

**INFLUENCE OF PERFORMANCE APPRAISAL ON TEACHERS'
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MIGORI
COUNTY, KENYA**

TERESA ATIENO OTIENO

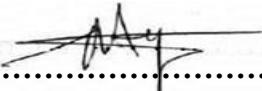
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Award of Doctor of Education Degree in Educational Administration**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.



.....

Teresa Atieno Otieno

E96/50127/2015

This thesis has been submitted with our approval as university supervisors.




.....

Dr. Matula Phylisters

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi



.....

Prof. Okoth Ursulla

Associate Professor

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This thesis is dedicated to my beloved husband John Datche and our treasured children Velma Adhiambo, Steve Ochieng, Maurine Achieng and Elizabeth Akinyi.

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TABLE OF CONTENTS

Content	Page
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	xii
LIST OF FIGURES	xvi
ABBREVIATIONS AND ACRONYMS	xvii
ABSTRACT	xviii

CHAPTER ONE

INTRODUCTION

1.1	Background to the Study.....	1
1.2	Statement of the Problem.....	14
1.3	Purpose of the Study	16
1.4	Objectives of the Study.....	16
1.5	Research Hypotheses	17
1.6	Significance of the Study.....	17
1.7	Limitation of the Study	18
1.8	Delimitation of the Study.....	19
1.9	Assumptions of the Study	19
1.10	Definition of Significant Terms used in the Study	20
1.11	Organization of the Study	21

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1	Introduction.....	22
2.2	The Concept of Performance Appraisal.....	22
2.3	Teacher Appraisal and Teacher Performance	26
2.4	Performance Appraisal on Application of Professional Knowledge and Teacher Performance	48
2.5	Performance Appraisal on Teacher Professional Development and Teacher Performance	58
2.6	Performance Appraisal on time Management and Teacher Performance	71
2.7	Performance Appraisal on Creativity in Teaching and Teacher Performance	80
2.8	Summary of Review of Related Literature	90
2.9	Theoretical Framework.....	91
2.10	Conceptual Framework.....	95

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction.....	99
3.2	Research Design.....	99
3.3	Target Population.....	101
3.4	Sample Size and Sampling Procedures.....	101
3.5	Research Instruments	103
3.5.1	Questionnaire	103

3.5.2	Interviews Guides	104
3.5.3	Document Analysis Guide	105
3.6	Pilot Testing	105
3.7	Validity of the Instrument	106
3.8	Reliability of the Instrument	108
3.9	Trustworthiness of Qualitative Data	109
3.10	Data Collection Procedure	111
3.11	Data Analysis and Techniques	112
3.12	Ethical Consideration	117

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION

AND DISCUSSIONS

4.1	Introduction	119
4.2	Questionnaire Return Rate	120
4.3	Demographic Information of the Respondents	120
4.3.1	Distribution of Respondents by their Gender	121
4.3.2	Distribution of Respondents by their highest Professional Qualifications	122
4.3.3	Teachers' Experience by years in Teaching	123
4.3.4	Duration in the Current School	127
4.3.5	Categories of Schools	128
4.4	Analysis of Teacher's Performance Variables	131
4.4.1	Means and Standard Deviations of Teachers' Performance Variables	131

4.5	Performance Appraisal on Application of Professional Knowledge and Teacher Performance	136
4.5.1	Means and Standard Deviations for Performance Appraisal on Application of Professional Knowledge	137
4.5.2	Correlation between Performance Appraisal on Application of Professional Knowledge and Teachers' Performance	142
4.5.3	Regression Analysis Between Performance Appraisal in Relation to Application of Professional Knowledge and Teachers' Performance	144
4.6	Performance Appraisal on Time Management and Teachers' Performance	147
4.6.1	Means and Standard Deviations for Performance Appraisal on Time Management	147
4.6.2	Correlation between Performance Appraisal on Time Management and Teachers' Performance.....	152
4.6.3	Regression Analysis Between Performance Appraisal on Time Management and Teachers' Performance.....	154
4.7	Performance Appraisal on Creativity in Teaching and Teachers' Performance	157
4.7.1	Means and Standard Deviations for Performance Appraisal on Creativity in Teaching.....	157
4.7.2	Correlation between Performance Appraisal on Creativity in Teaching and Teachers' Performance.....	162

4.7.3	Regression Analysis between Performance Appraisal on creativity in Teaching and Teachers' Performance.....	164
4.8	Performance Appraisal on Professional Development and Teachers' Performance	166
4.8.1	Means and Standard Deviation for Performance Appraisal on Professional Development	167
4.8.2	Correlation between Performance Appraisal on Professional Development and Teachers' Performance	171
4.8.3	Regression Analysis between Performance Appraisal on Professional Development and Teachers' Performance	173
4.9	Combined Performance Appraisal Variables and Teacher Performance	176

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction.....	181
5.2	Summary of the study	181
5.3	Summary of the Findings.....	183
5.3.1	Performance Appraisal on Application of Professional Knowledge and Teacher Performance	183
5.3.2	Performance Appraisal on Time Management and Teachers' Performance	184
5.3.3	Performance Appraisal on creativity in Teaching and Teacher Performance	184

5.3.4	Performance appraisal on Professional Development and Teacher Performance	185
5.3.5	Combined performance Appraisal Variables and Teacher Performance	186
5.4	Conclusions.....	187
5.5	Recommendations.....	189
5.6	Suggestions for Future Research	192
REFERENCES.....		194

APPENDICES

Appendix I	Introduction Letter.....	214
Appendix II	Informed Consent	215
Appendix III	Questionnaire for Teachers	216
Appendix IV	Interview Guide for Heads Of Departments and Principals	222
Appendix V	Sample Size (S) for Given Population (N).....	224
Appendix VI	Migori County Map	225
Appendix VII	Kenyan Map Showing Migori County	226
Appendix VIII	Research Authorization	227
Appendix IX	Research Permit	228
Appendix X	Tpad Tool for Teachers	229

LIST OF TABLES

Table	Page
Table 1.1 KCSE Examination Mean Scores for Four Counties of Luo Community	12
Table 3.1 Sampling frame for schools and Teachers	103
Table 3.2 Criteria for Determining Content validity	107
Table 3.3 Quantitative Data Analysis Summary.....	114
Table 4.1 Distribution of Teachers by their Gender	121
Table 4.2 Distribution of Respondents by their Qualification	122
Table 4.3 Teachers' Experience by Years in Teaching	124
Table 4.4 Teacher's Duration at The Current School	127
Table 4.5 Category of Schools.....	128
Table 4.6 Means and Standard Deviations on Teachers' Performance	132
Table 4.7 Composite Mean on Items Under Teacher Performance.....	135
Table 4.8 Performance Appraisal on Application of Professional Knowledge.....	138
Table 4.9 Composite Mean on Items Under Performance Appraisal on Application of Professional Knowledge.....	141
Table 4.10 Correlation Between Performance Appraisal on Application of Professional Knowledge and Teachers' Performance	142

Table 4.11	Regression Model Summary of Performance Appraisal in Relation to Application of Professional Knowledge on Teacher Performance.....	144
Table 4.12	ANOVA Analysis On Performance Appraisal In Relation to Application of Professional Knowledge And Teachers' Performance.....	145
Table 4.13	Coefficients Analysis on Performance Appraisal on Application of Professional Knowledge And Teachers' Performance	146
Table 4.14	Performance Appraisal on Time Management	148
Table 4.15	Composite Mean on Items Under Performance Appraisal on Time Management	152
Table 4.16	Correlation Between Performance Appraisal on Time Management and Teachers Performance	153
Table 4.17	Regression Model Summary of Performance Appraisal on Time Management and Teacher Performance.....	155
Table 4.18	ANOVA Analysis on Performance Appraisal on Time Management and Teachers' Performance	155
Table 4.19	Coefficients for Performance Appraisal on Time Management and Teachers' Performance	156
Table 4.20	Performance Appraisal on Creativity In Teaching	158
Table 4.21	Composite Mean on Items Under Performance Appraisal on Creativity in Teaching	161

Table 4.22	Correlation Between Performance Appraisal on Creativity in Teaching and Teachers' Performance	163
Table 4.23	Regression Model Summary ff Performance Appraisal on Creativity in Teaching and Teacher Performance	164
Table 4.24	ANOVA Analysis on Performance Appraisal on Creativity in Teaching and Teachers' Performance	165
Table 4.25	Coefficients for Performance Appraisal on Creativity in Teaching and Teachers' Performance	166
Table 4.26	Performance Appraisal on Professional Development	168
Table 4.27	Composite Mean on Items Under Performance Appraisal on Professional Development.....	171
Table 4.28	Correlation Between Performance Appraisal on Professional Development and Teachers' Performance	172
Table 4.29	Regression Model Summary Of Performance Appraisal on Professional Development and Teachers' Performance.....	174
Table 4.30	ANOVA Analysis on Performance Appraisal on Professional Development and Teachers' Performance	174
Table 4.31	Coefficients for Performance Appraisal on Professional Development and Teachers' Performance	175
Table 4.32	Regression Model Summary of Combined Teacher Performance Appraisal Variables and Teachers' Performance.....	176

Table 4.33	ANOVA Analysis of Combined Teacher Performance Appraisal Variables and Teachers' Performance	177
Table 4.34	Coefficients Analysis for Combined Variables of Teacher Performance Appraisal and Teachers' Performance	178

LIST OF FIGURES

Figure		Page
Figure 2.1	Performance appraisal and teacher performance.....	96
Figure 3.1	Concurrent Data Triangulation Design	100

ABBREVIATIONS AND ACRONYMS

CEO	County Education Office
DAS	Developmental Appraisal System
DEO	District Education Officer
EEA	Employment of Educators Act
ELRC	Education Labour Relations Council
FDSE	Free Day Secondary Education
FPE	Free Primary Education
HOD	Head of Department
IQMS	Integrated Quality Management System
JE	Job Evaluation
KCSE	Kenya Certificate of Secondary Examination
KCPE	Kenya Certificate of Primary Examination
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Teachers
NACOSTI	National Commission for Science, Technology and Innovation
PMS	Performance Management System
SPSS	Statistical Package for Social Science
SRC	Salaries Remuneration Commission
TPAD	Teacher Performance Appraisal and Development Tool
TVET	Technical, Vocational Education and Training
TSC	Teachers Service Commission
WSE	Whole School Evaluation

ABSTRACT

Performance Appraisal is an important human resource activity that is intended to increase efficiency, productivity and provide an opportunity to continuously review agreed-upon targets as per organization's set objectives. Whereas some studies have shown that managers generally feel performance appraisal does not add value or assist in achieving organizations' objectives, many workers find it a waste of time. In Kenya, performance appraisal is a tool for performance improvement. The purpose of this study was to determine the influence of performance appraisal on teachers' performance in public secondary schools in Migori County, Kenya. The objectives of the study were to investigate the influence of performance appraisal on application of professional knowledge, time management, creativity in teaching and professional development on the performance of public secondary school teachers in Migori County Kenya. Goal setting theory guided this study. The study targeted 276 principals and 2961 teachers in Migori County. The sample size included 57 schools, 342 teachers, 6 principals and 6 heads of departments. The study used simple and stratified random sampling techniques. Questionnaires, interview guides and document analysis guide were used to collect data. Content validity was tested through expert judgement by the supervisors. The content validity index was found to be 0.85. Test re-test was used to test reliability. The reliability of the questionnaire instrument was 0.85. Statistical Package for Social Sciences (SPSS) version 25 was used. The quantitative data were analyzed using descriptive statistics such as frequency distribution, percentages, means, standard deviations and cross tabulation. The study also used inferential statistics namely ANOVA, Pearson correlation coefficient ("r"), Linear and multiple Regression analysis. Content analysis was used for the qualitative data. The study established that there was a positive significant correlation between performance appraisal on; application of professional knowledge ($r = 0.861$, $p = 0.00$), time management ($r = 0.744$, $p = 0.00$), creativity in teaching ($r = 0.897$, $p = 0.00$), professional development ($r = 0.81$, $p = 0.00$) and teacher performance. Teacher performance appraisal was established to be a significant predictor (84.1%) of teachers' performance. The study concludes that teachers' performance appraisal translates into efficiency and increased productivity. Teachers should follow sound teaching principles such as teaching preparation; time management skills; creativity in teaching; and appraisal on professional development enhanced teachers' professional advancement. The study recommends among others that performance expectations of the teacher should clearly be communicated to them by the Teachers Service Commission (TSC); involve teachers in designing performance appraisal criteria; ensure all teachers understand the importance of performance appraisal; School principals to encourage sharing and benchmarking with regards to creativity in teaching; and, there should be continuous teacher training for professional development.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The importance of education remains undisputed across the globe. Education provides the means to transmit knowledge, values and skills across generations, enabling societies to set the foundation for thriving in the future (UNICEF, 2017). The Universal Declaration of Human Rights implemented by the United Nations General Assembly in December 1948, guaranteed individuals a variety of fundamental liberties with education serving as a basic right essential for the achievement of all other freedoms (Ekwuene, 2009). Furthermore, effective teaching is important to achieving the Sustainable Development Goal number 4 (SDG 4) of achieving inclusive and equitable quality education and promoting lifelong learning opportunities for all by 2030 (ILO, 2015). Conversely, the Dakar Framework for Action from 2000 (UNICEF, 2017) and the Incheon Declaration from the World Education Forum (WEF, 2015) both emphasize the necessity of ensuring that teachers are well-prepared and resourced to equip learners with the essential and requisite quality education.

To achieve quality education, stakeholders must provide opportunities for young people to develop preferred attitudes, skills, and values that will enable them live a productive and happy life while also fulfilling their social responsibilities for the benefit of the society. Teachers have the authority to shape students, so their role is critical in achieving quality education as a

fundamental right (Zgenel & Mert, 2019). Teachers at all levels of school are thus the basis and foundation of society's quality education (Sharma, 2019). As a result, instructors' work should be reviewed and evaluated on a regular basis in order to improve student learning outcomes (Keller & Pfattheicher, 2011).

Performance evaluation is one approach that has been utilized for keeping track of performance in the workplace (Ibrahim and Daniel, 2019). The requirement to accomplish the established organizational goals makes performance evaluation necessary (Chen & Eldridge, 2012). Van Dijk & Schodl (2015) define performance assessment (or performance evaluation) as the techniques and procedures used to gauge an employee's level of performance. This procedure typically entails evaluating employees' performance and giving them feedback on the intensity and caliber of that performance (Chen and Eldridge, 2012). The Performance Appraisal's primary objective is to raise employee performance. Ibrahim and Daniel (2015) assert that there are three potential ways to accomplish this goal. First, administrative choices tying the evaluated performance to organizational rewards or punishments like a salary raise, promotion, or dismissal can be made using the information provided by the evaluation process. The second step in the assessment process entails giving the evaluated employees performance feedback (i.e., details about their level of performance) so they can modify their performance plans to achieve the intended results (Aguinis, Gottfredson & Joo, 2011). Thirdly, performance reviews assist in increasing employee

understanding of how they are being judged. However, data on how well instructors' performance are evaluated in relation to student outcomes is still lacking.

While scholars and practitioners have long been interested in evaluating human performance (Hyde, 2001; Cano, 2010), one of the most critical challenges affecting the education sector is teacher evaluation. The populace has begun to demand accountability in education as the cost of education has risen rapidly. Most people associate accountability with demonstrated production, and proof necessitates teacher assessment. As part of an effort to ensure quality education, accountability procedures have been implemented throughout the educational process.

Teacher evaluation has long been regarded not just as a conduit for growth and improvement, but rather as a necessary requirement. Performance management systems have been defined as procedures devised by management and forced on personnel with the primary goal of linking performance to compensation (Korir, Rotich & Bengat, 2015). Personal performance is measured against specified goals or objectives that are related to team and corporate goals when best practices are used. Key performance indicators and a person's performance rating are then utilized to decide on incentivized bonuses, promotions, and/or salary increases in these practices (Armstrong & Baron, 2004). The performance appraisal is one of the techniques used in the performance management approach. Performance appraisal system is an important constituent of the whole human resource

management function in the learning institutions (The Republic of Kenya, 2008). Defining agreed-upon performance expectations, job planning, reporting, and feedback are all part of the assessment process. The overall goal of the performance appraisal system is to enhance and manage employees' performance so that a higher degree of participative management in the delivery, evaluation, and planning of job performance may be achieved (Namuddu, 2010).

Teacher evaluation is normative in nature because it enhances value judgement. Value judgment must be measured against exact fairness norms and must always satisfy a specific characteristic. Teacher evaluation serves two purposes: a formative role for the development of knowledge and skills teaching competences and a summative function enabling choice and as a base for grading and promotion (Elliot, 2015).

Teacher evaluation is an element of human decision-making that results from a value assessment on how good or susceptible a specific job performance is based on data that contrasts real-world overall performance to preset overall performance standards (Namuddu, 2010). As a result, performance appraisal has risen in popularity in schools as a systematic process for identifying the merit, value, and worthiness of a teacher's current performance as well as gauging his or her prospective level of performance with additional growth (Mwangi, 2006; The Republic of Kenya, 2008).

During the 1998-1999 school year in the United States, the Cincinnati district established a knowledge and skill-based compensation system and a new teacher assessment system in response to a string of poor student achievement and community pressure to improve school performance. The evaluation system was built around a set of teaching standards developed from the Framework for Teaching Excellence (Danielson, 2011). Rubrics, which are behaviorally grounded rating scales, specify four degrees of achievement for each standard: poor, basic, proficient, and distinguished.

Even though it is predicated on administrative procedures rather than a comprehensive scheme with a clear improvement purpose, the current teacher evaluation system in France is frequently described as "not very fair," "not very efficient," and "producing malice and sometimes suffering" for both evaluated teachers and evaluators. Teacher evaluation should be done on a regular basis as part of the teacher's job and responsibilities (Looney, 2011).

To improve the delivery of excellent education, South African schools used the Integrated Quality Management System (IQMS). Schedule 1 of the Employment of Educators Act (EEA) No. 76 of 1998 informs IQMS. The Education Labour Relations Council (ELRC) agreed, in accordance with Resolution 8 of 2003, to integrate quality management programs such as the Developmental Appraisal System (DAS), the Performance Management System (PMS), and Whole School Evaluation (WSE), all of which are aimed

at improving the performance of teachers and thus the quality of education (Brown, 2010).

In Botswana, the very first Commission on Education, established in 1975, as well as the accompanying White Paper No. 1, Education for Kagisano (social harmony), published in 1977, recommended educational changes aimed at strengthening the country's educational system (Republic of Botswana, 1977). The Commission recognized that the education system might be improved by aiding schools in improving teaching quality, and so this necessitated more effective supervision (Kadenyi, 2015).

In Kenya, The Teachers Service Commission (TSC) has reviewed approach to teacher appraisal with the desire to improve the process and outcomes. Prior to 2005, teacher appraisal in Kenya assumed a confidential approach and was based on personality and the level of loyalty to the school head and significance to others (Muli, 2010). The teachers had no access to the head teacher evaluation of their behavior as the TSC Code of Regulation for Teachers (1968) gave the head teacher the mandate to supervise and assess the performance of teacher in his/her respective school. The revised TSC Code of Regulation of 1986 and 2005 (Cap 29.44) stipulates that the principal should appraise and send copies of appraisal report of his/her teachers to the TSC and DEO within the month of March every year. The desire by the Commission to improve the open teacher appraisal system and its outcome led to the introduction of an appraisal system known as Teacher Performance Appraisal

and Development (TPAD) in 2014 (TSC/TPAD/01). Nowadays, teachers are evaluated by HODs and confirmed by the principals (TSC/QAS/TPAD-HPSS/03). However, the intended frequent evaluations often fall short of expectations (Isore, 2009).

In addition, according to the TPAD tool, the appraisal and development plan is based on performance competency domains like professional knowledge and application, time management, innovation and creativity in teaching, learner protection, safety, discipline, teacher conduct, endorsement of co-curricular activities, professional development, and collaboration with stakeholders like parents and guardians. Regular appraisal reports would serve as the foundation for the annual appraisal report (TSC/TPAD/01).

One of the most important aspects that enables adequate delivery of lesson instructions is teacher professional knowledge. According to Talavera (2018), professional knowledge of a teacher comprises a system of ideas, skills as well as attitudes that are defined in a set of knowledge employed by teachers during teaching of a particular subject in a school. In the professional knowledge four knowledge cores can be identified like: discipline knowledge, curriculum knowledge, psycho-pedagogical knowledge and practical knowledge (Shing, MohdSaat & Loke, 2018). These cores interact between them, and even though these are being of a different order and nature, they are integrated in a global and holistic whole that informs the behavior of teachers in the classroom.

Time management is particularly important for secondary and post-Secondary school due to the exhaustive and severe workloads assigned from schools, getting from employment and from other several activities. It is the duty of the teacher to establish and monitor routines and procedures in the classroom for smooth operation and time management. Across the globe time management for teachers is acknowledged as more important than for any other professionals because they are master of the fate of future generation. According to Hall & Hirsch (1982) effectiveness of work is deeply related to Personal-evaluation of time management. Effective time management give more control of individual, reduces job stress/ work anxiety and thus increases the job performance of employees. Khan, Farooqi, Khalil & Faisal (2016) conducted a study that revealed a positive relationship between teachers' time management techniques and their class performance.

Professional development opportunities that build on one another can positively affect teachers' work. According to Desimone (2011), an expert development activity is likely to be effective in enhancing teachers' expertise and competencies if it forms a coherent part of a much broader set of possibilities for teacher learning and improvement. The main objective of teacher performance appraisal is to review and improve teaching standards through a systematic appraisal approach with a view to evaluate teachers' performance and promote professional development for enhanced learning outcome (TSC/QAS/TPAD-T/01/REV.2)

Instruction is the transmission to the learner and the acquisition by him on precise competencies, records, know-how or different set up records. The mode of instruction or teaching applied in accomplishing those targets is called method. To facilitate the technique of knowledge transmission, teachers need to practice appropriate teaching strategies that best match particular goals and level, questions about the effectiveness of teaching strategies on student learning have constantly raised widespread interest within the thematic field of educational studies (Hightower, Delgato, Llod, Wittenstein, Sellers & Swanson,2011).

Teaching creativity and innovation are exhibited, according to the TSC (2016) in the performance and appraisal tool, by preparing/using relevant teaching and learning aids and leveraging ICT in teaching and learning. Creative teaching refers to a strategy of incorporating fresh teaching ideas and methodologies into the classroom. In the classroom, creativity in teaching entails the application of novel approaches, strategies, pedagogical strategies, and collaborative abilities (Pollard, Hains-Wesson & Young, 2018).

Innovative teaching approaches are used in educational institutions to not only improve education but also to empower students' knowledge. According to a study conducted by Kanyi (2011) on the impact of digital content on teaching and learning in Kenyan secondary schools, the study found that digital content has both positive and negative effects on teaching and learning. Positive effects include learner participation, motivation, stimulating content, self-

directed discovery, and improved concept understanding. The negative implications of digital content usage included insufficient content, poor coverage of topics, and a lack of infrastructure.

According to a study conducted by Narayanan (2017) in Malaysia, creative and unique teaching approaches help students understand a particular topic, build interest in learning about the concept, and form long-term memories. Teachers can utilize creativity to prepare and use teaching and learning tools in the classroom. Despite the fact that ICT can boost creativity, Wanjala & Osendo (2019) claim that teachers see ICT integration in the classroom as a costly exercise that isn't very beneficial, especially in a setting where there aren't enough resources to assist digitalization. Learners who have grown up in a digital world can readily adapt to ever-changing technology, according to Igbafe (2014) in Nigeria, although teachers must have digital literacy skills in order to use the computer and the internet and integrate technology into the curriculum and the classroom.

Since 2016, teachers in Migori County have been subjected to annual performance evaluations in compliance with TSC regulations. The main goal of teacher evaluation is to help teachers grow in order to improve their service delivery in the classroom and to identify their professional development requirements. The stimulating function of supervision encourages instructors to take on crucial tasks in the pursuit of academic achievement, lowering the danger of teacher burnout (Muhia, 2015). Teachers can use instructional

appraisal to help them coordinate, improve, and maintain high teaching and learning standards in their classrooms. In secondary schools in Migori County, the main strength of every school is its personnel, particularly its human resources and teachers. Teachers with relevant skills, experiences, and good attitudes about their career as a result of performance appraisal help to improve the academic performance of their schools (Kadenyi, 2014).

Despite the importance of teacher evaluation, critics (Odhiambo, 2008; Isore, 2009; Wanzare, 2012) say that it fails to live up to its expectations of improving teaching quality, which is manifested in higher educational standards as a result of how it is implemented. Teacher evaluation is much more of a fault-finding exercise than an advisory one (Namuddu, 2010). Other researchers have found a correlation between performance appraisal and improved staff effectiveness in service delivery (Muhia, 2015). Additionally, in Kenya, little appears to have been done in terms of teacher performance appraisal and its impact on teacher performance. The relationship between performance appraisal and teacher performance as measured by the Kenya Certificate of Education (KCSE) examination is not well understood in the literature. This is critical in identifying a probable link between teacher performance and performance appraisal, particularly in counties with stagnant KCSE examination scores, such as Kenya's Migori County.

One of the four counties, Migori County, is dominated by the Luo Community, a group of people who share similar social and cultural beliefs.

There are 276 public secondary schools in the County. The County's mean score between 2017 and 2020 was 5.360, while Homa Bay and Siaya, the two top counties, with mean scores of 7.22 and 7.41, respectively (Table 1.1).

Table 1.1: KCSE Examination Mean Scores for Four Counties of Luo Community

Sub County	Mean Score	Deviation from National Mean Score
Homa Bay	7.22	2.351
Kisumu	6.87	2.612
Siaya	7.41	1.365
Migori	5.36	3.747
National Mean	9.277	2.544

Source: Migori County Education Office (2021)

Table 1.1 illustrates average mean score of academic performance of the 4 Counties in 2017 – 2020 KCSE examinations. The table reveals that the mean score of Migori County (5.36; SD=2.347) was lower than the county's mean of 5.247 during 2017. The large standard deviation (2.347) illustrates that the mean could be less or more by a value of 3.747. Similarly, the academic performance of students in Migori County was the lowest compared with other counties with similar socio-cultural backgrounds. The Kenyan Government, through Teachers Service Commission (TSC) has rolled out a systematic appraisal tool, the Teacher Performance Appraisal and Development Tool (TPAD) for the purposes of promoting teacher performance and their professional development. However, the extent to which this appraisal tool has enhanced performance of teachers and consequently student performance remains unknown.

Similarly, various studies looking at student achievement, particularly in Migori County, have linked it to factors other than teacher performance rating. Odumbe, Simatwa, & Ayodo (2015), for example, looked into the factors that influence student academic performance in day-secondary schools in Kenya's Migori Sub-County. They discovered that student absence, low family income, lengthy distance traveled by pupils to and from school, entry behaviour conduct, and attitude towards the school all contributed to poor performance. Adhanja, Nyakan, & Yambo (2016) investigated the effects of family-based socio-economic determinants on students' academic performance in public secondary schools in Rongo sub-county, Migori County. They discovered that parents' educational levels have a considerable impact on their children's academic progress.

Ochieng', Namunga, & Ongowo (2021) conducted another study in Uriri Sub-County, Migori County, Kenya, to investigate the factors impacting academic achievement of learners with vision impairment in inclusive primary schools. They came to the conclusion that teachers' attitudes are the most important factor in students with visual impairments' performance, and that parents' attitude towards students with visual impairments should be improved, as evidenced by the ratings. This merited special attention, particularly in counties where teachers are dissatisfied and student progress is low, such as Migori County. As a result, the purpose of this study was to look into the influence of performance appraisal on secondary school teachers' performance in Migori County.

1.2 Statement of the Problem

Provision of quality education is an obligation for the convention on the rights of the child. Quality education ensures that all learners have opportunity, are successful and are equipped to become fully participating members of their societies and the global communities. The government of Kenya through several education policy documents has emphasized the need to provide quality education. Quality education is however not possible without quality teaching. The TSC Act of 2012 section 11 (f) and 35 (i) mandates the commission to monitor the conduct and performance of teachers in the teaching service. In order to strengthen supervision and continuously monitor their performance in curriculum implementation at school level, the commission introduced an open performance appraisal system for teachers using a tool popularly known as the Teacher Performance Appraisal and Development Tool (TPAD). TPAD's main purpose was to review and improve teaching standards through a systemic appraisal approach, with a view to evaluate teachers' performance and promote professional development for enhanced learning outcomes.

Despite the TSC's efforts to ensure that teachers provide high-quality instruction to students, most teachers have continued to oppose the monitoring tool (TPAD), arguing that it requires them to do clerical work that consumes their teaching time. Despite the fact that sections 11(c) and (f) of the TSC Act make teacher performance appraisal mandatory with severe consequences, this is not the case. Teachers' trade unions (Kenya Union of Post Primary Teachers

(KUPPET) and Kenya National Union of Teachers (KNUT)) are leading the charge, claiming that teachers must first be suitably motivated before being given targets. Furthermore, stakeholders have labeled TPAD as ineffectual. In his study, Odhiambo (2008) found that the teacher appraisal policy and procedures in Kenyan secondary schools had flaws that needed to be corrected immediately if teacher appraisal was to be used to improve teaching and education quality in Kenya.

Tilahum & Shanbel (2014) found that the appraisal process in Ethiopia shifted its aim of improving teacher performance, concluding that the role of teacher performance appraisal was essentially rhetoric. The process revealed a significant gap between teacher performance appraisal theory and practice.

According to Odhiambo (2008); Isore (2009); Wanzare, (2012), there is insufficient curriculum monitoring, inefficient teaching, insufficient use of T/L resources in teaching, learner indiscipline, and child-unfriendly schools. Despite the fact that the TPAD addresses all of these issues, teacher and learner performance has remained low (DQASO report 2018). Elsewhere studies, (Agesa, 2012; Kageema & Irungu, 2018; Nyongesa, 2018; Kamau, 2019; Mwangi & Njuguna, 2019; Oywecha, 2019) have been done but there is scanty information on the same in Migori County, Kenya. Hence, the purpose of this study is to look at the influence of teacher performance appraisal on teacher performance in Migori County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of performance appraisal on teachers' performance in public secondary schools in Migori County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i) To determine how performance appraisal on application of professional knowledge influences teacher performance in secondary schools in Migori County, Kenya.
- ii) To assess how performance appraisal on professional development influences teacher performance in public secondary schools in Migori County, Kenya.
- iii) To establish how performance appraisal on time management influences teacher performance in public secondary schools in Migori County, Kenya.
- iv) To determine how performance appraisal on creativity in teaching influences teacher performance in public secondary schools in Migori County, Kenya.
- v) To determine how performance appraisal predicts teachers' performance in public secondary schools in Migori County, Kenya.

1.5 Research Hypotheses

The following null hypotheses were tested.

H₀₁: There is no significant relationship between performance appraisals on application of professional knowledge and teachers' performance in public secondary schools in Migori County, Kenya.

H₀₂: There is no significant relationship between performance appraisal on professional development and teachers' performance in public secondary schools in Migori County, Kenya.

H₀₃: There is no significant relationship between performance appraisal on time management and teachers' performance in public secondary schools in Migori County, Kenya.

H₀₄: There is no significant relationship between Performance appraisal on creativity in teaching and teachers' performance in public secondary schools in Migori County, Kenya.

H₀₅: There is no significant relationship between performance appraisal and teachers' performance in public secondary schools in Migori County, Kenya.

1.6 Significance of the Study

The significance of this study cannot be over emphasized in view of the situation already described. Firstly, it is hoped that the study findings may be useful to the Ministry of education department of quality assurance and standards as it may provide an insight on issues related to teacher appraisal and its influence on secondary school teachers' performance on the ground.

This information may make the Directorate of Quality Assurance and Standards to make informed decisions on the best ways of executing the responsibility of appraising teachers in a friendly manner so as to enhance the teacher performance which translates into enhanced student academic performance. Secondly, the policy makers may gain understanding on the influence of the performance appraisal on the teacher performance and hence make informed policies that may address the challenges with regard to teacher appraisal. Thirdly, the study findings may enable the TSC to rethink on how best to approach the implementation of the TPAD to minimize teacher resistance towards the tool. Last but not least, the findings may add impetus to the body of knowledge by building a profound foundation upon which other related studies could be anchored.

1.7 Limitation of the Study

Some schools were inaccessible due to poor roads. The researcher sought the services of motorists to reach all the targeted schools. Secondly, some respondents were uncooperative in completing the research questionnaires as required due to fear of intimidation by the school administration. This was dealt with by explaining to respondents the importance of the study and assuring them of the confidentiality of their identity. Respondents were not to write their names on the questionnaires. Thirdly, the findings of the study could not be generalized to other counties with diverse cultural and geographical conditions, since only Migori County was involved in the study.

1.8 Delimitation of the Study

The study was delimited to investigating the influence of performance appraisal on the teachers' performance in public secondary school in Migori County. The private secondary school teachers were excluded due to the fact that in private secondary schools, every school has different methods of evaluating their teachers' performance. They do not use the TSC TPAD. Only TSC employed teachers were included in the study leaving out teachers employed by the Board of Management. Although the appraisal process involves teachers, heads of departments, deputy head teachers and the principals, the study only involved teachers as confirmed by the principals leaving out the appraisal of heads of departments, deputy head teachers and the principals. Teachers were selected from only the Departments of Mathematics and Languages being compulsory in all the schools. Although teachers were appraised on seven competency areas, only four namely; professional knowledge and application, time management, creativity in teaching and professional development were considered. Including all the seven competency areas as indicated in the TPAD tool would make the study broad.

1.9 Assumptions of the Study

The study was conducted based on the following assumptions:

- i. That the teachers' appraisal is done in all schools and is pegged on internal supervision at school level.
- ii. The appraisal of teachers is done objectively.

1.10 Definition of Significant Terms used in the Study

Creativity in teaching refers to ability to improvise and use locally available resources for effective teaching and learning outcomes.

Performance appraisal refers to the process of evaluating teachers' performance in relation to set targets to make judgement about how good or weak a particular work performance is.

Professional development refers to identification of individual performance gaps, training needs and seeking solutions through professional development courses.

Professional knowledge refers to ability to prepare; schemes of work, lesson plans and lesson notes based on current curriculum and syllabi, record of work, Teaching/learning aids, assess learners and provide feedback and prepare and maintain learners' progress records. Individualized Education Program.

Professional responsibility refers to the core duties of teachers such as updating records of work, schemes of work, lesson notes, lesson plan and progress records among others.

Time management refers to ability to manage teaching time through consistent class attendance, adherence to the school time table, attendance of other school activities and staff meetings.

Teacher performance refers to the teacher effectiveness in teaching measured in terms of effective syllabus coverage, improved score in tests and examination and improved teacher preparedness to teach.

TPAD tool refers to the performance appraisal tool for teachers.

1.11 Organization of the Study

The study is organized into five chapters; chapter one gives the introduction and describes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study, delimitation of the study, definition of significant terms used in the study and the organization of the study. Chapter two provides a review of related literature on overview of performance appraisal, appraisal on professional knowledge and application and teacher performance, appraisal on time management and teacher performance, appraisal on creativity in teaching and teacher performance and appraisal on professional development and teacher performance. Also included are theoretical and conceptual framework as well as the summary of literature review. Chapter three focuses on research methodology comprising of research design, target population, sample size and sampling techniques, research instruments, validity and reliability of study instruments, data collection and data analysis techniques. Chapter four contains presentation and interpretation of the results of data analysis. Chapter five provides a summary of the study, summary of research findings, conclusions and recommendations as well as suggest areas of further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of related literature. The chapter begins with a discussion on the concept of performance appraisal. This is followed by teacher appraisal and teacher performance, appraisal of teacher on application on teachers' professional knowledge, appraisal of the teacher professional development, appraisal of teacher on time management, appraisal of teacher with regard to creativity in teaching and teacher performance and summary of the literature review. The chapter then presents the theoretical framework underpinning the study and the conceptual framework.

2.2 The Concept of Performance Appraisal

Employee performance appraisal is a chance to get a broad picture of work content (loads and volume) and reflect on what has been accomplished during the reporting period, as well as set goals for the upcoming planning period (URT, 2011). According to Elliot (2015), performance appraisal system is an assessment of an individual's work performance and development potential. This implies that the supervisor and the employee must collaborate on the working goals or expectations. It is the process of gathering, analyzing, and documenting data in order to determine an employee's relative value to the organization (Armstrong, 2009). Gardner (2008) defines performance appraisal as the assessment of a person's work with the goal of making objective personnel decisions. The process of performance appraisal is a

scheduled engagement between an organization's managers and employees, in which the former evaluates the latter's performance. In this scenario, one of the key objective is to identify the strengths and weaknesses that will be used to recommend steps to improve employee performance (Gardner, 2008).

Performance evaluation, according to Kuvaas (2016), is a guided process of goal formulation, analyzing performance against set goals, offering performance feedback, and planning for performance development. Organizations use a variety of approaches to conduct performance evaluation. Rating scales, check lists, behavior anchored rating scales, observation, cost accounting, and other methods are among them. Performance appraisal strives to integrate organizational goals and objectives with those of individual employees, in addition to monitoring performance.

The Performance Appraisal's principal purpose is to increase employee performance. According to Ibrahim & Daniel (2018), there are three ways to attain this goal. First, the data collected through assessment can be utilized to make administrative decisions that link the evaluated performance to organizational rewards or punishment such as pay raise, promotions, or discharge. Second, the evaluation process entails providing performance feedback (i.e., information about the level of performance) to the employees who have been reviewed, allowing them to change their performance strategies to match the expected results (Aguinis, Gottfredson & Joo, 2011). Finally, performance appraisal is a method of making employees aware that

they are being evaluated. However, data on the effectiveness of teacher performance appraisal in terms of student outcomes is scarce.

Appraisal is a judging process in which the performance of the workforce is compared to a set of standards. Ahmed *et al.* (2010) investigated performance assessment as a means of assessing an employee's job performance. It is regarded as a critical component of effective human resource management because it leads to the identification of strengths and weaknesses, which serve as the foundation for recommending actions to improve employee performance. There seem to be three main purposes of performance appraisal, as per Partington & Stainton (2009): it demonstrates and simply provides different facets of staff member performance, it informs the staff member to the degrees of improvement required in any weaker aspect of his or her performance, and it emphasizes the aspects of performance in which improvement is needed.

Nadeem, Arif & Asghar (2019) and Groeschl (2008) added other functions such as institutional development, for self-development which is the most important purpose of appraisal, for increased pay and for promotion. In addition, 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 appraisal provides an opportunity for appraisees to reflect on their performance, accomplishment and achievements. The best indicator of effectiveness of a developmental appraisal must lead to staff development (James, 2009). Further, Cardno (2010) advocated that for an appraisal exercise to be 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 by development of managerial skills of the appraiser and enhancement of power over appraisees.

Teacher appraisal is one of the approaches aimed at enhancing quality of teaching (OECD, 2013). Teacher performance appraisal is an evaluation of individuals with respect to their work performance including their potential to develop (Elliot, 2015). According to Aguinis (2009) teacher performance appraisal is the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organisation's strategic goals. Teacher performance appraisal may involve formative aspects that focus on developing performance including career development, professional learning and feedback (Samuel & Berhanu, 2019). On the other hand, summative aspects evaluate performance for career progression, possible promotion or demotion and termination purposes. However, existing studies covering teacher performance appraisal have tended to evaluate how teachers perceive the process and attitude of teachers towards the exercise (Aloo, Ajowi & Aloka, 2017). Studies focusing on the relationship between

teacher appraisal and teacher performance among public secondary schools seem to be limited.

2.3 Teacher Appraisal and Teacher Performance

In Uganda, Namuddu (2010) did a study on staff appraisal and teacher performance at Aga Khan Schools in Kampala District. The study was guided by two objectives which aimed at establishing the relationship between teacher-based evaluations on teacher performance and establishing the relationship between the school evaluation criteria on teacher performance. The study employed cross –sectional survey design. Stratified and purposive sampling technique were used. Interviews and questionnaires were used to collect primary data. Both inferential and descriptive analysis were employed. The findings of the study revealed that emphasis was lacking on teacher-based evaluations, the school's evaluation criteria lacked more detail, organization and emphasis on individual activities. To improve teacher performance, the researcher recommended emphasis on the appraisal process whereby teacher evaluation would be given priority so that teachers feel empowered. The general school's evaluation need to be detailed enough in order to measure practical and specific items of performance and also collective action was needed to improve transparency of the system. The present study is within local environment and is on the influence of teacher appraisal on teacher performance in public secondary schools.

In another study, Saeed, Lodhi, Naeem, Rehman, Mahmood & Ahmed (2013) investigated the effect of performance appraisal on the motivation and productivity of employees working in Pakistani banking sector. Data were collected from 200 employees in various banks. Questionnaire was the main data collection tool. The findings revealed that there was a positive association between performance appraisal and productivity as well as motivation of the employees. This study was in Pakistani banking industry hence the results may not be generalized to apply to other sectors like schools which is the focus of the present study.

Elsewhere, Abas (2014) carried out a quantitative study on effectiveness of performance appraisal on employee performance. Survey design was used. Using non- probability sampling technique, a sample of two hundred and fifty employees from different industries, that is banking, manufacturing and services was used. The study employed quantitative analysis by using means, standard deviations and regression analysis. The study revealed fair perception about performance appraisal and concluded that performance appraisal is linked with the performance outcomes. The present study is in Kenya among secondary school teachers.

In another study, Gudyanga, Shumba, &Wadesango (2014), conducted an analysis of performance appraisal system in Shurugwi District Day Secondary Schools- Zimbabwe. The study was designed to establish whether there was a clear policy on the execution and proper implementation of performance

appraisal system by both the appraiser and appraisee and whether the participants clearly understood the use of the system and its implementation. The study employed Systematic sampling and stratified random sampling, with questionnaires for collecting data. Descriptive statistics were used. The findings indicated that there was a policy on performance appraisal although it was not designed for all implementers.

The study further found a positive influence of performance appraisal to improve the handling of the school curriculum by both teachers and administrators. However, the participants noted they fairly understood how the performance appraisal was implemented. The study concluded that administrators and teachers did not know the model of performance appraisal. The study recommended that the policy–decision makers need to put more effort to ensure that the policy on the performance appraisal system was made available to all stations where the system was being used (Gudyanga *et al.*, 2014). The current study will employ descriptive survey design to find out how performance appraisal influences teachers’ performance in public secondary schools in Migori County, Kenya.

Elsewhere, Saljooghi and Salehi (2016) conducted a study to conceive, develop, and test a causal model of teachers' attitudes toward the performance evaluation system (PES) with the mediating function of teachers' sense of effectiveness on job satisfaction and organizational commitment. All male-only high school instructors in Tehran were included in the study. Using

availability sampling, 117 instructors were chosen as the sample group. In terms of its goal, the current study is applied research, and in terms of its data gathering method, it is descriptive research. Additionally, the study employs structural equation modeling as part of a correlational research strategy. The following questionnaires were used to examine the study variables: Teachers' attitude toward Performance evaluation, Teachers' Sense of efficacy, Job satisfaction, and Organizational Commitment. Teachers' attitude regarding the performance evaluation system had a significant beneficial impact on job satisfaction, organizational commitment, and self-efficacy, according to the findings. In addition, teachers' feelings of efficacy had a beneficial impact on job satisfaction. Furthermore, the findings revealed that instructors' perceptions of the performance evaluation system had a favourable and significant impact on organizational commitment, with self-efficacy serving as a mediating factor. As a result, the current study supported the causal model of teachers' attitudes regarding the performance evaluation system, as well as the mediating role of teachers' efficacy. Finally, structural equation modeling shows that teachers' attitude towards Iran's Ministry of Education's employee performance evaluation system have a beneficial impact on job satisfaction, efficacy, and organizational commitment.

A study conducted by Bashir (2017) on the effect of Performance Appraisal System (PAS) on both teachers' satisfaction and teachers' performance in Pakistan Excel English School Kuwait indicated there was a significant relationship between the performance appraisal system and teachers'

performance. The study employed descriptive method and a questionnaire was to gather data from 62 teachers, summary of the supervisors' reports on teachers' performance for three terms and summary of the students' progress reports for two terms were also assessed. The findings were presented using frequencies, tables, charts and graphs. The study recommended that performance appraisal system on teachers' performance evaluations should be done every academic year and the PAS should be reviewed annually and updated every three years to match internal and external changes and challenges in the environment. Comprehensive training sessions for the supervisors should be conducted in order to avoid common rating errors. Though the study shows that there is a positive influence of performance appraisal on teachers' performance, the study only sampled 62 teachers however this study is sampling over 150 participants; teachers, heads of department and principals.

Husain (2018) conducted a study in Pakistan with the main goal of evaluating the connection between employees' responses to performance reviews and their outcomes in terms of effective organizational commitment and job performance. The survey included the five biggest banks in Pakistan. 150 banking personnel were selected as a sample. Data collection involved the use of structured questionnaires. To summarize the basic characteristics of the data and the profile of the respondents, the study used descriptive analysis and a demographic survey. Additionally, correlation and regression analyses were employed. According to the survey's findings, only those employees who have

been receiving a high degree of perceived regular feedback have a substantial impact on their work performance when it comes to performance appraisal reaction. Teachers in Kenya's public secondary schools participated in the current study.

In yet another study, Sayeeduddin & Vijayakumar (2018) analyzed the attitude of teachers towards performance appraisal in private higher secondary schools in Kanchipuram district of Tamil Nadu state. The teachers of private higher secondary schools were selected using random sampling method. Structured questionnaire was used to collect the data from 150 teachers of private higher secondary schools. Percentages were worked out to understand profile of teachers of private higher secondary schools. Mean and standard deviation were calculated for attitude of teachers towards performance appraisal in private higher secondary schools. The t-test and F-test were also done to examine difference out profile of teachers and their attitude towards performance appraisal in private higher secondary schools. Correlation analysis was carried out to study relation out attitude towards performance appraisal and job performance of teachers of private higher secondary schools. Findings showed that more than two fifth of teachers of private higher secondary school have moderate level attitude towards performance appraisal. Significant difference was found in attitude towards performance appraisal in private higher secondary schools and profile of teachers excepting for gender. The attitude towards performance appraisal had significant, positive and moderate relation with job performance of teachers of private higher

secondary schools. This study was on the attitude of teachers towards performance appraisal in private higher secondary schools in Kanchipuram district of Tamil Nadu state. The present study is on the influence of performance appraisal on teacher performance in public secondary schools in Migori County, Kenya.

In Nigeria, Ibrahim & Daniel (2019) analyzed the impact of performance appraisal on employee's productivity. This research was conducted at Nigeria Breweries Plc, as a case study that would help guarantee high productivity of products and services in the organization. It also examines the promotion, motivation, placement, training and job satisfaction of employees so as to appraise the job performance in the organization. The numbers gathered were analyzed with the use of Statistical Package for Social Sciences (SPSS). Chi-Square analysis and Percentage distribution are the two techniques used in the research. The findings of the research survey discovered that objective and well-planned high performance of employee's productivity, retraining and consistent training are to be organized for the people involved in appraisal programme. This study was at Nigeria Breweries plc; hence the results may not be generalized to apply to other sectors like schools which is the focus of the present study.

Research done by Ochidi, Suleiman, Olumayegun & Yusufu (2019) examined the effect of performance appraisal on employees' performance of selected deposit money banks in Lokoja, Nigeria. The study population consisted of

permanent employees of 10 banks in Lokoja with a total of 603 staff. Taro Yamane sampling technique was used to determine the sample size of 241. Questionnaire was the main data collection tool used. Hypotheses were tested using One-Sample T-test. The results revealed that appraisal techniques have a significant effect on employees' productivity in the selected deposit money banks in Lokoja, Kogi state. Also, appraisal feedback system has a significant effect on employees' productivity in selected deposit money banks in Lokoja, Kogi state. The conclusion of the study showed that performance appraisal techniques must be designed by the management with the inputs from employee in order to make them more objective. The study recommended among others that management should design performance appraisal criteria in conjunction with the employees of the organizations in order to earn sound employees' productivity. This study was in the banking industry hence the results may not be generalized to apply to other sectors like schools which is the focus of the present study.

In Nigeria, Amie-Ogan & Onyebuchi (2020) did a study on perceived influence of performance appraisal on teachers' instructional delivery in public senior secondary schools in Port Harcourt Metropolis of Rivers State in Nigeria. The study adopted the descriptive survey design with a population of two thousand one hundred and thirty-one teachers in public senior secondary schools in Port Harcourt Metropolis of Rivers State. Simple Random Sampling technique was used to select a sample of 639 teachers. A self-structured questionnaire was used to elicit responses from respondents. The

questionnaire was validated by experts in the Department of Measurement and Evaluation and Educational Management. Cronbach Alpha was used to achieve reliability indexes of 0.74 and 0.94. Mean and Standard Deviation were used in answering the research questions, while the hypotheses were tested using z-test at 0.05 level of significance. The result of the findings revealed that to a high extent teacher subject content knowledge and teachers' commitment to managing students learning process influence instructional delivery in public secondary schools. Based on the findings, it was recommended that the Ministry of Education and Teachers Registration Council of Nigeria should collaborate and make necessary provision for training of personnel based on needs assessment so as to enhance teachers' instructional delivery in public senior secondary schools in Port Harcourt Metropolis of Rivers State. This study was on perceived influence of performance appraisal on teachers' instructional delivery in public senior secondary schools in Port Harcourt Metropolis of Rivers State in Nigeria. The present study is in Kenya on the influence of performance appraisal on teachers' performance in public secondary schools in Migori County.

In another study, Ugoani (2020) examined how performance appraisal affects employee productivity in Nigerian nonprofit organizations using an exploratory research method with 109 participants. According to the data, there is a clear link between performance appraisal and staff productivity. The issue of performance appraisal in nonprofit organizations should be addressed, according to the report. In light of the study's findings, the author suggests that

performance appraisals carefully consider an employee's strengths and weaknesses in relation to requirements for future higher responsibility. This study was in charitable organizations in Nigeria hence the results may not be generalized to apply to other sectors like schools which is the focus of the present study.

Elsewhere, Sajjad & Wali (2021) conducted a cross sectional study aiming at investigating the impact of performance appraisal practices on the employee productivity in the power sector of Khyber Pakhtunkhwa by testing the mediating role of Need Based Training. Data was collected from 200 technical supervisory staff using a questionnaire. Factor analysis was conducted to determine the construct validity of the instrument while Scale reliability analysis was carried out to find out the Cronbach's Alpha values for instrument reliability. A step wise hierarchical multiple mediation regression analysis was run to test the hypotheses with the help of SPSS package- 20.

The results showed that performance appraisal practices were positively related to employee productivity whereas need based training partially mediated the positive relationship between performance practices and employee productivity. It was therefore concluded that organizations in the power sector should focus on the performance appraisal of employees that effectively identify the employee training needs so that their skills and knowledge is developed through relevant and need based training. This study was in the power sector with different methodology hence the results may not

be generalized to apply to other sectors like schools which is the focus of the present study.

In Uganda Rwothumio, Okaka, Kambaza & Kyomukana (2021) did a study on influence of performance appraisal in determining academic staff performance in public universities. A mixed method design using convergent parallel approach was employed to collect and analyze data from a population of 4 Vice-Chancellors, 4 Directors of Human Resources and 1127 full-time academic staff. Four universities were selected using purposive sampling. The academic staff was selected by the use of the stratified random sampling technique. A total sample of 299 participants were involved made up of 291 academic staff, 4 directors of human resources and 4 Vice-chancellors in the study. Data collection employed the use of semi-structured questionnaires and interview guides. Analysis of quantitative data collected was done using Pearson's Correlation, linear regression and factor analysis. Qualitative data was analyzed based on thematic content analysis. Results indicated that a moderate positive relationship existed between performance appraisal and academic staff teaching output in public universities ($r = 0.452, p < 0.01$) and a moderately positive relationship existed between performance appraisal and academic staff research output ($r = 0.379, p < 0.01$). It was recommended that Ugandan public universities need to revise the existing performance appraisal system to make it more relevant to the key work roles of academic staff of teaching and research outputs. This study was done in Uganda and at the

University level. The present study is among Kenyan public secondary school teachers.

In Malaysia, Zalli, Ishak, Haron & Majid (2021) did a study on examination of appraisal fairness as a mediator in explaining teachers' performance appraisal. Two characteristics of performance appraisal (clarity of appraisal criteria and teacher participation in the appraisal process) were examined to recognize the relationship with the performance appraisal effectiveness measured based on motivation to improve performance. Appraisal fairness was also included as a mediator in this relationship. A sum of 284 respondents answered the questionnaire made online. The findings revealed that teacher unified instruments effectiveness level was high. Appraisal fairness was found to be the mediating variable connecting the two evaluation characteristics tested with performance appraisal effectiveness. This study provides definite implications for stakeholders to ensure that the performance appraisal implemented is practiced comprehensively, and the practice of appraisal fairness is given great emphasis. This study was in Malaysia on examination of appraisal fairness as a mediator in explaining teachers' performance appraisal. The present study is on the influence of performance appraisal on teachers' performance in public secondary schools in Migori County Kenya.

In Kenya, Omboi (2011) did a study on the effects of performance appraisal systems on employee performance in Kenya Tea Development Agency with special focus on the selected factories. The research adopted a descriptive

research design. The study used a sample of 70 respondents from a population of 348 respondents selected using stratified random sampling. The questionnaire instrument was used to collect primary data. Content and descriptive analysis were employed. The findings revealed that performance appraisal systems of competence assessment and development, Management by Objectives, performance based pay and employee training all had an effect on employee performance in Kenya Tea Development Agency. Whereas this study was conducted in Kenya Tea Development Agency, the present is on the influence of performance appraisal on teachers' performance in public secondary schools in Migori County in Kenya.

Agesa (2012) conducted a study on performance appraisal systems in schools and their impact on performance of teachers in Teso district, Kenya. The objectives of the study were: to identify the performance appraisal systems that are used in schools, to assess the impact of the appraisal on performance of teachers and to recommend measures that would assist policy makers and principals in addressing the efficiency of the appraisals, used in teaching profession. Primary data were collected using questionnaires and interviews. The study used purposive, simple random and stratified sampling techniques. The study revealed that appraisal systems used do not provide effective motivation of staff by recognizing and rewarding performers. The present study seeks to establish the influence of teacher appraisal on teacher performance in public secondary schools in Migori County, Kenya.

Wanjala (2015) conducted a study on influence of performance appraisal on employee performance in commercial bank in Trans-Nzioa County in Kenya. The study adopted descriptive survey research design. A total of 178 research subjects were drawn from the target population using the stratified and simple random sampling techniques. Data analysis was done through descriptive statistics namely; frequencies and percentages. Chi Square was used for testing hypotheses. The study established that there is a significant relationship between performance appraisal and employee performance. This study was in the banking industry hence the results may not be generalized to apply to other sectors like schools which is the focus of the present study.

Research done by Wagacha & Maende (2017) sought to determine the effect of performance appraisal systems on employee productivity in commercial banks in Kenya focusing on those in Nairobi County. The research targeted 572 workers from the departments of human resource, finance, information technology and marketing. The respondents included heads of departments, section heads and supervisors. Stratified random sampling was used to determine a sample size of 115 respondents. Descriptive statistics (percentages, frequency distribution and means) and inferential statistics (multivariate regression analysis) were used in data analysis. The study revealed that employees in banking sector have a positive attitude towards performance appraisal since they create job confidence and this maximizes output. The major implication of the findings of the study is that performance appraisal is largely a success in commercial banks in Kenya. This study was

in the banking industry hence the results may not be generalized to apply to other sectors like schools which is the focus of the present study.

Elsewhere, Kagema and Irungu (2018) undertook a study on the impact of teacher performance appraisal on teacher performance in Kenyan secondary schools. With 46 secondary schools and 460 teachers in two Kenyan counties, the study used stratified and simple random sampling methods. The study variables were teacher salary, government policies, school administration, the school environment, and the school curriculum. Teacher evaluation influenced teacher performance, according to the findings. The study recommends on application of the appraisal system to motivate teachers and thereby improve the performance of learners. The current study variables include application on teachers' professional knowledge, time management, professional development and creativity in learning while data was gathered from teachers, HODs and principals of public secondary schools.

Nyongesa (2018) carried out a study on the impact of performance appraisal on teacher performance in Kisumu west sub-county, Kenya. The study adopted descriptive survey research design. Goal setting theory guided the study. A total of 273 teachers in public secondary school were involved of which 55 were sampled using stratified random sampling method. The main data collection tool was a questionnaire. Data was analyzed using descriptive statistics; mean, percentages, standard deviation and frequency and presented using tables, and charts. Test retest and content validity index methods were

used to ensure reliability and validity respectively. The study found out that performance appraisal is one of the basic tools that make workers to be very effective and active at work. If the system of teacher performance appraisal is properly designed and implemented, it is believed to have favourable consequences on the professional development of teachers and ultimately the academic performance of learners. The present study uses interview guide and document analysis in addition to questionnaires which make triangulation a reality. The study only used descriptive statistics; however, this study employs inferential statistics namely ANOVA, Regression and Pearson correlation Coefficient.

Mwai (2018) did a study on influence of performance appraisal on teacher motivation in public primary schools in Nakuru County, Kenya. The study used descriptive survey research design with the targeted population comprising of 70 head teachers, 70 deputy head teachers and 651 teachers in all the 70 public primary schools in Gilgil Sub- County, Nakuru County, Kenya. The total sample size was 360 respondents. Questionnaires were used to collect data. The Cronbach Alpha with a minimum threshold of 0.7 was used for checking internal consistency of the instruments. The overall reliability of the head teachers' questionnaire was 0.83, deputy head teachers 0.76 while teachers 0.89. The data were analyzed using descriptive statistics such as frequencies, means, standard deviations and percentages. Correlation analysis was used for inferential statistics. The study found that schools' compliance status with Performance Appraisal Indicators in the Teacher

Performance Appraisal and Development tool is fairly and positively correlated with performance appraisal and performance appraisal feedback, and is strongly and positively correlated with performance appraisal evaluation. Performance appraisal evaluation and performance appraisal participation were also found to be fairly and positively correlated, as were performance appraisal feedback and performance appraisal participation. The research established that a strong positive correlation was found between performance appraisal and performance appraisal evaluation. The present study is on the influence of performance appraisal on teachers' performance.

Kamau (2019) did a study on the impact of teachers' performance appraisal on teaching and learning in public secondary schools in Maara Sub County, Tharaka Nithi, County, Kenya. The researcher adopted descriptive survey design and correlational research design. The target population was 533 subjects comprising of 49 principals, 483 teachers teaching in 49 public secondary schools in Maara Sub- County and 1 Quality Assurance and Standards Officer (QASO). Stratified sampling was used to select 35 schools, the principal of each of 35 schools were purposively selected since they were the immediate supervisors and acted as appraisers. From the 35 schools selected, 6 teachers from each school were selected randomly giving a total of 210 teachers who took part in the study. The QASO was purposively selected given his role in teachers' performance appraisal. Questionnaires and interview schedule were used as data collection tools. Quantitative data were analyzed using Pearson's correlation and linear regression. Qualitative data

were analyzed using content analysis. The study found out that there was a significant relationship between target setting, documentation, classroom observation and teaching and learning in secondary schools in Maara Sub-County. It was found out that learners need to be involved in the target setting activity, that there is need to digitize the documentation process and large class sizes adversely affect teaching and learning in secondary schools in Maara Sub- County. The focus of the present study is on the influence of performance appraisal on teacher performance.

In Kiambu Kenya, Owino, Oluoch & Kimemia (2019) carried out a descriptive cross- sectional study on the influence of performance management on employee productivity in county referral hospitals. Planning, appraisal, feedback and reward were aspects that were investigated. Proportionate stratified sampling was used to get three hundred and ten respondents. Questionnaires and interviews were research instruments. Statistical Package for Social Science (SPSS) version 22 was used to describe data and determine the extent of the relationships. All the four variables had a significant and positive influence on employee productivity. Regression analysis indicated that planning and appraisal were statistically insignificant in predicting employee productivity. However, feedback and reward were the strongest predictors of employee productivity when all the four variables were combined. Recommendations included setting of clear, realistic goals as a team, having regular review discussions on performance with employees, providing regular constructive feedback and reward system should be linked to

the results of the appraisal which is just and fair. This study was in the medical industry hence the results may not be generalized to apply to other sectors like schools which is the focus of the present study.

In Nairobi region, Kenya, Muthuri (2019) carried out a study to establish how performance appraisal influenced the motivation of lecturers in promoting students' learning outcomes in the public Technical Training Institutes. The study was guided by performance Management by Objectives Theory supported by McGregor's theory X and Y. A convergent parallel mixed-method research design guided the study whereby cross-sectional survey and phenomenology in quantitative and qualitative approaches were employed respectively. The target population was all lecturers, principals, TSC County directors, and TVET County directors. Cluster, stratified simple random and purposive sampling techniques were used to select respondents. Questionnaires, interview and observation guides were used to collect data. Cronbach's Alpha technique was used to determine reliability of the questionnaire items. Reliability of qualitative items was determined in terms of their credibility and dependability. Quantitative data was analyzed using SPSS version 23 to generate frequencies and percentages that summarized data. Qualitative items were analyzed using content analysis and presented in narratives and direct quotes.

The findings of Muthuri's study showed that performance appraisal was done both internally and externally. Poor target setting, inadequate financial

resources, insufficient time, and shortage of teaching and learning resources hindered performance appraisal. Hypothesis testing indicated a significant relationship between performance appraisals and lecturers' motivation and students' learning outcomes. The study concluded that performance appraisal processes determined lecturers' motivation and students' learning outcomes. This study was in the public Technical Training Institutes in Nairobi region, Kenya, hence the results may not be generalized to apply to other sectors in education like schools which is the focus of the present study.

Okoth & Oluoch (2019) did a study on influence of performance appraisal on motivation of public secondary school teachers in Gem-Sub County, Kenya. Descriptive survey method was used. The target population for this study was 446 teachers from public secondary schools in Gem Sub County. Random sampling technique was used to select the sample of 103 teachers. Structured questionnaires were used to collect primary data. Regression analysis was used to determine the influence of teacher performance appraisal on motivation of teachers in public secondary schools in Gem Sub- County. The findings of the study showed that fairness in performance appraisal, performance appraisal feedback, performance rewards and performance goal setting had a positive and significant effect on teacher motivation in Gem sub-county. The study concludes that performance appraisal enhances teacher motivation. This study recommends that the government of Kenya through teachers' service commission should continue employing performance appraisal mechanisms. Additionally, there are some human aspects of

performance appraisal such as integrity and ethical values that enhances trust in appraisal process. The present study is on the influence of performance appraisal on teachers' performance in Migori County, Kenya.

Mwangi, & Njuguna (2019) did a study on performance appraisal strategies on performance of teachers in public secondary schools in Kiambu County, Kenya. The target population was 3,479 teachers in 277 public secondary schools in Kiambu County. The study was conducted in 22 secondary schools in 11 sub counties comprising TSC teachers and administrators with a population of 686. 58 teachers and 22 head teachers, totaling to 80 representing 12% were selected from the accessible population of 686 teachers using systematic random sampling. The study established that standards/targets, measuring and monitoring performance managing quality of work and reward/pay affects teacher performance positively and significantly. The study concludes that setting standards and target allows schools and the teaching staff to better measure their progress helping to keep them motivated and accountable. Measuring and monitoring teacher performance ensures that information is gathered so that judgments can be made and questions answered accordingly. Performance appraisal strategies are critical to satisfying the performance of teacher and retaining their future loyalty and teachers are satisfied with the extrinsic rewards provided from the organization like: pay, bonuses, and allowances. Whereas this study is on performance appraisal strategies on performance of teachers, the present study

is on the influence of performance appraisal on teachers' performance in public secondary schools in Migori County, Kenya.

In another study, Oywecha (2019) assessed the impact of the implementation of teacher performance appraisal development tool on the quality of teaching in Kenya, taking a case of Narok County secondary schools. The following objectives guided this paper to establish the effect of teacher evaluation on learner grades, examine the credibility of the appraiser and to find out the obstacles towards effective teacher evaluation in Narok County Secondary Schools Kenya. Teachers have found their added roles of appraisee and appraiser challenging. Given that, the Teachers Service Commission (TSC) their employer threatens their teaching values, expertise, and pedagogy. Teachers are in a dichotomy between Teachers Trade unions and TSC as stakeholders. While the unionist term the TPAD as simply paper work and time consuming, TSC embrace the TPAD and is yet to develop individualized teacher feedback. Factors like inconsistent Teacher development, evaluator credibility, mismatch between TPAD rating and learner grades, incompetency in ICT integration and lack of proper monitoring and evaluation of TPAD implementation question the efficiency of teacher evaluation system in Kenya. This paper recommends a collaborative type of teacher evaluation system. This study was through related literature review whereas the present study is an empirical study.

In Nyandarua South Sub-County, Kenya, Khatete (2020) conducted research on teacher effectiveness monitoring and assessment, as well as a case study of a teacher performance appraisal and development tool. The Performance Appraisal Model led the research. The study used a descriptive survey research design. All 18 public secondary schools in Nyandarua south sub-county were targeted. The respondents included 18 principals, 18 deputy principals, 20 H.O.Ds, and 90 teachers, representing 30% of the total public school population. Simple random sampling was used to select teachers. Data was collected using questionnaires, an interview guide, and a document analysis guide. The data was analyzed using descriptive statistics. The findings of the study demonstrated that teacher monitoring resulted in outstanding performance by instructors in their jobs. This research examines the monitoring and evaluation of teacher effectiveness in public secondary schools in Nyandarua South Sub-County, Kenya, using a case study of a teacher performance appraisal and development tool. The current research is being conducted in Kenya to see how performance appraisal affects teachers' performance in public secondary schools in Migori County Kenya.

2.4 Performance Appraisal on Application of Professional Knowledge and Teacher Performance

Teachers need to prepare all the stages of the implementation of curriculum documents before they are actually used. Implementation of curriculum documents involves the preparation of the lessons by putting in place a scheme of work, lesson plans having identified the instructional objectives, teaching

aids and assessment tools, and use of the appropriate methods of teaching. It is expected that curriculum instruction will be based on these sound teaching principles which the teacher ought to follow for effective classroom instruction (Aguinis, 2009).

Empirical studies conducted by Smith (2007) 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, 2008).

According to a study conducted by Kennedy (2007) on the importance of teachers planning and preparation in improving students' academic performance, teachers who plan meticulously before performing their lessons have their pupils score better than those who rush to class without planning. According to this study, teachers must adopt good preparation and planning before beginning to teach in order for pupils to score better in tests. As a result, in order to fulfill their teaching mission, teachers must be prepared with instructional documents such as lesson notes, schemes of work, lesson plans, and so on. Before beginning to teach, the school principal is responsible for ensuring that instructors have all the relevant documentation.

In the United States of America, Darling-Hammond, Wise, Andree, Richardson & Orphanos (2009) conducted a descriptive study on Professional Learning in the Learning Profession finding that instructors required close to 50 hours of professional learning in a given area to improve their skills and hence effect student achievement. Teachers' approaches that were responsive to learning processes were used in this study. In order to build congruence between new material and practice, it was critical to involve teachers in the process and challenge their previous views and preconceptions.

Elsewhere, Jones & Vesiland (2009) looked at how pre-service teachers' pedagogical knowledge changes over time and discovered that as teachers gain more experience, their planning shifts from being tightly associated with scripting and material preparation to a larger cluster of issues that include learning organization and the need for more flexibility. As a result, application is viewed as the glue that holds the various aspects of learning and teaching together. This investigation, on the other hand, falls short in revealing how teacher professional knowledge and application affects overall performance.

In Nigeria, Isiugo-Abanihe, Ifeoma, & Tandi (2010) explained in their study on the evaluation of the methodology aspect of science teacher education curriculum that the head teacher is responsible for verifying professional papers such as teachers' schemes of work and lesson plans. Teachers' preparation and application of schemes of work, according to these studies, promote sequential instruction and result in improved achievement. They

suggest that lack of regular and close supervision is a role in poor performance on national tests, notably in mathematics. Researchers have found that teachers who are better prepared tend to do better on national exams.

In Greece, Liakopoulou (2011) investigated how teachers' professional competence in terms of traits, attitudes, abilities, and knowledge contributes to their effectiveness. Teachers' opinions were analyzed through a survey. The major data collection tool was a questionnaire. Teachers from all departments who work in public secondary schools in Greece were included in the study's sample; the schools were employed as sample units. The sample was made up of 727 secondary school teachers who shared the same characteristics as the rest of the population (50 percent of the population). The data was presented using descriptive statistics, such as statistical tables, frequency distribution tables, and statistical measurements. Content analysis was used to do a qualitative analysis of the open-ended questions. In order to develop subcategories, a deductive category application was created for analytic induction. Teachers regard their personality features and in-depth knowledge of the subject they teach as key qualifications, according to an initial assessment.

In Mexico, Talavera (2018) sought to describe the professional knowledge of teachers on 2 core subjects targeting: the knowledge of the subjects of mathematics and Language and curricular knowledge of the curriculum. It is assumed that the level of professional knowledge of teachers is substantially

affecting student achievement is reflected in the performance indices of national and international assessments such as PISA. The main research question was whether there was a relationship between disciplinary knowledge of Spanish and mathematics curriculum knowledge they have about the Plan and Study Programs working with teachers of Basic Education in Mexico. The methodology is quantitative correlating two variables: disciplinary knowledge and curriculum knowledge. After applying three instruments evaluation of primary teachers in Jalisco as research subjects the hypothesis is rejected. It contributes to the pursuit of options for improving education through the use of professional knowledge as a baseline to propose some strategies to support the development of professional knowledge of the teacher and generate a joint between two macro processes that are performed in Mexico, the evaluation of teachers in basic education and training of teachers. This study did not explore how application of professional knowledge appraisal influence teachers' performance. The present study is on how performance appraisal of professional knowledge influence teachers' performance in public secondary schools in Migori County, Kenya.

In Kwara State, Nigeria, Olasehinde-Williams, Yahaya & Owalabi (2018) did a study on Teachers' Knowledge Indices as Predictors of Secondary School Students' academic achievement. Descriptive survey was adopted. Purposive sampling was used to select respondents. The sample comprised seventy-eight English Language and Mathematics teachers from thirty-two randomly selected secondary schools and the intact SS II classes taught by the teachers.

Quantitative data were collected through tests, observations and vignettes; and analyzed using descriptive and inferential statistics. Findings showed that teachers with Bachelor of Science (B.Sc.) demonstrated the deepest Depth of Subject Content Knowledge, Depth of Pedagogical Knowledge and Depth of Subject Content and Professional Knowledge. Also, pedagogical and subject content knowledge of teachers were found to be significant predictors of students' academic achievement. Significant differences were observed between the Depth of Subject Content Knowledge and Depth of Pedagogical Knowledge of the English Language and Mathematics teachers in favour of Mathematics teachers. Similarly, students' performance in English Language was lower than that of Mathematics, though not statistically significant. The present study focuses on the influence of appraisal on application of professional knowledge on teacher performance in public secondary schools in Migori County, Kenya.

Elsewhere, in south west Nigeria, Akinbode & Adekunle (2019) examined the teacher preparation and teaching professional competence among federal colleges of education graduates. The study used descriptive survey design, carried out ex-post-facto. A sample of 2 federal colleges of education in two states of South-west Nigeria was drawn using purposive and simple sampling techniques respectively. The proportionate stratified sampling technique was used to sample 72 out of 362 lecturers; 904 students in FCE (Special) Oyo, 56 out of 283 lecturers; 776 students in FCE Abeokuta. This amounted to 128 lecturers and 1680 students. The findings revealed that teaching methods,

teaching techniques and principles offered as courses, and teaching practice exercise undertaken contributed to the trainee teachers teaching professional competence; and employed teachers' teaching professional competence. Also, the teacher preparation curriculum in Federal Colleges of Education in Nigeria is inadequate. This study examined the teacher preparation and teaching professional competence among federal colleges of education graduates in south west Nigeria. The present study focused on how performance appraisal on application of professional knowledge influence teachers' performance in public secondary schools in Migori County, Kenya.

In another study, Didinya, Ouda & Ndanu (2018) analyzed the influence of performance appraisal of teachers on teachers' professional knowledge and application on students' academic performance in public secondary schools in Hamisi Sub-County, Vihiga County, Kenya. The study was anchored on a mixed method paradigm and adopted an explanatory sequential design. Stufflebeam's Context-Input-Process-Product model was adapted. Sixteen public secondary schools from fifty-one were sampled through stratified random sampling. Principals, deputy principals and Heads of departments were purposively sampled. Stratified sampling followed by simple random sampling was used to sample the teachers and students. Three hundred and sixty-six (366) respondents were sampled from a target of 21,064. Data was collected using questionnaires, document analysis, interviews and focus group discussions. The findings indicated teachers' professional knowledge and application was statistically a significant coefficient ($F(1,143) = 208.495$,

P=0.00, R²=0.656). This implies that the teachers' professional knowledge and application positively affect students' academic performance. This study analyzed the influence of performance appraisal of teachers on teachers' professional knowledge and application on students' academic performance in public secondary schools in Hamisi Sub-County, Vihiga County, Kenya. The present study is on how performance appraisal on professional development influences teacher performance in public secondary schools in Migori County Kenya.

Research done by Diang'a, Yambo & Getange (2020) investigated the influence of teacher professional knowledge and application on academic performance. The study used a survey design and both qualitative and quantitative methods of data collection and analysis. This study was based on two theories; the goal setting theory by Edward Locke and Expectant theory by Vroom. The study had a population of 65 head teachers, 65 deputy head teachers and 500 assistant teachers in public primary schools in Suna-East Sub-County Migori County. Krejcie and Morgan table was used to obtain a sample size of 56 Head teachers, 56 deputy heads, and 217 assistant teachers. The study used both questionnaires and interview schedules to collect data. Validity of the research instruments was determined through open discussion with the supervisors of Kisii University. Reliability of the research instruments was established through test re- test method.

The data collected was analyzed using statistical package of social sciences (SPSS) version 21 to generate descriptive statistics in a correct and informative way. The findings revealed that most of the teachers 163(83.9%) indicated that they think that professional knowledge is essential in enhancing teaching outcomes. The focus of this study was on professional knowledge and pupils' performance and not how performance appraisal of application of professional knowledge influence teachers' performance. The present study focused on how performance appraisal on application of professional knowledge influence teachers' performance.

In Kitui County, Kenya, Marika (2021) did a study on the influence of teacher professional knowledge on service delivery in public secondary schools. Descriptive statistics namely frequencies, percentages were used. Inferential statistics used were linear regression. The study adopted descriptive survey and correlational research designs. Questionnaires and interview guide were used for collecting data. The findings indicated high degree of correlation between teacher professional knowledge and service delivery. The implication of the findings is that if teachers prepare adequately by making lesson plans, lesson notes, teaching aids and reading widely and interacting with students during lesson times, it will enhance teachers' productivity in schools. This study used only quantitative approach in data collection and analysis. The study further failed to highlight how appraisal of application of professional knowledge influence teachers' performance. The current study employed mixed methods approach for data collection and analysis and focused on the

influence of appraisal on application of professional knowledge on teacher performance in public secondary schools in Migori County, Kenya.

Elsewhere, Nyanjom, Yambo & Ongunga (2021) did a study on the influence of teachers' knowledge competency on pupils' academic achievement. The study employed survey research design. The study was conceptualized on principles of high-quality teaching and learning. Study Population comprised 3290 teachers, 658 head teachers, 7 assurance officers and 7 directors. Saunders, Lewis and Thornhill table was used to select sample of 294 teachers and 203 head teachers. Study sample were selected by stratified, random and purposive sampling. Samples selected comprised 294 teachers, 203 head teachers, 7 assurance officers and 7 directors. Informed consent and confidentiality of respondents were observed. All sources were cited to avoid plagiarism Data were collected using questionnaire, interview schedule and observation checklist. Validity was ensured by the specialists in Curriculum and Instruction in Kisii University. Reliability of the instruments was determined by test-retest method. Data were analyzed using quantitative and qualitative techniques. Quantitative data was sorted, coded and processed using SPSS version 20 to generate frequencies and percentages. Hypotheses were tested using Pearson's Product-Moment Correlations and Multiple Linear Regressions to establish presence or absence of correlations and association. Qualitative data were sorted into themes and sub-themes, analyzed in an on-going process then reported in prose. Findings revealed teaching skills and assessment competencies had statistically significant relationship with pupils'

academic achievement at (0.125), p-value (0.027) < 0.05 and (0.121), p-value (0.033) < 0.05 respectively. It was recommended that teachers' competencies be enhanced through in-service courses; review tests and measurements in professional studies offered in colleges. The present study focuses on the influence of appraisal on application of professional knowledge on teacher performance in public secondary schools in Migori County, Kenya.

2.5 Performance Appraisal on Teacher Professional Development and Teacher Performance

Education systems across the globe have undergone profound transformation beyond subject learning (Mathematics, Biology or History) to include non-academic matters such as social skills, emotional constraints, and self-confidence (Darling-Hammond, Hyler & Gardner, 2017). The need for teachers to continuously develop to cope with current educational needs of learners is therefore paramount. Professional development (PD) for teachers is recognized as a key vehicle through which to improve teaching and, in turn, to improve student achievement. Professional development is also a way to introduce curriculum and pedagogical reforms (Bautista & Ortega-Ruíz, 2015). It is nevertheless instrumental to note that most studies on teacher professional development have not provided links on how appraisal or evaluation of the same influence teachers' performance.

Petrie & McGee (2012) explored how the design and delivery of one PD programme, the Physical Activity Initiative (PAI), positioned and supported

teachers as learners. An evaluation of the programme sought data from 25 teachers and 14 advisers to schools. The focus was the impact of the PD on how and what teachers learnt about teaching physical education and how their learning impacted upon their classroom practices. The data highlight the difficulty of accommodating the teacher as a learner, within a “one size fits all” PD model. Little attention was paid to the learning differences among the teachers. It is argued that providers of PD need to understand the unique complex web of contextual factors that impacted upon each teacher, and that each teacher’s learning needs and learning approaches vary and this needs to be accounted for in the design and the delivery of PD. This study did not focus on how appraisal of design and delivery of PD influence teachers’ performance. The current study investigated how performance appraisal on professional development influence teacher performance.

Research done by Bicaj & Treska (2014) investigated the difference between training programs and the in- service teacher qualification programme to reflect on the impact of professional development on the quality of teaching. The survey involved the teachers of the actual in- service teacher qualification programme. Both quantitative and qualitative approaches were used. Statistical analysis was applied. The positive effect of teacher professional development in increasing quality of teaching was verified. According to these two researchers, this happens through gaining new knowledge through the use of new methodologies in the learning process, improving teacher performance in the classroom, encouraging students’ critical and logical thinking towards

full and attentive understanding, as well as application of competence- based assessment approach. The study concluded that teacher professional development positively increases quality of teaching and thus professional development has a direct impact on the careers of teachers. The researchers in this study do not tell us how sampling for the study was done, neither do they specify the statistics that were used to analyze the data. The present study addresses these concerns.

Research done by Khan & Abdullah (2019) in Kurdistan, Iraq investigated the impact of staff training and development on their productivity and performance in classroom teaching and in their administrative work as well. The respondents were full time university faculty from Kurdistan region. Survey design was used. Both primary and secondary data were used. Secondary data were collected from available books, journals, publications, research studies, articles and websites. Questionnaire instrument was used to collect primary data. Simple random sampling was used. Descriptive statistics (frequency counts), Pearson moment correlation, multiple regression and analysis of variance (ANOVA) were used to analyze data. The study concluded that there exist positive and strong relations between training and development and teachers' productivity and performance. Whereas this study was among university faculty in Iraq, the present study is among Kenyan public secondary school teachers.

Elsewhere, in Turkey, Önen & Sincar (2019) analyzed teachers' performance evaluation at private schools using a sample from Kahramanmaraş and Gaziantep. This study explored questions such as what administrators think about implementing the evaluation results, whether there should be an evaluation system that differentiates by teacher competencies or not and how teacher's performance evaluation systems contribute to teacher's professional development. Data was collected through semi-structured interview forms and analyzed through the content analysis method. The study revealed that participants highlighted the relationship between feedback and evaluation. The view that evaluation should be supportive of development was interpreted by the participants as professional development and in this regard, the finding that performance evaluation can contribute to the teacher's professional development concurs with previous studies.

In China, Liu & Liao (2019) used the 2013 Teaching and Learning International Survey (TALIS) data to explore the relationship between professional development (PD) and teacher efficacy. In particular, the analysis focused on how 4 aspects of PD (format, content, duration, and quality) are statistically related to the overall as well as the 3 subscales of teacher efficacy in classroom management, instruction, and student engagement. This study found PD programs (a) in the formats that promoted job-embedded, inquiry-oriented, and collaborative learning and (b) that offered contents for curriculum, instructional skills, school management, and technology were statistically correlated with the overall as well as the subscales of teacher

efficacy in a positive way. As for professional development duration and quality, this study found the length of PD and teacher-perceived quality of PD were positively associated with some of the 4 teacher efficacy variables. This study did not focus on how appraisal of professional development relates with teachers' performance. The present study explored how performance appraisal of teacher professional development influence teachers' performance.

In another study, Kyei & Osei (2019) analyzed challenges facing the effectiveness of secondary school teachers' continuous professional development in enhancing practice with human performance technology in the Sekyere District of Ghana. Data came from 120 out of the 150 purposively sampled SHS teachers from Sekyere District who responded to a survey questionnaire with open-ended items. Results showed four main motivational factors: (i) capacity building (83.3% Agreed), (ii) pedagogical content knowledge upgrade (88.0% Agreed), (iii) meaningful contents to add value (88.3% Agreed), but for (iv) a career progression and/or to gain experience through CPD was moderately low (56.7% Agreed). Also, four challenges were discovered within the opinions of respondents. Therefore, the study revealed a new thinking for consideration in the use of HPT theoretical framework for knowledge transfer to enhance the effectiveness of teacher CPD. The discourse focuses on challenges and implications for professional development, policy direction, and a practical application of HPT in the Ghana Education Service (GES). This study analyzed challenges facing the effectiveness of secondary school teachers' continuous professional

development in enhancing practice with human performance technology in the Sekyere District of Ghana. The present study is within local environment and is on how performance appraisal of teacher professional development influence teachers' performance.

Evertson (2020) employed a multilevel structural equation modeling approach, using data from the United States administration of the 2013 Teaching and Learning International Survey (TALIS) developed by OECD, to quantitatively investigate the influence of principal instructional leadership and teacher-learning based professional development on the levels of teacher collaboration within United States schools. The results indicate that principal instructional leadership significantly and positively influences teacher collaboration, though indirectly, through their support of teacher learning based professional development. This finding encourages principals to develop and support school structures and mechanisms which encourage teacher-learning based professional development and increased teacher collaboration. This study also concludes that future studies should investigate more fully the conceptualization of teacher professional development and teacher collaboration as shared, school-level constructs. This study focused on Principals' instructional leadership and teacher professional development. The present study explored how performance appraisal on teacher Professional development influence teachers' performance.

In Thika Municipality, Mwangi (2006) did a study on assessment of performance appraisal in facilitating secondary schools' teachers' professional development. The study established that the performance appraisal was helpful in identifying areas for further teacher professional development. The study however failed to show the effect of professional development on teacher performance, hence a knowledge gap.

In Laikipia District, David (2008) studied the effects of performance appraisal on teacher development where he employed a descriptive research design. The findings indicated that performance appraisal influences teacher development, this brought about motivation among the teachers, innovative methods of teaching and curriculum implementation. This study however showed that performance appraisal has not been done at regular intervals. The study however failed to show the influence of the teacher professional development on the teacher performance, therefore a knowledge gap which the current study seeks to fill.

Research by Muli (2010) sought to determine the impact of performance appraisal on secondary school teacher professional development in Kitui West District. The study employed a descriptive survey design in which 30 principals and 237 teachers participated in the study. The study findings found that performance appraisal helped to enhance the teachers' professional development. This study however, failed to show the influence of the teachers'

professional development on the teacher performance, hence a knowledge gap. This will be addressed by the present study.

Ngala and Odebero (2010), conducted a descriptive study in Kenya on benefits of professional development, they concluded that teachers acquire more knowledge which can help them deliver more while in the class. More productive teacher and professional training programs make a difference to the teachers' abilities to utilize their available time in the teaching and learning process. This study covered the general benefits of professional development but the current study will focus on the influence of performance appraisal on teacher's professional development and teachers' performance.

Mahbuba (2013) carried out a case study on the impact of training in pharmaceutical industry. The sample included 250 employees from square pharmaceutical Limited. A closed- ended interview- schedule was used to collect primary data. Data were analyzed and tabulated descriptively. The study revealed that training enhances the productivity of the workforce. It was concluded that employees are assets of any organization and the successes and set back of organization highly depends upon the performance and productivity of the employees. Thus, training has a significant role in the development of employee performance. This study was in pharmaceutical industry, a case of Square Pharmaceutical Limited. The present study is among Kenyan public secondary school teachers.

Muli (2011) did a study on the impact of performance appraisal in facilitating secondary school teacher professional development in Kitui West district. The study employed descriptive survey design, targeting all the 30 principals and 237 teachers in 30 secondary schools in Kitui West district, the District Education Officer and the District Quality Assurance and Standards Officer. Stratified random sampling was used to select 20 principals from all the participating schools while purposive sampling technique was used to select 60 teachers, the area DEO and DQASO also participated. Data were collected using questionnaires for the principals and for teachers while an interview schedule were used on the DEO and the DQASO. Descriptive statistics were used to analyze the quantitative data obtained. The statistics used included frequency counts, means, and percentages. On the other hand, qualitative analysis considered the inferences that were made from the opinions of the respondents.

The study established that the TSC did not give teachers feedback on their performance, therefore making them not improve their performance. It was also established that the head teachers appraised teachers to identify areas where performance was below standard and also to discover their strengths and weaknesses. The study further established that the most common hindrances to effective performance appraisal were: lack of finances, poor TSC services, time factor, lack of sponsors and family commitments. Among others, the study recommended that adopting a collaborative approach in developing the appraisal system, where all the stakeholders are included in the

decision-making process, this will make them feel like part of the system and make them work hard. The present study focuses on the influence of performance appraisal on professional development on teacher performance in public secondary schools in Migori County, Kenya.

In Mumias East Sub County, Kenya, Osendo, Wanjala & Okoth (2019) conducted a study to determine the influence of teacher performance appraisals on teachers' job performance in public primary schools. The study employed descriptive survey research design. Stratified sampling was used with a total sample size of 17 deputy head-teachers and 154 teachers. Questionnaires and observation were used. The findings concur with the notion that performance appraisal plays an integral part in institutional performance management systems. The research confirms that performance outcome in schools where appraisal is done on the professional development of teachers demonstrate a competitive advantage over other schools where head teachers ignore the performance appraisal of their teachers. The study however did not show the influence of the teachers' professional development on the teacher performance, hence a knowledge gap.

Miriti, Kirima, Nzivo, Thurania & Budambula. (2021) did a study on performance appraisal training of employees: a strategy to enhance employees' performance in public teacher training colleges in Kenya. A cross-sectional survey study was conducted among 282 employees comprising 185 appraisee's and 97 appraisers in all the 27 PTTCs. Proportionate stratified

sampling technique was used. Data collection instruments were a self-administered semi-structured questionnaire and interview schedule. Linear regression analysis indicated that PA training contribution to employee's performance was not significant ($R^2 = 0.001$). Appraisees preferred quarterly appraisal trainings and appraisers preferred those conducted twice a year ($P=0.0054$; $P=0.0025$), respectively. Personal request ($P=0.0086$) was the basic selection criterion considered for appraisers to attend PA training whereas for appraisee's, the management considered individual performance ($P=0.0011$). The PA training among appraisers focused on corruption prevention and service delivery ($P=0.0031$; $P=0.0232$ respectively) whereas for appraisee's, it focused on conflict resolutions ($P=0.0299$). Additional courses besides PA training were intended to enhance employees' personal development ($P=0.0002$). Appraisers opined that the relevance of PA training on employees' personal development was not relevant at all ($P=0.013$) and ineffective ($P=0.0055$). Results suggest well-designed PA programs that guarantee employees' personal development and career progression enhances their commitment and may positively affect their performance.

In another study, Tumusiime, Mwalw'a & Kinikonda (2021) sought to find out the influence of principals' implementation strategies of Teacher Performance Appraisal and Development (TPAD) tool on the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County. The study adopted a descriptive cross-sectional survey design with a blend of qualitative and quantitative paradigm. The concurrent triangulation design was

adopted for the study. The study targeted all public secondary schools, principals, teachers, TSC County Directors, and Quality Assurance and Standards Officers (QASOs). Non-probability sampling mainly purposive sampling was used to select 12 principals, One TSC County Director and One Quality Assurance and Standards Officer (QASO). Instrument reliability was tested using test-retest technique. Retest was done after a time lapse of two weeks. Both qualitative and quantitative data analysis procedures were used to analyze data.

The study established that principals' support towards teacher professional development and collaborative planning in principals' implementation of TPAD positively and significantly influenced the performance of teachers in public secondary schools. It was concluded that principals' implementation strategies of TPAD were satisfactory variables in explaining the performance of teachers in public secondary schools. This study is on the influence of principals' implementation strategies of Teacher Performance Appraisal and Development (TPAD) tool on the performance of teachers in public secondary schools in Kikuyu Constituency, Kiambu County. The focus of the present study is on how performance appraisal on professional development influences teacher performance.

Mito, Ajowi & Aloba (2021) did a study on teacher training and implementation of teacher performance appraisal and development policy in public secondary schools in Kenya. The study employed the use of

Convergent parallel research design. The population target included 48 principals, 48 deputy principals, 727 teachers in public secondary schools, 1 District Quality Assurance & Standards Officer (DQASO) and 1 TSC Sub-County director. A sample size of 43 Principals, 43 Deputy-Principals, 218 teachers, 1 DQASO and 1 TSC Sub-County Director were selected. Validity of the instruments was ensured through scrutiny of the items in the instruments by the two supervisors from the School of Education. Bartlett's test for Sphericity are significant ($p < 0.001$, $p = 0.000$) and Kaiser-Meyer-Olkin indexes are all $> .6$ for all the subscales of the questionnaire. Reliability was tested through Cronbach's alpha and an alpha value of 0.700 was reported.

The findings of Linear Regression analysis revealed that teacher training accounted for 22.1%, as signified by Adjusted $R^2 = .221$, of the variation of implementation of teacher performance appraisal and development policy among the secondary schools. The study recommended that the Ministry of Education in Kenya should enhance sensitization among school principals on the implementation of the performance appraisal policy in enhancing teacher performance. The present study sought to assess how performance appraisal on professional development influences teacher performance in secondary schools in Migori County, Kenya.

2.6 Performance Appraisal on time Management and Teacher Performance

The effectiveness of any organization or activity is bent on time usage. According to Mgbere & Andrew (2019), time management is fundamental to the performance of any organization especially the teaching environment. Teachers play a vital role in the attainment of goals in education and the nation at large. They are the ones responsible for high standards in education, transmission of norms and national values in their pupils by teaching them as well as being good models to them (Sahito & Vaisanen, 2017). In order to achieve this much time management is very vital, time is a very precious thing in the world. However, existing studies on time management have not indicated how performance appraisal on the same (time management) has impacted on teachers' performance. Moreover, most studies on time management for teachers have tend to be inadequate in methodology adopted.

In Botswana, Monyatsi, Stayne & Kamper (2006) carried out a descriptive study on teacher perceptions of the effectiveness of teacher appraisal. Questionnaires were used as the main data collection tool. The findings of the study revealed that for schools to complete prescribed syllabus in time, there was need to improve on teacher appraisal system. According to the findings of the study, many schools in the rural areas had not come up with tools to check on curriculum implementation. The study points out that participation in Co-curricular activities could be jeopardizing the actual teaching in class. The

current study however seeks to find out how appraisal on time management influences teacher performance.

In Russia, Ekaterina, Dina, Shchipanova, Konoralova & Kutyin, (2010) carried out an exploratory study on time management and professional identity of students of pedagogical universities. They used simple random sampling to involve students of a pedagogical university. The study revealed that ability of using individual skills of time management, counts an important factor in educational and non-educational success. The focus of this study was universities. Again, this study used pure quantitative methods, besides failing to highlight how appraisal of teacher time management affects performance of teachers. The current study focused on public secondary schools to explore how teacher time management appraisal influence performance of teachers. The study employed both quantitative and qualitative approaches to benefit from triangulation.

In Australia, Jensen (2011) carried out a study on the effects of teacher appraisal on effective curriculum implementation among teachers. Balanced score card was used as a tool to collect data. The study revealed that teachers were delaying in fundamental areas of curriculum implementation. The study also revealed that there was a sharp fall in student reading and stagnation in mathematics. Further, the study revealed producing higher performing students was a product of more effective teachers. The present study uses

questionnaires and interview guide to collect data among teachers in secondary schools in Kenya.

Elsewhere, Khan, Farooqi, Khalil & Faisal (2016) conducted a study to evaluate the relationship of teachers' time management techniques and their class performance. The population comprised of Senior School Teachers (SST) of Sahiwal district of Punjab. The researchers self-developed an instrument for measuring teachers' time management techniques where a "Time Management Scale" (TM) was formulated and piloted on 100 SSTs with Chronbach alpha value.72 and validity was ensured by expert opinion. Instrument was administered to 420 Senior School Teachers who were selected using simple random sampling technique. A positive relationship between teachers' time management techniques and their class performance was found. The study also inferred that teachers' lesson planning technique were very effective for their class performance due to affective time management. The study recommended that time management skills may need to be included in teacher training programmes to improve teachers' managerial and administrative activities. The current study seeks to establish how appraisal on time management influences teachers' performance which is a gap the study didn't address.

In yet another study, Zafarullah, Mumtaz, Uzma, Abida & Humera (2016) did a study on Teachers' Time Management and the Performance of Students: A Comparison of Government and Private Schools of Hyderabad, Sindh,

Pakistan. A qualitative research design was adopted for the study. Thirty primary teachers were constituted as the sample of the study. Interviews were conducted on the primary school teachers of Government / Public and Private School Teachers in order to collect the data about Time Management of teachers and the Performance of the students. The study found out that some other factors also effect negatively on the performance of the teachers, i.e., mismanagement of heads of schools, improper time management, lack of training, etc. but on the other side private primary school teachers do good planning in advance due to good administrative system and accent ability teacher. Training can bring positive change in the attitude and behavior of teachers to maintain and manage their time skills, as the training programs on time management and outcomes with respect to the effectiveness of time management training were found effective and after their continuous evaluation it was also found that the participants remained engaged in time management behaviours more frequently after attending training program and there is a positive relation between time management and performance of students and teachers. This is a comparative study which utilized qualitative approach only. The study also failed to highlight how appraisal of teacher time management influence performance of teachers. The present study focuses on the influence of appraisal on time management on teacher performance in public secondary schools in Migori County, Kenya.

In Calabar Education Zone, Cross River State, Nigeria, Comfort & Ekpenyonganwan (2019) did a study on time management and teachers' job

performance in public secondary schools. The study adopted correlational survey research design and tested one hypothesis. The population of the study consisted of all the public secondary schools' principals in Calabar Education Zone, Cross River State. Census sampling technique was used. The instruments used for collection of data were a questionnaire titled "Time Management Questionnaire (TMQ)" and "Teachers' Job Performance Questionnaire (TJPQ)." Validity of the instruments was determined by two experts in Measurement and Evaluation. The collected data were analyzed using Pearson Product Moment Correlational analysis. The study revealed that time management correlates positively and significantly with teachers' work performance. It was recommended among others that the school managers should supervise or delegate to their vice and heads of department to supervise the teachers from time to time in order to ensure proper management of their time for effective job performance. This study adopted pure quantitative approach which therefore lacked the benefits attributed to triangulation. Equally, the study did not highlight how appraisal of time management relate with teachers' performance. The current study employed mixed methods approach which benefitted from triangulation. Similarly, the current study highlighted on how appraisal of time management relates with performance of teachers in public secondary schools in Migori County, Kenya.

In Rivers State, Nigeria, Mgbere & Andrew (2019) did a study on time management and female teachers Job Performance in public junior secondary schools. Two research questions and two null hypotheses guided the study.

The study adopted a correlation research design, the population of the study comprised of all the four thousand seven hundred and eleven (4711) female teachers in public junior secondary schools in the 23 local government areas of Rivers State. The sample size of the study was four hundred and seventy-one (471) female teachers which represent 10% of the entire population; the stratified and simple random sampling techniques were used to arrive at the sample size. The Cronbach Alpha method was used to establish the internal consistency of the instrument. Two self-structured questionnaire titled Time Management Assessment Scale (TMAS) and Female Teachers Performance Scale (FTPS) were used to elicit responses from female teachers in Junior Secondary Schools in State. Face and content validities were ensured. T-test associated with simple regression was used to test the null hypotheses at 0.05 alpha. The result showed that many teachers lack technicality in managing their time for effectiveness as they get carried away by activities at home and chatting with colleagues during work hours. The study shows that time management contributes 3.1% to female teacher job performance. It was however recommended among others that teachers should prioritize their duties daily or implements a time plan for their activities to enhance better performance at work and home. School heads should also ensure devotion and announcement time should be strictly adhered to for maximum performance. The present study focuses on the influence of appraisal on time management on teacher performance in public secondary schools in Migori County, Kenya.

Research done in Ethiopia by Nigussie (2019) assessed the effect of time management practice on the academic achievement of regular program students of Dire Dawa University. The total population of the study was 998. Therefore, the researcher employed proportionate stratified random sampling technique on the basis of the student's year of study and academic achievement measured in terms of CGPA. The sample size was 120 students. The study predominantly sticks on primary data. The time management questionnaire developed by Britton and Tesser (1991) was used to measure time management behavior of participant students. Descriptive statistics was used to generate means, standard deviation and frequencies for the study variables, the prevalence of exposure conditions were checked for different sub-groups of the questionnaire and difference was tested by using chi-square test.

The result of this study showed that most students 45(35%) and 42(35%) possess time management score at moderate and high level respectively. With respect to gender difference is in time management, the result revealed that male students score in time management (mean score=55.72) were higher than female (50.5) students. With respect to the significance association between time management and academic achievement (CGPA), it was found in this study that the better students time management behavior, the higher the students CGPA. This study is on effect of time management practice on the academic achievement of regular program students of Dire Dawa University in Ethiopia. The current study seeks to establish how appraisal on time

management influences teachers' performance in public secondary schools and is within local environment.

In Indonesia, Kadir, Basalamah, Hamzah & Husain (2020) examined the effect of time management, competence, and learning media on teacher performance. The research sample is a junior high school teacher in Makassar. Data collection used questionnaires which were distributed directly to respondents, and obtained 200 junior high school teachers in Makassar. The analysis tool uses SEM-PLS which is processed with the help of SmartPLS software. The results showed that the time management, competence, and learning media variables simultaneously had a positive and significant effect on teacher performance in Makassar. Competency variable is a variable that has a dominant influence on performance. This was purely a quantitative type of survey which did not gain from triangulation. The study further failed to highlight how appraisal of teacher's time management influence performance of teachers. The current study employed both quantitative and qualitative data collection and analysis hence benefited from triangulation. Furthermore, the study highlights how appraisal of teacher time management relates with performance of teachers in public primary schools in Migori county, Kenya.

In another study, Olivo (2021) analyzed the time management strategies of public elementary teachers in a district in Philippines. The time management strategies of the teachers were related to their teaching performance. A descriptive-correlational design was employed. All the 103 elementary

teachers in a district were respondents of the study, therefore, the complete enumeration technique was employed as sampling technique. A questionnaire was the main data collection tool. Findings revealed that teachers were mostly very satisfactory in rendering their work. Findings in this study showed that the teaching performance ratings of the teachers were not influenced by their time management strategies. This study has not highlighted on how appraisal of teachers' time management influence performance of teachers. The present study focuses on the influence of appraisal on time management on teacher performance in public secondary schools in Migori County, Kenya.

In yet another study, Ngowa (2011) used descriptive study to analyze time management behavior among secondary school personnel in Kinango District, Coast Province, in Kenya. Findings showed that majority of teachers and students do not report to school on the first day of opening, most teachers write their schemes of work when schools opened, went to class without lesson plans, assemblies took longer and consumed classroom time. This study focused on time management behavior and not how teacher time management appraisal influence performance of teachers. It also left out the views of the principals. The present study included the views of heads of departments and the principals and focused on how performance appraisal on teacher time management influence performance of teachers.

Aloo, Ajowi & Aloba (2017) conducted a study on the influence of teacher performance appraisal policy on timeliness in curriculum implementation in

Kenyan public secondary schools. The study employed correlational research design. The study employed stratified random sampling technique to select 179 Principals and 179 Deputy Principals. Questionnaires and document analysis were used to collect data. The study established that teacher performance appraisal policy had a significant positive influence on timeliness in curriculum implementation by teachers. The study recommended that TSC should enhance the use of appraisal reports when making decisions on teachers' deployment to senior positions and on promotion which currently is not the case. This would enhance teachers' respect and adoption of the policy guidelines. The current study includes heads of departments in the sample uses both questionnaires and interview schedules (for validation of the quantitative data).

2.7 Performance Appraisal on Creativity in Teaching and Teacher Performance

Creativity is regarded as an important life skill that should be cultivated throughout the educational system (Shaheen, 2010). Teachers trained under a standardized regime, according to Bloom and VanSlyke-Briggs (2019), may have lost their capacity for rich, creative pedagogy based on their own distinct sensibility and driven by the unique needs and interests of a specific set of students. Teachers that practice creative teaching use inventive ways in the classroom to make learning more exciting and successful (Lapeniene and Dumciene, 2014). Creative teaching, according to Cremin (2009), is all about the teacher's personality, personal creativity, and how it manifests in everyday

practice. While creativity in teaching has been praised for improving pedagogical delivery, research has yet to reveal the amount to which teacher creativity appraisal has influenced instructors' performance.

According to the research done by Whitehurst (2013) it was revealed that a teacher's instructional practice in the classroom has a significant effect on students' academic performance. Frequency of use of specified instructional techniques such as: cooperative learning groups, inquiry-based activities, student- led discussions and open-ended assessment techniques promote development of cognitive skills and processes and consequently academic achievement. The present study seeks to establish the influence of teacher appraisal on teacher performance in public secondary schools in Migori County.

A study by Orlu, Mato & Tochuku (2017) in Manchester Metropolitan University that involved students, covered negative emotions of the reader services librarian at work - A case study of the public libraries. The study revealed that teaching innovation means the teachers having creativity, being able to reflect on, to design and to apply new, diverse teaching methods or activities, understanding individual differences of students, stimulating students' learning motivation and interests, enhancing the students' learning effectiveness in the preparation before teaching, in the process of teaching and in student assessment. In short, teaching innovation means teachers having

creativity and showing vivid and lively teaching methods to make students interested in learning, thus enhancing the teaching effectiveness.

A descriptive study done in Ghana by Kormla (2012) noted that the creative practices of principals influenced students' academic performance. This study purposively involved students and teachers. The findings of the study revealed that Kenya recognizes that the education and training of all Kenyans is fundamental to the success of the Vision 2030. Education equips citizens with understanding and knowledge that enables them to make informed choices about their lives and those facing Kenyan society. The present study is on the performance appraisal and involves teachers and not students.

Elsewhere, Pishghadam, Ghorban Nejad & Shayesteh (2012) carried out a study on creativity and its relationship with teacher success. 289 EFL learners studying at different English language institutes participated in the study to rate their EFL teachers. Questionnaire was the main data collection tool. Correlation and T-test were used in the data analysis. Findings of the study revealed that a series of creativity dimensions can significantly predict teacher success. The current study however seeks to find out how appraisal on creativity in teaching influences teachers' performance.

In another study, Ogbulongo, Tayo & Olikanni (2014) examined the role of the teaching aids in enhancing effective teaching outcomes and quality delivery at Covenant University, Nigeria. The study adopted social learning

theory and survey design for data collection. Questionnaires and interviews were used as the tools. The study concluded that T/aids enhance teaching as they have the potential to facilitate almost any educational experience, allowing learners to use new technology. This study involved lecturers from colleges and used quantitative approaches only. Again, the study did not highlight how appraisal of teacher creativity influence performance of teachers. The current study involved teachers from secondary schools and evaluated how appraisal of teacher creativity influence performance of teachers.

Aish (2014) explored the teachers' beliefs about creativity in the elementary classroom among public schools in the US using a validated survey instruments adapted from the Teachers' Conception of Creativity Questionnaire. Participating teachers taught in kindergarten through fifth grade and possessed teaching experience from 3 to 40 years. The researcher collected beliefs from 120 public elementary school teachers from six schools within one mid-sized public unified school district in the Los Angeles area. The survey included 25 closed ended and seven open ended items. The study concluded that teachers believe creativity is primarily expressed in the form of originality of product, behavior, or thought. However, these teachers were not aware that creativity should also be appropriate for the situation in aspect critical to scholars. It also showed that teachers believe creativity to be connected mainly with the arts subjects. These teachers support that creativity can be developed in all students but that only a small percentage of students

are highly creative. This study involved kindergarten teachers and used quantitative approaches only. Again, the study did not highlight how appraisal of teacher creativity influence performance of teachers. The current study involved teachers from public secondary schools and evaluated how appraisal of teacher creativity influence performance of teachers.

Elsewhere, Lulzime & Ardita (2016) did a study on assessment of Teachers in Terms of Encouraging and Manifestation of the Creativity in Creative Teaching. A scaling technique is applied, whereas as an instrument – a survey – scale with closed question for the opinions and views of the teachers for the creativity in school. The study found out that the process of implementing creative teaching is long and that the usual learning at home, individually as well as with the help of homework is still present in our schools. However, this information should be directed to making possibilities for studying in school, in the process of various forms of learning i.e., mastering of learning contents.

In Malaysia at private higher education institution, Narayanan (2017) investigated the relationship between creativity and Innovation in teaching and learning methods towards students' academic performance. Survey design was used with questionnaires, interview and observation guides as data collection tools. Besides information was also obtained from secondary data such as library research and journal items. The study revealed that creative and innovative teaching methods makes a particular concept clear to the students,

students develop interest to know exactly the concept, creates long lasting memory/ correlation of a concept and there is positive relationship with creativity innovation with student academic performance using various teaching methods. The study recommended that the Ministry of Higher Education provider and teachers should work together to incorporate the creativity and innovation in curriculum design teaching methods in order to improve students' academic performance. This study involved lecturers from colleges and used quantitative approaches only. Again, the study did not highlight how appraisal of teacher creativity influence performance of teachers. The current study involved teachers from public secondary schools and examined how appraisal of teacher creativity influence performance of teachers.

Selvi (2017) did a study on the Relationship between Creativity and Innovation in Teaching and Learning Methods towards Students Academic Performance at Private Higher Education Institution, Malaysia, Information was collected through surveys, depth interviews, observations with teachers or educators and together with secondary data (library research) were analyzed using SPSS. Convenience sampling was used. Data collection tools included; questionnaires, interview schedules and observations. The studies found that creative and innovative teaching methods makes a particular concept clear to the students, students develop interest to know exactly the concept, creates long lasting memory / correlation of a concept and there is positive relationship with creativity, innovation with student academic performance

using various teaching methods. Through this study, the researcher has proposed few ways which could be applied by teachers / educators in private higher education institutions in effort to educate students using student centered learning instead of traditional teaching method to ensure students improve in academic performance. The present study focuses on the influence of appraisal on creativity teaching on teacher performance in public secondary schools in Migori County, Kenya.

Elsewhere in Iran, Khodabakhshzadeh, Hosseinnia, Moghadam & Ahmadi (2018) conducted a study to establish teachers' creativity and its relationship with their teaching's effectiveness. Another aim of the study was to measure the creativity among men and women teachers at English Institutions. A sample of 325 EFL Iranian teachers from both public and private institutions were randomly chosen for the study. Two questionnaires (English language teacher creativity scale and teachers' effectiveness scale) were used to collect data. Data were keyed in and processed with the structural equation modelling approach. Descriptive statistics (means and standard deviations), Pearson correlation, independent sample t-test and chi-square were used in data analysis.

The findings revealed that seven scales of creativity (originality and elaboration, fluency and flexibility, person (teacher), press (environment) and materials, motivation, independent learning (Autonomy) and brainstorming) have significant relationship with teaching effectiveness. So, being a creative

teacher influences effectiveness in the learning process. Also, the study results showed that there was a significant difference between gender and teachers' effectiveness. This study used pure quantitative approach, hence suffering from lack of triangulation. The study also failed to show how appraisal of teacher creativity relates with performance of teachers. The current study used both quantitative and qualitative approaches to highlight on how appraisal of teacher creativity relates with performance of teachers.

Elsewhere, Onisimus, Agusthina & Jeditia (2019) did research on Improving Teacher Creativity through Leadership and Principals Management. The study was correlational with the type of survey using three variables, namely the principal's leadership, principal management and teacher creativity. This study tried to design a five-point Likert type questionnaire. The population in this study were all subject teachers in private and public junior high schools namely SMP Negeri 1, SMP Negeri 14, SMP Negeri 6, SMP Kristen YPKPM dan SMP Al-Hilal in Ambon City in Sirimau District, Ambon City. The population in this study were 216 teachers. The sampling technique used in this study is proportional random sampling. Questionnaires and document analysis were used to collect data. Both descriptive and inferential analysis were utilized. The study found out that there was a significant and positive influence between the principal's managerial abilities on school management effectiveness by 60.6% and the rest influenced by other variables. Significant influence between the leadership of the principal and management of the principal together with the creativity of the teacher is obtained from

$F_{count} > F_{table}$ or $76.899 > 2.68$. The magnitude of the influence of the principal leadership and the management of the principal on teacher creativity is seen in column R of 0.768 and is concentrated with the coefficient table of r values.

Mwai (2007) did a study on the factors influencing performance in English in Gichugu Division. The study used descriptive research design in which 69 participated in the study. Data were collected using questionnaires. The study established that one of the factors that influenced the performance in English was the instructional methods. The researcher however did not indicate how the instructional methods influenced the teacher performance.

Kiio (2010) did a study on methods and materials used to teach History and Government in secondary schools in Kenya. The study used a descriptive research design in which 211 teachers of History and Government participated in the study. The researcher noted that teachers of History and Government used several instructional methods; however, they rely more on expository methods rather than heuristic methods. This study only analyzed methods used to teach a class subject and not how appraisal of those methods influence teachers' performance. Again, the study employed pure quantitative approach of data collection and analysis. The current study focuses on how appraisal on creativity in teaching influence performance of teacher via use of both quantitative and qualitative approaches of data collection and analysis.

Elsewhere, Makhanu (2010) undertook an exploratory study on Principals' literacy in ICT: towards improving secondary school performance. The study established that there was a statistically significant and positive though weak relationship between the ability of a principal to use internet or email and school performance. Given that the effect size was very small, it implied that the ability of a principal to use internet or email plays a negligible role in influencing the school performance. The study concluded that there is a positive correlation between ICT literacy level of a principal and secondary school performance in the Western province of Kenya. The current study would wish to seek how appraisal on creativity in teaching influences teachers' performance.

Wanjala & Osendo (2019) conducted a study on appraising teacher creativity and collaborative skills in public Primary schools in Mumias East Sub-County, Kenya. The study sought to establish whether there is any significant relationship between creativity in teaching and learning and academic achievement. The study employed descriptive survey research design with a target population of 53 primary schools, 53 Head teachers, 53 Deputy Head teachers and 512 teachers. Stratified sampling was used to yield a total sample size of 17 deputy head teachers and 154 teachers as actual respondents. Data were collected using questionnaires and observation. The study findings showed that creativity in teaching positively influence teacher's job performance. The current study sought to find out how appraisal in creativity in teaching influences teachers' performance.

2.8 Summary of Review of Related Literature

According to the literature reviewed, there is a significant association between teacher performance and performance appraisal (Ugoani, 2020; Osendo, Wanjala and Okoth, 2019; Ochidiz, et al., 2019; Kagema and Irungu, 2018; Bashir, 2017; Wagacha & Maende, 2017; Abas, 2014; Gudyanga, Shumba & Wadesango, 2014; Omboi, 2011). Other researchers (Whitehurst, 2006; Muli, 2010) found no link between teacher performance appraisal and public secondary school teachers' performance in Kenya, indicating a knowledge gap. Despite the importance of teacher evaluation, critics (Odhiambo, 2008; Isore, 2009; Wanzare, 2012; Namuddu, 2010; Agesa, 2012; Ochidiz et al 2019) argue that it does not live up to its expectations of improving teaching quality, which is ultimately manifested in improved educational standards, because of how it is implemented. They argue that a teacher's evaluation is more of a fault-finding exercise than an advisory one. Other research (Singh and Rana, 2012, Wanjala, 2015, Omboi, 2011) found that many appraisers were unfamiliar with the performance appraisal procedure. They also mentioned that the implementation of the performance appraisal process has a number of issues, including a lack of subordinate engagement and feedback.

The literature also suggests that many studies which have been done in various parts of the country and the world at large about the performance appraisal for teachers are cautionary, for instance, Flores (2010) in Portugal cautions that implementation process of a given policy is complex especially, when it is a new policy for teachers' appraisal. Thus, the views of teachers are important,

and must be taken into consideration since the appraisal process targets improved working performance among them. It is also critical to note that existing studies focusing on teachers' performance appraisal have suffered inadequacies in terms of methodology as well as consistency in results. An example of such a study is that of Önen & Sincar (2019) who analyzed teachers' performance evaluation at private schools using a sample from Kahramanmaraş and Gaziantep in Turkey.

2.9 Theoretical Framework

This research was based on Locke and Latham's goal-setting theory from the 1970s. The hypothesis is based on the idea that setting a predetermined objective motivates people to perform better (Yurtkoru, Bozkurt, Bektas, Ahmed and Kola, 2017). Goal setting, according to Odindo, Onditi, and Monari (2020), is a formal program of establishing numerical or quantitative performance targets for individual employees in order to improve motivation and performance at work. Managers frequently use goal setting at work to influence employee mood and behavior since it allows them to focus their efforts in one direction (Locke & Latham, 2013). Specific goals coupled by challenging performance targets, according to Locke and Latham (2006), are more likely to increase performance results than simple and ambiguous goals. According to goal-setting theory, there are four mechanisms that link objectives to performance outcomes: focus attention on priorities; encourage effort; challenge people to use their knowledge and abilities to improve their chances of success, and the more difficult the objective, the more people will

use their entire repertoire of talents (Amponsah, 2015; Latham & Locke, 2007).

This theory underpins the emphasis in performance management on setting and agreeing objectives against which performance can be measured and managed (Camp, 2017). Goal theory supports the agreement of objectives, feedback and the review aspects of performance management (Butler, 2012; Yurtkoru et al, 2017). The theory asserts that people with specific and challenging goals perform better than those with vague goals, such as ‘do your best’, specific easy goals or no goals at all (Odindo et al, 2020). According to Locke and Latham (2013), performance is a linear function of goal difficulty, thus the more difficult the goal is, the higher the performance. People will adjust their level of efforts based on how difficult the task is thus trying harder to accomplish difficult goals than easy ones.

The core tenet of goal setting theory is that people who set precise, challenging goals perform better than those who aim to just do their best (Latham & Locke, 2007). Numerous laboratory and field investigations have shown the benefits of setting difficult, explicit goals for performance (Camp, 2017; Locke & Latham, 2013). These objectives have a favorable impact on the performance of people, groups, and organizational units as well as entire organizations over a lengthy period of time, up to 25 years (Howard & Bray, 2008; Mukonambi, 2016). By providing direction and standard against which progress can be monitored, challenging goals can enable people to guide and

refine their performance. It is well documented in the scholarly literatures (Butler, 2012; Camp, 2017; Locke & Latham, 2013) that specific goals can boost motivation and performance by leading people to focus their attention on specific objectives, increase their effort to achieve these objectives, persist in the face of setbacks, and develop new strategies to better deal with complex challenges to goal attainment. Thus, goal-setting theory assumes that there is a direct relation between the definition of specific and measurable goals and performance capital if managers know what they are aiming for, they are motivated to exert more effort, which increases performance (Locke and Latham, 2013). Challenging goals are usually implemented in terms of specific levels of output to be attained (Mukonambi, 2016).

One of the critiques of this theory is that the focus of a goal may lead to individuals focusing on a goal but ignoring other factors that are necessary. In addition, the theory assumes that employees will always be committed to the goal yet the individual goals should be in line with the organizational goals of this theory. Further, Latham & Locke (2013) argue that there is a linear correlation between goals and performance. However, this is faulted by Camp (2017) who claims that teacher's "goal orientation" appears to impact his/her likelihood of seeking help in the face of teaching challenges. Islam, Kwon, Masood, Prakash, Sabarwal, and Saraswat (2020) did not find any significant impact of goal setting on test scores in a study done in Tanzania to examine the effects of personal best goal-settings on students' academic performance.

In spite of the criticisms, goal setting allows one to focus on what matters most and keeps them accountable.

According to Butler (2012), goal setting facilitates self-regulation in that the goal defines for the person what constitutes an acceptable level of performance. Goal setting theory has been used by earlier scholars in discussing performance of teachers across the globe including Kenya. A study in the USA by Camp (2017) analyzed how goal setting is used as teacher development practice via qualitative research approach using focus group discussions involving 12 volunteers. Yurtkoru et al. (2017) tested the goal theory model in an organizational setting in Turkey to explain its influence on job satisfaction and affective commitment using 222 respondents from automotive industry in Turkey. Amponsah (2015) investigated how goal setting serve as a motivation to teachers in Senior High Schools in Eastern Region of Ghana. A study in Tanzania by Islam et al (2020) used goal setting theory to examine its effects on students' academic performance using 18, 000 secondary schools. In Kenya, Mukonambi (2016) used a sample of employees from Kenya Seed Company to investigate the effects of participative goal setting on employees' performance. It is therefore significant to note that the theory has widely been used in various fields to measure performance.

The goal setting theory is applicable to this study as the performance appraisal is about appraising the staff performance against set performance targets (Republic of Kenya, 2008). This is aimed at identifying, measuring and

developing an individual's performance in accordance with organization's strategic goals (Aguinis, 2009). The outcome of the appraisal is to have increased influence on work related decisions such as salary allocation and promotion based on performance. The teacher appraisal is therefore the judgment about how good or weak a particular work performance is when comparing the actual work outcome with the pre-set goals (Kadenyi, 2010).

The research questions and questionnaire items have embodied recognizable aspects of goal-setting theory aimed at creating suitable environment for enhancing performance through continuous appraisal. Through quantitative and qualitative data collection methods, the research questions were framed around directing attention to priorities, stimulation of efforts, and urge for deployment of more professional repertoire. This in turn enabled the researcher to analyze how performance appraisal approaches have worked to influence performance of teachers in terms of student academic achievements.

2.10 Conceptual Framework

A conceptual framework is a representation, either graphically or in a narrative form, of the main concepts or variables, and their presumed relationship with each other (Punch, 2001). In this study, the framework shows the relationship between the independent variables (application of professional knowledge, time management, creativity in teaching and professional development) and the dependent variable (teacher performance) as presented in figure 2.1.

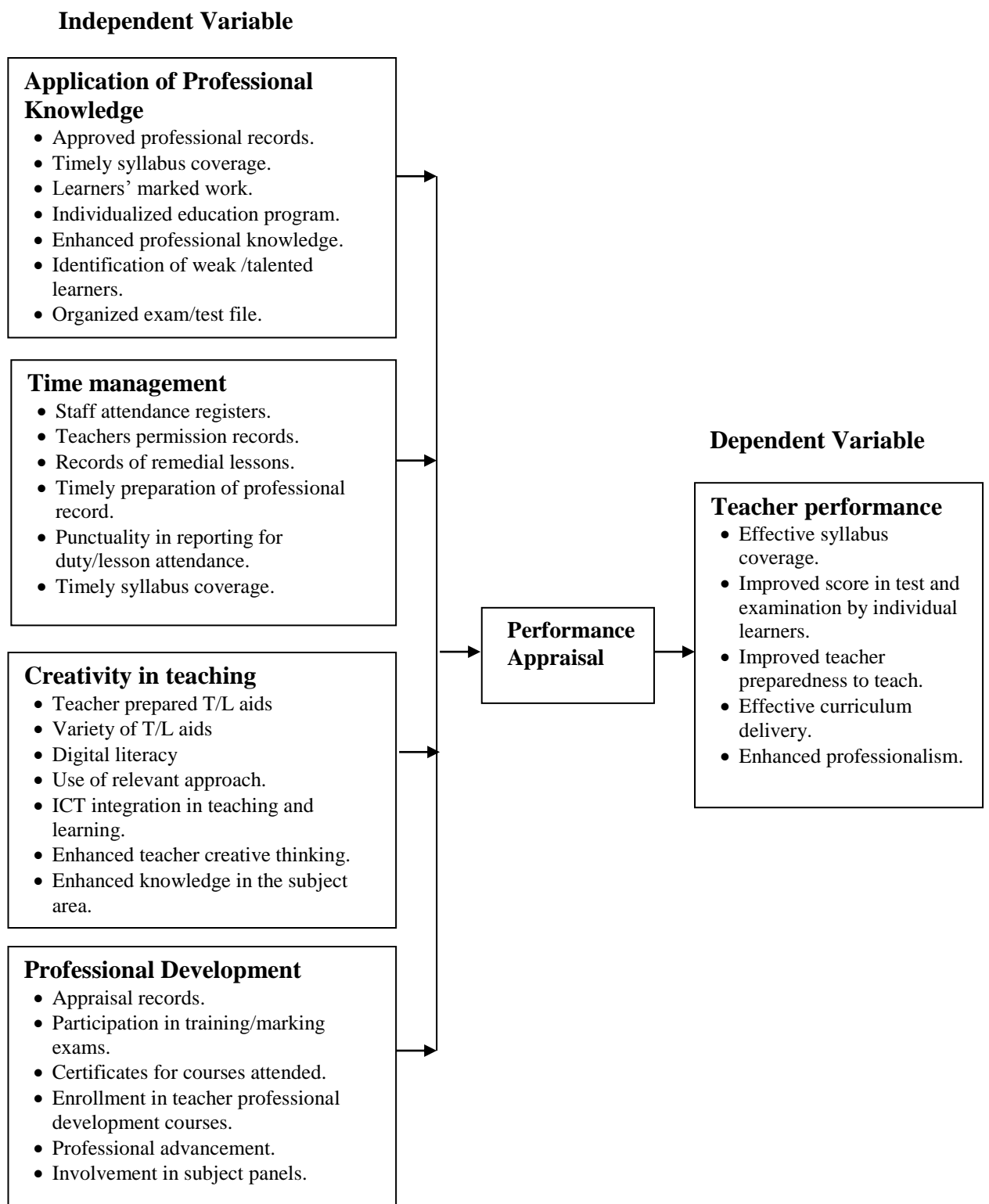


Figure 2.1 Performance appraisal and teacher performance

The schematic diagram shows the influence the performance appraisal has on the performance of teachers. Components which have been conceptualized as independent variables include; appraisal of teachers on application of professional knowledge, appraisal of teachers on time management, appraisal of the teacher professional development and finally appraisal of teacher with regard to creativity in teaching. However, these are dependent on the availability of performance contracting appraisal form and the T-pad tool. The teacher performance is measured in terms of effective syllabus coverage, improved scores in test and examination of individual learners, improved teacher preparedness to teach, Effective curriculum delivery, and Enhanced professionalism among teachers.

Application of professional knowledge leads to teachers' enhanced professionalism in the teaching career. Time management leads to reduced stress and results into effective syllabus coverage. Creativity in teaching results in teachers' enhanced knowledge in the subject area which translates into improved learner performance. Professional development leads to professional advancement in teaching.

This conceptual framework is linked to goal setting theory used in this study since the study variables have targets against which performance can be measured and managed. In the goal setting theory, goals are used as a self-management technique while targets are a self-management technique for teachers. Goals can either be easy or difficulty. According to Locke and Latham (1991), performance is a linear function of goal difficulty, the harder

the goal, the higher the performance. People normally adjust their level of effort to the difficulty of the task undertaken and thus try harder for difficult than for easy goals. The targets for teachers are not as it appears easy. Teachers must try harder to meet them.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a description of the methods and procedures that were used to conduct the field work for this study. These include the research design, target population, sample size and sampling procedures, data collection instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

A research design is a framework or blueprint for conducting research. It details the procedures necessary for obtaining the information needed to structure or solve the research problems (Robson & McCartan, 2016). It is the master plan for a piece of research, which situates the researcher in the empirical world and connects the research questions to data (Matula et.al,2018). A Research design anchors a study on a framework of adequate test of variable relationships and structures the enquiry logically (Bhattacharjee, 2012). This study used descriptive survey research design. Descriptive survey research design is appropriate in the collection of both quantitative and qualitative data. This research sought to collect both qualitative and quantitative first-hand information on influence of performance appraisal on the public secondary school teachers' performance in Migori County. Mugenda and Mugenda (2008) points out that descriptive surveys research seeks to obtain information that describes existing phenomena by

asking individuals about their perceptions, attitudes, behaviours, experience or values. According to Kothari (2008), descriptive research studies are those concerned with describing the characteristics of a particular individual or group.

The intent in using this design was to bring together the differing strength and non-overlapping weaknesses of quantitative methods with those of qualitative methods (Creswell, 2014). Qualitative designs tend to collect data that is open-ended without predetermined responses while quantitative designs usually include closed ended responses such as found in questionnaire instruments (Saunders et al, 2009). The researcher therefore used questionnaire, interviews, and document analysis guide to obtain data from the respondents. The design was deemed appropriate by the researcher because the study directly compared and contrasted quantitative statistical results with qualitative findings, thus gaining from the concept of concurrent triangulation as presented in Figure 3.1

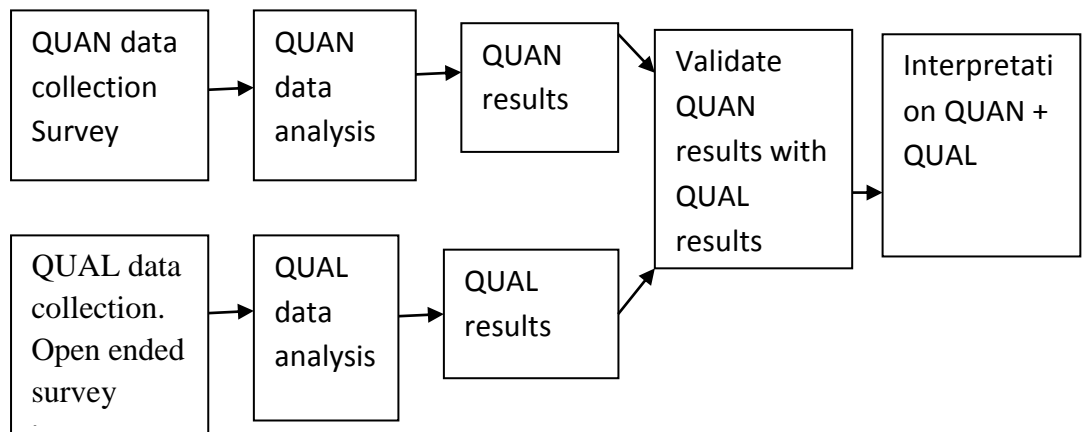


Figure 3.1: Concurrent Data Triangulation Design

(Source; Creswell, 2014)

Key

QUAN: Quantitative

QUAL: Qualitative

The demonstration in figure 3.1 clearly shows how the study used both quantitative and qualitative data collection methods and analyses, thereby obtaining both quantitative and qualitative results. The results from these two methods were merged at the point of interpretation of the study findings to aid validation of the results. A careful analysis of the type of information provided by each method, including its strengths and weaknesses guarantees success in triangulation results. Mixed method design involves concurrent triangulation, quantitative and qualitative data collection and analysis conducted separately yet concurrently, as equal priority is given to both types of research (Creswell, 2014).

3.3 Target Population

According to Matula *et al.* (2018), target population is the entire group of individuals or objects that a researcher has chosen to study. The population in this research was drawn from 276 Public Secondary schools in Migori County. The study therefore targeted 276 principals and 2961 teachers in Migori County, Kenya (CEO, 2019).

3.4 Sample Size and Sampling Procedures

The teachers were the main target of the study and thus from the target population of 2,961 a sample size of 342 was formulated (Krejcie & Morgan

table of 1970). The number of schools that participated in the study was 57 which represented 21 % of the 276 schools targeted. The sampled number of schools representing 21 % of the target population falls within the recommended range of between 10% and 30% of the target population. With a sample size of 342 teachers and 57 schools, it implied that 6 teachers per school were to participate in the study.

The study used stratified random sampling technique in which teachers were stratified as per the category of their schools which included National, Extra-County, County and sub-county schools. Stratified random sampling ensures that groups that fall within various sub-categories of the population have a chance of being included in the study (Matula et al 2018). At every stratum the teachers were selected using simple random sampling. The 10% (6) of principals and 6 HODS who participated in the study were selected from the participating schools using simple random sampling technique. The principals and HOD were selected for the purpose of providing qualitative data to enhance corroboration of facts. This is because the two are very important in the process of staff appraisal at every school. The recommended range of between 10% and 30% of the target population by other scholars such as Sekaran and Bougie (2010); Kombo and Tromp (2006) were therefore observed, see Table 3.1.

Table 3.1: Sampling frame for Schools and Teachers

School category	No of schools	Sample size	Teachers Samples
National	2	2	12
Extra county	23	5	30
County	14	3	18
Sub county	237	47	282
Total	276	57	342

3.5 Research Instruments

The data collection instruments consisted of a questionnaire, an in-depth interview guide and document analysis guide. The findings yielded by various data collection instruments are more valid than that which is obtained using only one data collection instrument. The following is a description of the research instruments that were used in this study.

3.5.1 Questionnaire

According to Matula, Kyalo, Mulwa & Gichuhi (2018) questionnaires are commonly used in surveys that involve human subjects and the researcher can gather data from a widely scattered sample. The questionnaire instrument allows greater uniformity in the way questions are asked ensuring greater comparability in the progress (Mouly, 1978). It also allows one to collect a large amount of information in a reasonably quick span of time and there is consistency in asking questions making data collected easy to analyze. The questionnaire instrument was used on teachers and consisted of sections A, B, C, D, E and F. Section A sought data on respondents' demographic data while

section B sought data regarding teacher appraisal on application of professional knowledge. Section C sought data on teacher appraisal on time management. Section D was on teacher appraisal on creativity in teaching and section E on teacher appraisal on professional development. Lastly, section F was on teachers' performance. The questions in these sections were likert scale types where the respondents were required to indicate their level of agreement with statements that expressed a favourable or unfavourable attitude towards a concept being measured.

3.5.2 Interviews Guides

The data from the principals and heads of departments were gathered using interview guide as the study sought to get more in-depth information with respect to how performance appraisal has influenced the teacher performance in Migori County, Kenya. Interviews allow more in-depth information to be obtained and has greater flexibility as the opportunity to restructure questions is always there. In addition, incorporation of qualitative results is necessary if richness of information about the employee's performance is to be achieved (Espinilla *et al.* 2013). Before the interview, the interviewer explained the purpose of the interview and assured the interviewees confidentiality of their identity. The researcher also explained the format and the duration of the interview and asked for permission to record the proceedings. Measures to avoid distractions during the interview were put in place.

The type of interview used in this study, allowed for openness and encouraged the development of trust in a potentially long-term relationship. The interviews took place in the principals'/heads of departments' offices where they were let to speak freely until they indicated that they had no more to say. The information obtained from the interviews was recorded to ensure all the facts said in the session were captured. The type of questions in the interview guide were much more revealing than allowing the interviewee to get away with 'yes' or 'no' answers.

3.5.3 Document Analysis Guide

Document analysis gathers data from documented records and has one major advantage of enabling the researcher to access reliable information as they cannot create or withhold information. In addition, the records can be read and reviewed multiple times and remain stable without being influenced by a researcher (Matula *et.al* 2018). School performance appraisal files and teacher performance appraisal and development tools were analyzed. These documents provided key information and data that helped to address the objectives of the study.

3.6 Pilot Testing

The researcher carried out a pilot study before the main data collection commenced. According to Lowe (2019), pilot study is a small feasibility study designed to test various aspects of the methods planned for a larger, more rigorous, or confirmatory investigation. The main reason for this exercise is to prevent researchers from launching a large-scale study without adequate

knowledge of the methods proposed or adequacy of the instruments for data collection, a situation that may give rise to a fatal flaw in a study that is costly in time and money (Polit & Beck, 2017). On approval of the proposal for data collection, the researcher together with one of the research assistants proceeded to pre-test the questionnaire instrument in two schools that were not included in the actual study.

The pilot testing involved 34 teachers, 2 heads of departments and 2 Principals. The teachers and heads of departments were selected through simple random sampling method while principals were purposively picked. The researcher discouraged respondents in the pilot study from discussing the study and their experiences with people who were likely to be sampled for the final study as this would corrupt the final data by providing responses to suit the researcher's expectations. The filled questionnaires were used to check on clarity, layout and format together with the length of administration. The teachers demonstrated lack of understanding on a few of the items on teacher appraisal on application of professional knowledge particularly on individualized education program. Based on the feedback, these items were revised accordingly.

3.7 Validity of the Instrument

Validity indicates the degree to which the instrument measures the construct under investigation. In this study, content validity and construct validity were tested. Content validity was assessed using the Content Validity Index (CVI)

developed by Waltz and Bausell (1983). Experts' opinion was sought. The experts reviewed the research instruments by rating each item in the questionnaire based on relevance, clarity, simplicity, and ambiguity on a four-point scale given in Table 3.2 below. For each item in the research instrument, CVI was computed as the number of experts giving a rating of either 3 or 4, divided by the total number of experts (Denise and Beck, 2006).

Table 3.2: Criteria for Determining Content Validity

Criteria	Rating
Relevance	1 = not relevant 2 = item need some revision 3 = relevant but need minor revision 4 = very relevant
Clarity	1=not clear 2 = item need some revision 3 = clear but need minor revision 4 = very clear
Simplicity	1 = not simple 2 = item need some revision 3 =simple but need minor revision 4 = very simple
Ambiguity	1 = doubtful 2 = item need some revision 3 = no doubt but need minor revision 4 = meaning is clear

Consequently, the content validity index (CVI) of each of the items in the research instruments were calculated using the following equation.

$$CVI = \frac{E_{r3,4}}{E_T}$$

Where, CVI is the content validity index

$E_{r,3,4}$ is the expert rating of either 3 or 4

E_T is the total number of experts

To accept the instrument as valid, the CVI was to yield 0.75 (Yaghmale, 2003). The rest were modified, based on the experts' opinions. The modifications were reflected in the final draft of the questionnaire. The CVI of the instruments used in this study was found to be 0.85. This meant the instruments were valid.

For construct validity, the researcher took care through operationalization of the research variables. The researcher ensured that the operationalization through translation reflects the true meaning of the constructs. This is in line with Kothari (2004) which postulates that construct validity is how the researcher translates or transforms a concept of an idea into function and operating reality. The researcher also consulted the supervisors in validating the operationalization of the research variables.

3.8 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2008). Test-re-test method was used in ascertaining the reliability of the instrument. The researcher carried out two different tests using the same tool through piloting. 5 schools were selected for piloting using simple random sampling, this represented 10% of the sampled population (Gall, Gall & Borg, 2003). The two tests were subjected to the same group of respondents but after an interval of two weeks. Pearson's Product-moment correlation formula was

used to compute the coefficient r, between both tests to determine instrument reliability.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

N= Number of paired scores

$\sum xy$ = Sum of the products of paired scores

$\sum x$ = Sum of x scores

$\sum y$ = Sum of y scores

$\sum x^2$ = Sum of squared x scores

$\sum y^2$ = Sum of squared y scores.

Reliability analysis for testing reliability and the internal consistency of the data items was tested using the Cronbach's alpha. According to Mugenda and Mugenda (2008), a scale of 0.70 or above implies that there is high degree of reliability. The reliability of the questionnaire instrument was 0.85 meaning that the questionnaire instrument was reliable.

3.9 Trustworthiness of Qualitative Data

Examination of trustworthiness is crucial in qualitative data. There is a possibility of variability in findings in qualitative studies, because the change in context and time matters a lot. Dikko (2016) assert that two studies conducted at the same place may have two different findings and still remain to be reliable or dependable, provided that both represent what is really happening in the society concerned at that particular time. Trustworthiness of research instrument in a qualitative study is counted by the extent to which the

variations can be tracked and explained (Yin, 2016). To establish the trustworthiness of qualitative research results, four dimensions namely, credibility, transferability, dependability and confirmability are used.

Qualitative interpreters relate credibility with more than one way of analyzing experience. They believe that there is no single correct interpretation. Several strategies were followed to ensure credibility in this study. Multiple sources of data support the concept of 'triangulation' which also allows the researcher to cross-check some information, and assess the authenticity of individual accounts. Prolonged and persistent observation, together with peer debriefing were also used to increase credibility.

Dependability of the tool was ensured through examination of raw data, data reduction products and actively taking notes during the interview process as well as recording the whole process. After the interview process, the particular interviewees were debriefed of what had been recorded to note unclear areas and correct them. Inquiry audit as one measures which enhances the dependability of qualitative research (Gunawan, 2015) was also performed by the researcher.

Transferability is achieved when the results of the study can be applied to other contexts outside the actual study environment. Transferability was enhanced by detailing the research methods, contexts and assumptions underlying the study. Confirmability implies that the inquiry is objective. To

establish confirmability, the researcher made the provision of a methodological self-critical account of how the research was carried out.

3.10 Data Collection Procedure

Prior to the actual data collection, the researcher obtained an introductory letter from the University of Nairobi, Faculty of Education, department of Educational Administration and Planning stating the intention of the research and requesting for permission to conduct the research. The researcher then proceeded to obtain permit from the National Commission for Science, Technology and Innovation (NACOSTI) before going to the field. The researcher arranged with the local education officials and informed them of the intended research to get the consent to carry the research in their areas of administration. The researcher then moved to the targeted schools to notify the management of the schools of the intended research. Specific days for data collection were set. Data collection was in the month of February 2021. Introductory letters accompanied each questionnaire. The researcher collected data in person with the assistance of three research assistants, who underwent a brief and thorough training prior to data collection. This training was conducted on 31st January, 2021 from 8.00 a.m. to 1.00 p.m. Questionnaires were collected immediately after being filled by respondents. Interviews took place in privacy in the principals' /heads of departments' offices.

3.11 Data Analysis and Techniques

Data collected were analyzed using both qualitative and quantitative methods. The researcher formulated a coding scheme which were summarized and analyzed with the aid of computer software, Statistical Package for Social Sciences (SPSS) version 25. The quantitative data were analyzed using descriptive statistics such as frequency distribution, percentages, means, standard deviations and cross tabulation. The frequency distribution and percentages were used to mainly calculate the demographic information. The means and cross tabulation were used to analyze the likert scale from section B to F. The findings were presented in tables accompanied by relevant explanations. Tables allowed a visual comparison of the data. The study also used inferential statistics namely Regression, ANOVA, correlation coefficient; Pearson correlation coefficient (“r”) was used to establish the correlation between the dependent variable and each of the independent variables. Linear and multiple Regression analysis was used to determine how independent variables predicted the dependent variable.

Analysis of variance (ANOVA) was used to test for model fit and parametric t-test used to test for significance level of results. Analysis of variance (ANOVA) is a statistical test for detecting differences in group means when there is one parametric dependent variable and one or more independent variables. The emphasis is on conceptually-based perspectives regarding the use and interpretation of ANOVA, with minimal coverage of the mathematical foundations. Computational examples were provided. Assumptions underlying

ANOVA include parametric data measures, normally distributed data, similar group variances, and independence of subjects. Natoli (2017) explains that Analysis of Variance (ANOVA) is a common technique for analyzing the statistical significance of a number of factors in a model. The overall goal of ANOVA is to select a model that only contains terms that add valuable insight in determining the value of the response, or in other words, a model that only includes statistically significant terms. Assuming the data comes from a designed experiment, the analysis will answer the question “Does this (do these) factor(s) cause a statistically significant difference in the response variable?”

Regression analysis was used to determine the relationship between performance appraisal and teachers’ performance. According to Sureiman & Mangera (2020) regression analysis is using the relationship between a known value and an unknown variable to estimate the unknown one. Here, an estimate of the dependent variable is made corresponding to given values of independent variables by placing the relationship between the variables in the form of a regression line. The multiple regression model used is presented as:

$$Y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + e$$

Where: Y is teachers’ performance; α is constant teacher performance, and $\beta_1, \beta_2, \beta_3$ and β_4 are coefficients of predictors.

Where: x_1 is application of professional knowledge; x_2 is professional development; x_3 is creativity in teaching; x_4 is time management, and e is error margin. Table 3.3 presents a summary of quantitative data analysis.

Table 3.3: Quantitative Data Analysis Summary

Research Hypothesis	Indicators of IV	Indicators DV	Statistical measures	Justification	Decision rule
1. There is no significant relationship between performance appraisal on application of professional knowledge and teachers' performance	1. Subject matter knowledge 2. Curriculum knowledge 3. Psycho-pedagogical 4. Practical Knowledge.	1. Student performance in tests and examination 2. Improved teacher preparedness to teach 3. Effective curriculum delivery. 4. Enhanced professionalism.	1. Regressions 2. ANOVA	Analyzing the significance performance appraisal on application of professional knowledge and teachers' performance	Hypothesis is rejected when p value of the predictor is less than 0.05 ($p < .05$)
2. There is no significant relationship between performance appraisal on time management and teachers' performance	1. Timed lesson preparation 2. Timely syllabus coverage 3. Punctuality 4. Records	1. Student performance in tests and examination 2. Improved teacher preparedness to teach 3. Effective curriculum delivery. 4. Enhanced professionalism.	1. Regressions 2. ANOVA	Analyzing the significance of influence of performance appraisal on time management and teachers' performance	Hypothesis is rejected when p value of the predictor is less than 0.05 ($p < .05$)
3. There is no significant relationship between Performance appraisal on creativity in teaching and teachers' performance	1. Creative thinking 2. ICT Integration in Teaching 3. Enhanced knowledge	1. Student performance in tests and examination 2. Effective curriculum delivery.	1. Regressions 2. ANOVA	Analyzing the significance of influence of Performance appraisal on creativity in teaching and teachers' performance	Hypothesis is rejected when p value of the predictor is less than 0.05 ($p < .05$)
4 There is no significant relationship between performance appraisal on professional development and teachers' performance	1. Professional advancement 2 F	1. Student performance in Tests/Exams 2 Effective curriculum delivery	1. Regressions 2. ANOVA	Analyzing the significance of influence of performance appraisal on professional development and teachers' performance	Hypothesis is rejected when p value of the predictor is less than 0.05 ($p < .05$)

Qualitative Data Analysis

Thematic Analysis (TA) was used to evaluate the qualitative data acquired from interviews and document analysis. Thematic analysis, according to Clarke & Braun (2017), is a versatile and accessible method for assessing qualitative data that can be adapted to a variety of epistemologies and research objectives. It's a technique for methodically discovering, organizing, and analyzing patterns of meaning (themes) in a dataset. Braun and Clarke's six-phase technique to theme analysis was used in this study (2006). This included familiarizing yourself with the data, creating preliminary codes, looking for themes, reviewing potential themes, defining and identifying themes, and finally producing a report.

Reading and re-reading textual data (e.g., transcripts of interviews, replies to qualitative surveys) as well as listening to audio files or watching video footage had been used to familiarize with the data. For data not acquired by audio recording, the researcher listened to it three times and reviewed the transcript. During this step, the researcher took notes on the data while listening to or reading the scriptures.

Generation of codes begun with the systematic analysis of the data, through coding. Codes identified and provided a label for a feature of the data that is potentially relevant to the research question. Coding was done at the semantic as well as the latent level of meaning. Codes helped in providing a summary of a portion of the data as was recorded during interviews, providing descriptions very close to content of the data, to the participants' meanings.

According to Braun and Clarke (2006), a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data. Searching for themes involved an active process of generating and constructing meaning rather than discovering them. This phase also involved reviewing the coded data to identify areas of similarity and overlap between codes: identify any broad topics or issues around each cluster of codes. The process included collapsing or clustering codes that seem to share some unifying feature together, so that they reflect and describe a coherent and meaningful pattern in the data.

In reviewing of the potential themes, the researcher first checked the themes against the collated extracts of data, and explored whether the theme ‘works’ in relation to the data. Themes which were not working in relation to the data relocate under other themes. The researcher thereafter reviewed the themes in relation to the entire dataset by re-read all the data to determine whether the themes meaningfully captured the entire dataset.

Defining and naming of the theme phase involved selection of extracts for analysis and setting out the ‘story’ of each theme. The extracts selected and quoted provided the structure for the analysis. This enabled the researcher to interpret the data and connect the same to the broader research questions, and to the scholarly fields this study is situated.

The final phase involved producing a report. The report was produced from the processed informal notes and memos made during coding and theme identification. The researcher ensured that the report produced made an argument which answered the research questions. The report produced was clear and embedded in scholarly field.

Direct quotes were used in the presentation of the findings. The use of direct quotes (voice) gives adequate representation of the constructions of the social world under study. The researcher explained results in the light of goal setting theory used in this study.

3.12 Ethical Consideration

According to Resnik (1998), research ethics are the common denominator for researchers' relations with respondents and colleagues. They are conventions that dictate the treatment offered to the research subjects (Donald & Theresa, 2013). Researchers must ensure that all ethical issues are observed in order to ensure a safe environment for the respondents in the process of the research. The ethical issues of informed consent, risk of harm, confidentiality and anonymity were all considered in this study.

At the beginning of the research journey, the researcher sought a letter of authorization from the department of educational administration and planning, Faculty of Education, University of Nairobi. The purpose of this letter was to enable acquisition of a research permit from the NACOSTI for the purposes of carrying out research in Migori County. The permit from NACOSTI acted as a

proof for authorization to carry out research. This was in line with the rules of the Committee of Publishing Ethics (2018).

According to Denzin & Lincoln (2011), the cornerstone of ethical research is 'informed consent'. The participants were fully informed of the purpose of the study and they provided explicit voluntary consent to participating in the research including understanding their right to withdraw from the study at any point they wished to including withdrawing data already provided. Consent forms (see appendix II) were signed by the respondents before the commencement of the study.

To protect participants from potential harm, their identity was kept confidential. Participants were not to write their names on research tools nor use self-identifying statements and information anywhere during data collection period. In addition, the researcher accepted and respected the principles of integrity, honesty, objectivity and openness. All participants were treated with dignity and due respect. Interviews were conducted in principals'/head of departments' offices on the agreed upon dates and times. The gathered information was kept under key and lock with only the researcher and research assistants being able to access it. Permission to record the interview was obtained from the principals. It was further explained to the participants that the specific content of individual interviews was only to be used for the intended purposes. Last but not least, the researcher respected intellectual property by avoiding plagiarism and acknowledging all the cited works including the direct quotes from the interviewees.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSIONS

4.1 Introduction

This chapter presents analysis, interpretation and discussion of the data collected from the field/ study participants. The purpose of this study was to determine the influence of performance appraisal on teachers' performance in public secondary schools in Migori County, Kenya.

The analysis was based on the five research hypotheses namely: **H₀₁**:“there is no significant relationship between performance appraisal on application of professional knowledge and teachers' performance in public secondary schools in Migori county, Kenya”, **H₀₂**:“there is no significant relationship between performance appraisal on professional development and teachers' performance in public secondary schools in Migori county, Kenya”, **H₀₃**:“there is no significant relationship between performance appraisal on time management and teachers' performance in public secondary schools in Migori county, Kenya”, **H₀₄**:“there is no significant relationship between performance appraisal on creativity in teaching and teachers' performance in public secondary schools in Migori county, Kenya”, and **H₀₅**:“there is no significant relationship between performance appraisal and teachers' performance in public secondary schools in Migori county, Kenya”. The data were analyzed using both descriptive and inferential statistics. The chapter begins with analysis of the demographic information of the respondents introducing

teachers' gender, academic qualification, years in teaching, duration at the current school and school category. This was followed by the analysis of the study variables.

4.2 Questionnaire Return Rate

Questionnaire return is the proportion of the questionnaires that are returned after they have been issued to the respondents. Out of 342 questionnaires administered on teachers, 278 were returned for analysis forming a return rate of 81.3%. This percentage was achieved at implementation through personal administration of the questionnaires. According to Mugenda & Mugenda (2003) a response rate of 50% is adequate for analysis and reporting, 60% is good and a rate of 70% and over is excellent. Berg (2004) also agrees that a response rate of 70% and above is good. A questionnaire return rate of 81.3% was therefore good representation of the sample and adequate for meaningful generalization of the findings. All the sampled principals and heads of departments participated in the study translating into 100 % return rate.

4.3 Demographic Information of the Respondents

This presents analysis of respondents' demographic information that include; distribution of respondents by gender, distribution of respondents by their qualification, respondents' years in teaching, respondents' years in current schools and category of respondents' schools. Demographic information was necessary to enable a clear understanding of the background characteristics of the participants.

4.3.1 Distribution of Respondents by their Gender

Respondents were asked to indicate their gender. Gender was important to provide insight to ascertain the representative sample for both gender in the study. The Basic Education Act (2013) advocates for equality for both gender in educational opportunities. While article 232 (i) of the constitution accords equal chances to both men and women (Republic of Kenya, 2010). The findings are presented in Table 4.1.

Table 4.1: Distribution of Teachers by their Gender

	Teachers	Principals	HODs
Gender	Frequency/%	Frequency/ %	Frequency/%
Male	151(54.3)	3(50%)	3(50%)
Female	127(45.7)	3(50%)	3(50%)
Total	278	6 (100)	6(100)

Table 4.1 shows that slightly more than half (54.3 %) were comprised of male teachers while the remaining (45.7 %) were female. This finding is in line with that of Moy, Chen & Kao (2015) who explained that whenever probalistic sampling technique is applied in a study, there is no guarantee that both genders are equally represented. The HODs and principals respectively interviewed represented 50% of each gender. This indicates both genders were well represented in the sample. This implies that any bias in terms of responses given was minimized.

4.3.2 Distribution of Respondents by their highest Professional Qualifications

Teachers, Heads of Departments and Principals were asked to indicate their highest professional qualification. Respondents' professional qualification was necessary to establish whether the participants have the requisite professional qualification to effectively use the TPAD tool to improve their performance. The findings are presented in Table 4.2.

Table 4.2: Distribution of Respondents by their Qualification

	Teachers	HODs	Principals
Qualifications	Frequency/%	Frequency/%	Frequency/%
Diploma	15(5.4)	0(0%)	0(0%)
Bed	247(88.8)	4(66.6%)	5(83.3%)
Med	6(2.2)	1(16.7%)	1(16.7%)
Others	6(2.2)	1(16.7%)	0(0%)
System	4(1.4)	0(0%)	0(0%)
Total	278(100%)	6(100%)	6(100%)

Table 4.2 shows that the majority (88.8%) had Bachelor of Education (Bed). In addition, the majority (66.6% and 83.3%) of HODs and principals respectively interviewed had B Ed qualification. This implies the participants have the requisite academic qualification to effectively use the TPAD tool to improve their performance. It could also mean secondary level teaching in Kenya is a confine of teachers with Bachelor of Education. According to

Otieno (2016), most degree qualification in education in Kenya are trained to teach in secondary schools. In addition, one of the TSC set minimum qualification to teach at secondary school in Kenya is Bachelor of Education (Kenya Education Guide, 2021). The higher qualifications have fewer representations probably because of the TSC recruitment policy which requires one to be a professionally qualified teacher from any recognized institution. Related, TSC policy on promotion requires one to go through an interview to be considered for promotion to a higher job group. A post graduate qualification with the TSC is not so lucrative given that it attracts only three increments of about three hundred shillings. Additionally the TSC only gives very few individuals study leave with pay to pursue such studies. This seems to discourage the majority of teachers to go for such higher qualifications.

4.3.3 Teachers' Experience by years in Teaching

Teachers were asked to indicate the number of years in their profession. Respondents' years in teaching is necessary to help determine respondents' exposure to TPAD tool. Exposure to the tool will enable respondents to interpret and use the TPAD tool appropriately to improve their work performance. The findings are presented in Table 4.3.

Table 4.3: Teachers' Experience By Years in Teaching

Years in Teaching	Frequency	Percent
Less than 3 years	87	31.3
3 – 5 years	53	19.1
6 – 10 years	78	28.1
11 – 15 years	23	8.3
Over 15 years	37	13.3
Total	278	100.0

Table 4.3 shows that the majority of teachers (31.3%) had less than 3 years in teaching. This implies most teachers are new in the profession so there is need for mentorship. According to Cooper and Stewart (2009), beginning teachers have articulated issues that may lead to distress such as understanding the school culture and infrastructure, learning how to be an effective teacher, and working productively with the wider school community. Mentorship will assist the new teachers to learn what seems to be impossible to them hence enable them to settle in their new jobs. Appraisal is one of the mentorship programs that young teacher in the service learn a lot from. According Messmer (2003), Mentorship leads to job satisfaction and retention. A significant number however had experience enough to interpret and use TPAD Tool as required to improve their work performance.

All the principals and the HODs interviewed had teaching experience of over fifteen (15) years. This implies these administrators had enough experience to

deal with issues related to teacher performance appraisal. The findings are also in line with the TSC Code of Regulations Section 74 (b) which states that the Commission considers seniority and experience in promoting a teacher to the level of HOD and principal (RoK, 2006). When asked to share their experience in teacher performance appraisal, one of the HODs had this to say;

... I tell you, it is a tedious exercise for both teachers and administrators. A common complaint is the time taken on the performance appraisal exercise. In spite of this, teacher performance appraisal has been received positively but I would say those with more years in teaching are quite cooperative as they seem to more to others for them to understand it well. We keep explaining every time we do the appraisal for others to understand. Eventually I believe everybody will get it right since all teachers need it for their promotion (HOD A, personal communication, July 8, 2019).

On the same question, one of the principals interviewed had this to say;

Most teachers, in the profession, both young and old complain that this exercise consumes so much of their time. But you know what, they have no option but must ensure they embrace performance appraisal. This is more so because the results of the performance appraisal account for a certain percentage in their promotion. So you find those who care about their career struggle to understand it. You agree with me that everyone would like to be promoted (Principal A, personal communication, July 3, 2019).

From the interviews conducted with both the heads of departments and the principals, it is clear that irrespective of teachers' characteristics, TPAD criteria, although involving and taking a lot of teachers' time, must be met. In 2016, the Teachers Service Commission together with the Salaries Remuneration Commission (SRC) undertook a Job Evaluation (JE) in the public teaching sector. The recommendations of the Job Evaluation Report, led to an inevitable paradigm shift in career progression of teachers and hence career progression guidelines of 2017. These guidelines link teacher's career

progression to his/her work performance. Hence, a satisfactory rating in the performance appraisal is one of the criterion for secondary school teacher promotion (TSC 2017). This is consistent with TSC Code of regulation (2014) Section 74 (a) where the Commission considers merit and ability as reflected in the teacher's work, performance and results.

The principals and heads of departments were asked how the new teachers were adjusting to the demands of performance appraisal in their schools. One of the heads of departments had this to say;

...I don't understand your question but I would say all teachers are moving on well. However, we find new teachers are inquisitive and I would like to do things right. By the way, my personal opinion is that new teachers are adjusting more than the old in the profession. I do not know whether this is to do with technology (HOD A, personal communication, July 8, 2019).

While answering the same question, a principal had the following to say.

You know the trained teachers these days look for jobs for long before they get them. This alone makes them to be loyal to their jobs, doing their best at everything that pertains to job performance. As concerns performance appraisal, they are even smarter especially now that the TSC requires the process to be done on line. While the older teachers in the profession particularly women (...she laughed) find themselves technologically challenged, the young ones find it enjoyable. The young teachers, technologically advantaged, come in handy to help those who can't fill the appraisal forms online. In the process they learn quite a lot from the appraisal process. They have therefore adjusted quite well to the demands of performance appraisal. (Principal C, personal communication, July 3, 2019).

From the above quotes technology literacy is cited as a key factor that has assisted the new teachers in the profession to adjust to the demands of performance appraisal. Online performance appraisal systems are supported by (Ehrhart & Chung- Herrera, 2008) who claim that such systems make it

easy to track and maintain data on a large variety of performance criteria. From the quotes, the older teachers in the profession are found not to be comfortable with online performance appraisal introduced by the TSC since they are technologically disadvantaged. This is in agreement with the findings of Makewa & Mutie (2018) who found that the majority of older teachers in the profession are challenged due to lack of proper orientation in the administration of appraisal tool (TPAD) technologically. According to these two researchers, young teachers are technologically savvy and are therefore mostly used to key in data for those who are technologically challenged including school principals.

4.3.4 Duration in the Current School

Respondents were asked to indicate the years they had stayed in their current schools at the time of research. Respondents' years in their current schools was necessary to determine their exposure to the influence of performance appraisal on teacher performance in these schools. Table 4.4 shows the findings.

Table 4.4: Teacher's Duration at the Current School

Years in Current school	Frequency	Percent
Less than 3 years	155	55.8
3 – 5 years	54	19.4
6 – 10 years	59	21.2
11 – 15 years	3	1.1
Over 15 years	7	2.5
Total	278	100.0

Table 4.6 shows that the majority (55.8%) had stayed in their current stations for less than 3 years. A considerable percentage (40.6%) had been in their stations for 3-10 years. After ten years, the number reduced tremendously. In addition, all the heads of departments and principals interviewed had stayed in their present stations for 3-5 years. The findings reveal compliance with the TSC policy of 2015 that states a teacher is not expected to stay in one station/school for more than 9 years (TSC Code of Regulations, 2015 Section 64). Those with more than 3 years in their current stations had enough experience to relate their performance to the performance appraisal process.

4.3.5 Categories of Schools

Respondents were asked to indicate the categories of their schools. Categories of schools was necessary to establish whether there was significant difference in the mean of teachers' performance after appraisal and their school categories. Table 4.5 shows the findings.

Table 4.5: Category of Schools

Category of schools	Frequency	Percent
National	2	0.7
Extra County	13	4.6
County	25	4.7
Sub county	228	82.0
Total	278	100.0

Table 4.5 shows that the target aimed at inception stage was achieved at National, Extra County, and County with a very small margin of 19% at the

sub county level. National schools are fewer compared to other categories depicting the fewer national schools in the country, Kenya. Such schools are a preserve of the few with the best scores at KCPE. In Kenya, after taking the primary school leaving examination and successfully passing, government-funded schools select students in order of scores. Students with the highest scores gain admission into national schools while those with average scores are selected into Extra County and County schools. Sub- County schools accept students with low scores. National schools have quality teaching facilities and admit students with high scores enabling them to perform better in national examinations than the rest of the school categories namely, Extra County, County and Sub County. According to Lucas and Mbiti (2014), attending a national school result in exposure to a higher quality and more diverse peer group in a better resourced school environment that results in better student performance.

Additionally, Wacheke (2014) findings showed that a larger percentage of district (Sub County) schools had a shortage of teaching resources which hindered students and teachers from accessing the knowledge required to perform at KCSE. As concerns entry behavior in terms of scores, Geiser and Santelices (2007) have argued that entry behavior in terms of scores or previous grades is a pupil's reflection of the previous performance, a pointer to the pupil's academic ability. However, they explain that the ability is not permanently fixed and largely depends on how it is managed. If managed well,

poor students will improve and if managed poorly, a high achiever will post poor results.

When asked how they rated improvement in the performance of their schools, after the exercise of performance of appraisal, the interviewees from different categories had different views. An interviewee from a national school had this to say;

... well since the implementation of performance appraisal, our mean grade is still the same as it were before. But we hope to push the mean upwards. Anyway, we are still happy with the performance just as the public is. (Principal A, personal communication. July 3, 2019).

From Extra County School, an interviewee had this to say; *“Yes, I would say there is marginal improvement and we hope to do better than what we are doing. I am confident this is possible”* (HOD D, personal communication. July 9, 2019). This same reply was given by an interviewee from a county school. From a sub-County school an interviewee said, *“Our mean is still where it was but we are actually pushing our teachers to meet a certain cadre and I tell you. We shall get there”*. These Findings confirms those of Lucas & Mbiti (2014), Geiser & Santelices (2007) and Wacheke, (2014) discussed above. From the findings, Performance in schools is explained by other factors such as facilities and entry behavior in terms of scores.

4.4 Analysis of Teacher's Performance Variables

This section presents data analysis, interpretation and discussion on teachers' performance as a result of appraisal. Means and standard deviations of teachers' performance variables were analyzed, interpreted and discussed.

4.4.1 Means and Standard Deviations of Teachers' Performance Variables

This section seeks to establish the respondents' views on their performance as a result of teacher appraisal based on the 10 items. The respondents were asked to rate the items on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were analyzed and presented in Table 4.6.

Table 4.6: Means and Standard Deviations on Teachers' Performance

ITEMS	N	Mean	Std. Error	Std. Deviation
1. Performance appraisal has enhanced my career progression	278	3.10	.084	1.393
2. Performance appraisal has improved my individual learners' scores in tests & examinations	278	3.41	.077	1.288
3. Performance appraisal has improved my preparedness to teach.	278	3.79	.066	1.109
4. Performance appraisal has enhanced my timely syllabus coverage	278	3.69	.071	1.191
5. Performance appraisal has improved my effective curriculum delivery	278	3.65	.076	1.273
6. Performance appraisal has enhanced my professionalism in the teaching career	278	3.65	.075	1.244
7. Performance appraisal has resulted in my positive attitude to teaching.	278	3.47	.083	1.388
8. Performance appraisal has enhanced my knowledge in my subject area	275	3.55	.081	1.340
9. Performance appraisal has enhanced my ability to apply knowledge learnt in solving practical problems	278	3.62	.074	1.234
10. Performance appraisal has enhanced my ability to learn from others	275	3.61	.077	1.269

Table 4.6 shows that out of 10 items, 7 had a mean above 3.50 which can be considered to imply that respondents agreed on those items. Three items

namely; Performance appraisal has resulted in my positive attitude to teaching, Performance appraisal has improved my individual learners' scores in tests & examinations, Performance appraisal has enhanced my career progression had means of 3.47, 3.41 and 3.10 respectively. The result in Table 4.6 shows that teachers agreed that performance appraisal had improved their preparedness to teach (M=3.79), enhanced their timely syllabus coverage (M= 3.69), improved their effective curriculum delivery (M = 3.65), enhanced professionalism in their teaching carrier (M= 3.65), enhanced ability to apply knowledge learned in solving problems (M= 3.62), enhanced ability to learn from others (M = 3.61) and enhanced knowledge in their subject area (M = 3.55). Most of the HODs and the principals interviewed concurred with these findings. When asked how teacher appraisal enabled teachers in their school to work, one of the HODs had this to say;

...Eeh, I am telling you (sic) the performance for the school has improved quite a lot. Teachers are alert and focused. When the bell rings they are all in their respective places. Learners, just like teachers are always ready for work. No wonder, teachers cover the syllabus on time. For me, the appraisal process has enabled teachers to work quite well such that without performance appraisal I tell you (sic) we could not be where we are in academic performance.
(HOD B, personal communication, July 8, 2019)

While answering the same question, one of the principals interviewed had the following to say;

At a glance one can see a lot of professionalism among teachers. They are seen up and down getting everything ready in preparation for teaching. This to me is what has enabled the school to post good mean grade in the past years. I have no problem with the way my teachers work neither have I had any complaint about them. So, they are working. Personally, I see teachers wanting to meet targets in the TPAD tool so they must get ready for every activity they are set to perform. (Principal A, personal communication, July 3, 2019)

These findings imply performance appraisal forces teachers to put extra effort in their teaching. According to the findings, teacher preparation is key to success in work performance. It seems the teachers in schools have set pre-determined goals which have worked as inducers to post good performances. This is in agreement with goal setting theory used in this study which stipulates that, specific goals, accompanied by challenging performance targets are likely to improve performance results as compared to simple and ambiguous goals. The goal setting process by itself gives some kind of emotional urgency, and capable to provoke energy and attention. (Locke & Latham, 2006). The achievement of goal ultimately creates satisfaction, whereas unaccomplished goals are likely to trigger dissatisfaction, and leave stakeholders with emotional distress (Lunenburg, 2011). Focusing on goal setting, Odindo *et al.* (2020) also found that there is a positive correlation between goal setting and the performance of public secondary school teachers. Odindo and colleagues also established that there is a significant positive relationship between goal setting and teachers' performance. Amponsah (2015) also found that goal setting has the capacity to ensure persistence and it makes an individual develop measures to overcome any pending challenges.

The findings are in agreement with those of Kennedy (2007), who explains 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. Kennedy's study indicates that for students to perform better in exams, teachers must embrace proper preparation and planning before

embarking on teaching. The findings also concur with Önen & Sincar (2019) study which analyzed teachers' performance evaluation at private schools using a sample from Kahramanmaraş and Gaziantep in Turkey. The study revealed that participants highlighted the significance of relationship between feedback and evaluation. Locally, Kagema & Irungu (2018) too established that teacher appraisals influenced teacher performance.

In order to establish the composite, mean for the 10 items, the researcher sought to compute one continuous statistic for each of 278 respondents. Using SPSS the data was transformed to continuous variable that enabled the researcher compute a composite mean. It is important to note that the general score for 10 items ranges between 10 (if the respondents rated strongly disagree on the 10 items – i.e. 1 x 10) and 50 (if the respondents rated strongly agree on the 10 items = 5 X 10). The analysis is reported in Table 4.7.

Table 4.7: Composite Mean on Items Under Teacher Performance

Minimum	Maximum	Mean	Std. Error	Std. Deviation
10	50	35.47	.670	11.165

Table 4.7 shows that all the 278 respondents registered a mean of 35.47 with a standard deviation of 11.165. This mean is between 30 which can be seen to imply neutral and 40 which seem to suggest that the respondents agree on all the 10 Items. Variability of the score around the mean can be said to be (++) the standard deviation implying that the respondents' views ranges between

Disagree (M=24.305) and strongly agree (M =46.635). Since the mean of 35.47 seems to bend towards 40, the study concluded that there was a general agreement by respondents on all the 10 items on teachers' performance. Thus, performance appraisal improves performance. This confirms findings of the studies by Kagema, & Irungu, (2018) and Bashir (2017). Kagema, & Irungu, (2018) conducted a study on an analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya. The findings revealed that teacher appraisals influenced teacher performance. While a study conducted by Bashir (2017) on the effect of Performance Appraisal System (PAS) on both teachers' satisfaction and teachers' performance in Pakistan Excel English School Kuwait indicated there was a significant relationship between the performance appraisal system and teachers' performance.

4.5 Performance Appraisal on Application of Professional Knowledge and Teacher Performance

This section presents data analysis, interpretation and discussion on the first objective of the study that sought to determine how performance appraisal on application of professional knowledge influences teacher performance in public secondary schools in Migori County, Kenya. The first sub section gives analysis of means and standard deviations on items related to performance appraisal on application of professional knowledge, the second sub section presents correlation between performance appraisal on application of professional knowledge and teacher performance, and the last sub –section

presents regression analysis between performance appraisal on application of professional knowledge and teacher performance.

4.5.1 Means and Standard Deviations for Performance Appraisal on Application of Professional Knowledge

The respondents were asked to rate the items on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were analyzed and presented in terms of means and standard deviations as shown in Table 4.8.

Table 4.8: Performance Appraisal on Application of Professional Knowledge

ITEMS	N	Mean	Std. Error	Std. Deviation
1. Appraisal on application of professional knowledge has enhanced my professional knowledge.	278	3.54	.080	1.340
2.Appraisal on application of professional knowledge enables me to prepare professional documents on time	278	3.97	.071	1.178
3.Appraisal on application of professional knowledge has enabled me to cover syllabus within stipulated time	278	3.69	.079	1.311
4. Appraisal on application of professional knowledge has enhanced my use of approved profession documents in teaching.	278	3.88	.074	1.226
5.Appraisal on application of professional knowledge has enhanced my marking of learners' work	278	3.53	.077	1.285
6. I am appraised on individualized education program I develop.	278	3.76	.067	1.115
7.Appraisal on application of professional knowledge has enabled me to organize individualized education programs for my learners	278	3.67	.070	1.171
8.Appraisal on application of professional knowledge has enhanced my identification of weak/talented learners	278	3.79	.076	1.266
9.Appraisal on application of professional knowledge has improved my organization of exam/test files	278	3.82	.071	1.185
10.Appraisal on application of professional knowledge has made me to cooperate with administration	278	3.78	.071	1.186

Table 4.8 shows that the lowest mean registered was 3.53 and the highest mean was 3.97. The mean of more than 3.50 is said to tend towards 4.00 which means 'agree'. It is therefore interpreted that respondents agreed to all items under this variable. The standard error of the mean on all items appear to be smaller implying that the sample means are true representative of the population from which the sample was drawn from. Among the items that teachers agreed that appraisal has enabled them to improve include preparation of professional documents on time (M = 3.97), use of approved professional documents in teaching (M= 3.88), organization of exams and tests (M = 3.82), identification of weak and talented learners (M = 3.79), and cooperation with administration (M= 3.78). When asked how they rated the performance appraisal on application of professional knowledge one of the heads of departments had this to say:

Well, there has been significant improvement on the side of the teacher performance. I think this application has actually helped the teachers to perform well in the classroom because they are able to complete their schemes of work on time, go to class with lesson plans which we can now see. They are also able to help weak students because there is a way, they identify them. Generally, we are working very well with them. (HOD C, personal communication, July 3, 2019).

Confirming the above, one of the principals had this to say:

Appraisal on the application of professional knowledge has indeed lightened our supervisory duties. Knowing that they will be appraised on professional documents has made teachers ensure they have all the professional documents ready and not only that these documents have helped them in so many ways that we can see like being sequential in their teaching. (Principal C, personal communication, July 3, 2019).

The two quotes are in congruence with the findings above from the teachers' questionnaire. It is clear that appraisal on the application on professional knowledge has improved teacher performance. Teachers must put in place all the professional documents since these documents are regularly checked and their application monitored by the administrators. The findings agree with those of Aguinis (2009) who posit that the teacher ought to follow sound teaching principles such as lesson preparation by putting in place a scheme of work, lesson plans and use of the appropriate methods of teaching. Kennedy (2007) also concur that teachers must be equipped with teaching documents such as lesson notes, schemes of work, lesson plans in order to accomplish their teaching mission. He continuous to explain that the school principal is tasked with the responsibility of ensuring that teachers have all the necessary documents before embarking on teaching.

According to goal- setting theory used in this study, specific and challenging goals along with appropriate feedback contribute to higher and better task performance. Isiugo- Abanihe *et al.* (2010), explain that lack of regular and close monitoring of these documents can be a factor to poor performance. This is also supported by findings from Musungu & Nasongo (2008) in a study that revealed high percentage of principals in high performing schools checked lesson plans, schemes of work, teacher attendance and class registers regularly. Nyanjom *et al.* (2021) also revealed that teaching skills and assessment competencies had statistically significant relationship with pupils'

academic achievement. Marika (2021) established existence of high degree of correlation between teacher professional knowledge and service delivery.

The study further sought to establish the composite mean for all the 10 items on performance appraisal on application of professional knowledge. The likert type data was transformed to continuous variable to enable computations of composite mean. The general mean (Composite mean) was interpreted based on the score for 10 items for each respondent. This score ranges between 10 (if the respondents rated strongly disagree on the 10 items i.e 1 x 10) and 50 (if the respondents rated strongly agree on the 10 items 5 X 10). The result of analysis were reported in Table 4.9.

Table 4.9 Composite Mean on Items Under Performance Appraisal on Application of Professional Knowledge

N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
278	11	50	37.42	.599	9.990
278					

Table 4.9 shows that the score of all the 278 respondents opinion varied between 11 which can be interpreted to mean strongly disagree and 50 which can be said to imply very strongly agree on all the 10 items. The mean of all the 10 items was recorded as 37.42 with a standard deviation of 9.990. Standard error of the mean is 0.599, small enough to suggest that the sample mean is true representative of the population mean. Since the mean is on the

higher side of the continuum tending towards 40, it was concluded that respondents agreed on all the 10 items describing the variable.

4.5.2 Correlation between Performance Appraisal on Application of Professional Knowledge and Teachers' Performance

The study sought to establish the relationship between performance appraisal on application of professional knowledge and teachers' performance. The researcher also tested the first hypothesis, thus;

H₀₁: *“There is no significant relationship between performance appraisal on application of professional knowledge and teachers' performance in public secondary schools in Migori County, Kenya”.*

Correlation between the two variables was done using Pearson correlation index and results shown in Table 4.10.

Table 4.10: Correlation Between Performance Appraisal on Application of Professional Knowledge and Teachers' Performance

		Teacher appraisal on application of professional knowledge	Teachers' performance
Teacher appraisal on application of professional knowledge	Pearson Correlation	1	.861**
	Sig. (2-tailed)		.000
	N	278	278
Teachers' performance	Pearson Correlation	.861**	1
	Sig. (2-tailed)	.000	
	N	278	278

Table 4.10 shows a correlation of $r = 0.861$ with $p = 0.000$. A correlation of $r = 0.861$ implies that there is a strong positive linear correlation between performance appraisal on application of professional knowledge and teachers' performance. This can also mean, as performance appraisal on application of professional knowledge increases, teachers' performance increases too. This findings corroborates with the ones above that indicates that appraisal on the application on professional knowledge has improved teacher performance.

Testing of Null Hypothesis 1

This section test hypothesis one (H_{01}) that states “*There is no significant relationship between performance appraisal on application of professional knowledge and teachers' performance in public secondary schools in Migori county, Kenya*”. From Table 4.10 a P-value was found to be $p = 0.00$ which is less than 0.05 level of significance. This led to rejection of the null hypothesis and adoption of the alternative hypothesis that there is significant relationship between performance appraisal on application of professional knowledge and teachers' performance. This finding is in consistence with Osati (2019) who noted that performance appraisal on teachers' professional knowledge and application contributed greatly to teacher performance as it ensured that teachers were fit to execute instructional role as mandated by the Ministry of Education and their employer, TSC. However, these findings were divergent with the findings of Jensen and Reichl (2011) who noted that teachers believe appraisals of their work was done purely to meet administrative requirements.

4.5.3 Regression Analysis Between Performance Appraisal in Relation to Application of Professional Knowledge and Teachers' Performance

The study sought to determine how performance appraisal in relation to application of professional knowledge predicts teachers' performance. To help in this, a linear regression analysis was computed based on the following model

$$Y = a + \beta x_1 + e_i$$

Where

Y – Teachers' performance (Dependent variable)

a – Constant

β - Change in Y

e_i - error term

X – Performance appraisal on application of professional knowledge
(Independent or predictor variable)

Regression analysis were presented in Table 4.11, Table 4.12 and Table 4.13 as follows.

Table 4.11: Regression Model Summary of Performance Appraisal in Relation to Application of Professional Knowledge on Teacher Performance

	Std. Error of the		
R	R Square	Adjusted R Square	Estimate
.861 ^a	.741	.740	5.689

Table 4.11 shows R Square of 0.741 with an adjusted R square of 0.740. This implies that Performance appraisal in relation to application of professional knowledge explains 74.1% variations in teachers' performance. In other words Performance appraisal on application of professional knowledge predicts teachers' performance by 74.1%. This implies that application of professional knowledge plays a major role in teaching thus improving teacher performance.

The study further sought to determine whether the model represented in Table 4.11 was fit and significant. This led to computation of ANOVA. ANOVA is a statistical test for detecting differences in group means when there is one parametric dependent variable and one or more independent variables. According to Sawyer (2009), assumptions underlying ANOVA include parametric data measures, normally distributed data, similar group variances, and independence of subjects. The analysis is as presented in Table 4.12.

Table 4.12: ANOVA Analysis on Performance Appraisal in Relation to Application of Professional Knowledge and Teachers' Performance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	25595.234	1	25595.234	790.898	.000 ^b
Residual	8931.975	276	32.362		
Total	34527.209	277			

Table 4.12 show statistics to ascertain whether the model which shows Performance appraisal on application of professional knowledge as a predictor of teachers' performance is fit. The results shows F = 790.898 with P- Value =

0.00. Since P- values was found to be less than 0.05 level of significance, it was concluded that the model was significant and that Performance appraisal on application of professional knowledge is a significant predictor of teachers' performance. The study sought to establish how a unit of Performance appraisal on application of professional knowledge led to increase in teachers' performance. The results were presented in Table 4.13.

Table 4.13: Coefficients Analysis on Performance Appraisal on Application of Professional Knowledge and Teachers' Performance

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	-.542	1.325		-.409	.683
Teacher appraisal on application of professional knowledge	.962	.034	.861	28.123	.000

Table 4.13 shows that a unit of teacher appraisal on application of professional knowledge leads to an increase of 0.962 in teachers' performance. Based on P- Value of 0.00 as shown on Table 4.13, this increase was found to be significant since it was less than 0.05 level of significant. If this statistics is substituted in the above model,

$$Y = a + \beta x_1 + e$$

Then

$Y = - 0.542 + 0.962 (X)$ where X – Performance appraisal on application on professional knowledge (Independent or Predictor Variable).

4.6 Performance Appraisal on Time Management and Teachers' Performance

This section presents data analysis, interpretation and discussion on the second objective of the study that sought to determine the influence of performance appraisal on time management on the teacher performance in Migori County, Kenya. The first sub section gives analysis of means and standard deviations on items related to performance appraisal and time management, the second sub section presents correlation between performance appraisal on time management and teacher performance, and the last sub –section presents regression analysis between performance appraisal on time management and teacher performance.

4.6.1 Means and Standard Deviations for Performance Appraisal on Time Management

The teachers were asked to rate the items on time management on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were analyzed and presented in terms of means and standard deviations as shown in Table 4.14.

Table 4.14: Performance Appraisal on Time Management

ITEMS	N	Mean	Std. Error	Std. Deviation
1.Appraisal on time management has improved my school attendance	278	3.71	.078	1.301
2. Appraisal on time management has enhanced my timely preparation of professional records.	278	3.85	.068	1.136
3.Appraisal on time management has enhanced my punctuality in reporting on duty	278	3.81	.072	1.208
4.Appraisal on time management has enhanced my punctuality in lesson attendance	278	3.60	.081	1.350
5. Appraisal on time management has improved my recovery of lessons missed within the time schedule.	278	3.75	.080	1.341
6.I spend more of my teaching time on the exercise of appraisal	278	3.89	.070	1.169
7.Appraisal on time management has improved my giving feedback to students	278	3.60	.062	1.035
8.Appraisal on time management has made me more focused	278	3.69	.057	.950
9.Appraisal on time management has improved urgency in attending to academic issues in school	278	3.65	.062	1.039
10.Appraisal on time management has helped me organize my private life	278	3.58	.055	.922

Table 4.14 shows that the lowest mean registered was 3.58 and the highest mean was 3.89. The mean of more than 3.50 is said to tend towards 4.00 which means ‘agree’. It is therefore interpreted that respondents agreed to all items under this variable. The standard error of the mean on all 10 items ranges between 0.055 to 0.081 appear to be smaller enough to enable us

conclude that the sample means on the 10 items are true representative of the population from which the sample was drawn from. Among the items that teachers agreed that appraisal has enabled them to improve include; timely preparation of professional records (M = 3.85), punctuality in reporting on duty (M = 3.81), recovery of lessons missed within the time schedule (M = 3.75), and improved school attendance (3.71). Apart from appraisal helping teachers to improve in some aspects, it was also noted teachers agreed that they spend more of their teaching time on the exercise of appraisal as indicated by mean of 3.89.

These findings are corroborated with the findings from the interviews with the heads of department and the principals. When asked whether teachers were comfortable with the appraisal process, one of the heads of departments had this to say, *“Yes because it is a requirement. However teachers complain they take a lot of time to fill the TPAD forms, time they say they would have used in teaching”* (HOD B personal communication, July 8, 2019). On the same question, one of the principals had the following to say;

My friend, it is not a question of being comfortable. How can one tell the individual's contribution to the enterprise if not by performance management? I tell you if such a system was not in place, many people will not really bother with what they do. Yes, I am aware teachers complain that they waste a lot of time filling the appraisal forms but who tells you that the time they spend on this would be used constructively in their work? Any way performance management is not just TSC issue but is a world concern so teachers should take it seriously. That is all I can say. (Principal C, personal communication, July 3, 2019)

From these findings Performance appraisal on time management is beneficial to teachers in a number of ways although teachers decry the time, they take to fill the appraisal forms. According to the majority of teachers (mean = 3.89), they feel they spend more of the teaching time on the exercise of appraisal. Performance appraisal on time management actually ensures that teachers' time is allotted for every bit of activity within a group of teaching activities, allowing them to complete the entire programme or task on schedule.

This tends to agree with goal setting theory which argues that specific goals, accompanied by challenging performance targets by itself gives some kind of emotional urgency, and capable to provoke energy and attention. (Locke & Latham, 2013). Goal setting theory strongly influences employee behavior that positively contributes to changes in his or her performance. This could be the drive behind teachers' performance illustrated in Table 4.14. This finding is in congruence with Jensen (2011) who carried out a study on the effects of teacher appraisal on effective curriculum implementation among teachers in Australia and established that teachers were delaying in fundamental areas of curriculum implementation. This, according to the study resulted in to a sharp fall in student reading and stagnation in mathematics.

Monyatsi, Stayne & Kamper (2006) concur that for schools to complete prescribed syllabus in time, there was need to improve on teacher appraisal system. However, Kiggundu (2009) posits that most school time is wasted during assemblies, breaks and talking. A study by Ekaterina *et al.* (2010)

reveals that ability of using individual skills of time management, counts an important factor in educational and non-educational success. Similarly, Nigussie (2019) also agrees that most students possessing time management skills score highly than those without time management abilities. However, the study findings seem to contradict those of Mgbere & Andrew (2019) which observes that many teachers lack technicality in managing their time for effectiveness as they get carried away by activities at home and chatting with colleagues during work hours. In fact, Mgbere & Andrew (2019) show that time management contributes only 3.1% to female teacher job performance. It is therefore emerging that influence of time management performance appraisal on teachers' performance is heterogeneous and specific to each teacher.

The study further sought to establish the composite mean for all the 10 items on performance appraisal on time management. The likert type data was transformed to continuous variable to enable computations of composite mean. The general mean (Composite mean) was interpreted based on the score for 10 items for each respondent. This score ranges between 10 (if the respondents rated strongly disagree on the 10 items i.e 1×10) and 50 (if the respondents rated strongly agree on the 10 items 5×10). The result of analysis were reported in Table 4.15.

Table 4.15: Composite Mean on Items Under Performance Appraisal on Time Management

N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
278	10	50	37.14	.531	8.847

Table 4.15 shows that the score of all the 278 respondents opinion varied between 10 which can be interpreted to mean strongly disagree and 50 which can be said to imply very strongly agree on all the 10 items. The mean of all the 10 items was recorded as 37.14 with a standard deviation of 8.847. Standard error of the mean is 0.531, small enough to suggest that the sample mean is true representative of the population mean. Since the mean is on the higher side of the continuum tending towards 40, it was concluded that respondents agreed on all the 10 items describing the time management variable.

4.6.2 Correlation between Performance Appraisal on Time Management and Teachers' Performance

The study sought to establish the relationship between performance appraisal on time management and teachers' performance. The researcher also tested the second hypothesis, thus;

H₀₂: “There is no significant relationship between performance appraisal on time management and teachers' performance in public secondary schools in Migori County, Kenya”.

Correlation between the two variables was done using Pearson correlation index and results shown in Table 4.16.

Table 4.16: Correlation Between Performance Appraisal on Time Management and Teachers Performance

		Teacher appraisal on time management	Teachers' performance
Teacher appraisal on time management	Pearson Correlation	1	.744**
	Sig. (2-tailed)		.000
	N	278	278
Teachers' performance	Pearson Correlation	.744**	1
	Sig. (2-tailed)	.000	
	N	278	278

Table 4.16 shows a correlation of $r = 0.744$ with $p = 0.000$. A correlation of $r = 0.744$ implies that there is a very strong positive linear correlation between performance appraisal on time management and teachers' performance. This can also mean, as performance appraisal on time management increases, teachers' performance increases too.

Testing of null hypothesis 2

This section test hypothesis two (H_{02}) that states "*There is no significant relationship between performance appraisal on time management and teachers' performance in public secondary schools in Migori County, Kenya*". From Table 4.16 a P-value was found to be $p = 0.00$ which is less than 0.05 level of significance. This led to rejection of the null hypothesis and adoption of the alternative hypothesis that there is significant relationship

between performance appraisal on time management and teachers' performance. This findings concur with those of Khan, Farooqi, Khalil & Faisal (2016) who established a positive relationship between teachers' time management techniques and their class performance. According to the observations made by Mgbere & Andrew (2019), in the school settings, time is allotted to activities such as morning devotion, first and last lessons, break time, holidays, among others and that every other resource in education makes use of time resource in performance of its functions.

4.6.3 Regression Analysis Between Performance Appraisal on Time Management and Teachers' Performance

The study sought to determine how performance appraisal on time management predicts teachers' performance. To help in this, a linear regression analysis was computed based on the following model.

$$Y = a + \beta x_2 + e_i$$

Where

Y – Teachers' performance (Dependent variable)

a– Constant

β - Change in Y

e_i - error term

X - Performance appraisal on time management (Independent or predictor variable)

Regression analysis were presented in Table 4.17, Table 4.18 and Table 4.19 as follows;

Table 4.17: Regression Model Summary of Performance Appraisal on Time Management and Teacher Performance

R	R Square	Adjusted R Square	Std. Error of the Estimate
.744 ^a	.554	.552	7.470

Table 4.17 shows R Square of 0.554 with an adjusted R square of 0.552. This implies that performance appraisal on time management explains 55.4% variations in teachers' performance. In other words Performance appraisal on time management predicts teachers' performance by 55.4%. This implies that time management plays a moderate role in improving teacher performance.

The study further sought to determine whether the model represented in Table 4.17 was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.18.

Table 4.18: ANOVA Analysis on Performance Appraisal on Time Management and Teachers' Performance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	19126.088	1	19126.088	342.754	.000 ^b
Residual	15401.121	276	55.801		
Total	34527.209	277			

Table 4.18 show statistics to ascertain whether the model which shows performance appraisal on time management as a predictor of teachers'

performance is fit. The results show $F = 342.754$ with $P\text{-Value} = 0.00$. Since $P\text{-values}$ was found to be less than 0.05 level of significance, it was concluded that the model was significant and that performance appraisal on time management is a significant predictor of teachers' performance.

The study sought to establish how a unit of performance appraisal on time management led to increase in teachers' performance. The results were presented in Table 4.19.

Table 4.19: Coefficients For Performance Appraisal on Time Management And Teachers' Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.585	1.937		.302	.763
Teacher appraisal on time management	.939	.051	.744	18.514	.000

Table 4.19 shows that a unit of performance appraisal on time management leads to an increase of 0.939 in teachers' performance. Based on $P\text{-Value}$ of 0.00 as shown on Table 4.19, this increase was found to be significant since p was less than 0.05 level of significance. If this, statistics is substituted in the above model

$$Y = a + \beta x_2 + e_i$$

Then

$Y = -0.585 + 0.939(X)$: where X = performance appraisal on time management (Independent or predictor variable).

4.7 Performance Appraisal on Creativity in Teaching and Teachers' Performance

This section presents data analysis, interpretation and discussion on the third objectives of the study that sought to establish how Performance appraisal on creativity in teaching influences teachers' performance in Migori County, Kenya. The first sub section gives analysis of means and standard deviations on items related to Performance appraisal on creativity in teaching, the second sub section presents correlation between Performance appraisal on creativity in teaching and teacher performance, and the last sub –section presents regression analysis between Performance appraisal on creativity in teaching and teachers' performance.

4.7.1 Means and Standard Deviations for Performance Appraisal on Creativity in Teaching

The respondents were asked to rate the items on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were analyzed and presented in terms of means and standard deviations as shown in Table 4.20.

Table 4.20: Performance Appraisal on Creativity in Teaching

ITEMS	N	Mean	Std. Error	Std. Deviation
1. Appraisal on creativity has improved my creativity in teaching.	278	3.40	.083	1.384
2. Appraisal on creativity in teaching has assisted me in preparing most of T/L aids.	278	3.51	.074	1.228
3.Appraisal on creativity has enhanced my digital literacy	278	3.56	.076	1.275
4.Appraisal on creativity in teaching has improved my use of ICT in my teaching	278	3.64	.074	1.232
5.Appraisal on creativity has enhanced my ICT integration in my teaching	278	3.60	.076	1.267
6.Appraisal on creativity has improved my use of a variety of teaching/ learning aids	278	3.68	.067	1.119
7.Appraisal on creativity has resulted in use of appropriate approaches in my teaching	274	3.70	.077	1.269
8.Appraisal on creativity has enhanced rethinking on my delivery methods	278	3.66	.065	1.079
9.Appraisal on creativity has enabled me improve the instruction environment	278	3.55	.061	1.014
10.Appraisal on creativity has enhanced students' participation in class	278	3.66	.065	1.082

Table 4.20 shows that the lowest mean registered was 3.40 and the highest mean was 3.70. The mean of more than 3.50 is said to bend towards 4.00 which means 'agree'. It is therefore interpreted that respondents agreed to nine out of 10 items under Performance appraisal on creativity in teaching variable. The standard error of the mean on all 10 items ranges between 0.061 to 0.083 appear to be smaller enough to enable us conclude that the sample means on

the 10 items are true representative of the population from which the sample was drawn from. Among the items that teachers agreed that appraisal has enabled them to improve include; use of appropriate approaches (M = 3.70), use of a variety of teaching/ learning aids (M = 3.68), rethinking of their delivery strategies (M = 3.66), enhanced students' participation in class (M = 3.66), enhanced teachers ICT integration in their teaching (M = 3.60), and enhanced teachers digital skills (M = 3.56). Information from the interviews conducted with the heads of departments and the principals corroborates these findings. When asked whether the performance appraisal has enabled their teachers' to be creative enough, one of the interviewees had this to say;

What do you mean by being creative? What I know teachers have brought in technology to teach, something which was not there before. They are using power point, they use google to search for information, do experiments and make variety of teaching/ learning aids. For me, this is creativity. I do not know whether this is right with you. What I can add is that with the teachers using such approaches their teaching has become more effective as learners have really shown interest in what they are learning. This has improved our school's mean score in KCSE (Principal B, personal communication, July 3, 2019).

According to these findings, performance appraisal on creativity in teaching has improved learning effectiveness. As can be observed, when teachers use creative approaches in teaching, they become effective as their learners show interest in what they learn. These findings concur with those of Narayanan (2017) who agrees that creative and innovative teaching methods make a particular concept clear to the students, students develop interest to know exactly the concept, creates long lasting memory/ correlation of a concept and there is positive relationship with creativity innovation with student academic

performance using various teaching methods. Also in congruence is the findings of the study by Khodabakhshzadeh, Hosseinnia, Moghadam & Ahmadi (2018) who established that seven scales of creativity (originality and elaboration, fluency and flexibility, person (teacher), press (environment) and materials, motivation, independent learning (Autonomy) and brainstorming have significant relationship with teaching effectiveness.

Also evident in their teaching is use of ICT. Teachers are seen to be adapting to ever changing technology in the world making their teaching enjoyable which leads to learner retention of the learnt concepts. These results are in congruence with those of Lee (2011) & Wang (2002) who posit that integrating information technology into teaching had a significant positive effect on learning effectiveness. However according to Wanjala & Osendo (2019), teachers view integration of ICT in teaching as an expensive exercise and not quite helpful especially in an environment that lacks the necessary resources to support digitization. Igbafe (2014) in Nigeria notes that students who have grown up in a digital environment can easily adapt to ever-changing technology but the teachers must have skills in digital literacy so that they can use the computer and internet and integrate technology into the curriculum and into the classroom.

Given that teaching different children with diverse backgrounds is a challenge, it emerges that the foregoing findings are in agreement with articulations in goal setting theory. The theory stipulates that goals have direct attention to priorities that is when specific goals are set by teachers it drives their attention

to priorities of achieving the goals (Locke & Latham, 2013). According to TSC (2020), the first step in performance management is target setting. Teachers and their supervisor (head of department or deputy principal) are therefore required to have a target setting meeting where they share understanding of what they aim at; discuss the competency areas and set deadlines as per school calendar of activities.

The study further sought to establish the composite mean for all the 10 items on Performance appraisal on creativity in teaching. The likert scale type data was transformed to continuous variable to enable computations of composite mean. The general mean (Composite mean) was interpreted based on the score for 10 items for each respondent. This score ranges between 10 (if the respondents rated strongly disagree on the 10 items i.e. 1 x 10) and 50 (if the respondents rated strongly agree on the 10 items 5 X 10). The results of analysis were reported in Table 4.21.

Table 4.21: Composite Mean on Items Under Performance Appraisal on Creativity in Teaching

N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
278	10	50	35.47	.670	11.165

Table 4.21 shows that the score of all the 278 respondents opinion varied between 10 which can be interpreted to mean strongly disagree and 50 which

can be said to imply very strongly agree on all the 10 items. The mean of all the 10 items was recorded as 35.47 with a standard deviation of 11.165. Standard error of the mean is 0.670, small enough to suggest that the sample mean is true representative of the population mean. Since the mean is on the higher side of the continuum bending towards 40, it was concluded that respondents agreed on all the 10 items describing the variable.

4.7.2 Correlation between Performance Appraisal on Creativity in Teaching and Teachers' Performance

The study sought to establish the relationship between Performance appraisal on creativity in teaching and teachers' performance. The researcher also tested the third hypothesis, thus;

H₀₃: “There is no significant relationship between Performance appraisal on creativity in teaching and teachers' performance in public secondary schools in Migori County, Kenya”.

Correlation between the two variables was done using Pearson moment correlation index and results shown in Table 4.22.

Table 4.22: Correlation between Performance Appraisal on Creativity in Teaching and Teachers' Performance

		Teacher appraisal on creativity in teaching	Teachers' performance
Teachers' performance	Pearson Correlation	1	.897**
	Sig. (2-tailed)		.000
	N	278	278
Teacher appraisal on creativity in teaching	Pearson Correlation	.897**	1
	Sig. (2-tailed)	.000	
	N	278	278

Table 4.22 shows a correlation of $r = 0.897$ with $p = 0.000$. A correlation of $r = 0.897$ implies that there is a very strong positive linear correlation between Performance appraisal on creativity in teaching and teachers performance. This can also mean, as Performance appraisal on creativity in teaching increases, teachers' performance increases too. These findings are in line with those of Wanjala & Osendo (2019) who established that performance appraisal on creativity in teaching positively influence teacher's job performance.

Testing of null hypothesis 3

This section test hypothesis three (H_{03}) that states "*There is no significant relationship between Performance appraisal on creativity in teaching and teachers' performance in public secondary schools in Migori County, Kenya*". From Table 4.22 a P-value was found to be $p = 0.00$ which is less than 0.05 level of significance. This led to rejection of the null hypothesis and adoption of the alternative hypothesis that there is significant relationship

between Performance appraisal on creativity in teaching and teachers' performance.

4.7.3 Regression Analysis between Performance Appraisal on creativity in Teaching and Teachers' Performance

The study sought to determine how Performance appraisal on creativity in teaching predicts teachers' performance. To help in this, a linear regression analysis was computed based on the following model.

$$Y = a + \beta x_3 + e_i$$

Where

Y – Teachers' performance (Dependent variable)

a – Constant

β - Change in Y

e_i - error term

X – Performance appraisal on creativity in teaching (Independent or predictor variable).

Regression analysis were presented in Table 4.23, Table 4.24 and Table 4.25 as follows;

Table 4.23: Regression Model Summary of Performance Appraisal on Creativity in Teaching and Teacher Performance

			Std. Error of the
R	R Square	Adjusted R Square	Estimate
.897 ^a	.805	.804	4.942

Table 4.23 shows R Square of 0.805 with an adjusted R square of 0.804. This implies that Performance appraisal on creativity in teaching explains 80.5% variations in teachers' performance. In other words Performance appraisal on creativity in teaching predicts teachers' performance by 80.5%. This implies that creativity in teaching plays a major role in teachers' performance. In a study carried out by Pishghadam, Ghorban Nejad & Shayesteh (2012) it was revealed that a series of creativity dimensions can significantly predict teacher success.

The study further sought to determine whether the model represented in Table 4.23 was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.24.

Table 4.24: ANOVA Analysis on Performance Appraisal on Creativity in Teaching and Teachers' Performance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	27785.584	1	27785.584	1137.533	.000 ^b
Residual	6741.624	276	24.426		
Total	34527.209	277			

Table 4.24 show statistics to ascertain whether the model which shows Performance appraisal on creativity in teaching as a predictor of teachers' performance is fit. The results shows $F = 1137.533$ with P- Value = 0.00. Since P- values was found to be less than 0.05 level of significance, it was concluded that the model was significant and that Performance appraisal on creativity in teaching is a significant predictor of teachers' performance. The

study sought to establish how a unit of Performance appraisal on creativity in teaching led to increase in teachers' performance. The results were presented in Table 4.25.

Table 4.25: Coefficients for Performance Appraisal on Creativity in Teaching and Teachers' Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.637	1.111		-.573	.567
Teacher appraisal on creativity in teaching	1.006	.030	.897	33.727	.000

Table 4.25 shows that a unit of Performance appraisal on creativity in teaching leads to an increase of 1.006 in teachers' performance. Based on P-Value of 0.00 as shown in Table 4.25, this increase was found to be significant since p was less than 0.05 level of significance. If this statistics is substituted in the above model,

$$Y = a + \beta x_3 + e_i$$

Then

$Y = -0.637 + 1.006(X)$: where X = Performance appraisal on creativity in teaching (Independent or predictor variable).

4.8 Performance Appraisal on Professional Development and Teachers' Performance

This section presents data analysis, interpretation and discussion on the fourth objective of the study that sought to assess how performance appraisal on professional development influence the performance of secondary teachers'

performance in Migori County, Kenya. The first sub section gives analysis of means and standard deviations on items related to performance appraisal on professional development, the second sub section presents correlation between performance appraisal on professional development and teacher performance, and the last sub –section presents regression analysis between performance appraisal on professional development and teacher performance.

4.8.1 Means and Standard Deviation for Performance Appraisal on Professional Development

The teachers were asked to rate the items on a scale of 1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5 - Strongly Agree. The results were analyzed and presented in terms of means and standard deviations as shown in Table 4.26.

Table 4.26: Performance Appraisal on Professional Development

ITEMS	N	Mean	Std. Error	Std. Deviation
1.Appraisal on professional development has enhanced my participation in marking of exams at different levels	278	3.18	.080	1.341
2.Appraisal on professional development has enhanced my involvement in subject panels at different levels	278	3.40	.082	1.363
3. The Appraisal on professional development has enhanced my participation in training programs.	278	3.54	.074	1.242
4.Appraisal on professional development has improved my attainment of certificates for courses attended	278	3.47	.083	1.387
5.Appraisal on professional development has improved my enrolment as a teacher in professional development courses	278	3.45	.075	1.250
6. Appraisal on professional development has enhanced my professionalism.	278	3.54	.075	1.256
7. Appraisal on professional development has enhanced my professional advancement.	278	3.55	.075	1.258
8.Appraisal on professional development has enhanced understand my future needs for professional advancement	278	3.59	.071	1.188
9.Appraisal on professional development has enhanced selection of training suitable for my professional development	278	3.56	.074	1.238
10.Appraisal on professional development has made me very relevant	278	3.53	.072	1.195

Table 4.26 shows that the lowest mean registered was 3.18 and the highest mean was 3.59. Since the lowest mean is slightly above 3.00, it is interpreted to mean neutral while the highest mean of 3.59 is above 3.50 and thus is said

to bend towards 4.00 which means 'agree'. This therefore shows that respondents' opinion on Performance appraisal on professional development variable tended to vary from neutral to agree. The standard error of the mean on all 10 items ranges between 0.071 to 0.083 appear to be smaller enough to enable us conclude that the sample means on the 10 items are true representative of the population from which the sample was drawn from. Among the items that teachers agreed that appraisal has enabled them to improve include; understand their future needs for professional advancement (M = 3.59), select training suitable for my professional development (M = 3.56), enhanced my professional advancement (M = 3.55). These findings are corroborated with the findings from the interviews with the heads of department and the principals. When asked if they consider performance appraisal to have led to their teachers' professional development, one of the HODs had this to say;

...yes because it is one of the requirements for promotion by the TSC. During the interviews, teachers are asked to show evidence of professional development and we have seen improvement in this. In our school we also organize trainings towards teachers' development where teachers are awarded certificates to present during interviews. Indeed, I would say most teachers have advanced professionally with performance appraisal in place. (HOD D, personal communication, July 9, 2019).

From these findings there is evidence of the realization of the importance of professional development in teaching among teachers. Indeed, professional development enables educators to develop the knowledge, skills, values and attitude they need to handle learners' challenges in learning. According to Hayes (2010), participation in professional development enables one to learn

and apply new knowledge and skills that will improve their performance on the job. The findings concur with those of Ngala & Odebero (2010), who in their study on benefits of professional development, concluded that teachers acquire more knowledge which can help them deliver more while in the class. According to these two researchers, more productive teacher and professional training programs make a difference to the teachers' abilities to utilize their available time in the teaching and learning process.

The findings also concur with those of Osendo, Wanjala & Okoth (2019) who in their study to determine the influence of teacher performance appraisals on teachers' job performance in public primary schools in Mumias East Sub County, Kenya, concurred with the notion that performance appraisal plays an integral part in institutional performance management systems. Their research confirmed that performance outcome in schools where appraisal is done on the professional development of teachers demonstrate a competitive advantage over other schools where head teachers ignore the performance appraisal of their teachers.

The study further sought to establish the composite mean for all the 10 items on Performance appraisal on professional development. The likert scale type data was transformed to continuous variable to enable computations of composite mean. The general mean (Composite mean) was interpreted based on the score for 10 items for each respondent. This score ranges between 10 (if the respondent rated strongly disagree on the 10 items i.e 1 x 10) and 50 (if the

respondent rated strongly agree on the 10 items 5 X 10). The results of analysis are reported in Table 4.27.

Table 4.27: Composite Mean on Items Under Performance Appraisal on Professional Development

N	Minimum	Maximum	Mean	Std. Error	Std. Deviation
278	10	50	34.81	.667	11.128

Table 4.27 shows that the score of all the 278 respondents opinion varied between 10 which can be interpreted to mean strongly disagree and 50 which can be said to imply very strongly agree on all the 10 items. The mean of all the 10 items was recorded as 34.81 with a standard deviation of 11.128. Standard error of the mean is 0.667, small enough to suggest that the sample mean is true representative of the population mean. Since the mean 34.81 is within 3.50 tending towards 40, it was concluded that respondents tend to agree on all the 10 items describing the performance appraisal on professional development variable.

4.8.2 Correlation between Performance Appraisal on Professional Development and Teachers' Performance

The study sought to establish the relationship between performance appraisal on professional development and teachers' performance. The researcher also tested the fourth null hypothesis, thus;

H₀₄: “*There is no significant relationship between performance appraisal on professional development and teachers’ performance in public secondary schools in Migori County, Kenya*”.

Correlation between the two variables was done using Pearson correlation index and results shown in Table 4.28.

Table 4.28: Correlation Between Performance Appraisal on Professional Development and Teachers’ Performance

		Teacher appraisal on Profession development	Teachers’ performance
Teacher appraisal on Profession development	Pearson Correlation	1	.801**
	Sig. (2-tailed)		.000
	N	278	278
Teachers’ performance	Pearson Correlation	.801**	1
	Sig. (2-tailed)	.000	
	N	278	278

Table 4.28 shows a correlation of $r = 0.801$ with $p = 0.000$. A correlation of $r = 0.801$ implies that there is a strong positive linear correlation between performance appraisal on professional development and teachers’ performance. This can also mean, as performance appraisal on professional development increases, teachers’ performance increases too.

Testing of null hypothesis 4

This section test hypothesis four (**H₀₄**) that states “*There is no significant relationship between performance appraisal on professional development and teachers’ performance in public secondary schools in Migori County, Kenya*”. From Table 4.28, a P-value was found to be $p = 0.00$ which is less

than 0.05 level of significance. This led to rejection of the null hypothesis and adoption of the alternative hypothesis that there is significant relationship between performance appraisal on professional development and teachers' performance.

4.8.3 Regression Analysis between Performance Appraisal on Professional Development and Teachers' Performance

The study sought to determine how performance appraisal on professional development predicts teachers' performance. To help in this, a linear regression analysis was computed based on the following model.

$$Y = a + \beta x_4 + e_i$$

Where;

Y – Teachers' performance (Dependent variable)

a – Constant

β - Change in Y

e_i - error term

X – Performance appraisal on professional development (Independent or predictor variable)

Regression analysis were presented in Table 4.29, Table 4.30 and Table 4.31 as follows.

Table 4.29: Regression Model Summary of Performance Appraisal on Professional Development and Teachers' Performance

R	R Square	Adjusted R Square	Std. Error of the Estimate
.801 ^a	.641	.640	6.700

Table 4.29 shows R Square of 0.641 with an adjusted R square of 0.640. This implies that performance appraisal on professional development explains 64.1% variations in teachers' performance. In other words, performance appraisal on professional development predicts teachers' performance by 64.1%.

The study further sought to determine whether the model represented in Table 4.28 was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.30.

Table 4.30: ANOVA Analysis on Performance Appraisal on Professional Development and Teachers' Performance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	22138.358	1	22138.358	493.200	.000 ^b
Residual	12388.850	276	44.887		
Total	34527.209	277			

Table 4.30 show statistics to ascertain whether the model which shows performance appraisal on professional development as a predictor of teachers' performance is fit. The results shows F = 493.200 with P- Value = 0.00. Since P- values was found to be less than 0.05 level of significance, it was concluded

that the model was significant and that performance appraisal on professional development is a significant predictor of teachers' performance.

The study sought to establish how a unit of performance appraisal on professional development led to increase in teachers' performance. The results were presented in Table 4.31.

Table 4.31: Coefficients for Performance Appraisal on Professional Development and Teachers' Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.502	1.322		5.675	.000
Teacher appraisal on Profession development	.803	.036	.801	22.208	.000

Table 4.31 shows that a unit of performance appraisal on professional development leads to an increase of 0.803 in teachers' performance. Based on P-Value of 0.00 as shown in Table 4.33, this increase was found to be significant since p was less than 0.05 level of significant. If this statistic is substituted in the above model

$$Y = a + \beta x_4 + e$$

Then

$Y = 7.502 + 0.803 (X)$: where X = performance appraisal on professional development (Independent or predictor variable).

4.9 Combined Performance Appraisal Variables and Teacher Performance

The study sought to determine how combined performance appraisal variables used in this study predicted teachers' performance. To help in this, a multiple linear regression analysis was computed based on the following model

$$Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e_i$$

Where;

Y – Teachers' performance (Dependent variable)

a – Constant

β - Change in Y

e_i - error term

x_1 = Performance appraisal in relation to application of professional knowledge

x_2 = performance appraisal on time management

x_3 = Performance appraisal on creativity in teaching

x_4 = performance appraisal on professional development

Regression analysis were presented in Table 4.32, Table 4.33 and Table 4.34 as follows;

Table 4.32: Regression Model Summary of Combined Teacher Performance Appraisal Variables and Teachers' Performance

R	R Square	Adjusted R Square	Std. Error of the Estimate
.917 ^a	.841	.839	4.485

Table 4.32 shows R Square of 0.841 with an adjusted R square of 0.839. This implies that the combined teacher appraisal variables explain 84.1% variations in teachers' performance. In other words, teacher performance appraisal predicts teachers' performance by 84.1 %. This implies that Performance appraisal predicts teacher performance to the highest level meaning that policy makers may use it to make crucial decisions while formulating policies.

The study further sought to determine whether the model as stated above was fit and significant thus; $Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e_i$ was fit and significant. This led to computation of ANOVA analysis as presented in Table 4.33.

Table 4.33: ANOVA Analysis of Combined Teacher Performance Appraisal Variables and Teachers' Performance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	29034.760	4	7258.690	360.790	.000 ^b
Residual	5492.448	273	20.119		
Total	34527.209	277			

Table 4.33 show statistics to ascertain whether the model which shows combined teacher performance appraisal variable as a predictor of teachers' performance is fit. The results show $F = 360.790$ with $P\text{-Value} = 0.00$. Since $P\text{-values}$ were found to be less than 0.05 level of significance. It was concluded that the model was significant and fit. It was therefore concluded that the four variables of teacher performance appraisal were significant in terms of predicting teachers' performance.

The study sought to establish how a unit of teacher performance appraisal led to increase in teachers' performance. The results of analysis were presented in Table 4.34.

Table 4.34: Coefficients Analysis for Combined Variables of Teacher Performance Appraisal And Teachers' Performance

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	-2.379	1.177			-2.022	.044
Teacher appraisal on application of professional knowledge	.413	.062	.370		6.688	.000
Teacher appraisal on time management	-.089	.058	-.071		-1.538	.125
Teacher appraisal on creativity in teaching	.611	.063	.545		9.767	.000
Teacher appraisal on Profession development	.108	.046	.108		2.341	.020

Table 4.34 shows that when all variables of teacher performance appraisal are considered together in a model as shown above, the four variables of teacher performance appraisal contributed to variation in teachers' performance differently. A unit of Teacher appraisal on application of professional knowledge caused an increase of 0.413 in teachers' performance, a unit of Teacher appraisal on time management caused a decrease of 0.089 in teachers performance, a unit of Teacher appraisal on creativity in teaching caused an increase of 0.611 while a unit of Teacher appraisal on Profession development caused 0.108 increase in teachers' performance. To determine the impact of all the four variables, their statistics were substituted in the model as shown:

$$Y = a + \beta x_1 + \beta x_2 + \beta x_3 + \beta x_4 + e_i$$

Then,

$$Y = -2.379 + 0.0413(X_1) - 0.089(X_2) + 0.611(X_3) + 0.108(X_4).$$

Findings demonstrate that performance appraisal variables significantly influence teachers' performance. With 84% change in teachers' performance attributable to application of professional knowledge, performance appraisal on professional development, performance appraisal on time management, and performance appraisal on creativity in teaching, it can be argued that only 16% of change in teachers' performance is attributed to other variables. This finding seem to concur with earlier findings.

Sajjad & Wali (2021) found that performance appraisal practices were positively related to employee productivity whereas need based training partially mediated the positive relationship between performance practices and employee productivity. Similarly, Ochidiz, *et al.* (2019) revealed that appraisal techniques have a significant effect on employees' productivity in selected banks in Lokoja. The study also revealed appraisal feedback system has a significant effect on employee productivity in Lokoja, Kogi state. Similarly, Kamau (2019) found out that there was a significant relationship between target setting, documentation, classroom observation and teaching and learning in secondary schools in Maara Sub- County. It was found out that learners need to be involved in the target setting activity, that there is need to digitize the documentation process and large class sizes adversely affect teaching and learning. Ochidi, *et al.* (2019) also revealed that appraisal techniques have a significant effect on employees' productivity in the selected

deposit money banks in Lokoja, Kogi state. Also, appraisal feedback system has a significant effect on employees' productivity in selected deposit money banks in Lokoja, Kogi state. Similarly, Owino, *et al.* (2019), additionally revealed that feedback and reward were the strongest predictors of employee productivity when all the four variables were combined.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of the study, summary of the findings, conclusions and recommendations of the study. It also contains findings, interpretations and discussions as per the study hypotheses. Suggestions for further research are also given.

5.2 Summary of the study

The purpose of this study was to determine the influence of performance appraisal on teachers' performance in public secondary schools in Migori County, Kenya. The objectives of the study were to investigate the influence of performance appraisal on application of professional knowledge, time management, creativity in teaching and professional development on the performance of public secondary school teachers in Migori County, Kenya. Related literature to performance appraisal and teacher performance were reviewed. Goal setting theory guided the study.

The population in this research was drawn from 276 public secondary schools in Migori County, Kenya. The study therefore targeted 276 principals and 2961 teachers in Migori County, Kenya. The teachers were the main target of the study and thus from the target population of 2,961 a sample size of 342 arrived at through Krejcie & Morgan table of 1970 was used. The number of schools that participated in the study were 57. The study used stratified

random sampling technique in which teachers were stratified as per the category of their schools which included National, Extra-county, County and sub-county schools. At every stratum the teachers were selected using simple random sampling. The 10% (6) of principals and 6 HODS who participated in the study were selected from the participating schools using simple random sampling technique. Questionnaires, interview guides and document analysis guide were used to collect data. Content validity was tested through expert judgement by the supervisors. Test re-test was used to test reliability.

Data collected were analyzed using both qualitative and quantitative methods. Statistical Package for Social Sciences (SPSS) version 25 was used to describe data and to determine the extent of the relationships. The quantitative data were analyzed using descriptive statistics such as frequency distribution, percentages, means and standard deviations and cross tabulation. The study also used inferential statistics namely; Pearson correlation coefficient (“r”), ANOVA, Linear and multiple Regression analysis.

Content analysis was used for the qualitative data. The researcher analyzed the emerging themes by use of the frequency of appearance of a particular idea which was obtained as a measure of content. The researcher explained results in the light of goal setting theory.

5.3 Summary of the Findings

Based on the research objectives, the following findings were obtained from the data analysis.

5.3.1 Performance Appraisal on Application of Professional Knowledge and Teacher Performance

Hypothesis H_{01} stated that *“There is no significant relationship between performance appraisal on application of professional knowledge and teachers’ performance in public secondary schools in Migori County, Kenya”*. Correlation between the two variables was done using Pearson correlation index. Findings revealed a correlation of $r = 0.861$ with $p = 0.000$. A correlation of $r = 0.861$ implies that there is a very strong positive linear correlation between performance appraisal on application of professional knowledge and teachers’ performance. This can also mean, as performance appraisal on application of professional knowledge increases, teachers’ performance increases too. The results on the regression analysis of performance appraisal in relation to application of professional knowledge and teachers’ performance indicated that performance appraisal on application of professional knowledge predicted teachers’ performance by 74.1%. Further analysis showed that a unit of teacher performance appraisal on application of professional knowledge leads to an increase of 0.962 in teachers’ performance and this increase was found to be significant at 0.05 level of significance. It was also established that teacher performance appraisal on application of professional knowledge is a significant predictor of teachers’ performance.

5.3.2 Performance Appraisal on Time Management and Teachers' Performance

Hypothesis **H₀₂** stated that *“There is no significant relationship between performance appraisal on time management and teachers' performance in public secondary schools in Migori County, Kenya”*. Correlation between the two variables was done using Pearson correlation index. Findings revealed a correlation of $r = 0.744$ with $p = 0.000$. A correlation of $r = 0.744$ implies that there is a very strong positive linear correlation between performance appraisal on time management and teachers' performance. This can also mean, as performance appraisal on time management increases, teachers' performance increases too. The results on the regression analysis of performance appraisal in relation to time management and teachers' performance indicated that performance appraisal on time management predicted teachers' performance by 55.4%. Further analysis showed that a unit of teacher performance appraisal on time management leads to an increase of 0.939 in teachers' performance and this increase was found to be significant since p was less than 0.05 level of significance. It was also established that teacher performance appraisal on time management is a significant predictor of teachers' performance.

5.3.3 Performance Appraisal on creativity in Teaching and Teacher Performance

Hypothesis **H₀₃** stated that *“There is no significant relationship between performance appraisal on creativity in teaching and teachers' performance”*

performance in public secondary schools in Migori County, Kenya”.

Correlation between the two variables was done using Pearson correlation index. Findings revealed a correlation of $r = 0.897$ with $p = 0.000$. A correlation of $r = 0.897$ implies that there is a very strong positive linear correlation between performance appraisal on creativity in teaching and teachers’ performance. This can also mean, as performance appraisal on creativity in teaching increases, teachers’ performance increases too. The results on the regression analysis of performance appraisal in relation to creativity in teaching and teachers’ performance indicated that performance appraisal on creativity in teaching predicted teachers’ performance by 80.5%. Further analysis showed that a unit of teacher performance appraisal on creativity in teaching leads to an increase of 1.006 in teachers’ performance and this increase was found to be significant since p was less than 0.05 level of significance. It was also established that teacher performance appraisal on creativity in teaching is a significant predictor of teachers’ performance.

5.3.4 Performance appraisal on Professional Development and Teacher Performance

Hypothesis **H₀₄** stated that “*There is no significant relationship between performance appraisal on professional development and teachers’ performance in public secondary schools in Migori County, Kenya*”.

Correlation between the two variables was done using Pearson correlation index. Findings revealed a correlation of $r = 0.801$ with $p = 0.000$. A correlation of $r = 0.801$ implies that there is a very strong positive linear correlation

between performance appraisal on professional development and teachers' performance. This can also mean, as performance appraisal on professional development increases, teachers' performance increases too. The results on the regression analysis of performance appraisal in relation to professional development and teachers' performance indicated that performance appraisal on professional development predicted teachers' performance by 64.1%. Further analysis showed that a unit of teacher performance appraisal on professional development leads to an increase of 0.803 in teachers' performance and this increase was found to be significant since p was less than 0.05 level of significance. It was also established that teacher performance appraisal on professional development is a significant predictor of teachers' performance.

5.3.5 Combined performance Appraisal Variables and Teacher Performance

The study sought to determine how combined performance appraisal variables used in this study predicted teachers' performance. Findings revealed a correlation of $r = 0.841$ with $p = 0.000$. A correlation of $r = 0.841$ implies that there is a very strong correlation between performance appraisal and teachers' performance. This can also mean, as performance appraisal increases, teachers' performance increases too. The results on the regression analysis of performance appraisal in relation to performance appraisal and teachers' performance indicated that performance appraisal predicted teachers' performance by 84.1%. Further analysis showed that when all variables of

teacher performance appraisal are considered together, the four variables of teacher performance appraisal contributed to variation in teachers' performance differently. A unit of Teacher appraisal on application of professional knowledge caused an increase of 0.413 in teachers' performance, a unit of Teacher appraisal on time management caused a decrease of 0.089 in teachers performance, a unit of Teacher appraisal on creativity in teaching caused an increase of 0.611 while a unit of Teacher appraisal on Profession development caused 0.108 increase in teachers' performance.

5.4 Conclusions

Given the above findings, the following conclusions were arrived at.

- i. From the findings on performance appraisal on the application of professional knowledge, the study concludes that to be effective in teaching, teachers should follow sound teaching principles such as lesson preparation by ensuring that they are equipped with and use all professional documents such as schemes of work, lesson plans, lesson notes among others appropriately. In addition, it can be concluded that lack of regular and close monitoring of these documents is a factor to poor teacher performance.
- ii. From the study findings, although teachers consider performance appraisal as a tedious exercise that consumes a lot of their teaching time, it is concluded that performance appraisal particularly on time management is beneficial to teachers since they were assisted to

develop time management techniques that enabled them to complete prescribed syllabus as required.

- iii. In terms of performance appraisal on creativity in teaching, it was concluded that students develop interest in their learning leading to retention of the learnt concepts. A factor that leads to improved student academic scores. Improved student examination scores is a strong indicator of teachers' performance.
- iv. From the study findings on performance appraisal on professional development, it was concluded that teachers' understanding of their future needs for their professional advancement was enhanced. In addition, it was also concluded that professional development enables teachers to learn and acquire new knowledge and skills that help improve teacher performance.
- v. The study concludes that teacher performance appraisal translates into productivity. This conclusion stems from the findings; that there was a positive significant correlation between performance appraisal on; application of professional knowledge ($r = 0.861$, $p = 0.00$), time management ($r = 0.744$, $p = 0.00$), creativity in teaching ($r = 0.897$, $p = 0.00$), professional development ($r = 0.81$, $p = 0.00$) and teacher performance. Teacher performance appraisal was established to be a significant predictor (84.1%) of teachers' performance.

5.5 Recommendations

Studies have shown that managers generally feel performance appraisal does not add value or assist in achieving organizations' objectives while many workers find it a waste of time. This makes it difficult to handle issues related to performance appraisal of teachers. This however, does not imply that the struggle to ensure teachers embrace the TPAD tool in their teaching should be dropped.

The following are key recommendations arising out of this study:

1. The study found that performance appraisal on application of professional knowledge has a very strong positive relationship with teachers' performance, and that teachers' performance is highly predicted by appraisal of application of professional knowledge. It is therefore recommended that TSC should ensure teachers have requisite knowledge on the preparation and use of professional documents in their teaching through in-service training. This would in turn equip teachers with necessary professional skills to meet instructional demands faced in schools.
2. The study additionally found that performance appraisal on time management has a strong and positive relationship with teachers' performance, and that teachers' performance is strongly predicted by appraisal on time management. However, teachers decried time spent filling the forms and saw it as time wasted. Most of them saw the TPAD tool as lengthy and complicated to fill yet did not add value in their teaching. The study therefore recommends that the TSC should clearly

explain the importance of performance appraisal to teachers to improve their understanding of the tool. This can be done through organized in-service training to create awareness on the tool. The TSC should also endeavor to improve the TPAD tool to make it easy and faster for teachers' use.

3. The researcher observed that teachers had a negative attitude towards the performance appraisal exercise. They indicated that it was an exercise that wasted their teaching time. This attitude could be mainly because of lack of professional growth for teachers. Most teachers in Kenya have been known to stay in the same job group for long without moving to the next job group. This has witnessed many teachers demotivated in their jobs with the majority of them looking for alternative jobs. It is therefore recommended that the TSC should have a clear motivation policy which in turn should stipulate clearly teachers' support in terms of professional growth. This policy will serve as a legal document that will help the schools to draw their institutional motivation policy. Teachers will then feel appreciated and embrace the TPAD.

The negative attitudes by teachers could also be because of poor infrastructure in schools together with high enrollments. So, teachers feel their working environment should improve first before being assessed since poor infrastructure in itself leads to poor performance of both teachers and students. It is therefore recommended that the Ministry of Education should improve funding to schools to help improve the existing

infrastructure thus providing enabling environment for teachers' performance. Continuous capacity building for teachers on the online system should be done. There should be also rewards for higher performers. All these measures will go a long way to motivate teachers to embrace performance appraisal.

4. Regarding creativity in teaching, the study found that teachers' performance has a strong and positive relationship with performance appraisal on teacher creativity, and that creativity can cause 100% of teacher's performance. The study therefore recommends that information sharing and benchmarking with regards to creativity in teaching should be encouraged among teachers by school principals not only in Migori County but in the entire county. This would ensure that best practices in terms of creativity in teaching are circulated across the schools while bad practices would be discarded. From the study, older generation of teachers are challenged in ICT and therefore have issues in filling TPAD tool online. It is therefore recommended that principals should ensure that ICT departments in their schools are strengthened with adequate computers, internet connectivity and qualified staff. The ICT staff will assist those who are unable to handle online filling of the TPAD forms and also train teachers to acquire requisite knowledge & skills to do so. While adequate number of computers will assist in making the process faster. Any new technologies on the market should attract training to increase teacher creativity. This training should be continuous.

5. With regards to professional development, the study found that teachers' performance and appraisal on professional development has a strong and positive relationship and that teachers' performance is highly predicted by performance appraisal on professional development. The study therefore recommends that continuous teacher training adopting on-line programs should be rolled out at the start of each academic calendar. This would ensure that teachers are armed with modern professional skills capable of meeting emerging teaching challenges.

5.6 Suggestions for Future Research

The study investigated influence of performance appraisal on teachers' performance in public secondary schools in Migori County Kenya. Emphasis was on the influence of performance appraisal on application of professional knowledge, time management, creativity in teaching and professional development. This study is therefore by no means exhaustive as it is concentrated only on the influence of performance appraisal on selected aspects on the teachers' performance in public secondary schools in Migori County, Kenya. The following are suggestions for further research.

1. There is need for performance appraisal on teacher professional development to be continuously aligned to proposals for further training options to address skills needs. A study should be done on the influence of performance appraisal-based training on teachers' performance.
2. There is need for time management training for teachers which is reflective of existing workload at the beginning of every academic

calendar. A study should therefore be done on the influence of performance appraisal feedback-based on time management training on teachers' performance.

3. The study found that the need for information sharing and benchmarking with regards to creativity in teaching is imperative for enhancing best practices. It is suggested that further research be done on how teachers' performance is influenced by ICT informed teacher creativity.
4. The study was on the influence of performance appraisal on teachers' performance in public secondary schools. It is therefore suggested that further research be done on the influence of teachers' performance appraisal on academic performance of students in secondary schools.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

University of Nairobi
P.O Box 92,
Kikuyu.
Date: **9-07-2019**

The Principal
.....Secondary School
Migori.

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT RESEARCH

I am a PhD student from the University of Nairobi specializing in educational administration. I am carrying out research on "**The Influence of Performance Appraisal on public Secondary School Teachers' Performance in Migori County, Kenya**". Kindly permit me to collect data from your school. The information gathered will only be used for academic purposes and the identity of respondents will remain confidential

Yours faithfully,



Teresia Atieno Otieno
University of Nairobi.

APPENDIX II: INFORMED CONSENT

Participation in a research project.

Title of the project: Influence of performance appraisal on teachers' performance
in public Secondary schools in Migori County, Kenya.

Researcher: Teresa Atieno Otieno

Supervisors: Dr. Matula Daizy Phylisters.
Prof. Okoth Achieng Ursulla

Department: Educational management, policy and curriculum
Studies.

I, Mrs. **Teresa Atieno Otieno**

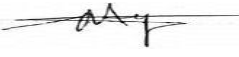
With ID number: **10820690**

- Have read and received a copy of the attached information about the study.
- Have also received verbal information about the study.
- Have understood what the researcher has explained to me, and the possible risks and benefits of participating in the study.
- Have been able to comment on the study and ask the researcher questions about it.
- Consent to taking part in the study and understand that my participation is entirely voluntary.
- Consent to use the data in academic context.
- Understand that I can withdraw from the study at any time during data collection.
- Understand that I can withdraw my consent to the use of my image in academic events and publications from the moment I communicate this wish onwards
- Understand that I will receive a copy of this informed consent form.

By signing this informed consent form, I authorized the use of my personal data as described in this document, in accordance with the law 15/1999, of 13 December, on the protection of personal data.

Participant's signature:

Date:

Researcher's signature: 

Date: 21/02/2021

If you would like to receive a copy of the results, please provide your email address:

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Instructions

Please take time to respond to the items given as honestly and accurately as possible.

You are required to read each statement carefully and tick (✓) against the appropriate answer. Your identity will be treated with utmost confidentiality

Fill in the blank spaces with correct information.

Section A: Demographic Data

1. State your gender Male () Female ()
2. What is your highest professional qualification? Dip () B Ed () Med ()
Other (specify)-----
3. How long have you been teaching Less than 3 years () 3 – 5 years
() 6 – 10 years () 11 – 15 years () Over 15 years ()
4. How long have you been in your current school? Less than 3 years ()
3 – 5 years () 6 – 10 years () 11 – 15 years () Over 15 years ()
5. What category is your school? National () Extra County () County ()
Sub County ()

SECTION B: Teacher appraisal on application of professional knowledge

6. State the extent to which you agree with the following statements with regard to the teacher appraisal on the application of professional knowledge. This is on a five point likert scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

		SD	D	N	A	SA
1	Appraisal on application of professional knowledge has enhanced my professional knowledge.					
2	Appraisal on application of professional knowledge enables me to prepare professional documents on time					
3	Appraisal on application of professional knowledge has enabled me to cover syllabus within stipulated time					
4	Appraisal on application of professional knowledge has enhanced my use of approved professional documents in teaching.					
5	Appraisal on application of professional knowledge has enhanced my marking of learners' work.					
6	I am appraised on individualized education program I develop.					
7	Appraisal on application of professional knowledge has enabled me to organize individualized education programs for my learners.					
8	Appraisal on application of professional knowledge has enhanced my identification of weak/talented learners					
9	Appraisal on application of professional knowledge has improved my organization of exam/test files					
10	Appraisal on application of professional knowledge has made me to cooperate with administration.					

SECTION C: Teacher appraisal on time management

7. State the extent to which you agree with the following statements with regard to the teacher appraisal on time management. This is on a five point likert scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

		SD	D	N	A	SA
1	Appraisal on time management has improved my school attendance.					
2	Appraisal on time management has enhanced my timely preparation of professional records.					
3	Appraisal on time management has enhanced my punctuality in reporting on duty.					
4	Appraisal on time management has enhanced my punctuality in lesson attendance.					
5	Appraisal on time management has improved my recovery of lessons missed within the time schedule.					
6	I spend more of my teaching time on the exercise of appraisal.					
7	Appraisal on time management has improved my giving feedback to students.					
8	Appraisal on time management has made me more focused.					
9	Appraisal on time management has improved urgency in attending to academic issues in school.					
10	Appraisal on time management has helped me organize my private life.					

SECTION D: Teacher appraisal on creativity in teaching

8. State the extent to which you agree with the following statements with regard to the teacher appraisal on creativity in teaching. This is on a five point likert scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

		SD	D	N	A	SA
1	Appraisal on creativity has improved my creativity in teaching.					
2	Appraisal on creativity in teaching has assisted me in preparing most of T/L aids.					
3	Appraisal on creativity has enhanced my digital literacy.					
4	Appraisal on creativity in teaching has improved my use of ICT in my teaching.					
5	Appraisal on creativity has enhanced my ICT integration in my teaching.					
6	Appraisal on creativity has improved my use of a variety of teaching/ learning aids					
7	Appraisal on creativity has resulted in use of appropriate approaches in my teaching.					
8	Appraisal on creativity has enhanced rethinking on my delivery methods.					
9	Appraisal on creativity has enabled me improve the instruction environment.					
10	Appraisal on creativity has enhanced students' participation in class.					

SECTION E: Teacher appraisal on Professional development

9. State the extent to which you agree with the following statements with regard to the teacher appraisal on professional development. This is on a five point likert scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree

		SD	D	N	A	SA
1.	Appraisal on professional development has enhanced my participation in marking of exams at different levels.					
2	Appraisal on professional development has enhanced my involvement in subject panels at different levels.					
3	The Appraisal on professional development has enhanced my participation in training programs.					
4	Appraisal on professional development has improved my attainment of certificates for courses attended.					
5	Appraisal on professional development has improved my enrolment as a teacher in professional development courses.					
6	Appraisal on professional development has enhanced my professionalism.					
7	Appraisal on professional development has enhanced my professional advancement.					
8	Appraisal on professional development has enhanced my understanding of my future needs for professional advancement.					
9	Appraisal on professional development has enhanced select training suitable for my professional development.					
10	Appraisal on professional development has made me very relevant.					

SECTION F: Teachers' performance

10. State the extent to which you agree with the following statements with regard to the teacher appraisal and performance. This is on a five point likert scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

		SD	D	N	A	SA
1	Performance appraisal has enhanced my career progression.					
2	Performance appraisal has improved my individual learners' scores in tests & examinations.					
3	Performance appraisal has Improved my preparedness to teach.					
4	Performance appraisal has enhanced my timely syllabus coverage.					
5	Performance appraisal has improved my effective curriculum delivery.					
6	Performance appraisal has enhanced my professionalism in the teaching career.					
7	Performance appraisal has resulted in my positive attitude to teaching.					
8	Performance appraisal has enhanced my knowledge in my subject area.					
9	Performance appraisal has enhanced my ability to apply knowledge learnt in solving practical problems.					
10	Performance appraisal has enhanced my ability to learn from others.					

Thank you for your participation.

APPENDIX IV: INTERVIEW GUIDE FOR HEADS OF DEPARTMENTS AND PRINCIPALS

1. Share with me your academic life.
2. How long have you served in the school?
3. Share with me your experience in teacher performance appraisal in your school.
4. How has teacher appraisal enabled your teachers to work?
5. Do you think teacher appraisal has been received well as per teacher qualification (B Ed, Diploma and M Ed)?
6. Briefly explain how committed your staff is in terms of adhering to performance targets.
7. How are new teachers adjusting to the demands of performance appraisal in your school?
8. How do you ensure teachers prepare professional records and are approved on time?
9. How would you rate the performance appraisal of teachers on application of professional knowledge?
10. Comment on time taken by both the appraisees and appraisers in the appraisal process.
11. In your own opinion, are your teachers comfortable with the appraisal process?
12. What in your opinion is the influence of appraisal on time management on teacher performance in your school?

13. Has performance appraisal enabled your teachers to be creative enough?
14. What would you say is the influence of appraisal of teachers on creativity in teaching on teacher performance in your school?
15. How does teachers' appraisal on professional development influence their performance in your school?
16. In your opinion, do you consider teacher appraisal to have led to their professional development?
17. Briefly explain how else performance appraisal has influenced teachers' performance in your school.
18. In your view, what can be done to ensure that performance appraisal enhances teacher performance?
19. Share with me your experience on how performance appraisal has influenced creativity of teachers in teaching.

Thank you for your participation.

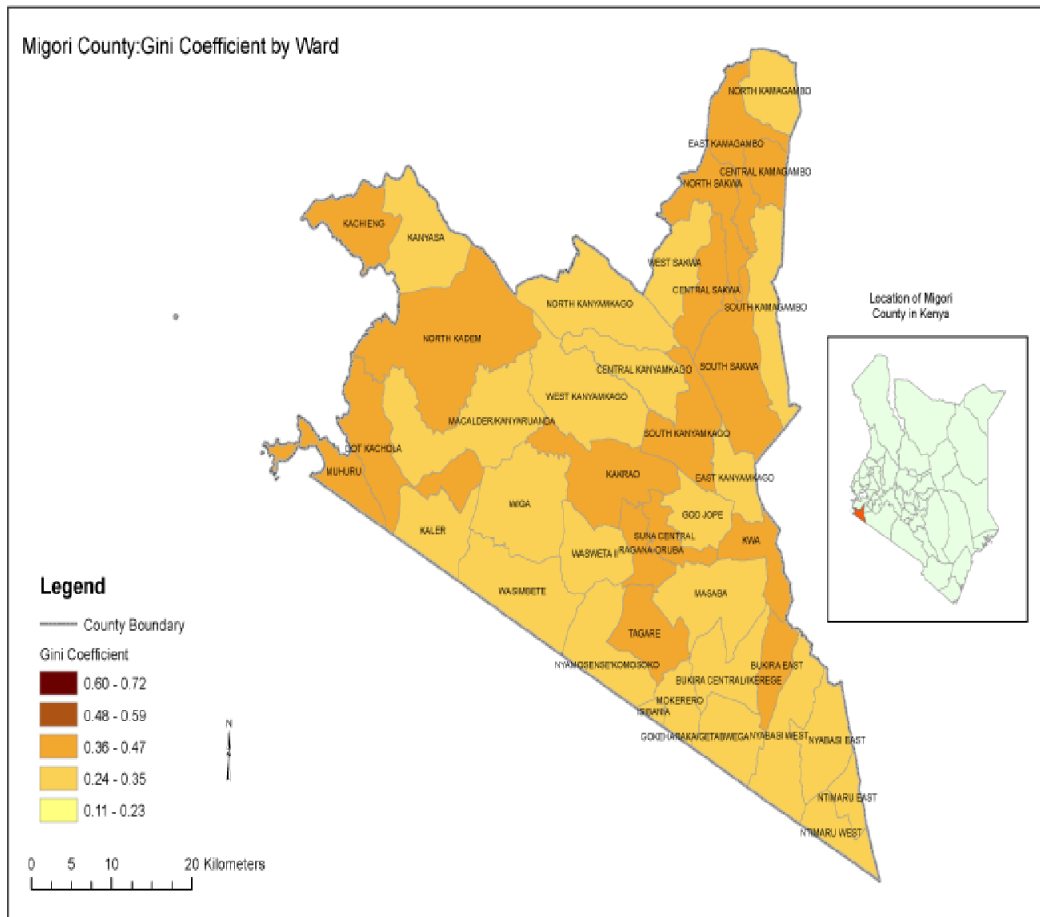
APPENDIX V: SAMPLE SIZE (S) FOR GIVEN POPULATION (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Where N = Population size, and S = sample size required

Source: Adapted from R. V. Krejcie and D. W. Morgan (1970:608) in Hill (1998).

APPENDIX VI: MIGORI COUNTY MAP



APPENDIX VII: KENYAN MAP SHOWING MIGORI COUNTY



APPENDIX VIII: RESEARCH AUTHORIZATION



MIGORI COUNTY GOVERNMENT

DEPARTMENT OF EDUCATION, SPORTS AND CULTURE

County Director of Education

Public Secondary Education Section

P. O. Box 760-40400,

Migori.

Date 1st October 2019

Re: Teresa Otieno


This is to inform you that the holder of this letter is a student at the University of Nairobi pursuing a PhD degree. She is collecting data from teachers in all public secondary schools in the County. Kindly accord her any necessary assistance to enable her meet the requirements for her academic endeavors.


Yours Sincerely



For County Director of Education


APPENDIX IX: RESEARCH PERMIT


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

RefNo: 126155 Date of Issue: 16/August/2019


RESEARCH LICENSE




This is to Certify that Ms. Atieno Teresa of University of Nairobi, has been licensed to conduct research in Migori on the topic:
INFLUENCE OF TEACHERS PERFORMANCE APPRAISAL AND DEVELOPMENT ON TEACHERS PERFORMANCE IN SECONDARY SCHOOLS IN MIGORI COUNTY KENYA for the period ending : 16/August/2020.

License No: NACOSTI/P/19/413

126155
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



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Scan the QR Code using QR scanner application.

APPENDIX X: TPAD TOOL FOR TEACHERS

TSC/QAS/TPAD-T/01/REV.2

TEACHERS SERVICE COMMISSION



Teacher Performance Appraisal and Development Tool

TSC NO.	
NAME	
DESIGNATION	
INSTITUTION	
ZONE	
SUB COUNTY	
COUNTY	

Period of Appraisal: From _____ To _____

Page 1 of 13

PART 1.0. PREAMBLE

Pursuant to section 11 (f) and 35(j) of TSC Act (2012), the Commission is mandated to monitor the conduct and performance of teachers in the teaching service. In this regard, the Commission has introduced an open Performance Appraisal System for teachers to strengthen supervision and to continuously monitor their performance in curriculum implementation at the institutional level. The appraisal system shall be used to provide feedback, improve communication, and clarify roles and responsibilities.

Section 52 of the Code of Regulations for Teachers (2015) stipulates that the Commission shall in administering the performance appraisal system:-

- i. Require Heads of Institution to provide oversight role in the performance appraisal for the teachers in their respective institutions;
- ii. Use performance appraisal reports for purposes of promotion, deployment and other rewards as may be prescribed from time to time;
- iii. Identify training needs and take corrective measures in cases of unsatisfactory performance; and
- iv. Develop and review criteria, guidelines and tools for performance appraisal from time to time, which shall be accessible in the Commission's website or as the Commission may advise.

1.1. Purpose

To review and improve teaching standards through a systemic appraisal approach, with a view to evaluate teachers' performance and promote professional development for enhanced learning outcomes.

1.2. Objectives

- i. To provide quality education to learners in all public institutions.
- ii. To give teachers opportunity to improve on their performance competencies.
- iii. To analyze teachers' performance gaps and provide support for professional development.
- iv. To maintain cumulative records of teaching and learning performance for decision making.
- v. To provide for fair, effective and consistent teacher evaluation.
- vi. To protect the rights and safety of learners.

1.3. General Guidelines/ Instructions

- i. All teachers are advised to read and understand the Teacher Performance Appraisal and Development (TPAD) tool before they undertake the appraisal process.
- ii. The appraisal tool must be completed by all teachers, including school administrators and information uploaded to the TPAD ON-LINE SYSTEM. The hard copy of the TPAD Tool for each teacher shall be retained in the teacher's appraisal file at the institutional level for future reference.
- iii. Every Head of Institution is required to analyze termly evaluations which will cumulatively constitute the annual appraisal report.

- iv. Every Head of Institution shall submit an annual staff appraisal report to the TSC County Director through the Sub-County Director, by 10th January of the subsequent year.
- v. The performance in the competency areas shall form the basis of appraisal and development plan.
- vi. The appraisee and appraiser shall discuss, agree on the targets and evaluate performance.
- vii. The content of the appraisal shall only be shared between the appraisee, appraiser and countersigning officer/arbitrator.
- viii. The appraisal reports for all teachers shall be tabled before the school Board of Management by the Secretary for consideration.
- ix. The TSC County Director will analyze the teachers' appraisal reports and submit a summary to the TSC headquarters.

1.4. Appraisal Procedure

- i. A teacher in a primary educational institution shall be appraised by the deputy Head of Institution and the appraisal report confirmed by the Head of Institution.
- ii. A deputy Head of Institution in a primary educational institution shall be appraised by the Head of Institution and the appraisal report confirmed by the Curriculum Support Officer.
- iii. A Head of Institution in a primary educational institution shall be appraised by the Curriculum Support Officer and the appraisal report confirmed by the Sub County Director.
- iv. A teacher, tutor or lecturer in a post-primary institution shall be appraised by the head of department or in his/her absence, the deputy principal and the appraisal report confirmed by the principal.
- v. A head of department in a post-primary institution shall be appraised by the deputy principal and the appraisal report confirmed by the Head of Institution.
- vi. A deputy principal in a post-primary institution shall be appraised by the principal and the appraisal report confirmed by an officer assigned by the Sub County Director.
- vii. A principal in a post primary institution shall be appraised by the Sub County Director and the appraisal report confirmed by the County Director.

1.5. Failure to Comply with Appraisal Requirements

Pursuant to Section 54 of the Code of Regulation for Teachers 2015, the Commission may take disciplinary action against a teacher who-

- i. Fails to complete and submit an appraisal report to the supervisor; or
- ii. Refuses or neglects to discuss or sign the appraisal report with the supervisor.
- iii. Any teacher who consistently displays poor performance or adverse appraisal ratings may after due process have his services terminated.

Further, the Commission may take similar disciplinary action against:-

- i. A supervisor/appraiser who fails to appraise the teacher as required.
- ii. An appraiser/ head teacher who manipulates or falsifies appraisal records and reports.
- iii. A head teacher who delays or fails to submit annual appraisal reports.

PART: 2.0. PERFORMANCE EVALUATION

The performance appraisal process shall include;

a) Appraisal Targets Setting Meeting(must be held before the beginning of each term)

During this meeting, the appraisee and appraiser are both required to:

- i. Share understanding of what appraisal entails and how it will work.
- ii. Share understanding of the Performance Competency Areas.
- iii. Create an understanding on performance targets as provided in part 2.2 of this document and agree on what is expected to meet the targets.
- iv. Set deadlines as per school TPAD Calendar of Activities.

b) Continuous Observation and Assessment:

The Heads of Institution are required to provide oversight role in the performance appraisal for the teachers in their respective institutions.

Further, they are required to continuously monitor and evaluate the appraisal process and submit termly reports to the County Director through the Sub-County Director.

Performance appraisal is a continuous interactive process between appraisee and appraiser, in which they are required to;

- i. Constantly consult and request for/offer support where necessary.
- ii. Ensure the activities calendar is adhered to.
- iii. Ensure that all the required professional records are maintained.
- iv. Plan for termly lesson observations.
- v. Involve Curriculum Support Officers/ Sub County Directors to provide professional guidance.

c) Appraisal Rating Meeting

Though the rating is done at the end of the term, the appraisee self-appraisal must be continuous within the term. Both appraisee and appraiser must accumulate evidence to be used during the appraisal rating meeting. These individual rating scores lead to the negotiations for the agreed termly rating. This is the last appraisal activity of the term where:-

- i. The appraisee and the appraiser discuss observations, assessment and complete the termly appraisal.
- ii. The teacher's performance for the term is evaluated against the performance competency areas and appraisal rating for the term is agreed upon.
- iii. Areas that require support and development during the following term are identified and a development plan is generated.
- iv. A report on learners' achievements is discussed with a view to improve learning outcomes.
- v. In the case of disagreement between appraisee and appraiser rating an arbitrator is involved to make a final decision.

2.1. EVALUATION CRITERIA AND RATING

This rating shall be used to establish the extent to which the teacher has met the targets set in each of the Performance Competency Areas and final annual performance.

Rating Grade	Rating Indicator	Rating Scale
Very Good	Fully met and exceeded the targets	5
Good	Fully met the targets	4
Average	Met most of the targets	3
Below Average	Met some of the targets	2
Inadequate	Did not meet the targets	1

2.2. TEACHING STANDARDS

A standard is an agreed way of doing something. It could be about making a product, managing a process or delivering a service. Standards can cover a huge range of activities undertaken by an organization. The point of a standard is to provide a reliable basis for people to share the same expectations about a product or service.

Teaching Standards in this tool are the clear expression of the baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in Kenya. Teachers are expected to use the Teaching Standards to support their own professional development, planning teaching and learning programs, and for assessing learners' progress. Teachers will find the Standards useful in reviewing their practice and inform their plans for continuous professional development since they provide shared understanding of the essentials of great teaching.

Quality teaching occurs when the teacher's ongoing analysis of the context, the decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students. The Standards should help teachers set targets and monitor achievement and develop programs that support and improve student learning.

TEACHING STANDARDS

Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Rating Scale (1-5) for each Target								
				Appraiser Rating			Appraisee Rating			Agreed Rating		
				Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
1 Professional knowledge and Application (30 marks, maximum 5 Targets)												
Ability to prepare; Schemes of work, Lesson plans and Lesson notes based on current curriculum and syllabi, records of work, Teaching/learning aids, assess learners and provide feedback and prepare and maintain learners' progress records. Individualized Education Program	<ul style="list-style-type: none"> Availability and use of: <ul style="list-style-type: none"> Approved schemes of work, Lesson plans, Lesson notes, Records of Work, text books teaching/learning aids. Test/examinations, marking scheme, learners marked exercise book/marked test papers and learners progress records; mark sheet Individualized Education Programs. Timely syllabus coverage. Lesson observation rating Identification of weak or talented learners 	<ul style="list-style-type: none"> i. Undertake individual lesson observation at least once a term. ii. Prepare and maintain (10 marks): <ul style="list-style-type: none"> schemes of work for approval by the 1st day of the term, personal timetable lesson plans, lesson notes mark books marked and checked learners exercise books improvement index/value addition Teaching aids based on current curriculum before the beginning of each lesson. Use of current syllabi in preparation for teaching. Copies of departmental /subject panel meetings Records of work covered checked weekly. iii. Evaluate learners on mastery of content covered in line with the school testing policy, and student progress records. iv. Organize, document and implement IEP programs to cater for all learners' needs. v. Cover the syllabus as stipulated time. 	<ul style="list-style-type: none"> Performance Index – enhanced knowledge in subject area. Improved scores in tests and examinations. Ability to recall learnt content. Ability to apply knowledge learnt in solving practical problems. Effective Syllabus coverage 									

						Rating Scale (1-5) for each Target					
Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Appraiser Rating		Appraiser Rating		Agreed Rating			
				Term 1	Term 2	Term 1	Term 2	Term 1	Term 2		
2 Time Management (10 marks, maximum 2 Targets)											
Ability to manage teaching time through consistent class attendance, adherence to the school timetable, attendance of other school activities and staff meetings	<ul style="list-style-type: none"> ▪ Punctuality in reporting for duty and Lesson attendance ▪ Records of teacher presence, Lesson taught/ missed, lesson recovered records, records of remedial lessons, staff meeting attendance. ▪ Timely preparation of professional records 	i. Maintain punctuality in reporting for duty and lesson attendance, meet deadlines on preparation of professional records and participation in all other school programmes. ii. Ensure all lessons are taught as per the school timetable, exams set and marked and feedback given as per the deadline.	<ul style="list-style-type: none"> ▪ Increased contact hours. ▪ Learners improved time management skills. ▪ improved learners' performance ▪ improved attendance of school activities by learners ▪ acquisition of wide knowledge 								
3 Innovation and creativity in teaching (10 marks, maximum 2 Targets)											
Ability to improvise and use locally available resources for effective teaching and learning outcomes	Evidence of use of; <ul style="list-style-type: none"> ▪ teacher prepared teaching/learning aids, ▪ ICT to access Online Educational Resources, ▪ ICT integration in teaching and learning in order to improve knowledge content and curriculum delivery. ▪ Use of relevant approach. 	i. Prepare and use appropriate teaching and learning aids ii. Access and integrate appropriate ICT learning/teaching materials to improve knowledge and stimulate learning.	<ul style="list-style-type: none"> ▪ Improved learners' knowledge in ICT. ▪ Active learner participation. ▪ learners ability to; develop their own learning materials, ▪ Enhance learners' creativity in apply ICT in their learning. ▪ Enhance creative thinking, development of new concepts. 								

Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Rating Scale (1-5) for each Target								
				Appraiser Rating			Appraiser Rating			Agreed Rating		
				Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
4 Learner protection, safety, discipline and teacher conduct (15 marks, maximum 3 Targets)												
<p>Knowledge of matters related to sexual, mental/ psychological, physical harassment/ abuse and the appropriate solutions. Adherence to legal and professional provisions.</p>	<ul style="list-style-type: none"> ▪ Evidence of compliance with CORT, COCE, and Children's Act and other statutory regulations regarding children's rights. ▪ use of teaching/learning aids that support learners safety and promote self-awareness ▪ create child friendly learning environment ▪ Sensitization Programmes. ▪ Records of learners discipline cases and interventions. ▪ Evidence parental involvement in learner discipline. 	<ol style="list-style-type: none"> i. Demonstrate understanding of legal provisions in education and the implication of non-compliance. ii. Ensure the learning environment is child friendly, safe and conducive by promoting self-awareness through sensitization and use of appropriate teaching /learning aids. iii. To maintain updated records of learner discipline cases, challenging behavior and interventions. iv. Maintain updated records of parental Involvement in management of learner behaviour. 	<ul style="list-style-type: none"> ▪ Improved learners performance. ▪ Improved learner attendance. ▪ High retention rate. ▪ improved professional teacher/learner relationships ▪ Decreased learner discipline cases. 									
5 Promotion of Co-curricular activities (10 marks, maximum 2 Targets)												
<p>Ability to organize and guide co-curricular and life skills learning activities to realize and nurture unique talents and develop them to their full potentials</p>	<ul style="list-style-type: none"> ▪ Approved co-curricular schedules, membership lists, ▪ Commendation letters ▪ certificate of participation at different levels, ▪ evidence of awards, officiating, coaching, and training in co-curricular activities 	<ol style="list-style-type: none"> i. Identify and nurture learners' talents in at least one co-curriculum activity. ii. Maintain up to date records on learner's participation in co-curricular activities including certificates, trophies and awards. 	<ul style="list-style-type: none"> ▪ Learners' participation in co-curricular activities. ▪ Individual talents identified and developed. ▪ Physical fitness and enhance learners' health. 									

Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Rating Scale (1-5) for each Target					
				Appraiser Rating		Appraiser Rating		Agreed Rating	
				Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
6 Professional Development (15marks, maximum 3Targets)									
Identify individual performance gaps, training needs and seek solutions through professional development courses.	<ul style="list-style-type: none"> ▪ Appraisal records. ▪ Enrollment for teacher professional development courses. ▪ Certificates for courses attended. ▪ Evidence of involvement in peer learning at school, zonal and or cluster levels. ▪ Involvement in subject panels in different levels. ▪ Participation in training and marking of exams at different levels. 	<ol style="list-style-type: none"> i. Engage in termly appraisal process and be evaluated. ii. Be involved in Teacher Professional Development activities at school level and/or enroll in recognized/relevant professional courses. iii. Engage in peer learning at zonal, cluster levels and interact with educational specialist and networking with educational bodies e.g. KNEC, KICD, MOEST, etc. 	<ul style="list-style-type: none"> ▪ Extent of improved learner performance. ▪ Improved level in curriculum delivery. ▪ Effective learner assessment. ▪ Evidence of remedial action. 						
7 Collaboration with parents/guardians and stakeholders (10 marks, maximum 2 Targets)									
Establish and maintain collaborative relationships with the educationalists, parents/guardians, and the local communities.	<ul style="list-style-type: none"> ▪ Records of parental involvement. ▪ Evidence of involvement in community based activities. ▪ Records of involvement in exchange programmes and national initiative eg tree planting, advocating against FGM, ▪ Evidence of involvement and networking with educational bodies e.g KNEC, KICD, MOEST 	<ol style="list-style-type: none"> i. Plan and participant in teachers, parents and learners meetings. ii. Organize Education community based activities that involve learners. iii. Develop linkages and participate in programmes organized in conjunction with other educational bodies. 	<ul style="list-style-type: none"> ▪ Improved learner exposure and performance. ▪ Learner ability to recognize individual abilities, limitations and values. ▪ Holistic learners (all rounded individuals). 						
			TOTAL						
ANNUAL SCORE (AVERAGE OF AGREED SCORE FOR TERM 1,2 & 3)									

Annual Learners' Progress Record for all Subjects (Value addition and improvement index)

Subject	Class/ Form	Entry Grade/ Mean Score from previous year	Annual Target	Term 1		Term 2		Term 3	
				Grade/Mean score	Deviation (-/+)	Grade/Mean score	Deviation (-/+)	Grade/Mean score	Deviation (-/+)
1.									
2.									
3.									
4.									
5.									
6.									
7.									

Lesson Attendance

NB: Total number of lessons should exclude public holidays/mid-term and lessons recovered should not be counted as missed lessons

	Total number of lessons to be taught	Actual number of lessons taught	Percentage of lessons taught	Actual number of lessons not taught	Percentage of lessons not taught	Number of lessons recovered	Number of lessons not recovered	Remarks
Term 1								
Term 2								
Term 3								
Total								

2.4. Appraisee/Appraiser's Remarks

	Appraisee's Remarks	Sign /date	Appraiser's Remarks	Sign /date
<u>Term 1</u>				
<u>Term 2</u>				
<u>Term 3</u>				

PART 3.0: TEACHER DEVELOPMENT

3.1. Teacher Support and Professional Development Planning

Review of progress of the term and generate a teacher support and development plan to be implemented during the following term

Performance Gaps	Recommended Support/Development Activities	Achievements	Remarks
Term 1: i. ICT integration in learning ii. Subject mastery iii. Teaching methods iv. Inadequate knowledge of legal and professional documents governing education v. Identification of talent vi. Interpersonal skills vii. Inadequate skills in planning and time management viii. Record management ix. Inadequate skills in innovation and to creativity	i. Mentorship programme ii. Induction programme iii. Coaching programme iv. Peer support/team teaching v. School based Professional development courses, seminars and workshops vi. Subject symposiums vii. Professional support by field officers and other educationist		
Term 2:			
Term 3:			

Appraiser's overall comments for the appraisal year.

--

4.0. COUNTERSIGNING

A countersigning officer is an officer who is senior to both appraisee and the appraiser in the teacher appraisal process. This will be the head of the institution

Countersigning officer's Remarks on the appraisal process and appraisees' suitability for promotion

Countersigning Name.....TSC No.Designation.....Sign..... Date.....

PART 5.0. ARBITRATION

This part need not be filled unless there is a disagreement arising from appraisal process between the appraisee and appraiser. Section 53 of the Code of Regulation for Teacher 2015 outlines moderation procedures to be applied in case of a disagreement in the appraisal process.

5.1. Appraisee's/Appraiser's Comments

Where the Appraisee and Appraiser fail to agree on the ratings, they document on areas of disagreement in the space below

5.2. Arbitrator

Where there is disagreement the arbitrator will assist the appraisee and appraiser to reach agreement and complete the section below.

Arbitrator Name TSC No.Designation.....Sign..... Date.....

Appraisee Name TSC No.Designation.....Sign.....Date.....

Appraiser Name TSC No.Designation.....Sign..... Date.....