

Teacher Performance Appraisal and Students' Academic Performance in Public Secondary Schools of Mutito Sub - County, Kitui County, Kenya

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Abstract

This study explores the teacher performance appraisal and its influence on academic performance of students in public secondary schools of Mutito Sub -County in Kitui County. The study was anchored on Goal-setting Theory, The Expectancy Theory and Equity Theory. The study employed mixed methodology whereby descriptive and phenomenological research designs were employed. 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. Simple random sampling was used to sample 16 schools and 160 teachers while purposive sampling was used to sample 16 principals, 16 deputy principals and one quality officer. Questionnaires, interview guides and document analysis were used for data collection. Content and face validity were used to valid the questionnaires. Cronbach's Alpha Coefficient method was used to ascertain reliability of questionnaire while trustworthiness of qualitative data collected was demonstrated by the researcher's credibility through the use of triangulation. Descriptive statistic was presented using frequencies, tables, pie-charts and percentages. Qualitative data inform of notes, voice recordings, descriptive words was analyzed by use themes. Ethical issues were upheld to ensure that dignity of participants was maintained. Findings revealed that teacher performance appraisal on planning and preparation of teaching and learning materials influence students' academic achievement to a very great extent. Appraisal of teachers' professional knowledge and application influence students' academic performance to a very great extent. Majority of the teachers make efforts to attend career advancement seminars in order to improve to advance their content knowledge which makes them competent teachers. The benefits extended to appraised teachers 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. 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. Based on findings the researcher recommended availability of appraisal materials by administrators, discussion of appraisal reports by the appraiser, adequate training, inductions and workshops on appraisal and motivation and promotions by T.S.C for teachers who meet and surpass the set targets.

Keywords: Appraisal; Teacher appraisal; Preparation of teaching and learning resources; Professional knowledge; Students' academic performance

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Background

All organizations have specific goals that they aim to achieve within a specified period of time. This is made possible if the workforce is focused to their targets and are willing to work towards them. Unfortunately, most workers lose focus thus making organizations unable to attain their goals as planned. 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. In organizational setting, performance appraisal is defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), 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. 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. When used for both accountability and instructional improvement, performance appraisal that identifies and enhances teaching quality may be considered the ideal quality assurance mechanism (Danielson & McGreal, 2000).

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.

Zhang (2012) research study 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. The survey findings showed that the performance appraisal systems have a positive but insignificant relationship with employees; continuous communication within organization and

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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). 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.

Asikhia (2010) 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. The 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 pointed out the need of proper teacher's performance appraisal system to enhance student's academic performance, knowledge and skills.

The introduction of the new teacher appraisal system in Botswana 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(OECD,2013). 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

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board tactics of efficient and proper personnel management with an aim of steering their efforts towards the desired educational goals of a community.

The performance appraisal therefore contributes to students' performance such that a teacher is able to measure the improvements of learners over a certain period of time and make appropriate judgments as they motivate students to study and get better grades. It has also helped the teachers to evaluate their teaching methodologies and come up with those that students understand and enhance their knowledge acquisition. In Mutito Sub-county, teacher performance appraisal is geared towards improving teachers' performance in order to improve students' performance through maintaining high teaching and learning standards in public secondary schools with the aim at excelling in national examinations and reduce risks of teacher burnout. Despite the regular performance appraisal in public schools in Kenya, mass failure in public schools is still being witnessed in K.C.S.E examinations and this prompted the researcher to inquire the effectiveness of Performance appraisal in reference to students' performance in public schools in Mutito Sub County.

Statement of the Problem

The discussion on performance appraisal and students' performance has over the years increasingly remained relevant given the concern on appraisal of teachers being a critical issue. Teacher performance appraisal has been in the country and continues to be implemented in schools although students' performance at 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 four consecutive years from 2015 to 2019 with a mean of 5.60, 5.34, 5.30, 4.88 and 3.53 respectively. This resulted to a serious outcry from the parents, school sponsors, Teacher's service commission (T.S.C) and the ministry officials within the sub- county and County as the statistic 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 that deny students admission to universities and colleges to pursue marketable courses that would enable them compete effectively in the job market.

OECD (2013) study on enhancing teacher professionalism in United States of America 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. Namuddu (2010) 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. 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. It is still 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 influencing students' academic performance in public secondary schools in Mutito Sub County which constituted a knowledge gap. This current research therefore sought to establishing the relationship between teacher performance appraisal and corresponding influence on students' academic performance in public secondary schools in Mutito sub-County.

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Research Question

In what ways has teacher performance appraisal enhanced better academic performance of students in public secondary schools?

Theoretical Framework

This research was guided by 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 and clear goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding. Goals should be realistic and challenging. 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 generally 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 basically means measuring the extent of achievement of the set goals. But if the set goals are not well designed to be clear and measurable then productivity will not be realized. Therefore, goal setting theory is the most appropriate in this study because it gives direction on how to prepare and implement a successful performance appraisal which leads to increased students' performance.

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. This study therefore 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.

Conceptual Framework

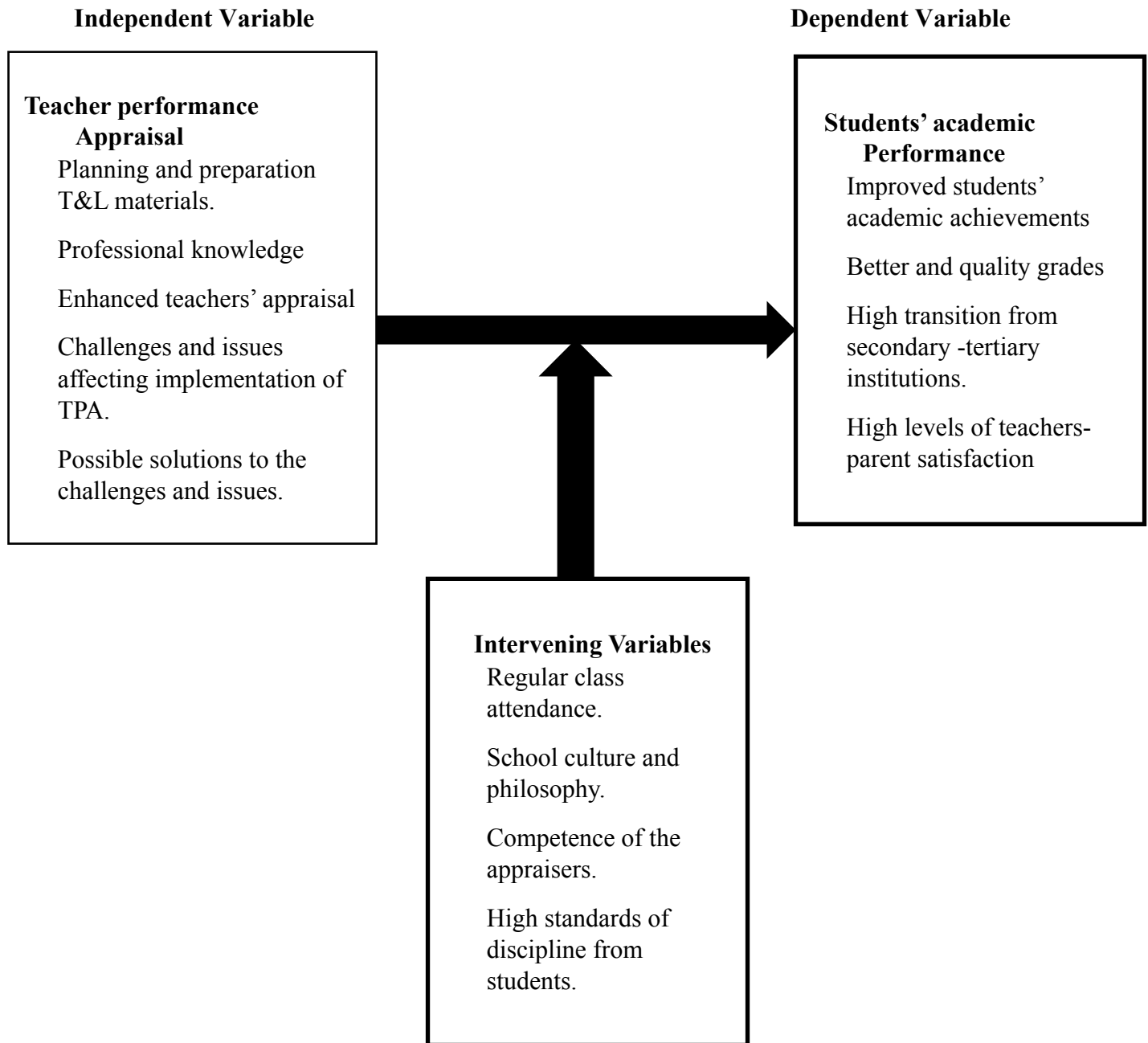


Figure 1: Conceptual Framework

Source: Imoleit (2020)

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Review of Empirical Studies

According to the Institute for Information on Education (2011) in a study on Teacher appraisal in the Czech Republic it is 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. 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. 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 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. OECD, (2013) study on enhancing teacher professionalism in United States of America 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.

Maliehe (2011) studied how the performance of educators was being managed at schools in Bahlaloga, South Africa. 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. Ojokuku(2015), studied the influence of performance appraisal (PA) to motivation of academics in Nigerian universities which is a vital human resource (HR) practice. 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. Namuddu (2010) 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.

Muli (2010) sought to determine the impact of performance appraisal on secondary school teacher professional development in Kitui West District, Kitui County. 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

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visits. 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 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. Natalie (2014) study on the effect of performance appraisal on employee motivation in a slum based non-governmental organization in Nairobi established that performance appraisal process is important for employee motivation. He states that performance appraisal system has improved job performance at work and concluded that performance standards are quantified and pegged against an individual evaluation which is essential for employee motivation.

Research Design and Methodology

This study employed mixed method design whereby descriptive and phenomenological research designs were employed. The design was considered the most appropriate since it enable the researcher to collect desired information about options, attitudes and habits from respondents without manipulation of any variable. On the other hand, phenomenological design helped the researcher to clarify and enlighten how the principals and quality assurance officer understand and comprehend teacher performance appraisal. The population comprised of 25 Principals, 25 deputies, 255 teachers of public secondary schools and 1 S.C.D.E. Simple random sampling was used to sample 16 schools and 160 teachers while purposive sampling was used to sample 16 principals, 16 deputy principals and one quality standards officer. The sampling frame is presented in Table 1 below:

Table 1: Sampling Matrix

Category	Target Population	Sample size	Percentages (%)
Principals	25	16	64
D/principals	25	16	100
SQASO	1	1	100
Teachers	255	160	64
Totals	306	193	63.07

Source: Imoleit (2020)

The study used questionnaires, interview guides and document analysis to collect data. Questionnaires were used to collect data from teachers and deputy principals while interview guides were used to collect data from principals and SCDE. A pilot study was conducted with two principals, three deputy principals and ten teachers to enable the researcher to improve

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reliability and validity of instruments. Content and face validity was used to improve the validity of the research tools. Cronbach's Alpha Coefficient method was used to ascertain reliability of questionnaire while trustworthiness of qualitative data collected was demonstrated by the researcher's credibility through the use of triangulation. After data collection using both questionnaires and interviews, the obtained data was analyzed using both quantitative methods and qualitative method.

Descriptive statistic was presented using frequencies, tables, pie-charts 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. Throughout this study, ethical issues were upheld to ensure that dignity of participants is maintained. All possible measures were taken into account to ensure that respondent's names and particulars never appeared in the questionnaires. 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.

Data Analysis, 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 teachers were also asked the extent to which teacher performance appraisal has influenced/motivated students' academic performance in their schools.

Table 2 presents the findings;

Table 2: Extent to which Teacher Performance Appraisal Motivates Teachers to aim higher in academic performance.

Extent to which teacher performance appraisal motivates teachers to aim higher academic performance	Frequency	Percentage
Motivated/influenced to aim higher in performance to very great extent.	22	22
Motivated to aim higher in performance to a great extent.	47	47
Motivated /influenced to aim higher in performance to a moderate extent.	16	16
Motivated to aim higher in performance to a little extent.	15	15
Total	100	100.0

Source: Imoleit (2020)

Table 2 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

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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 scores candidates get 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 3 presents the findings.

Table 3: 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: Imoleit (2020)

Findings in Table 3 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 also supported by the principal (Principal 1) 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, Principal 1, 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.

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 4 presents the findings;

Key: VGE=Very great extent, GE=Great extent, ME=Moderate extent, LE=Low extent, M=Mean, SD=Standard Deviation

Mean (1-1.80= Very great extent, 1.81-2.60= Great extent, 2.61-3.40= Moderate extent, 3.41-4.20= Moderate extent)

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Table 4: Agreement Level on Appraisal of Teachers' Performance

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: Imoleit (2020)

Findings in Table 4 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.

Conclusions

Based on the findings, the researcher concludes that teacher performance appraisal influences students' academic performance to a very great extent. Although all teachers take part in performance appraisal, teachers have varying attitudes towards appraisal process. The younger

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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 appraisal is conducted by immediate supervisors like the senior teachers, head of departments, deputy principals, the principals and the SCDE. 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. TPA improves teachers' lesson attendance, enhances planning in advance for teachers and schools, and ensures scheduled lessons are well covered, missed lessons recovered in good time.

Teachers' professional documents include schemes of work, lessons plan, records of work and progress reports. Instructional planning helps teacher in the following ways: it helps teachers to feel confident about their teaching and about their planning, it makes a teacher focused on subject matter and provides purpose, it provides an opportunity to review the topic before actual teaching takes place, it provides a clear framework for classroom activities and saves time, and helps in integration of daily lesson objectives with goal of covering the whole curriculum. Teachers make efforts to attend career advancement seminars in order to advance their content 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.

Recommendations

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. 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.

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

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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.

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.

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