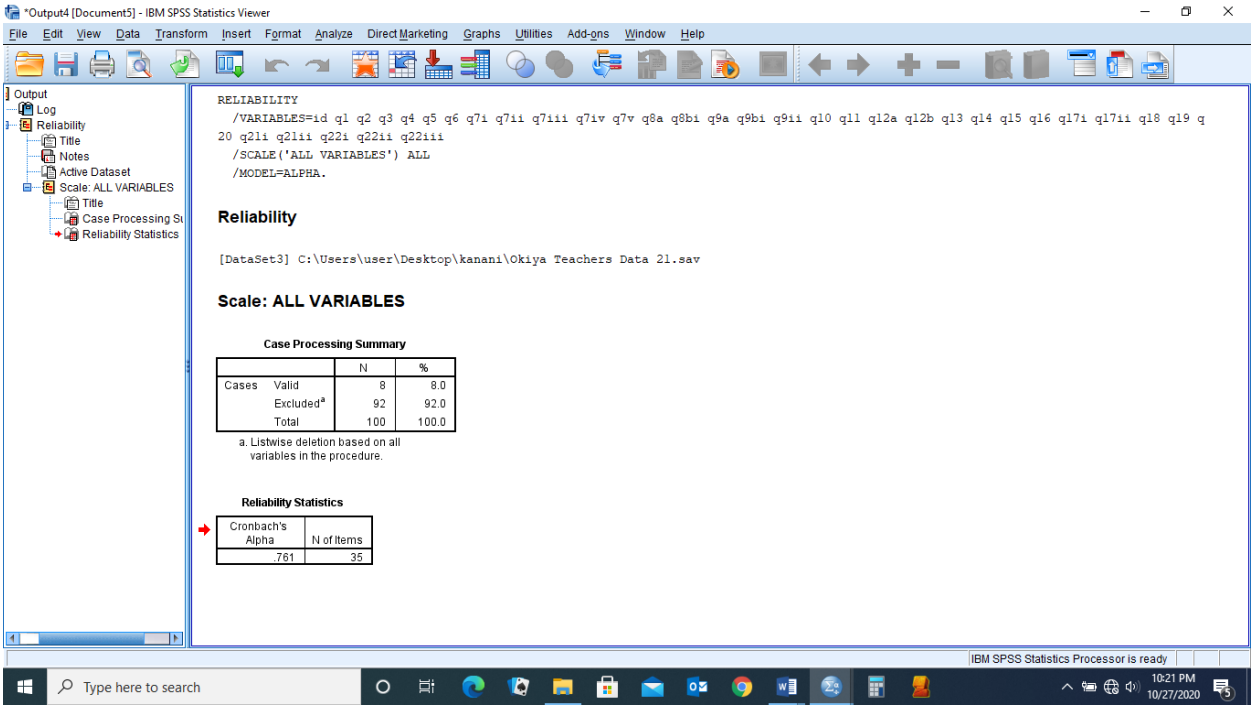
APPENDIX I

LIST OF SCHOOLS SAMPLED AND OFFICE

1. ST. JOSEPH'S MUTITO BOYS HIGH SCHOOL
2. ST. MARY'S MUTITO GIRLS HIGH SCHOOL
3. ENDAU SECONDARY SCHOOL
4. ST. MATHIA'S KWA-TUNDU MIXED SECONDARY SCHOOL
5. MWITIKA BOYS SECONDARY SCHOOL.
6. A.I.C SOMBE GIRLS SECONDARY SCHOOL.
7. KALIKU SECONDARY SCHOOL.
8. MUTITO MIXED DAY SECONDARY SCHOOL.
9. MANYOENI MIXED DAY SECONDARY SCHOOL.
10. KAVAANI MIXED DAY SECONDARY SCHOOL.
11. ITIKO MIXED DAY SECONDARY SCHOOL.
12. KAWEA MIXED DAY SECONDARY SCHOOL.
13. NGUNGI MIXED DAY SECONDARY SCHOOL.
14. MIKUYUNI MIXED DAY SECONDARY SCHOOL.
15. ZOMBE MIXED DAY SECONDARY SCHOOL.
16. UWU MIXED DAY SECONDARY SCHOOL.
17. SUB-COUNTY DIRECTOR OF EDUCATION(SCDE) MUTITU

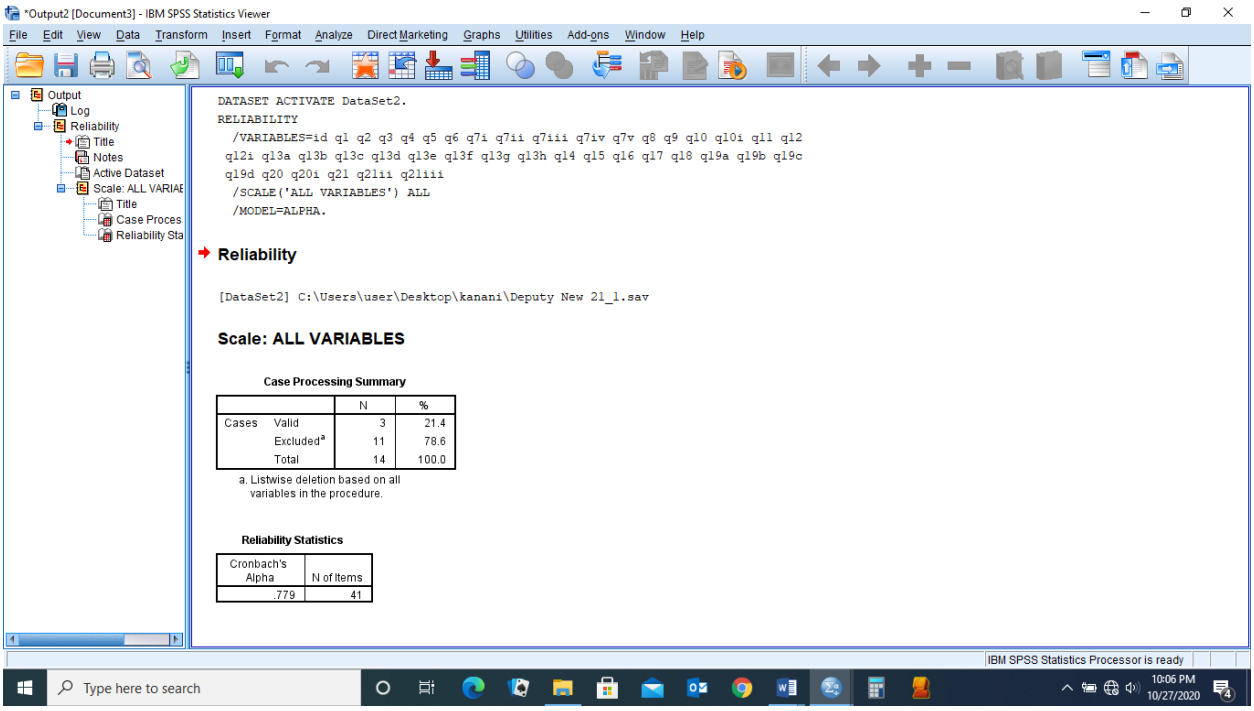
APPENDIX J

RELIABILITY COEFFICIENT FOR TEACHERS' QUESTIONNAIRE



APPENDIX K

RELIABILITY COEFFICIENT FOR DEPUTY PRINCIPALS' QUESTIONNAIRE



APPENDIX L

DOCUMENT ANALYSIS GUIDE

NO.	DOCUMENTS TO BE ANALYSED	ANALYSIS DETAILS	REMARKS
1	K.C.S.E RESULT SHEET	Check school results for the last 5 years	
2.	SUB-COUNTY MARKSHEETS	Check out the sub-County mean scores for the last 5 years.	
3.	DEPARTMENTAL CIRCULAR FILE	Check out if teachers are sent for trainings and workshops for TPA	

APPENDIX M: BUDGET.

NO.	ITEM	COST (KSH)	TOTAL COST (KSH)
1	Travelling Expenses		12,000
2	Resource for use in study • Stationery and Printing • Internet • Airtime	 3,000 5,000 2,000	10,000
3	Consultation cost • Cost of accessing primary data • Research Assistant • Other consultations	 4,000 3,000 1,000	9,000
4	Publishing		10,000
5	Miscellaneous Expenses		5,000
	TOTAL		45,000