INFLUENCE OF TEACHER APPRAISAL ON IMPROVEMENT OF STUDENTS’ ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN VIHIGA SUB-COUNTY, KENYA

BY
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2014
DECLARATION

This research project is my original work and has not been presented for a degree or any award in any other university.

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L/50/69432/2011

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DEDICATION

This research project is dedicated to my dear parents Zacharia Kadenyi and Dorah Kadenyi for laying for me a solid educational foundation which has propelled me this far.
ACKNOWLEDGEMENT

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My deep heartfelt appreciation is extended to my family for their moral and financial support. Your encouragement always made me go for the extra mile. Thank you most sincerely for being near me at moments of need. I also salute my fellow students for their well researched and informative class discussion sessions and constant assistance during the research study. To my intimate friends Nasline, Truphena, Jane, Morra and Vannessa, I cherish your amazing support.
TABLE OF CONTENT

DECLARATION .................................................................................................................i
DEDICATION ..................................................................................................................ii
ACKNOWLEDGEMENT...................................................................................................iii
TABLE OF CONTENT .......................................................................................................iv
LIST OF TABLES ..............................................................................................................ix
LIST OF FIGURES ..........................................................................................................xi
ABBREVIATIONS AND ACRONYMS ..............................................................................xii
ABSTRACT ......................................................................................................................xiii

CHAPTER ONE .................................................................................................................1

INTRODUCTION ..............................................................................................................1
1.1 Background of the Study .........................................................................................1
1.2 Statement of the Problem .......................................................................................7
1.3 Purpose of the Study ...............................................................................................8
1.4 Objectives of the Study .........................................................................................8
1.5 Research Questions ...............................................................................................9
1.6 Significance of the Study ......................................................................................9
1.7 Assumptions of the Study .....................................................................................10
1.8 Limitations of the Study .......................................................................................11
1.9 Delimitations of the Study ....................................................................................11
1.10 Definition of Significant Terms used in the Study ..............................................12
1.11 Organization of the Study ....................................................................................13
CHAPTER TWO ................................................................................................................................. 14

LITERATURE REVIEW .................................................................................................................... 14

2.1 Introduction ................................................................................................................................. 14

2.2 Concept of Teacher Appraisal .................................................................................................... 14

2.3 Appraisal of Teachers Planning and Preparation and Improvement of Students’
    Academic Performance .................................................................................................................. 17

2.4 Appraisal of Classroom Environment and Improvement of Students’ Academic
    Performance ................................................................................................................................. 20

2.5 Appraisal of Teachers Professional Responsibilities and Improvement of Students’
    Academic Performance ............................................................................................................... 23

2.6 Appraisal of Teachers Classroom Instruction (Service Delivery) and Improvement of
    Students’ Academic Performance ............................................................................................... 25

2.7 Theoretical Framework .............................................................................................................. 28

2.8 Conceptual Framework ............................................................................................................. 29

2.9 Summary of Literature Review ................................................................................................. 32

CHAPTER THREE ............................................................................................................................. 34

RESEARCH METHODOLOGY .......................................................................................................... 34

3.1 Introduction ............................................................................................................................... 34

3.2 Research Design ....................................................................................................................... 34

3.3 Target Population ..................................................................................................................... 35

3.4 Sample Size and Sample Selection ......................................................................................... 35
3.4.1 Sample Size.................................................................................................................. 35
3.4.2 Sampling Procedure..................................................................................................... 35
3.5 Research Instruments...................................................................................................... 38
  3.5.1 Pilot Testing of the Instrument.................................................................................. 39
  3.5.2 Validity of the Instrument......................................................................................... 39
  3.5.3 Reliability of the Instrument.................................................................................... 40
3.6 Data Collection Procedures............................................................................................ 41
3.7 Data Analysis Techniques............................................................................................... 41
3.8 Ethical Considerations.................................................................................................... 42

CHAPTER FOUR.............................................................................................................. 43
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS
4.1 Introduction.................................................................................................................... 43
4.2 Questionnaire Return Rate............................................................................................. 43
4.3 Demographic Characteristics of Respondents............................................................... 44
  4.3.1 Distribution of Respondents by Age......................................................................... 44
  4.3.2 Distribution of Respondents by Gender.................................................................... 46
  4.3.3 Distribution of Respondents by Highest Level of Education...................................... 47
4.4 Appraisal of Teachers on Planning and Preparation and Improvement of
  Students Academic Performance in Public Secondary Schools in Vihiga Sub-county.... 48
  4.4.1 Appraisal of Teachers’ Knowledge of Content and Improvement of Students
       Academic Performance.................................................................................................. 48
4.4.2 Appraisal of Teachers Preparedness and Improvement of Students Academic Performance

4.5 Appraisal of Classroom Environment and Improvement of Students Academic Performance in Public Secondary Schools in Vihiga Sub-county

4.5.1 Appraisal on adequacy of Classroom Physical space / environment

4.5.2 Appraisal on Quality of Classroom Environment and Improvement of Students Academic Performance

4.6 Appraisal of Teachers Professional Responsibilities and Improvement of Students Academic Performance in Public Secondary Schools in Vihiga Sub-county

4.6.1 Appraisal of Teachers Professional Records

4.6.2 Assessment and Evaluation of Students and Improvement of Academic Performance

4.6.3 Communicating with Parents about Academic Progress of Students

4.7 Appraisal of Teachers on Classroom Instruction and Improvement of Students Academic Performance in Public Secondary Schools in Vihiga Sub-county

4.7.1 Appraisal of Teachers during Service Delivery (Communicating with students)

4.7.2 Appraisal of Teachers on Teaching Methods/Techniques and Improvement of Students Academic Performance
CHAPTER FIVE...........................................................................................................67

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS........67

5.1 Introduction.............................................................................................................67
5.2 Summary of Findings.............................................................................................67
5.3 Conclusion..............................................................................................................69
5.4 Recommendations.................................................................................................71
5.5 Contribution to the Body of Knowledge...............................................................72
5.6 Suggestions for Further Research.........................................................................73

REFERENCE.............................................................................................................74

APPENDICES..............................................................................................................80

Appendix 1: Questionnaire for Teachers.................................................................80
Appendix 2: Questionnaire for Principals...............................................................83
Appendix 3: Table for Sample Size Selection.......................................................86
Appendix 4: Performance of Vihiga Sub-county Viz-a-viz other Neighbouring Districts…87
Appendix 5: Research Authorization Letter..............................................................88
Appendix 6: Research Clearance Permit.....................................................................89
**LIST OF TABLES**

Table 4.1: Questionnaire Return Rate................................................................. 44

Table 4.2: Distribution of Respondents by Age.................................................. 45

Table 4.3: Distribution of Respondents by Gender......................................... 46

Table 4.4: Distribution of Respondents by Highest Level of Education.............. 47

Table 4.5: Planning before class attendance....................................................... 49

Table 4.6: Appraisal of Teachers’ Lesson Plans before use.............................. 49

Table 4.7: Extend to which Lesson Plans were Appraised before use............... 50

Table 4.8: Cross-Tabulation of Appraisal by Principals and the Extent to which
it assisted in Improving Students Academic Performance.............................. 52

Table 4.9: Cross-Tabulation of Appraisal by HODs and the Extent to which it assisted
in Improving Students Academic Performance.................................................. 53

Table 4.10: Cross-Tabulation of Appraisal by Subject Heads and the Extent to which it assisted
on Improving Students Academic Performance................................................. 53

Table 4.11: Appraisal on Adequacy of Classroom Physical space in accommodating
Learners...................................................................................................................... 55

Table 4.12: Frequency of Appraisal on Adequacy of Classroom Physical space........ 56

Table 4.13: Extent to which Appraisal on Quality of Classroom Environment assisted in
Improving Students Academic Performance......................................................... 57

Table 4.14: Appraisal of Teachers Professional Records......................................... 59

Table 4.15: Frequency of Appraisal of Teachers Professional Records.................. 60

Table 4.16: Cross Tabulation of Assessment and Evaluation of Students and the extent to
which it assisted in improving Academic Performance........................................... 61
Table 4.17: Communicating with Parents about Academic Progress of Students.............62

Table 4.18: Appraisal of Teachers on Service Delivery (Communicating with Students)....64

Table 4.19: Frequency of Appraisal of Teachers during Service Delivery......................64

Table 4.20: Cross-tabulation of Appraisal of teachers on teaching Methods/ Techniques and the extent of influence on improving students Academic Performance......66

Table 5.1: Contributions of the Study to the Body of Knowledge..................................72
LIST OF FIGURES

Figure 2.1: Conceptual Framework.............................................................................. 30
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>Academic Progress</td>
</tr>
<tr>
<td>DAS</td>
<td>Development Appraisal System</td>
</tr>
<tr>
<td>DQAS</td>
<td>Department of Quality Assurance and Standards</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>IQMS</td>
<td>Integrated Quality Management System</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NCE</td>
<td>National Commission on Education</td>
</tr>
<tr>
<td>PMS</td>
<td>Performance Management System</td>
</tr>
<tr>
<td>SEL</td>
<td>Social and Emotional Learning</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Scientists</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations’ Educational, Scientific and Cultural Organization</td>
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<td>USA</td>
<td>United States of America</td>
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ABSTRACT

The Government through the Ministry of Education has invested heavily on teachers’ appraisal with the hope of improving educational standards. This is evidenced through massive funds directed to the Department of Quality Assurance and Standards in charge of teachers’ appraisal within the Ministry of Education since the introduction of subsidized secondary education in 2003. Despite this massive investment on teachers’ appraisal by the Government, much is yet to be achieved in terms of improved educational standards. This study outlines the most relevant issues concerning teacher appraisal in secondary education with particular emphasis to Vihiga Sub-county guided by the following objectives; To establish the extent to which appraisal of teachers on planning and preparation influences improvement of students’ academic performance, to determine the extent to which appraisal of classroom environment influences improvement of students’ academic performance, to assess how appraisal of teachers professional responsibilities influence improvement of students’ academic performance, to assess how teachers appraisal on classroom instructions influence improvement of students’ academic performance in public secondary schools in Vihiga Sub-county. Descriptive survey design was adopted as a blue print that guided the study. This enabled the researcher to collect and analyze data using both qualitative and quantitative approaches. The study sampled 145 respondents for the study which included; 132 teachers and 13 principals. Stratified, purposive and random sampling techniques were applied in selecting appropriate samples used in the study. Data collection was done using a structured questionnaire. The collected data was analyzed using descriptive statistics in the form of frequencies and percentage tables with the aid of SPSS (Statistical Packages for Social Scientists). Qualitative data was transcribed, organized into various emerging themes guided by the objectives of the study and reported in a narrative way. Findings of the study revealed that; all teachers 97(100%) in Vihiga Sub-county planned their lessons before attending classes. Appraisal of teachers on adequacy of planning and preparation by principals, HODs and subject heads before attending classes assisted on improvement of students’ academic performance to a large extent at 70(72.2%), 67(69.1%) and 57(58.8%) respectively. Appraisal of teachers on adequacy of classroom environment by school principals assisted on improvement of students academic performance to a large, medium and small extent at 57(59%), 28(29%) and 12(12%) respectively. Appraisal of teachers’ on professional responsibilities assisted in improvement of students’ academic performance to a large, medium and small extent at 54(56%), 31(32%) and 12(12%) respectively. 67(69%) teachers acknowledged that appraisal of teachers during classroom instructions assisted in boosting students academic performance to a large extent while 30(31%) held a contrary opinion. Based on the study findings, the study recommended that: Principals to identify factors responsible for the dismal performance of most public secondary schools in Vihiga Sub-county other than teachers’ planning and preparation. Spacious classrooms with good ventilations be initiated to adequately accommodate learners during the teaching/ learning process. Teachers’ professional responsibilities be appraised regularly as a pre-requisite requirement of ascertaining their level of preparedness before and during the actual teaching. Teachers to initiate myriad ways of appraising students during the teaching/learning process in order to gauge their level of content mastery.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Appraisal comes from the word “praise” (to express warm approbation) in an effort to make teacher evaluation more palatable. Common synonyms for appraisal are assessment and evaluation. Teacher appraisal is a function of human decision-making resulting from a value judgment about how good or weak a particular work performance is using information that compares the actual work performance with predetermined performance standards (Grobler, 1993). Teacher evaluation is normative in nature because a value judgment is given. This value judgment must be weighed against definite criteria of fairness and should always fulfill a certain function. Teacher evaluation fulfills two main functions namely; a formative function for the development of professional teaching skills and a summative function for selection and as a basis for grading and promotion.

In the USA district of Cincinnati, (Milanowski, 2004), the average level of student performance is low compared to the surrounding suburban districts. Cincinnati has also had a history of school reform activity, including the introduction of new whole-school designs, school-based budgeting, and teams to run schools and deliver instruction. The union-management relationship has generally been positive. Like many other urban districts, state accountability programmes and public expectations have put pressure on the district to raise student outcomes. In response to the obsolescence of the existing teacher performance evaluation system, and ambitious goals for improving student achievement, the District designed a knowledge- and skill-based pay system and a new
teacher evaluation system during the 1998-1999 school year. The assessment system is based on a set of teaching standards derived from the Framework for Teaching (Danielson, 1996). For each standard, a set of behaviorally anchored rating scales called rubrics describe four levels of performance: unsatisfactory, basic, proficient, and distinguished. Teachers are evaluated using the rubrics based on two major sources of evidence: six classroom observations and a portfolio prepared by the teacher. The portfolio includes artefacts such as lesson and unit plans, attendance records, student work, family contact logs, and documentation of professional development activities.

In Finland, school teachers have positions comparable to national or municipal public servants. School leaders are in charge of teacher selection – once the required license is obtained – and in charge of all the policies that are considered as necessary to the enhancement of teaching quality, among which is teacher evaluation. Finland is a paradigmatic case where the former system of ‘teachers and schools inspection and supervision’ was removed in 1990 but not replaced by another similar external system. As a consequence, teacher evaluation currently goes hand in hand with other policies within each particular school. The Finnish scheme of teacher evaluation is characterized by the very high level of confidence placed in school and teacher competencies and professionalism as a basis to improve teaching quality. Thus, teacher self-evaluation is considered as a prime means of professional optimization. School leaders also have a crucial role in engaging teachers in self-reflection about their own practice, and in developing a culture of evaluation alongside ambitious goals, according to the school context and challenges. The majority of schools have implemented annual discussions between school leaders and teachers to evaluate the fulfillment of the personal objectives.
set up during the previous year and to establish further personal objectives (UNESCO, 2007 as cited in Isore, 2009).

In France, 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. 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. An inspector takes responsibility for between 350 and 400 teachers, which is excessive 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 (Pochard 2008 as cited in Isore, 2009).
In South Africa, the amalgamation of seventeen different departments of education (Govender, 1997) into a single non-racial department resulted in significant policy changes. The issue of time to translate legislation into pragmatic action by the public, (especially public servants as employees of the government) was avoided. But, real change, whether desired or not, represents a serious and collective issue characterized by ambivalence and uncertainty (Fullan, 2001) which requires time, energy and effort. The recently introduced policy innovation to enhance the delivery process of a quality education for South African schools is the Integrated Quality Management System (IQMS). IQMS is informed by schedule 1 of the Employment of Educators Act (EEA) No 76 of 1998. In terms of resolution 8 of 2003 an agreement was reached in the Education Labour Relations Council (ELRC) to integrate programmes on quality management which comprised of Developmental Appraisal System (DAS), the Performance Management System(PMS) and Whole School Evaluation (WSE).

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 this called for more effective supervision (Hopkin, 1997). A Government White Paper on Job Evaluation for Teachers was implemented in 1988. This stressed the need to subject teachers to some form of continuous assessment to determine their eligibility for salary increments and promotions across performance bars (Habangaan, 1998). This link between appraisal and pay was vehemently opposed by teacher organizations and unions, which resulted in
industrial action (Motswakae, 1990). In 1992, 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 (Republic of Botswana, 1994). The instrument aimed to portray a non-threatening, valid and comprehensive system, which would offer teachers the opportunity to increase professional development.

In Kenya, formalized procedures for the appraisal of teachers' performance are viewed by educators as logical and essential for accountability, quality improvement and best practice. According to Wehmeier (2004), appraisal is the act of making sure that everything is done correctly and safely. Appraisal is considered as that dimension or phase in educational administration which is concerned with improving educational effectiveness. In a school set up, appraisal draws its foundation and data from the events that take place inside the classroom. It is through appraisal that the Principal gets a clear framework of activities and responsibilities of each member of staff in school. Appraisal 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 carried out. Appraisal therefore, as a basic requirement in school administration, 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. As an aspect of administration, it assists in checking of punctuality, discipline, as well facilitating change from old ways to modern ways of doing things at the work place (school).

Kenyas’ Ministry of Education portrays appraisal as an attempt, through second party intervention, to ascertain, maintain and improve the quality of work done (Olembo et al., 1992). Olivia (1976) conceptualizes appraisal as a service to teachers, both as
individuals and in groups, as a means of offering specialized help in improving instruction. Appraisal improves teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction. As a management practice, it offers professional service to secondary school executives for the purpose of interacting and influencing teachers so as to maintain or change and improve their service delivery to the students. It is through appraisal that teachers are guided and influenced to strive towards the desired educational goals and objectives. In order for the teaching and learning process to function efficiently, there must be a proper system of appraisal (Mbiti, 1974). Okumbe (1999) considers appraisal as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity.

In Vihiga Sub-county, the major aim of teacher appraisal is to develop teachers in order to improve their service delivery in schools. The stimulation function of supervision enhances teachers to play important roles aimed at excellence in examinations, which reduces risks of teacher burn out. Instructional appraisal aids Principals in coordinating, improving and maintaining high teaching and learning standards in schools. Educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of the society (Maranya, 2001). It is, however, prudent to note that the greatest strength of any school is its personnel, the human resources. Teachers combine their relevant skills, experiences and positive attitudes towards the profession, in order to raise the quality of the schools’ academic performance to high and reputable standards (Mbiti, 1974). This combination is
achieved through instructional appraisal, an aspect which has motivated the researcher to initiate this study.

1.2 Statement of the Problem

Despite the significance of teacher appraisal, critiques argue that it does not live up to its expectations of adding impetus to the quality of teaching which ultimately manifest in terms of improved educational standards because of how it is carried out. They posit that teacher’s appraisal is more of fault finding than advisory. This paints a negative picture on the side of those charged with the responsibility of appraising teachers thereby creating bad blood between teachers and those charged with the responsibility of conducting appraisal. This poor relationship creates resentment among teachers as they view inspectors as fault finders. This bad blood translates to low performance amongst students.

While benchmarking K.C.S.E results of Vihiga Sub-county with other neighbouring Districts such as Emuhaya, Hamisi and Sabatia Districts, records reveal that the performance index of Vihiga Sub-county lags behind. A case in point is K.C.S.E 2011 results where Emuhaya Sub-county obtained a mean aggregate of 6.521, Sabatia Sub-county 6.347, Hamisi 5.678 while Vihiga Sub-county trailed behind with a mean aggregate of 5.307 (Refer to appendix 7). A thorough scrutiny of most schools in Vihiga Sub-county also revealed a poor performance trend amongst students. This is evidenced by the Sub-county’s’ declining performance in terms of mean score for the last four consecutive years as envisaged in the records available at the DEOs office (2013); 6.406 in 2008, 5.617 in 2009, 5.488 in 2010 and finally 5.307 in 2011. These statistics acts as
evidence that the performance of students in National exams in Vihiga Sub-county is dwindling. If this situation is left un-attended to, the trend may go out of hand thereby graduating from the frying pan into the fire. This dwindling academic performance experienced in most schools in Vihiga Sub-county informed the researcher to anchor this study within the Sub-county in order to look at the intrigues behind this dismal performance.

1.3 Purpose of the Study

The purpose of this study was to determine the influence of teacher appraisal on improvement of students’ academic performance in public secondary schools in Vihiga Sub-county, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives;

1. To establish the extent to which appraisal of teachers on planning and preparation of teaching material influences improvement of students’ academic performance in public secondary schools in Vihiga Sub-county.

2. To determine the extent to which appraisal of classroom environment influences improvement of students’ academic performance in public secondary schools in Vihiga Sub-county.

3. To assess how appraisal of teachers professional responsibilities influences improvement of students’ academic performance in public secondary schools in Vihiga Sub-county.
4. To assess how appraisal of teachers on classroom instruction (service delivery) influences improvement of students’ academic performance in public secondary schools in Vihiga Sub-county.

1.5 Research Questions

The study sought to answer the following research questions;

1. To what extent does teachers’ appraisal on planning and preparation of teaching material influence improvement of students’ academic performance in public secondary schools in Vihiga Sub-county?

2. To what extent does appraisal of classroom environment influence improvement of students’ academic performance in public secondary schools in Vihiga Sub-county?

3. How does appraisal of teachers’ professional responsibilities influence improvement of students’ academic performance in public secondary schools in Vihiga Sub-county?

4. How does appraisal of teachers on classroom instruction (service delivery) influence improvement of students’ academic performance in public secondary schools in Vihiga Sub-county?

1.6 Significance of the Study

It was hoped that findings of this study would be useful to the Ministry of education department of quality assurance and standards as it would provide an insight 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 inspectorate as it would enable the inspectorate to make informed decisions on the best ways of executing...
its sole responsibility of appraising teachers in a friendly manner so as to enhance students’ academic performance. It was hoped that findings of this study would add impetus to the body of knowledge by building a profound foundation upon which other related studies could be anchored. Finally, it was hoped that findings of this study would avail baseline information upon which future plans on teacher appraisal could be founded.

1.7 Assumptions of the Study

The study was conducted based on the following assumptions; Teachers appraisal was pegged on internal inspection at school level by Principals, Deputy Principals, HODs, Subject heads and not externally by Quality Assurance and Standards Officers (QASOs). Respondents provided accurate information while filling in the questionnaire, the sample size selected for the study was a true reflection of the entire population, the variables under investigation were felt in all schools across the county, appraisal of teachers on planning and preparation influenced students’ academic performance. Similarly, it was assumed that the research tools considered for this study would be able to measure appropriately and adequately the variables under investigation, lastly it was assumed that appraisal of teachers professional responsibilities influenced students’ academic performance in public secondary schools.
1.8 Limitations of the Study

Some schools were out of session at the time of conducting the study due to midterm break. The researcher sought to overcome this challenge by doing a background check of the schools to know their school calendar so as to conduct the study when learners were on session. Some schools were inaccessible due to poor roads. The researcher overcame this limitation by starting out the research process early in order to reach all the targeted schools. The researcher engaged flexible means of transport such as motor bikes and bicycles to reach the inaccessible schools. Some respondents were uncooperative in completing the research questionnaires as required. This was dealt with by explaining to respondents the importance of the study before collecting. The researcher also sought respondents consent for voluntary participation in the study.

1.9 Delimitations of the Study

This study was delimitated to public Secondary Schools within Vihiga County. Vihiga Sub-county lies between longitudes 34° 30’ and 350° 0’ East and between latitude 0° and 0°15’ North. Introspection carried out on performance revealed that Vihiga Sub-county lagged behind other neighbouring Districts such as Sabatia District, Emuhaya District and Hamisi District. A case in point was K.C.S.E 2011 results where Emuhaya District obtained a mean aggregate of 6.521, Sabatia District 6.347, Hamisi 5.678 while Vihiga sub-county trailed behind with a mean aggregate of 5.307. For four consecutive years, Vihiga sub-county registered a declining performance trend. Records at the DEOs office (2012) revealed that the Sub-county registered a mean score of 6.406 in 2008, 5.617 in 2009, 5.488 in 2010 and 5.307 in 2011. This dismal performance trend reflected
in Vihiga Sub-county could be attributed to lack of stringent monitoring policies in appraising teachers among other factors. This trend of poor performance in national exams in Vihiga Sub-county informed the researcher to confine the study within the Sub-county.

1.10 Definition of Significant Terms used in the Study

**Teacher appraisal:** Teacher appraisal is a function of human decision-making resulting from a value judgment about how good or weak a particular work performance is 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.

**Planning and preparation:** Initial preparation that teachers do before embarking on the actual teaching in the classroom.

**Classroom environment:** The classroom set up in readiness for learning in terms of good ventilation, adequate space, orderliness of learners etc.

**Professional responsibility:** The core duties that teachers execute while discharging their role as educators and pace setters of the learning process.

**Classroom instruction:** The actual teaching/learning process (service delivery). Activities that takes place in the classroom to facilitate the teaching/learning process.
1.11 Organization of the Study

The study was organized into five chapters; chapter one basically gave the introduction and described the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, limitations of the study, delimitations of the study and definition of significant terms used in the study. Chapter two provided a review of literature related to the study thematically as per the research objectives, the theoretical framework, the conceptual framework as well as the summary of literature review. Chapter three focused on the research methodology discussed under the following subheadings; research design, target population, sample size, sample selection, research instrument, pilot testing of instrument, validity of research instrument, reliability of research instrument, data collection procedures, data analysis techniques and ethical issues in research. Chapter four dwelt on data presentation, data analysis, data interpretation and discussion. Finally, chapter five consisted of summary of findings, conclusion and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to the study thematically as per the study objectives. It covered the concept of teachers’ appraisal, appraisal of teachers on planning and preparation and students’ academic performance, appraisal of classroom environment and students’ academic performance, appraisal of teachers’ professional responsibilities and students’ academic performance, appraisal of teachers on classroom instructions (service delivery) and students’ academic performance, the theoretical framework, the conceptual framework as well as the summary of literature reviewed.

2.2 Concept of Teacher Appraisal

Teacher appraisal is defined as the process of evaluating the performance of teachers in service delivery (Dictionary of Human Resources Management, 2001). Appraisal is judgmental in nature, that is, the staff’s performance is measured against certain standards. Jackson and Schuler (2003), cited in Ahmed (2010) viewed performance appraisal as a method by which the job performance of an employee is evaluated. It is seen as a key contributor to successful human resource management (Erdogan 2002, cited in Ahmed 2010). According to Partington and Stainton (2003) there are three main purposes of performance appraisal: it shows and furnishes aspects of staff member performance, it alerts the staff member to the degrees of improvement needed in any weaker aspect of his/her performance, and it prioritizes the aspects of performance in which improvement is needed.
Asghar (1996) and Groeschl, (2003) added other purposes and functions such as appraising performance for institutional development, for self-development which is the most important purpose of appraisal, for increased pay and for promotion. They add to say that development-oriented staff appraisal provides the means by which enhanced communication between staff and senior colleagues can determine systematic identification of roles, tasks, targets and training plans for individuals, which support developmental and institutional goals. Further, an effective teacher appraisal can be used as reinforcement for teacher learning and development. An effective appraisal provides an opportunity for appraisees to reflect on their performance, accomplishment and achievements. In addition, the best indicator of effectiveness of a developmental appraisal must lead to staff development (James, 1995). Further, (Cardno, 2005 cited in Murphy, 2012) advocated that “to ensure the system or appraisal is effective and successful, a balance between accountability and developmental purposes must be achieved and maintained”. "Appraisal also helps to develop and reinforce the line of management control. It does this by developing the managerial skills of the appraiser and enhancing their power over appraisees” (Barlett, 1998).

Performance appraisal can be powerful and influential if it is used for reinforcement and disciplinary decisions, such as staff promotion, crossing of efficiency bar and pay raises as well as termination of contract. The key aspects of a successful appraisal are: training of appraisal is a very important issue because carrying out staff appraisal and evaluation each year should not be treated as just a regular routine, and it is certainly not a formality. Byars and Pynes (2004) asserted that in order to overcome errors and problems associated with performance appraisal; the appraiser should be trained on how
to improve his or her skills such as documentation and counselling skills. Appraisers should be trained to be open minded, honest, positive and skilful in addressing staff member's capabilities and competencies. Appraisers should be competent, fair, credible, report appraisee's strengths and weaknesses and be able to make logical and fair recommendation for assisting and improving appraisee's future performance (To, 2007). James (1995) added "the capacity of appraisers to create a climate for effective discussion becomes critical for an effective and successful appraisal". Appraisees would be in difficult position if they mistrust their appraisers; therefore, trust and respect are very important in an effective appraisal.

Increased participation in the appraisal process is positively related to appraisees' satisfaction and their acceptance to the appraisal system (Cawley et al., 1998 cited in Kelly et al., 2008). "Teachers who participate in developing the appraisal system are more likely to be aware and accepting of performance expectations, better understand the appraisal process and outcomes, and be more committed to the appraisal system" (Kelly et al., 2008). Further, Piggott-Irvine (2003) advocated that transparency and confidentiality are important and should be considered and assured by appraiser and appraisee. The appraiser should maintain absolute "confidentiality in dealing with information, whether it is from respondents providing feedback, or documentary evidence, or information from the principal. The information should not be tampered with or altered". Clear guidelines, accountability, mutual respect and trust should be maintained. According to (Duckett, 1991 cited in Chow et al., 2002) the relationship between appraiser and appraisee is central and crucial to successful outcome of appraisal. Therefore, it is important that the appraiser be credible, respected and skilful in
appraising staff. "The appraiser must be viewed as competent, capable of evaluating the teachers and unbiased for evaluation outcomes to be perceived as reliable and useful for providing feedback to improve teacher performance.

All these issues contribute to an effective appraisal which helps increase productivity and provides opportunities to staff members in building a learning organization and improve their performance. Turk and Roolaht (2007) pointed out that appraisal of academic staff helps to fulfill the target and goals of an institution, gives an overview of the quality of teaching, enables teachers to have a better understanding of what is expected of them, raises motivation and disciplines and stimulates training and development. An effective performance appraisal acts as a reminder for the teachers of what they expected to do (accountability), identifies the staff areas of strengths and weaknesses and it encourages effective teaching which leads to improved performance-quality education (Odhiambo, 2005).

2.3 Teachers Appraisal on Planning and Preparation of Teaching Material and Improvement of Students’ Academic Performance

In recent years, attempts to reform the teaching profession and to 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 of the key elements in the curriculum—teacher, learner, context, resources, and methodology—and the powerful impact these have on their approaches to planning. Characteristics such as the length and type of experience, the levels of subject and pedagogical knowledge, teaching style, repertoire,
and perceptions and knowledge of students all influence the planning style adopted (Zahorik, 1970). Most teachers, it appears, also consider the nature of the content and activities before they consider other curricular elements, even though students might seem to be their central concern (Clark and Lampert, 1986).

Experienced teachers’ planning 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). While these processes are rarely articulated in detail, either verbally or in writing, they nevertheless are geared towards the activity flow of lessons. They elaborate on the material presented in textbooks or other curriculum materials (Featherstone, 1992) and re-structure knowledge for and with students during the process of planning and teaching thus enhancing academic performance of students.

A study conducted by Kennedy (1987) on the significance of teachers planning and preparation in enhancing students academic performance indicate that teachers who plan elaborately before conducting their lessons had their students perform better than their counter parts who haphazardly hurry to class without planning. This study indicates that for students to perform better in exams, teachers must embrace proper preparation and planning before embarking on teaching. For this reason, teachers must be equipped with teaching documents such as lesson notes, schemes of work, lesson plan etc in order to accomplish their teaching mission. The school principal is tasked with the responsibility
of ensuring that teachers have all the necessary documents before embarking on teaching. Empirical studies carried out by Jones and Vesiland (1996) on teachers planning found out that as student teachers became more experienced, their planning move 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.

Personality factors and preferences 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 intercourse (Shorrock, 1997). The literature points to the diversity of learning styles exhibited by teachers when planning lessons. Some may be stimulated by creative thinking based around loosely-conceived ideas; others may find the seed of a lesson within the content or a particular resource. Whatever approach is taken, the research evidence points to the fact that the end-product—the lesson plan— is often arrived at through a variety of processes, many of which are highly personal and embedded in the subject and classroom context of the topic being planned.
2.4 Appraisal of Classroom Environment and Improvement of Students’ Academic Performance

Classroom environment refers to the kind of learning environment that exists in a classroom. Instructors can influence classroom climate by emphasizing the type of learning environment, such as valuing achievement, love of learning (Hallinan & Smith, 1989), competition, collaboration, or caring. Teachers structure the learning environment by making pedagogical choices, and both instructors and students play an active role in defining the interactions among classroom participants. Research on classroom interaction and its effects on learning support the assumption that a student’s level of classroom participation is related to intellectual skill development (Terenzini et al., 1984).

Henry (1998) sees the classroom as a powerful instrument in organizing the attitudes and feelings of students. On the basis of observational research, Henry found out that the skill in being a teacher is one of a learned capacity to keep shifting states of order intelligently as the work demands- not the traditional you-hear a pin-drop type of order but rather the kind of order in which the emotions of the children are caught up and organized towards the achievement of a specific goal. As teachers and learners vary in their effective characteristics and behaviors, so the feeling or affective tone of the classroom setting for learning varies. Whatever the specific goals of classroom instruction might be, the classroom affective tone can facilitate or interfere with their attainment. In this regard, proper classroom control and effective tone variation by the teacher enhances students’ academic performance.
A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. In a perfect world, the physical environment of a classroom would promote learning, enhance learners' academic achievement, and facilitate appropriate behavior in and between students. The ways in which children perceive their surroundings greatly affects how they will perform; therefore, it is imperative that instructors and administrators thoroughly examine the physical environment of classrooms with an eye toward making improvements that will benefit the teaching and learning therein (Danielson, 2011).

Taylor and Vlastos (2009) conducted a study which developed a theory regarding the relationship between environment and design within the classroom. They referred to the physical environment of the classroom as the “silent curriculum” and hold strongly to the belief that understanding the physical environment is essential to the successful education of learners. Elementary school classrooms serve as the main context for learning and development during childhood. Empirical studies conducted by Reggio, 2011 on spatial learning environment revealed that space and furniture, seating arrangements, and density are the domains that make up the spatial environment. She suggested that the optimal learning environment included plenty of space for classroom supplies, rearrangement of furniture, and designing spaces for both large and small-group activities. She concluded by asserting that there are several different teaching styles and methods, but overall, a teachers’ pedagogy must match the space of the environment.

The visual environment consists of lighting, colour, and personal displays. These three components all have psychological effects on children that apply to the classroom.
The general consensus found among researchers who have assessed lighting was that appropriate lighting improved academic results, reduced off-task behavior and played a significant role in students’ achievement (Schneider, 2002, as cited in Spenser and Blades). Additionally, Sleeman and Rockwell (1981) addressed the psychological and behavioral effects of color on children. They found that colors could be perceived as warm, cool, stimulating, or relaxing. They also stated that color has the power to change moods, judgments, and behavior, thus validating the importance of assessing color in the classroom. Lastly, personal displays within the classroom were shown to have psychological effects on children as well.

A study conducted in 2008 by Maxwell and Chmielewski on essentials of a good learning environment reported that personal displays have been known to increase student self-esteem as well as academic performance. On the topic of the acoustic environment, Shield and Dockrell (2003) concisely stated that poor classroom acoustics created a negative learning environment for students thus negating their performance. Furthermore, Rivlin and Weinstein (1978) nicely organized the topic of noise into two categories: internal noise and external noise. It was discovered that when internal noise was superimposed with external noise, performance on classroom tasks drastically declined (Dockrell and Shield, 2004). Three central findings were recorded regarding thermal environment within the context of a classroom. First, developing children have a different set of standards for their ideal thermal environment than adults. In addition, thermal induced stress could alter the learning and growth of children. Lastly, classroom temperature significantly affect children’s problem solving abilities thus reflecting negatively on their academic performance (Harmon, 1953).
2.5 Appraisal of Teachers Professional Responsibilities and Improvement of Students Academic Performance

Expert teachers demonstrate professionalism in both services to students as well as to the profession. Effective teachers work collaboratively with their colleagues and are continually learning and growing in ways that improve their teaching practice and enhance student learning (Madaline, 2011). Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective (Danielson, 2011).

Teaching and learning in schools have strong social, emotional, and academic components (Wang and Walberg, 2004). Students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families. Existing studies suggest that an intervention focused on
teacher and parent communication could increase student motivation, efficacy, engagement and ultimately academic achievement. (Barnard, 2004; Seitsinger et al., 2008). Benefits associated with parental involvement include improved academic performance, improved school behavior, greater academic motivation and lower dropout rates. A key challenge for 21st-century schools involves serving culturally diverse students with varied abilities and motivations for learning (Learning First Alliance, 2001). Unfortunately, many students lack social-emotional competencies and become less connected to school as they progress from elementary to middle to high school, and this lack of connection negatively affects their academic performance, behavior, and health (Blum and Libbey, 2004).

There is broad agreement among teachers, policy makers, and the public that educational systems should graduate students who are proficient in core academic subjects, able to work well with others from diverse backgrounds in socially and emotionally skilled ways, practice healthy behaviors, and behave responsibly and respectfully (Greenberg et al., 2003). Existing research has shown that student engagement in schools is continuously shaped by their relationships with adults and their schooling environment (Connel and Finn and Rock, 1990) In other words, schools have an important role to play in raising healthy children by fostering not only their cognitive development but also their social and emotional development. Given time constraints and competing demands, teachers must prioritize and effectively implement evidence-based approaches that produce multiple benefits. It has been posited that universal school-based efforts to promote students’ social and emotional learning (SEL) represent a promising approach to enhance children’s success in school and life (Zins and Elias, 2006).
Extensive developmental research indicates that effective mastery of social-emotional competencies is associated with greater well-being and better school performance whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006).

Teachers also have the responsibility to assess and evaluate learners. Wilson (1996) identifies the following roles and goals of assessment: feedback to the students, diagnostic information, summary data for record keeping, evidence for reports and helping with curriculum revision. According to Wiggins (1993b), assessment improves performance and not just audits it. Evaluation on the other hand should judge their participation, effort and their quality of work. Participation includes things like raising their hands, giving answers when called on and paying attention. Effort focuses on how much they are putting forth in the classroom while quality of work is basically their grades. With information from assessment and evaluation, teachers can make decisions about what to focus on in the curriculum and when to focus on it. Assessment identifies who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment is to provide ongoing feedback to teachers, students and parents in order to improve students’ academic performance.

2.6 Appraisal of Teachers on Classroom Instruction (Service Delivery) and Improvement of Students’ Academic Performance

Classroom teaching is nearly universal activity designed to help students to learn. It is the process that brings the curriculum into contact with students and through which educational goals are to be achieved. The quality of classroom teaching is a key to
improving students teaching (Brown et al., 2003). Although, setting standards for content and performance is an important first step, but merely doing so and holding teachers accountable will not improve students’ learning (Anderson and Brophy, 1998). Accordingly, particular attention should be paid to the actual process of teaching. Empirical studies conducted by Smith (1987) in classroom activities provide the critical link between students’ achievement data and teacher practices at classroom level. It is important to know what aspects of teaching and assessment contribute significantly to learners’ achievement so that national discussions of classroom practices focus on the typical experiences of students (Richard, 2003).

Teaching is a purposeful activity; imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. In so far as the outcome determine the instructional activities, the resources used, their suitability for diverse learners and the methods of assessment employed hold a central place (Danielson, 2011).

Assessment of student learning outcome plays an important role in classroom instruction (service delivery); no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it’s important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. In order to assess
student learning outcome for purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. When teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use the questioning technique to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.

Students’ perceptions of the instructor influence the amount of academic effort students exert. For example, students who perceive gender equity from the instructor experience an increase in their sense of responsibility for their own learning (Colbeck, Cabrera, and Terenzini, 2000) and a higher level of confidence in their abilities. In a different study, students who perceived high levels of faculty concern and interaction with student peers reported the most beneficial class experiences (Volkwein and Cabrera, 1998). Evidence of deleterious effects of classroom climate exists also. In contrast to the positive classroom influences, Pulvers and Diekhoff (1999) found out that students who admitted to cheating described their classes as significantly less personalized, less task oriented, and less satisfying than did non-cheaters. Further, the students justified their deviant behavior in part because of their perceptions of the classroom climate. In addition, those who were academically dishonest perceived their classes as less
involving, less cohesive, and less individualized. Thus, faculty–student interactions can also impede student learning.

2.7 Theoretical Framework

This study was anchored on the theory of Education Production Function. This theory was propounded by an American education economist Erick A. Hanushek in 1998. In his study, ‘The role of education quality in economic growth’, Hanushek reviewed the role of education in promoting economic well-being. He concluded that there is strong evidence that the cognitive skills of the population are powerfully related to economic growth (Hanushek, 1998). The theory relates various inputs affecting a student’s learning like the school infrastructure, family socio-economic background, peers group, learning resources, quality of teachers e.t.c to measure output such as the quality of education; which may include improved enrolment, improved academic performance and talent development.

The education production function can be presented symbolically as:

\[ Q = F (I, T, B, E \ldots \ldots .) \]

Where Q represents the output and is an input of various variables which include I (School infrastructure), T (Teachers), B (Books), E (Equipment) among other learning requirements a student needs in school. This model was adapted with modifications since the study focused on teachers’ appraisal as the independent variable (Planning and preparation, Classroom environment, Professional responsibility, Classroom instruction) and quality of education (students enrolment, students academic performance and
students talent development) as the dependent variable. The function was modified as envisaged;

\[ Q = F (PP, CE, PR, CI) \]

Where \( Q \) (output) - is the quality of education (improved academic performance), and is an input of PP-Teachers planning and preparation, CE-Classroom environment, PR-Teachers professional responsibility and CI-Classroom instruction. Based on the output-input approach, this theory focuses on education as an investment from which returns are expected. In this case, the school is viewed as a factory from which raw materials-students are processed into desirable products (Quality performance, talent development) with the help of instructors-teachers.

### 2.8 Conceptual Framework

Conceptual Framework is a diagrammatic explanation of the research problem hence an explanation of the relationship among several factors that have been identified as important to the study (Ngechu, 2006).
Figure 2.1: Perceived Conceptual Framework Showing the Interplay among the variables used in the Study

Independent Variables

- Appraisal of Teachers on Planning and Preparation
  - Teachers knowledge of content
  - Teacher preparedness (lesson plan, schemes of work)

- Appraisal of classroom environment
  - Adequacy of classroom physical space
  - Quality of classrooms

- Appraisal of Teachers Professional Responsibilities
  - Maintaining professional records
  - Assessment and evaluation
  - Communicating with parents about AP

Moderating Variable

- Admission of very poor or very smart students from primary
- School culture of working hard
- Disruption of learning by strikes etc.

Dependent Variable

- Improvement of Students’ Academic Performance
  - Grades obtained
The schematic diagram (figure 2.1) shows the influence of teachers’ appraisal on students’ academic performance. Components which have been conceptualized as independent variables include; appraisal of teachers on planning and preparation which involves: lesson planning, demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, setting instructional outcomes, demonstrating knowledge of resources, designing coherent instructions, designing students assessment. These attributes of teachers planning and preparation influence students’ academic performance either positively or negatively depending on how they are harnessed. The second independent variable is appraisal of classroom environment. Items classified under classroom environment include; adequacy of the classrooms, the physical space available in each classroom, establishing a culture of learning, managing classroom procedures and the quality of the classroom. These attributes of the classroom and the beehives of activities carried out by the teacher while in class need proper co-ordination for them to influence students’ academic performance.

The third independent variable considered for the study entails appraisal of teachers’ professional responsibilities which include; maintaining accurate professional records, assessment and evaluation of students, communicating with parents about academic progress of their children. These core duties of the teacher if well performed will not only enhance students’ academic performance but also holistically develop the talent of the child. The final independent variable captured in the conceptual framework is appraisal of teachers on classroom instruction (service delivery). These entail all the activities that take place within the classroom. These include: the myriad teaching methods/techniques employed by teachers while imparting knowledge to learners, communicating with
The teacher acts as a pace setter of learning in the classroom by; engaging with students in a friendly manner, using varied teaching methods like questioning and discussion techniques in the classroom and appraising learners frequently. These attributes create a conducive learning environment in the classroom thereby influencing students’ academic performance.

2.9 Summary of Literature Review

From the literature reviewed, it was evident that teacher appraisal plays a pivotal role in enhancing students’ academic performance in public secondary schools in both internal and National exams. A study conducted by Kennedy (1987) on the role of appraisal of teachers on planning and preparation in enhancing students academic performance indicated that teachers whose planning and preparation were appraised before conducting their lessons had their students perform better than their counter parts who haphazardly hurried to class without appraisal. This study indicates that for students to perform better in exams, teachers must be appraised on elaborate planning and preparation by relevant school authorities before being allowed to go to class to embark on teaching. For this reason, teachers must be equipped with teaching documents such as lesson notes, schemes of work, lesson plan etc in order to accomplish their teaching mission.

It is imperative that instructors and administrators thoroughly examine the physical environment of school classrooms with an eye toward making improvements that will benefit the teaching and learning therein. According to Danielson (2011), a smoothly
functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. In a perfect world, the physical environment of a classroom would promote learning, enhance learners’ academic achievement and facilitate appropriate behavior in and between students. The ways in which children perceive their surroundings greatly affects how they will perform.

Appraisal of teachers’ professionalism guides students’ performance. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues based on honesty and integrity pillars. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind (Danielson, 2011).

The quality of classroom teaching is a key to improving students teaching (Brown et al., 2003). Appraising teachers on classroom instructions (service delivery) by relevant school authorities forms the basis upon which teachers are held accountable in order to improve students’ learning (Anderson and Brophy, 1998). Empirical studies conducted by Smith (1987) on classroom activities provide the critical link between students’ achievement data and teacher practices at classroom level. It is important to know what aspects of teaching and assessment contribute significantly to learners’ achievement so that discussions of classroom practices focus on the typical experiences of students (Richard, 2003).
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provided a description of the research methodology that was used to conduct the study. These included the research design, target population, sample size and sampling procedures, data collection instruments, data analysis techniques and ethical considerations.

3.2 Research Design

This study employed the use of descriptive survey research design. Descriptive survey research design is appropriate in the collection of both quantitative and qualitative data. This research collected quantitative first hand information on influence of teachers’ appraisal on the improvement of students’ academic performance from secondary school teachers and principals within Vihiga Sub-county. Descriptive analysis studies the relationship between different variables at a point in time. In this study, effort was made to establish the relationship between influences of teachers’ appraisal on improvement of students’ academic performance in public secondary schools within Vihiga Sub-county. Mugenda and Mugenda (1999) points out that surveys seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviours or values. According to Kothari (2004), descriptive research studies are those concerned with describing the characteristics of a particular individual or group. Advantages associated with descriptive survey design include; ease of establishment of association between variables and comparison, possibility of
administration of many questionnaires to many people and anonymous completion of questionnaires.

3.3 Target Population

The study targeted 253 teachers and 26 principals within Vihiga Sub-county forming a total of 279 teachers from which a sample was drawn.

3.4 Sample Size and Sampling Procedures

The section describes the sample size and sampling procedures used in the study.

3.4.1 Sample Size

A sample is a smaller group obtained from the whole population. It is a sub group carefully selected so as to be a representative of the whole population (Mugenda and Mugenda, 2003). From a target population of 279 teachers and principals within Vihiga Sub-county, 145 teachers and principals were selected for this study. Selection of the sample was based on Glenn (1992) standardized table for sample size selection at 7% precision (Refer to Appendix 3).

3.4.2 Sampling Procedures

Sampling is the process of selecting elements from a population in such a way that the elements selected represent the entire population (Orodho, 2005). It is a statistical practice concerned with the selection of individuals intended to yield some knowledge about a population of interest. Sampling is useful in research because one learns some
information about a group by studying a few of its members thus saving time and money. Stratified random sampling technique was employed in selecting schools. Public schools in Vihiga Sub-county were classified into two strata i.e County schools and Sub-county schools (Mixed day secondary schools).

Vihiga Sub-county had 3 Girls and 1 boys County schools; namely- Mudavadi Girls Madzuu, Madira Girls, St. Clares Maragoli Girls and Vihiga Friends Secondary. Out of the 4 Sub-county schools found within Vihiga Sub-county, the researcher selected 3 schools (1 boys County school- Vihiga Friends and 2 girls County schools- Mudavadi Girls Madzuu and St. Clares Maragoli Girls). The 3 schools selected formed 75% of County schools found within Vihiga Sub-county far much above the minimum 30% recommended by Mugenda and Mugenda (2003). The researcher also selected 10 Sub-county schools (Mixed day secondary schools) out of the 22 Sub-county schools found within Vihiga Sub-county, forming 45% of the Sub-county schools. 2 Sub-county schools were randomly selected from each of the 5 Locations (South Maragoli, Mungoma, Lugaga, Wamuluma, Central Maragoli) found within Vihiga Sub-county.

School Principals were selected using purposive sampling technique with the assumption that the variables under investigation were felt across all schools within the Sub-county. According to Oso and Onen (2008), purposive sampling is a technique whereby the researcher consciously decides who to include in the sample. Since each school had only 1 Principal at a time, a total of 13 Principals were included in the study i.e 3 from the County schools and 10 from the Sub-county schools.

The researcher adopted proportionate sampling method in selecting teachers from the 3 County schools and 10 Sub-county schools (Mixed day secondary schools). Under
proportionate method, teachers were selected based on their numerical strength in each of the sampled schools.

Proportionate formula:

\[
\frac{X \times S}{T}
\]

Where; \( X \) - represent the number of teachers in each of the sampled schools
\( T \) - represent the total number of teachers in Vihiga Sub-county (253)
\( S \) - represent the sample size of teachers selected (132)

Teachers were randomly selected from each of the sampled schools once the researcher had established their appropriate number. Simple random sampling technique provides equal opportunity for each and every member to be included in the study.

Table 3.1: Table for Sample Size Selection

<table>
<thead>
<tr>
<th>Variables</th>
<th>Target Pop</th>
<th>%</th>
<th>Sampling Technique</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>County schools</td>
<td>4</td>
<td>75</td>
<td>Stratified Sampling</td>
<td>3</td>
</tr>
<tr>
<td>Sub-county schools</td>
<td>22</td>
<td>45</td>
<td>Stratified/Random</td>
<td>10</td>
</tr>
<tr>
<td>Principals</td>
<td>-</td>
<td>-</td>
<td>Purposive Sampling</td>
<td>-</td>
</tr>
<tr>
<td>Teachers</td>
<td>253</td>
<td>52</td>
<td>Proportionate/Random</td>
<td>132</td>
</tr>
<tr>
<td>Total</td>
<td>279</td>
<td></td>
<td></td>
<td>145</td>
</tr>
</tbody>
</table>
3.5 Research Instruments

Research instruments according to (Oso and Onen, 2009) are the tools used to collect data. The researcher used questionnaires to collect data from teachers as well as principals. The questionnaire being the main research tool for this study was conducive based on the nature of the study time and objectives of the study. The items on the questionnaire were developed on the basis of the objectives of the study. The questionnaire was divided into sections intended to capture each objective of the study. Section A captured questions concerning personal data of the respondent; this section provided elaborate information on demographic characteristics of respondents. Section B contained information on influence of appraisal of teachers on planning and preparation and improvement of students’ academic performance. Section C provided an insight on influence of appraisal of classroom environment and improvement of students’ academic performance. Section D focused on influence of appraisal of teachers professional responsibilities in improving students’ academic performance while Section E on the other hand looked at influence of appraisal of teachers on classroom instruction and improvement of students’ academic performance. Kombo et al., (2009) noted that, the use of questionnaire as an instrument of research gives respondents adequate time to provide well thought responses in the questionnaire items and enables large samples to be covered within a short time.
3.5.1 Piloting of the Instrument

Mugenda and Mugenda (1999) assert that pilot testing is a very important step in any study. Pilot testing is a trial run of procedures and instruments that one plans to use. Pilot testing may prevent costly mistakes. According to Mugenda and Mugenda (2003), a pre-test sample of a tenth of the total sample with homogeneous characteristics is appropriate for a pilot study. For this study, 15 respondents which is equivalent to 10% of the sample size were interviewed during pilot testing. Schools selected for pilot testing were not included in the sample during the actual data collection phase. The researcher made formal arrangements with relevant school authorities on the most appropriate date of conducting the pilot testing. Relevant questionnaires were administered to different categories of respondents during pilot testing. The information gathered during pilot testing was used to improve the instruments.

3.5.2 Validity of the Instrument

Validity is defined as the degree to which an instrument measures what it is supposed to measure (Mugenda and Mugenda 2008). According to Nachmias and Nachmias (2005), validity is concerned with the question “Am I measuring what I intended to measure.” Validity indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2007). Peer review of instruments and use of expert judgment were used to enhance content validity. Instruments were scrutinized and approved by supervisors in the School of Continuing and Distance Education, Department of Extra-Mural studies at the University of Nairobi, Kisumu Campus. Supervisors ascertained that the instruments were in conformity with the study objectives.
and by extension, answered the research questions. Their advice was used to make necessary corrections in the instruments.

### 3.5.3 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2008). A measure is reliable to the extent that repeated application of it under the same condition by different researchers gives the same results (Taylor, 2008). Test-re-test method was used in ascertaining the reliability of the instrument where the researcher carried out two different tests using the same tool through piloting. The two tests were subjected to the same group of respondents but after a difference of two weeks. Scores from both tests were interrelated and a coefficient computed using the Spearman’s Rank Correlation method. A coefficient of 0.80 was obtained which implied that the instrument was reliable (Mugenda and Mugenda, 2003).

The formulae for the Spearman’s Rank correlation;

\[
\text{Rho} = 1 - \left( \frac{6 \sum d^2}{n(n^2-1)} \right)
\]

where Rho is the coefficient

- d is the difference between two numbers in each pair of ranks
- n is the number of data pairs
3.6 Data Collection Procedure

In order to collect data from the targeted respondents, the researcher obtained an introductory letter from the University of Nairobi. The researcher then proceeded to obtain permit from the National Council for Science and Technology under the Ministry of Higher Education, Science and Technology before going to the field. The researcher then reported to the office of the District Commissioner-Vihiga District. An introductory letter accompanying each questionnaire was sent to the Principal one week before the interview. The researcher collected data in person with assistance from three research assistants. To ensure high response rate, the researcher clarified unclear areas asked by respondents. The researcher also ensured that questions were brief and to the point. Questionnaires were collected immediately after being filled by respondents.

3.7 Data Analysis Techniques

Mugenda and Mugenda (2003) observe that data analysis is the process of bringing order, structure and meaning to the mass of information collected. In analyzing the collected data, quantitative methods of data analysis were used. In analyzing quantitative data, before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. Findings were presented using frequency tables and percentages. Tables were used to summarize responses for further analysis and to facilitate comparison.

Qualitative data analysis seeks to make general statements on how categories or themes of data are related and their meaning. The theoretical approach to data analysis
chosen for this research was the framework analysis. Framework analysis, a more recent approach to qualitative data analysis forms the basis for data analysis. The benefit of framework analysis is that it provides systematic and visible stages to the analysis process, so that stakeholders and others can be clear about the stages by which the results have been obtained from the data. Also, although the general approach in framework analysis is inductive, this form of analysis allows for the inclusion of a priori as well as emergent concepts, for example in coding (Lacey, and Luff, 2001). Specific techniques in framework analysis were used in data analysis that included familiarization, identifying a thematic framework, charting, mapping and interpretation.

3.8 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 was 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 were not meant to consume the data. All possible measures were taken to ensure that respondent’s names and particulars never appeared in the questionnaire. Participation in research was voluntary.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents findings of the study, which has been discussed under thematic and sub-thematic areas in line with the study objectives. The thematic areas include: demographic characteristics of respondents, teachers planning and preparation and students academic performance, classroom environment and students academic performance, teachers professional responsibilities and students academic performance and finally, classroom instruction and students academic performance. These results are summarized in the following sub-sections.

4.2 Questionnaire Return Rate

Poor response rates reduce sample size, and consequently the precision, and are a potential source of bias, lessening the confidence with which findings can be accepted and generalized. A total of 145 questionnaires were administered to the respondents, only 106 questionnaires (97 for teachers and 9 for principals) were returned for analysis which formed 73% return rate. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a response rate of 60% is good and that of 70% and above is very good. This therefore meant that the questionnaire return rate of 73% was appropriate for the study. The 39 missing sampled respondents were not available in their schools at the time of collecting the questionnaires. This was because; the process of data collection was conducted during the Nationwide Teachers strike when teachers’ absenteeism was rampant in schools. The study managed to achieve this good
response rate due to good organization and coordination of the parties involved. Most respondents were informed prior to the interview dates through their principals. Two categories of respondents were identified, namely, principals and teachers. Table 4.1 summarizes the response rate of each category of respondents.

Table 4.1: Questionnaire Return Rate

<table>
<thead>
<tr>
<th>Category of Respondents</th>
<th>Administered</th>
<th>Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>13</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Teachers</td>
<td>132</td>
<td>97</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>145</strong></td>
<td><strong>106</strong></td>
<td><strong>73</strong></td>
</tr>
</tbody>
</table>

4.3 Demographic Characteristics of Respondents

Two categories of respondents were identified, namely, principals and teachers. The demographic characteristics that were considered in this section included age, gender and the level of education of the participants. This gave a deeper insight on understanding the relationship between the variables under study and how they influence students’ academic performance. The results are presented in the following sub sections.

4.3.1 Distribution of Respondents by Age

The study sought to establish the distribution of respondents by Age. This was because; the researcher was interested in ascertaining whether age of respondents had any influence on students’ academic performance. The age of respondents could also influence taking on new ideas. In view of this, respondents were asked to state their ages. The results were as reflected in Table 4.2.
Table 4.2: Distribution of Respondents by Age

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Principals</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>(F)</td>
</tr>
<tr>
<td>20-30 yrs</td>
<td>-</td>
<td>-</td>
<td>39</td>
<td>40</td>
<td>39</td>
</tr>
<tr>
<td>31-40 yrs</td>
<td>-</td>
<td>-</td>
<td>35</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>41-50 yrs</td>
<td>3</td>
<td>33</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>51-60 yrs</td>
<td>6</td>
<td>67</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>100</td>
<td>97</td>
<td>100</td>
<td>106</td>
</tr>
</tbody>
</table>

Out of the 106 respondents who participated in the study, 39 (40%) of teachers fell in the age bracket of 20-30 years, 35(36%) fell within the age bracket of 31-40 years. None of the principals who participated in this study fell within the age bracket of 20-40 years. This could be attributed to the fact that, this age bracket is normally considered as the period when most teachers join the teaching profession. 3(33%) of principals’ and 19(20%) of teachers’ fell within the age bracket of 41-50 years on the other hand, 6(67%) of principals and 4(4%) of teachers fell within the bracket of 51-60 years. The data captured reflected that majority 74 (76%) of teachers who participated in the study fell within the age bracket of 20-40 yrs. Majority of teachers were found to be young and youthful, this was expected to positively influence students’ academic performance as such teachers taught with a lot of zeal and vigour. The results of the study also revealed that majority 9 (100%) of principals who participated in the study fell within the age brackets of 41-60 years. This is because management positions (principals) need experience which beckons with time, an attribute which validates why all principals fell within the age category of 41-60 years.
4.3.2 Distribution of Respondents by Gender

Gender refers to socially constructed roles, behaviour, activities and attributes that a particular society considers appropriate for men and women. It was necessary to determine the gender balance among teachers and principals and relate it with students’ academic performance. This is because gender type greatly influences participation in teaching and decisions making pertaining to school matters and thus an important link to students’ academic performance. Respondents were asked to state their gender. Their responses were as presented in Table 4.3.

Table 4.3: Distribution of Respondents by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Principals</th>
<th>Teachers</th>
<th>Total (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>67</td>
<td>58</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>33</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>97</td>
</tr>
</tbody>
</table>

Out of 106 respondents who participated in the study, 6(67%) were male principals and 3(33%) were female principals where as 58(60%) were male teachers and 39(40%) female teachers. These findings indicate that gender disparity in secondary schools still exists, with the balance tilting in favor of male dominance. Thus, a multi prolonged awareness creation strategy must be initiated and sustained in secondary schools in order to enable stakeholders translate their dream of gender parity into a realistic mission. This will go a long way in promoting service delivery to students irrespective of gender stereotype, thus propagating students’ academic performance.
4.3.3 Distribution of Respondents by Highest Level of Education

The study sought to establish the distribution of respondents by highest level of education. The researcher was interested in academic qualification of respondents because the researcher wanted to establish whether academic qualification of respondents had any influence on students’ academic performance. In view of this, respondents were asked to state their highest level of education. Their responses were as illustrated in table 4.4.

Table 4.4: Distribution of Respondents by Highest Level of Education

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Principals</th>
<th>Teachers</th>
<th>Total (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Diploma</td>
<td>-</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>Degree</td>
<td>6</td>
<td>67</td>
<td>73</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>97</td>
</tr>
</tbody>
</table>

Out of 106 respondents who participated in the study, none of the principals had Diploma as the highest level of education where as 14(15%) of teachers had Diploma as the highest level of education. 6(67%) of principals and 73(75%) of teachers had Degree as the highest level of education while 3(33%) of principals and 10(10%) of teachers had Masters level of education. Results of the study revealed that majority of respondents 79(75%) had Degree as their highest level of academic qualification while 13(12%) had Masters Degree academic qualification. This could be attributed to the fact that the Government is striving towards putting a minimum ceiling of Degree academic qualification as the lowest qualification for high school teachers. This justifies the
presence of the high number of respondents with degree academic qualification and above. This high number is expected to have a positive influence on the students’ academic performance.

4.4 Appraisal of Teachers on Planning and Preparation and Improvement of Students Academic Performance in Public Secondary Schools in Vihiga Sub-county

This section sought to present the influence of appraisal of teachers in planning and preparation on improvement of students’ academic performance in public secondary schools in Vihiga sub-county. This is because, the researcher regarded teachers planning and preparation as one of the cornerstone areas where teachers are appraised. Since teachers are pace setters of the learning process, they must adequately plan and prepare for their lessons for effective teaching/learning to take place in the classroom. In order for the researcher to obtain a deeper insight of planning and preparation as an essential requirement for adequate teaching, the researcher discussed this theme under various sub-themes. These include; knowledge of content/pedagogy and teacher preparedness. This is discussed in the following sub-thematic areas:

4.4.1 Appraisal of Teachers’ Knowledge of Content and Improvement of Students Academic Performance

Teachers’ knowledge of content / subject matter is paramount for effective teaching to take place. Teachers’ thorough knowledge of the subject matter adds impetus to the teaching/ learning process. In view of this, respondents were asked to state whether they planned their lessons before they attended their classes and the extent to which the
planning assisted in improving students’ academic performance. Findings were as depicted in Table 4.5.

**Table 4.5: Planning before class Attendance**

<table>
<thead>
<tr>
<th>Do you plan lessons before you attend class?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As depicted in Table 4.5, all respondents 97 (100%) who participated in the study, consented that they planned their lessons before attending classes. None of the respondents held a contrary opinion. Results of this study implied that there could be other factors apart from teachers planning and preparation responsible for the dismal performance experienced in most schools in Vihiga Sub-county since teachers planned their lessons before attending classes.

The researcher wanted further clarification from respondents whether their prepared lesson plans were appraised before use. In lieu of this, respondent were asked to indicate whether their lesson plans were appraised before use. Their responses were as shown in Table 4.6

**Table 4.6: Appraisal of Lesson Plans before use**

<table>
<thead>
<tr>
<th>Do you appraise Trs Lesson Plans before use</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
As depicted in Table 4.6, all principals 9(100%) who participated in the study indicated that they appraised teachers’ lesson plans before use. This confirms that school principals appreciated the pivotal role played by teachers planning and preparation in the teaching/learning process. In order to validate the crucial role played by teachers’ planning and preparation in the teaching/learning process, the researcher inquired from respondents the extent to which lesson plans were appraised by the various school authorities. Results were as presented in Table 4.7.

**Table 4.7: Extend to which Lesson Plans were Appraised before use**

<table>
<thead>
<tr>
<th>OFFICERS</th>
<th>Extent to which Lesson Plans were Appraised</th>
<th></th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Large</td>
<td>Medium</td>
<td>Small</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>15(15.5%)</td>
<td>12(12.4%)</td>
<td>5(5.2%)</td>
<td>32(33.1%)</td>
</tr>
<tr>
<td>HODs</td>
<td>21(21.6%)</td>
<td>14(14.4%)</td>
<td>3(3.1%)</td>
<td>38(39.1%)</td>
</tr>
<tr>
<td>Subject Heads</td>
<td>16(16.5%)</td>
<td>9(9.3%)</td>
<td>2(2.1%)</td>
<td>27(27.8%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>52 (53.3%)</td>
<td>35(37.6%)</td>
<td>10(10.4%)</td>
<td>97(100%)</td>
</tr>
</tbody>
</table>

Out of 97 teachers who participated in the study 15(15.5%) acknowledged that their lesson plans were appraised by school principals to a large extent, 12(12.4%) of teachers consented that their lesson plans were appraised by school principals to a medium extent while 5(5.2%) of teachers consented that their lesson plans were appraised by school principals to a small extent. In the same vein, 21(21.6%) of teachers confessed that their lesson plans were appraised by HODs to a large extent, 14(14.4%) of teachers reiterated that their lesson plans were appraised by HODs to a medium extent where as 3(3.1%) of teachers echoed that their lesson plans were appraised by HODs to a small extent.
Finally, 16(16.5%) of teachers said that their lesson were appraised by subject heads to a large extent, 9(9%) of teachers confessed that their lesson plans were appraised by subject heads to a small extent while 2(2.1%) of teachers confessed that their lesson plans were appraised by subject heads to a small extent.

Results of this study validated an empirical study conducted in the USA by Kennedy (1987) on the significance of teachers planning and preparation in enhancing students academic performance which found out that teachers who plan elaborately before conducting their lessons had their students perform better than their counter parts who haphazardly hurry to class without planning. The study indicated that for students to perform better in exams, teachers must embrace proper preparation and planning before embarking on teaching. For this reason, teachers must be equipped with teaching documents such as lesson notes, schemes of work, lesson plan etc in order to accomplish their teaching mission.

4.4.2 Appraisal of Teachers Preparedness and Improvement of Students Academic Performance

Teachers’ preparation is a foundation where solid and effective teaching is laid. It is the pillar upon which other fundamental aspects of teaching/learning are anchored. Table 4.7 revealed that teachers were appraised by various officers in the school. In order to validate the significant role played by appraisal of teachers’ on planning and preparation, the researcher cross tabulated appraisal by principals and the extent to which it assisted in improving students’ academic performance. Findings were as depicted in Table 4.8.
<table>
<thead>
<tr>
<th>Appraisal by Principals</th>
<th>Large Extent</th>
<th>Medium Extent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7(77.8%)</td>
<td>0</td>
<td>7(77.8%)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2(22.2%)</td>
<td>2(22.2%)</td>
</tr>
<tr>
<td>Total</td>
<td>7(77.2%)</td>
<td>2(22.2%)</td>
<td>9(100%)</td>
</tr>
</tbody>
</table>

Out of 9 principals who participated in the study, majority 7(77.8%) consented that appraisal of teachers on planning and preparation assisted in improving students academic performance to a large extent while 2(22.2%) of principals confessed that appraisal of teachers on planning and preparation assisted in improving students academic performance to a medium extent.

The researcher was further interested in ascertaining whether appraisal by HODs assisted in improving students’ academic performance. In order to capture this important information, the researcher cross tabulated the appraisal role of HODs and the extent to which it assisted in improving students’ academic performance. Results were as presented in Table 4.9.
Table 4.9: Cross-Tabulation of Appraisal by HODs and the Extent to which it assisted in Improving Students Academic Performance

<table>
<thead>
<tr>
<th>Appraisal</th>
<th>Extent of academic Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Large Extent</td>
</tr>
<tr>
<td>Appraisal by HODs</td>
<td>67(69.1%)</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>67(69.1%)</td>
</tr>
</tbody>
</table>

Out of 97 teachers who participated in the study, majority 67(69.1%) confessed that appraisal by HODs assisted in improving students academic performance to a large extent while 30(30.9%) acknowledged that appraisal by HODs assisted in improving students academic performance to a medium extent. Finally, in order to establish the influence of appraisal conducted by subject heads on improvement of students’ academic performance, the researcher cross tabulated appraisal conducted by subject heads with improvement on students’ academic performance. The results obtained were as depicted in Table 4.10.

Table 4.10: Cross-Tabulation of Appraisal by Subject Heads and the Extent to which it assisted on Improving Students Academic Performance

<table>
<thead>
<tr>
<th>Appraisal</th>
<th>Extent of academic Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Large Extent</td>
</tr>
<tr>
<td>Appraisal by Subjects Heads</td>
<td>57(58.8%)</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>57(69.1%)</td>
</tr>
</tbody>
</table>
Out of 97 teachers who participated in the study, majority 57 (69.1%) consented that appraisal by subject heads assisted in improving students academic performance to a large extent while 40 (41.20%) acknowledged that appraisal by subjects heads assisted in improving students academic performance to a medium extent.

Results of the study confirmed that appraisal of teachers’ preparedness by principals, HODs and Subjects heads before attending classes assisted in improving students’ academic performance. Teachers throw a lot of weight on preparation particularly when they learn that Principals’, HODs and Subjects heads are committed on appraisal of their preparedness before they embark on the actual teaching. Thorough preparedness by teachers translates into thorough class teaching which by extension translates to good academic performance by students. Findings of this study validated the results of an empirical study conducted in U.S.A by Jones and Vesiland (1996) on appraisal of teachers planning and preparation who pointed out that planning and preparation was the glue that held the various pieces of learning and teaching together.

4.5 Appraisal of Classroom Environment and Improvement of Students Academic Performance in Public Secondary Schools in Vihiga Sub-county

This section sought to present the influence of appraisal of classroom environment on improvement of students’ academic performance in public secondary schools in Vihiga sub-county. The classroom environment is the place where teaching and learning takes place. Conducive classroom environment is mandatory for effective teaching and learning to take place. In this case, a conducive classroom environment acts as a premise where all teaching transactions are carried out. In order for the researcher to deeply
diagnose the role of classroom environment in facilitating proper teaching and learning, the researcher discussed this theme in details.

4.5.1 Appraisal on adequacy of Classroom Physical space/environment

The classroom physical space include; adequate classroom space, learners sitting arrangement (arrangement of lockers, chairs, tables), classroom ventilations etc. Ample physical space is a pre-requisite requirement for effective teaching and learning. For this reason the researcher inquired from respondents whether the school carried out appraisal on adequacy of classroom physical space. Their responses were as captured in Table 4.11.

Table 4.11: Appraisal on Adequacy of Classroom Physical space/environment in accommodating Learners

<table>
<thead>
<tr>
<th>Responses</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Results captured in Table 4.11, out of 106 respondents who consented that the school carried out appraisal on adequacy of classroom physical space/environment, 9(100%) were principals while 97(100%) were teachers. None of the respondents held a contrary opinion. This observation is herald by Danielson (2011) who summarized that quality of a classroom environment promotes learners academic achievement and facilitates appropriate behavior in and between students. The ways in which children perceive their
surroundings greatly affects how they will perform; therefore, it is imperative that instructors and administrators thoroughly examine the quality of classroom environment in schools with a view of making improvements that will benefit the teaching and learning of students.

Informed by the positive gesture from respondents that the school indeed conducted appraisal on adequacy of classroom physical space, the researcher went further to probe respondents on the frequency of the appraisal. Table 4.12 presents various sentiments of respondents.

<table>
<thead>
<tr>
<th>Frequency of Appraisal</th>
<th>Principals</th>
<th>Teachers</th>
<th>Total (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Monthly</td>
<td>6</td>
<td>67%</td>
<td>41</td>
</tr>
<tr>
<td>Termly</td>
<td>3</td>
<td>33%</td>
<td>32</td>
</tr>
<tr>
<td>Yearly</td>
<td>-</td>
<td>-</td>
<td>24</td>
</tr>
<tr>
<td>Rarely</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>100%</td>
<td>97</td>
</tr>
</tbody>
</table>

As depicted in Table 4.12, out of 47 respondents who opined that appraisal on classroom physical space/environment was conducted monthly, 6(67%) were principals while 41(42%) were teachers. Out of the 35 respondents who asserted that appraisal on classroom physical space was conducted termly, 3(33%) were principals while 32(33%)
were teachers. Finally, out of 24 respondents who confessed that appraisal on classroom physical space was conducted yearly, none were principals while 24(25%) were teachers.

Based on the findings of the study, the researcher concluded that appraisal on classroom physical space/environment was indeed actively conducted in public secondary schools of Vihiga-sub-county.

4.5.2 Appraisal on Quality of Classroom Environment and Improvement of students Academic Performance

Quality of classroom environment in terms of classroom physical space, learners sitting arrangement etc facilitate good classroom instruction (Danielson, 2011). For this reason, most school principals strive to provide adequate physical learning environment through regular appraisal. In lieu of this, a question which required respondents to indicate the extent to which appraisal on quality of classroom environment facilitated the improvement of students’ academic performance was asked to the respondents. The question attracted various responses as captured in Table 4.13.

Table 4.13: Extent to which appraisal on Quality of classroom environment assisted in improving students Academic Performance

<table>
<thead>
<tr>
<th>Extent of Appraisal</th>
<th>Principals</th>
<th>Teachers</th>
<th>Total (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Large extent</td>
<td>6</td>
<td>67</td>
<td>57</td>
</tr>
<tr>
<td>Medium extent</td>
<td>2</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>Small extent</td>
<td>1</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Does not</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>97</td>
</tr>
</tbody>
</table>
As depicted in Table 4.13, out of 63 respondents who acknowledged that appraisal on adequacy of classroom environment assisted in improving students academic performance to a large extent, 6(67%) were principals while 57(59%) were teachers. Of the 30 respondents who appreciated the fact that appraisal on adequacy of classroom environment assisted in improving students academic performance to a medium extent, 2(22%) were principals while 28(29%) were teachers. Finally, out of 13 respondents who asserted that appraisal on adequacy of classroom environment assisted in improving students academic performance to a small extent, 1(11%) was a principal while 12(12%) were teachers. Results of the study indicate that the way students perceive the adequacy of classroom environment greatly influenced the way they perform i.e. positive perception of the classroom environment by students yielded positive results and vice versa. It is therefore imperative that instructors and administrators thoroughly examine the physical classroom environment with a view of making improvements that will propagate the teaching and learning process.

4.6 Appraisal of Teachers Professional Responsibilities and Improvement of Students Academic Performance in Public Secondary Schools in Vihiga Sub-county

The researcher sought to assess the influence of teachers’ professional responsibility on improvement of students’ academic performance. Professionalism is displayed in the ways teachers approach problem solving and decision making with student needs in mind. In this regard, it was imperative for school principals to appraise teachers on their professional responsibilities in order to ascertain that teachers were living up-to the
expected standards when executing their core duties of teaching. Findings of this theme were presented and discussed in details as envisaged;

4.6.1 Appraisal of Teachers Professional Records

Teachers have a professional duty to perform in the teaching/learning process in order to enhance students’ academic performance. Teachers are the custodians of knowledge which must be imparted to students in an organized manner for meaningful learning to take place. Teachers’ have a professional responsibility of maintaining records in terms of; schemes of work, lesson plan, class register, students’ progress records etc. The researcher was interested in establishing whether teachers were appraised on maintenance of these records. Appraisal of teachers enables the principal to ascertain whether teachers execute their professional responsibility of maintaining proper records as per the stipulated standards. In this regard, teachers were asked to confirm whether the school principal conducted regular check-up on their professional records. Their responses were as depicted in Table 4.14.

Table 4.14: Appraisal of Teachers Professional Records

<table>
<thead>
<tr>
<th>Responses</th>
<th>Principals</th>
<th>Teachers</th>
<th>Total (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>100</td>
<td>97</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>97</td>
</tr>
</tbody>
</table>

As illustrated in Table 4.14, out of 106 respondents who consented that appraisal of teachers professional records was actively being conducted in the school, 9(100%) were
principals while 97(100%) were teachers. None of the respondents held a contrary opinion. The researcher further probed respondents to indicate the frequency within which school authorities appraised teachers’ professional records in order to gauge the intensity of appraisal. Table 4.15 captures responses from respondents.

<table>
<thead>
<tr>
<th>Frequency of Appraisal</th>
<th>Principals</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Monthly</td>
<td>5</td>
<td>56</td>
<td>67</td>
</tr>
<tr>
<td>Termly</td>
<td>4</td>
<td>44</td>
<td>28</td>
</tr>
<tr>
<td>Yearly</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Rarely</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>97</td>
</tr>
</tbody>
</table>

Out of 72 respondents who acknowledged that appraisal of professional records was being conducted monthly, 5(56%) were principals while 67(69%) were teachers. Out of 32 respondents who consented that appraisal was being conducted termly, 4(44%) were principals while 28(29%) were teachers. Finally, 2(2%) of respondents who consented that appraisal was being conducted yearly were teachers. Results of the study indicated that appraisal of teachers’ professional records was majorly done monthly. This gesture demonstrated that school principals appreciated the important role played by appraisal of teachers professional records in the teaching/learning process.
4.6.2 Assessment and Evaluation of Students and Improvement of Academic Performance

Once the researcher had established that school principal actively appraised teachers on their professional records-majorly on monthly and termly basis, the researcher was keen in establishing whether teachers extended the same on students through assessment and evaluation. For this reason, the researcher cross-tabulated assessment and evaluation of students and the extent to which it assisted in improving students’ academic performance. The results were as presented in Table 4.16.

4.16: Cross Tabulation of Assessment and Evaluation of Students and the extent to which it assisted in Improving Academic Performance

<table>
<thead>
<tr>
<th>Academic Improvement</th>
<th>Assessment and Evaluation of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Extent of Academic Improvement</td>
<td></td>
</tr>
<tr>
<td>Large extent</td>
<td>54</td>
</tr>
<tr>
<td>Medium</td>
<td>31</td>
</tr>
<tr>
<td>Small extent</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
</tr>
</tbody>
</table>

Out of 97(100%) teachers who acknowledged that they conducted assessment and evaluation of students regularly, 54(56%) asserted that assessment and evaluation assisted in improving academic performance of students to a large extent, 31(32%) affirmed that assessment and evaluation assisted in improving students academic performance to a medium extent where as 12(12%) opined that assessment and evaluation assisted in improving students academic performance to a small extent. Based on the results of the study, the researcher concluded that assessment and evaluation of students assisted in improving students academic performance. This concurred with a
study carried out by Wiggins (1993b) which asserts that assessment improves performance not just audits it.

### 4.6.3 Communicating with Parents about Academic Progress of Students

Several writers have emphasized that communication with parents about academic progress of their children is not only good for students, but also for the parents, teachers and schools. Students benefit considerably from almost every opportunity parents may have to demonstrate an interest in them while at school. It is on the basis of this important role played by parents on the life of their children while at school that motivated the researcher to enquire from teachers whether they communicated regularly with parents about academic progress of their children. Teachers gave various sentiments as presented in Table 4.17.

#### 4.17: Communicating with Parents about Academic Progress of Students

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As witnessed in Table 4.17, all teachers 97(100%) who participated in the study consented that they regularly communicated with parents about the academic progress of their children. None held a contrary opinion. Results of this study confirm that teachers appreciate the pivotal role played by parents on the academic life of their children while at school. This was in line with existing studies which posit that an intervention focused
on teacher and parent communication could increase student motivation, efficacy, engagement and ultimately academic achievement (Barnard and Seitsinger, 2008).

4.7 Appraisal of Teachers on Classroom Instruction and Improvement of Students' Academic Performance in Public Secondary Schools in Vihiga Sub-county

The last objective of the study sought to assess how classroom instruction influenced improvement of students’ academic performance in public secondary schools in Vihiga sub-county. Classroom instruction (teaching) is basically a universal activity designed to help students to learn. It is the process that brings the curriculum into contact with students and through which educational goals are achieved. Classroom instruction plays a crucial role in the teaching/learning process because it entails all that takes place within the classroom. The quality of classroom instruction by educators (teachers) ultimately manifest on the quality of results produced from the classroom. For an in-depth understanding of this theme, the researcher further discussed it in details as envisaged;

4.7.1 Appraisal of Teachers during Service Delivery (Communicating with Students)

Students are at the receiving end in the teaching/learning process. For this reason, it is vital for educators (teachers) to fully engage students’ mental faculties (minds on) as well as their body parts (hands on) in the teaching/learning process for holistic learning to take place. This can only be possible if teachers sharpen their communication skills with students during classroom instructions. In order to achieve this, teachers must be appraised during classroom instructions. In lieu of this, the researcher enquired from
respondents whether school principals conducted routine appraisal of teachers during service delivery (communication with students). Responses were as summarized in Table 4.18.

**4.18: Appraisal of Teachers on Service Delivery (Communicating with Students)**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Principals</th>
<th>Teacher</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>100</td>
<td>97</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>97</td>
</tr>
</tbody>
</table>

As depicted in Table 4.18, out of 106 respondents who acknowledged that appraisal on service delivery was actively being conducted in the school, 9(100%) were principals while 97(100%) were teachers. None of the respondents held a contrary opinion. In order for the researcher to gauge the effectiveness of appraisal conducted on teachers during service delivery, respondents were asked to indicate the frequency within which school principals conducted the appraisals. Their sentiments were captured in Table 4.19.

**Table 4.19: Frequency of Appraisal of Teachers during Service Delivery**

<table>
<thead>
<tr>
<th>Frequency of Appraisal</th>
<th>Principals</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Monthly</td>
<td>6</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Termly</td>
<td>3</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>Yearly</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>97</td>
</tr>
</tbody>
</table>
Findings in Table 4.19 revealed that out of 74 respondents who confessed that appraisal of teachers during service delivery was conducted monthly, 6(67%) were principals while 68(70%) were teachers. Out of 32 respondents who acknowledged that appraisal of teachers during service delivery was conducted termly, 3(33%) were principals while 29(30%) were teachers. Majority of principals 6(67%) and 68(70%) teachers indicated that they were appraised by school authorities during service delivery on a monthly basis. Long periods such as yearly did not attract any response from respondents. Based on the results of the study, the researcher concluded that teachers were regularly appraised during service delivery (communication with students) in the classrooms by school authorities. This gesture demonstrated that school authorizes in Vihiga sub-county appreciated the pivotal role played by teachers’ appraisal in the teaching/learning process.

4.7.2 Appraisal of Teachers on Teaching Methods/Techniques and Improvement of Students Academic Performance

For effective learning to take place in the classroom during the teaching / learning process, teachers must be appraised on the methods/techniques they use to package the subject matter (content) before delivering it to the final consumer (student). This is because, the mode and means of teaching (teaching methods) which teachers engage while delivering the subject matter to students determine the degree of reception and consumption of the content by students and by extension influences the grades they obtain. In order to establish the influence of appraisal of teachers teaching methods/techniques on improvement of students’ academic performance, the researcher cross-tabulated the two variables as depicted in Table 4.20.
Table 4.20: Cross-tabulation of Appraisal of teachers on teaching Methods/Techniques and the extent of influence on improving students Academic Performance

<table>
<thead>
<tr>
<th>Appraisal of Teachers on Teaching methods</th>
<th>Extent of Academic Improvement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Large extent</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>67</td>
<td>97</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Medium extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Small extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>67(69%)</td>
<td>97</td>
</tr>
</tbody>
</table>

As depicted in Table 4.20, out of 97(100%) who consented that school authorities regularly conducted appraisal of teachers on teaching methods/techniques during classroom instructions, 67(69%) acknowledged that appraisal of teachers on teaching methods/techniques during classroom instructions assisted in boosting students academic performance to a large extent while 30(31%) said that the appraisal boosted students academic performance to a medium extent. Results of the study revealed that appraisal of teachers on teaching methods/techniques during classroom instructions had a ripple effect of improving students’ academic performance with varying magnitude. This revelation was herald by Smith (1987) who concluded that: classroom activities provided the critical link between students’ achievement data and teacher practices at classroom level. By extension Danielson (2011) asserted that the outcome (students’ academic performance) is a function of several inputs which include: the instructional activities utilized, the resources used and the suitability of teaching methods/technique employed by teachers to meet the diverse needs of learners.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary of findings, conclusion, recommendations, contributions to the body of knowledge and suggestions for further research.

5.2 Summary of Findings

The study sought to determine the influence of teacher appraisal on improvement of students’ academic performance in public secondary schools in Vihiga Sub-county. On age distribution of respondents, the study revealed that majority of teachers 74(76%) fell within the age bracket of 20-40 years. All the principals 9(100%) who participated in the study fell within the age brackets of 41-60 years. Gender distribution of respondents revealed that 6(67%) and 3(33%) were male and female principals respectively where as 58(60%) and 39(40%) were male and female teachers respectively. Finally, on level of education, 79(75%) of principals and teachers had Degree, 13(12%) had Masters Degree and 14(13%) had Diploma as their highest level of academic qualification.

The first objective of the study sought to establish the extent to which appraisal of teachers on planning and preparation of teaching materials influenced improvement of students’ academic performance in public secondary schools in Vihiga Sub-county. Data analysis and interpretation of responses from teachers and principals revealed that 97(100%) consented that they planned their lessons before attending classes. Findings further revealed that all principals 9(100%) who participated in the study indicated that they appraised teachers’ lesson plans before use. Majority of respondents consented that appraisal of teachers by principals, HODs and subject heads on planning and preparation
before attending classes assisted in improving students’ academic performance with varying degrees of magnitude.

The second objective of the study sought to determine the extent to which appraisal of classroom environment influenced improvement of students’ academic performance in public secondary schools in Vihiga Sub-county. Data analysis and interpretation of responses from teachers and principals revealed that 9(100%) of principals and 97(100%) of teachers consented that the school carried out appraisal of adequacy of classroom physical space/environment. 6(67%) of principals and 41(42%) of teachers opined that appraisal on adequacy of classroom physical space/environment was conducted monthly. 3(33%) of principals and 32(33%) of teachers asserted that the appraisal was carried out termly. 24(25%) of teachers opined that appraisal was conducted yearly. 97(100%) of teachers acknowledged that appraisal on quality of classroom environment assisted in improving students academic performance.

The third objective of the study sought to assess how appraisal of teachers’ professional responsibilities influenced improvement of students’ academic performance in public secondary schools in Vihiga Sub-county. Data analysis and interpretation of responses from teachers and principals revealed that 9(100%) of principals and 97(100%) of teachers consented that appraisal of teachers professional records was actively being conducted in the school. 5(56%) of principals and 67(69%) of teachers acknowledged that appraisal of professional records was being conducted monthly. 4(44%) of principals and 28(29%) of teachers consented that appraisal was being conducted termly. 2(2%) of teachers asserted that appraisal was being conducted yearly.
The fourth and last objective of the study sought to assess how appraisal of teachers on classroom instruction (service delivery) influenced the improvement of students’ academic performance in public secondary schools in Vihiga Sub-county. Data analysis and interpretation of responses from teachers and principals revealed that 9(100%) of principals and 97(100%) of teachers acknowledged that appraisal of teachers on service delivery was actively being conducted in the school. 6(67%) of principals and 68(70%) of teachers confessed that appraisal of teachers during service delivery was conducted monthly. 3(33%) of principals and 29(30%) of teachers acknowledged that appraisal of teachers during service delivery was conducted termly. Majority of principals 6(67%) indicated that they appraised teachers on a monthly basis and 68(70%) teachers indicated that they were appraised by school authorities during service delivery on a monthly basis.

5.3 Conclusions

The following conclusions can be drawn from the study: The first objective of the study sought to establish the extent to which appraisal of teachers on planning and preparation of teaching materials influenced improvement of students’ academic performance in public secondary schools in Vihiga Sub-county. Results of the study revealed that teachers planned their lessons before attending classes. Findings further revealed that principals appraised teachers’ lesson plans before use. Appraisal of teachers by principals, HODs and subject heads on planning and preparation before attending classes assisted in improving students’ academic performance with varying degrees of magnitude.

The second objective of the study sought to determine the extent to which appraisal of classroom environment influenced improvement of students’ academic performance in
public secondary schools in Vihiga Sub-county. Findings of the study revealed that principals and teachers consented that the school carried out routine appraisal on adequacy of classroom physical space/environment. Majority of principals and teachers asserted that appraisal on adequacy of classroom physical environment was being conducted monthly. All teachers who participated in the study acknowledged that appraisal of quality of classroom environment assisted in improving students’ academic performance.

The third objective of the study sought to assess how appraisal of teachers’ professional responsibilities influenced improvement of students’ academic performance in public secondary schools in Vihiga Sub-county. Results of the study revealed that teachers and principals consented that appraisal of teachers professional records was actively being conducted in the school. Majority of principals and teachers acknowledged that appraisal of teachers’ professional records was conducted on a monthly basis.

The fourth and last objective of the study sought to assess how appraisal of teachers on classroom instruction (service delivery) influenced the improvement of students’ academic performance in public secondary schools in Vihiga Sub-county. Findings of the study reveals that appraisal of teachers on service delivery was carried out in the school. Majority of teachers indicated that they were appraised by school authorities during service delivery on a monthly basis.
5.4 Recommendations

Based on the findings, the study made the following recommendations:

1. Principals to identify other factors responsible for the dismal performance of most public secondary schools in Vihiga Sub-county apart from teacher preparation.

2. Spacious classrooms with good ventilations be initiated to adequately accommodate learners during the teaching/learning process.

3. Teachers’ professional responsibilities should be appraised regularly as a prerequisite requirement of ascertaining their level of preparedness before and during the actual teaching.

4. Teachers to initiate myriad ways of appraising students during the teaching/learning process in order to gauge their level of content mastery.
5.5 Contribution to the Body of Knowledge

Table 5.1: Contribution of the Study to the Body of Knowledge

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Contributions to the Body of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>To establish the extent to which appraisal of teachers on lesson planning</td>
<td>Principals to identify factors responsible for the dismal performance of most public secondary</td>
</tr>
<tr>
<td>and preparation influence students’ academic performance</td>
<td>schools in Vihiga Sub-county other than teachers’ planning and preparation.</td>
</tr>
<tr>
<td>To determine the extent to which appraisal of classroom environment</td>
<td>Spacious classrooms with good ventilations be initiated to adequately accommodate learners during the teaching/learning process.</td>
</tr>
<tr>
<td>influence students’ academic performance.</td>
<td></td>
</tr>
<tr>
<td>To assess how appraisal of teachers’ on professional responsibilities</td>
<td>Teachers’ professional responsibilities be appraised regularly as a pre-requisite requirement</td>
</tr>
<tr>
<td>influence students’ academic performance.</td>
<td>of ascertaining their level of preparedness before and during the actual teaching.</td>
</tr>
<tr>
<td>To assess how appraisal of teachers on classroom instructions (service</td>
<td>Teachers to initiate myriad ways of appraising students during the teaching/learning process in order to gauge their level of content mastery.</td>
</tr>
<tr>
<td>delivery) influence students academic performance.</td>
<td></td>
</tr>
</tbody>
</table>
5.6 Suggestions for Further Research

This study did not explore certain areas that were equally important. Such areas were left out because the scope of this study warranted. In view of this, the researcher suggests the following areas for further research:

a) Influence of utilization of modern instructional techniques on the improvement of students’ academic performance.

b) Influence of total quality management on the improvement of students academic performance in public secondary schools.

c) A replication of this study in a different Sub-county in order to validate its findings.


Kombo and Tromp, (2009); Proposal and Thesis Writing; Paulines Publication Africa.


To, T. (2007) Quality performance appraisal for staff, the proceedings of International Conference of the Academic Librarian: Dinosaur or Phoenix? Die or Fly in Library Change Management, University Library System, the Chinese University of Hong Kong, April 11-12, pp.312-319.


APPENDICES

Appendix 1:

QUESTIONNAIRE FOR TEACHERS

Instructions

Complete this questionnaire with openness, objectivity and accuracy. All your responses will be treated with utmost confidentiality. Do not write your name in the questionnaire.

SECTION A
SOCIO-DEMOGRAPHIC PROFILE

1. Which is your age bracket?
   
   20-30yrs [ ]  31-40yrs [ ]  41-50yrs [ ]  51-60yrs [ ]

2. What is your gender?
   
   Male [ ]  Female [ ]

3. What is your highest academic qualification?
   
   Diploma [ ]  Degree [ ]  Masters [ ]  Doctorate [ ]

SECTION B

APPRAISAL IN PLANNING AND PREPARATION

4. a) Do you plan lessons before you go to class?
   
   Yes [ ]  No [ ]

   b) If yes, are your lesson plans appraised before use?
   
   Yes [ ]  No [ ]
c). To what extent are the lesson plans appraised by the following officers?

<table>
<thead>
<tr>
<th>OFFICERS</th>
<th>EXTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Large</td>
</tr>
<tr>
<td>Principals</td>
<td></td>
</tr>
<tr>
<td>HODs</td>
<td></td>
</tr>
<tr>
<td>Subject Heads</td>
<td></td>
</tr>
</tbody>
</table>

d). To what level has the appraisal assisted in improving students’ academic performance?

   Large level [ ]  Medium level [ ]  Small level [ ]  Does not [ ]

SECTION C

APPRAISAL OF CLASSROOM ENVIRONMENT

5.a) Does the school carry out appraisal on adequacy of classroom physical space?

   Yes [ ]  No [ ]

b). Indicate the frequency to which appraisal on adequacy of classroom physical space is carried out in your school?

   Monthly [ ]  Termly [ ]  Yearly [ ]  Rarely [ ]  Never [ ]

c). Does appraisal on quality of classroom environment assists in improving students’ academic performance?

   Yes [ ]  No [ ]

d). To what extent does appraisal on quality of classroom environment assist in improving students academic performance?

   Large extent [ ]  Medium extent [ ]  Small extent [ ]  Does not [ ]
SECTION D

APPRAISAL OF TEACHERS’ PROFESSIONAL RESPONSIBILITIES

6.a) Are your professional records appraised by the school principals?

Yes [ ] No [ ]

b). Indicate the frequency to which the school principal appraises your professional records?

Monthly [ ] Termly [ ] Yearly [ ] Rarely [ ] Never [ ]

c). To what extent does appraisal of your professional records assist in improving students’ academic performance?

Large extent [ ] Medium extent [ ] Small extent [ ] Does not [ ]

SECTION E

APPRAISAL OF CLASSROOM INSTRUCTION

7.a) Does the school carry out appraisal of classroom instruction?

Yes [ ] No [ ]

b). Indicate the frequency to which appraisal of classroom instruction is carried out in your school?

Monthly [ ] Termly [ ] Yearly [ ] Rarely [ ] Never [ ]

c). Does appraisal of classroom instructions assist in engaging students during the teaching and learning process?

Yes [ ] No [ ]

d). To what extent does appraisal of classroom instructions assist in facilitating the engagement of students during the teaching and learning process?

Large extent [ ] Medium extent [ ] Small extent [ ] Does not [ ]
Appendix 2:

QUESTIONNAIRE FOR PRINCIPALS

Instructions

Complete this questionnaire with openness, objectivity and accuracy. All your responses will be treated with utmost confidentiality. Do not write your name in the questionnaire.

SECTION A

SOCIO-DEMOGRAPHIC PROFILE

1. Which is your age bracket?
   - 20-30yrs [ ]
   - 31-40yrs [ ]
   - 41-50yrs [ ]
   - 51-60yrs [ ]

2. What is your gender?
   - Male [ ]
   - Female [ ]

3. What is your highest academic qualification?
   - Diploma [ ]
   - Degree [ ]
   - Masters [ ]
   - Doctorate [ ]

SECTION B

APPRaisal IN PLANNING AND PREPARATION

4.a) i) Do you appraise teachers lesson plans before they teach?
   - Yes [ ]
   - No [ ]

   ii) If yes, how often do you appraise teachers’ lesson plans before they embark on the actual teaching?
   - Monthly [ ]
   - Termly [ ]
   - Yearly [ ]
   - Rarely [ ]

b). To what extent does appraisal of teachers’ on lesson planning and preparation boost students’ academic performance?
   - Large extent [ ]
   - Medium [ ]
   - Small extent [ ]
   - Does not [ ]
SECTION C

APPRAISAL IN CLASSROOM ENVIRONMENT

5.a) i) Do you appraise the adequacy of classroom environment?

Yes [ ] No [ ]

ii) How frequently do you appraise the adequacy of classroom environment?

Monthly [ ] Termly [ ] Yearly [ ] Rarely [ ]

b) To what extent does appraisal on adequacy of classroom environment aid in boosting students’ academic performance?

Large extent [ ] Medium extent [ ] Small extent [ ] Does not [ ]

SECTION D

APPRAISAL OF TEACHERS PROFESSIONAL RESPONSIBILITIES

6.a) i) Do you appraise teachers professional records?

Yes [ ] No [ ]

ii) How frequent do you appraise teachers professional records?

Monthly [ ] Termly [ ] Yearly [ ] Rarely [ ]

b) To what extent does appraisal of teachers professional responsibilities assist in improving students’ academic performance?

Large extent [ ] Medium extent [ ] Small extent [ ] Does not [ ]
SECTION E

APPRAISAL IN CLASSROOM INSTRUCTION

7. a) i) Do you appraise teachers during the actual classroom instruction?

   Yes [ ]                                   No [ ]

   ii) If yes, how frequently do you appraise teachers during the actual classroom instruction?

      Daily [ ]    Weekly [ ]    Fortnightly [ ]    Monthly [ ]    Termly [ ]

b) i) Does appraisal of teachers during the actual classroom instruction aid in enhancing students’ academic performance?

   Yes [ ]                                   No [ ]

   ii) If yes, to what extent does appraisal of teachers during the actual classroom instruction (service delivery) assist in boosting students’ academic performance?

      Large extent [ ]    Medium extent [ ]    Small extent [ ]    Does not [ ]

Thank you for taking your time to participate in the study
Appendix 3:

Table of Sample Size Selection

<table>
<thead>
<tr>
<th>Size of population</th>
<th>Sample size (n)</th>
<th>Precision (e) of:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>± 3%</td>
<td>± 5%</td>
<td>± 7%</td>
</tr>
<tr>
<td>500</td>
<td>A</td>
<td>222</td>
<td>145</td>
<td>83</td>
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<tr>
<td>600</td>
<td>A</td>
<td>240</td>
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<tr>
<td>700</td>
<td>A</td>
<td>255</td>
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<td>A</td>
<td>267</td>
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<td>A</td>
<td>277</td>
<td>166</td>
<td>90</td>
</tr>
<tr>
<td>1000</td>
<td>A</td>
<td>286</td>
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<td>91</td>
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</tr>
<tr>
<td>&gt;100000</td>
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<td>1111</td>
<td>400</td>
<td>204</td>
</tr>
</tbody>
</table>

a = assumption of normal population is poor (Yamane, 1967). The entire population should be sampled

Appendix 4:
Performance of Vihiga District Viz-a-Viz other Neighbouring Districts-KCSE

<table>
<thead>
<tr>
<th>Year</th>
<th>Emuhaya</th>
<th>Sabatia</th>
<th>Hamisi</th>
<th>Vihiga</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>6.521</td>
<td>6.347</td>
<td>5.678</td>
<td>5.307</td>
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<tr>
<td>2010</td>
<td>6.430</td>
<td>6.011</td>
<td>5.562</td>
<td>5.488</td>
</tr>
<tr>
<td>2009</td>
<td>6.002</td>
<td>5.902</td>
<td>5.417</td>
<td>5.617</td>
</tr>
<tr>
<td>2008</td>
<td>5.987</td>
<td>5.711</td>
<td>5.400</td>
<td>6.406</td>
</tr>
</tbody>
</table>

Source: (Vihiga District D.E.O’s Office, 2014)
Appendix 5:

RE: RESEARCH AUTHORIZATION

Following your application dated 8th July, 2013 for authority to carry out research on “Influence of teacher appraisal on students’ academic performance in public secondary schools in Vihiga District, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Vihiga District for a period ending 31st December, 2014.

You are advised to report to the District Commissioner and District Education Officer, Vihiga District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUT, PHD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Vihiga District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development"
Appendix 6

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution:
Judith K. Kadenyi

of (Address) University of Nairobi
P.O Box 825-40100, Kisumu

has been permitted to conduct research in

Vihiga
Location
District
County

on the topic: influence of teacher appraisal on students' academic performance in public secondary schools in Vihiga District, Kenya,

for a period ending: 31st December, 2014.

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2)/four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

Republic of Kenya

Research Clearance Permit

GPK60556/3mt10/2011

(Conditions—see back page)