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Effect of Teacher Performance Appraisal on Learner Scores in Public Secondary Schools in Uasin Gishu County, Kenya

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Abstract

Education standards in Kenya has shown a declining trend, necessitating interrogation by stakeholders and introducing teacher appraisal performance to remedy the situation. The objective of the study was to investigate the effect of teacher performance appraisal on learner scores. The study was guided by goal-setting theory. The study adopted a descriptive survey design and was carried out in public secondary schools in Uasin Gishu County. The target population was 7 TSC sub-County directors, 156 principals, 342 Teachers, and 8 Quality Assurance Standard officers (QASOs). Sample size was calculated using Yamane formulae. Stratified sampling was used to select schools from 6 sub-counties. Simple random and purposive sampling was used in this study to select respondents. The study used structured questionnaires and interviews scheduled as the main research instruments. Information gathered from the pilot study was utilized for ascertaining for validity and reliability of research instruments. The study yielded both qualitative and quantitative data. Data collected was coded, edited and analyzed through the Statistical Package for Social Science (SPSS) software version 24. Quantitative data collected was analyzed by use of descriptive statistics. Descriptive statistics was analyzed by use of frequency, percentages, means, and standard deviations. Tables were used to present the data. Qualitative techniques were employed for qualitative data. This was presented in the form of reports. Study findings showed that implementation of teacher appraisal system have led to improvement in learner exam performance. Learner promotion rate has risen after the introduction of teacher performance appraisal system. Study concluded that teacher performance appraisal has a positive influence on learner scores. The study recommended that the schools and the ministry of education should ensure that they introduce teacher performance appraisal system feedback.

Keywords: *Public Secondary Schools, Teacher Performance, Appraisal, Learner Scores*

1. Introduction

Teacher performance appraisal refers to the continuing process that is useful for identifying, evaluating, measuring and improving personal performance in line with a firm's strategic goals (Aguinis, Gottfredson & Joo, 2012). It includes formative aspects that aim at improving performance including, learner scores, professional learning and career. In summary, the main aspects of the appraisal include a possible promotion, evaluation of performance for career progression and termination purposes. The most expected outcome of schools is improving accomplishment and giving a quality educational encounter to all students. Quality of teaching is the most influential variable affecting student performance and achievement. Elliott (2015), it being the main role teachers play in the teaching activity. A clear understanding of performance appraisal has deemed to be essential in order to embrace changes and avoid past mistakes since it is crucial in improving the teaching quality (DeNisi & Murphy, 2017).

In the United Kingdom, professional performance gaps are determinants of appraisal systems in a learning institution. Its application is important in the routine because every institution needs to measure the quality of education. Also, to determine their failures in the delivery of quality education in order to plan for future objectives and come up with developmental requirements of the learning institution (Phillips & Phillips, 2016). Most countries have had different policies of appraisal as per their needs. Teacher performance appraisal is an essential factor for school improvement



and the professional development of teachers (Muijs et al., 2014). In the United States, however, performance appraisal is much focused on professional development. This study filled the gap by focusing on the teacher performance appraisal and quality of teaching rather than focusing on professional development only.

In African teachers' appraisal is an option that can be done systematically with an unbiased conscience to actualizing best educational outcomes, making a balance between positive criticisms in performing credibly and improving morale and performance in school work environment (Clarke & Phelan, 2017). In Nigeria, appraisal system is determined by superior manager on how managers set objectives and how well they have performed against them (DeCenzo et al., 2016). This implies that it deals with sedulous evaluating of all aspects of teaching processes; planning, presentation of lesson in the classroom and periodic review of lesson notes and constant improvement interviews for teachers competent in the career of teaching. It is incontrovertible to accept that teacher appraisal processes are a direct strategy to upgrade teachers' performance standards. It has also been important in upholding learner safety which has been important in aiding the implementation of teacher appraisal system.

Effective teaching is compulsory in achieving the main function of education. There is a need for high-quality assessment systems for the teachers to ensure educational reforms and capable high-quality teachers in the classroom. In Kenya, the Education system has gone down, affecting the teaching standards, which necessitated for the introduction of teacher appraisal performance. The teacher's mode of service delivery resulted from teacher assumption and assurance of permanent employment with the pension, which instilled pride and negligence amongst the teachers; hence, losing a job due to poor delivery was minimal. Performance appraisals, therefore, were initiated following the public demand and via media on the decreasing standards of Education in Kenya. Before teacher appraisal, the conduct of teachers from many schools in Uasin Gishu County mainly depend on inadequate supervision system that let to poor service delivery, massive absenteeism and of the few available Education assurance officers, culminated to overworking. In addition, most schools are flooded with managerial and administrative duties, poor coverage of syllabus and too much assessment. As indicated in the study background in Uasin Gishu County, there are no policies to attract, prepare, support, reward, retain, and advance high-quality teachers. The quality of teaching is low in Uasin Gishu County, as shown by the KCSE result for the last three years. However, few studies have been done on the implementation of the teacher appraisal system. Therefore, this study is intended to investigate the effect of teacher performance appraisal on learner scores in public secondary schools in Uasin Gishu County.

The main purpose of the study is to investigate the effect of teacher performance appraisal on learner scores in public secondary schools in Uasin Gishu County. The research question was: How does teacher performance appraisal affect learner scores in public secondary schools in Uasin Gishu County? Learner score and performance always brings an influence on the effective performance of the appraisal systems in school (Mathwasa & Duku, 2015). Utfl, White and Gonzalez (2017) researched student evaluations of teaching effectiveness. The study utilized numerical study techniques to address the exploration of questions and meet the examination destinations. The participants consisted of all the students undertaking teaching courses in Malaysia Teacher Education Institute in 2013. An online evaluation sheet was utilized to get first-hand data on the lecturers teaching effectiveness. The best five variables were rated as very good and were mainly associated with the ability to perform academic events according to the course outline, creating awareness on the growth and development of labour as human capital, commitment to lecturing and service delivery; keeping track and providing feedbacks and encouraging learners to undertake academic events. This study, however, used research questions collected using an online evaluation sheet, while the current study used both questionnaires and interview schedules.

Bisschoff and Grobler (2018) investigated the perceptions held by the teaching fraternity of teacher competence and learner performance. The original eight areas of competence (the learning environment, professional commitment of the teacher, discipline, educational foundation of the teacher, teacher reflection, cooperative ability of the teacher, effectiveness and learner score) were based on a thesis completed in June 1995 where 1265 teachers were asked to give their perceptions on 74 items based on what competent teachers do. During 1996 eight MEd students used a literature study to investigate these eight original theoretical constructs in greater detail. The findings indicated that learner scores were affected by teacher supply, availability and utilization of the concepts. Political rather than student performance had a tended influence on decision making. Many students who had no desire to teach teacher education institutions were being subverted but merely wanted an affordable route to higher education qualification. However, the study was not clear on how teacher competence on implementation of TPAD influences learner's score.



Mazaki (2017) examined the effect of welfare on teacher’s performance in public primary schools in the Bugisu sub-county. Attributes from participants were analyzed using thematic content analysis. Scores showed that welfare has a positive correlation with teacher’s service delivery capabilities. The scores further established that the prevailing working conditions such as housing, type of meals, and the school environment significantly affect teacher’s service delivery performance. In contrast, utilities such as medical care and allowances didn’t have any significant effects. Therefore, it was concluded that welfare might influence teacher’s performance in the Bugisu sub-county. The study, however, failed to indicate the existing relationship between teacher appraisal performance and learner’s score.

In Kenya, from the year 2012, teacher appraisal has not been effective due to an unverified appraisal system that has been in practice. The appraisee receives a promotion from the appraiser after learner evaluation which marks an important and critical part of the process, which will make the Teachers aware of their weaknesses hence in a position to work on them for improvement. Learner scores also enhance teacher response in the process of teaching. Teachers’ performance and implementation of the appraisal process, job satisfaction and teacher influence can be greatly attributed to performance appraisal (Elliott, 2015).

Aloo, Ajowin and Aloka, (2017) conducted a study to determine the impact of Teachers Performance Appraisal (TPA) policy on effectiveness in curriculum evaluation in public secondary schools in Kenya. The research adopted a Correlational research design. The study found out that TPA policy impacted curriculum evaluation positively. The research affirmed that TPA: reckoned for more than half (52.5%) of the difference in curriculum evaluation. The research concluded that TPA was a significant determinant in curriculum evaluation. The study did not show the sampling procedures used plus the research instruments used in data collection. Therefore, the current study filled the gap using purposive and simple random sampling to select the respondents. Also, questionnaires and interview schedule were used to collect data.

Conceptual Frameworks

Conceptual framework of the study shows how the independent variable relates with the dependent variable. This section conceptualizes the relationship between the independent variable, implementation of teacher performance appraisal and dependent variables; learner scores.

Independent variables

Dependent variable

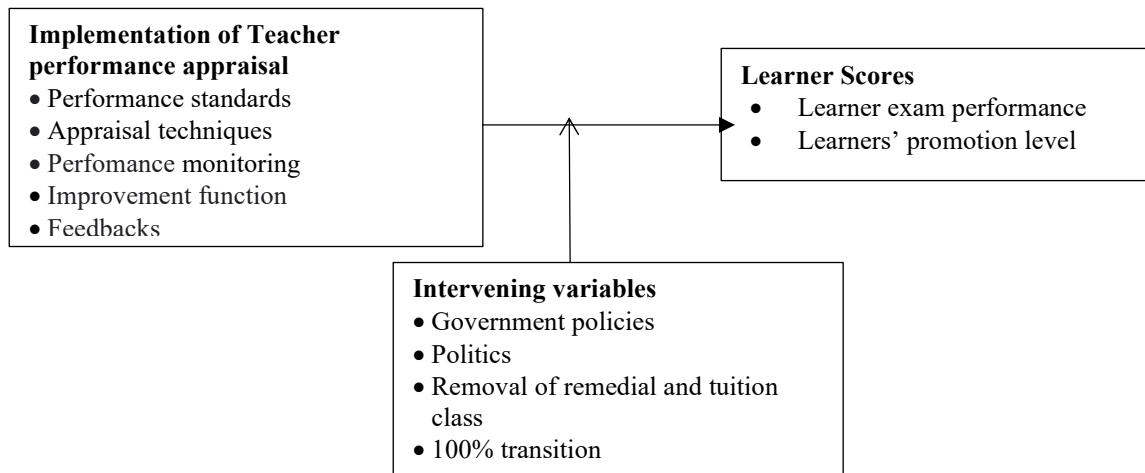


Figure 1: Conceptual Framework of Implementation of Teacher Performance Appraisal and Learner Scores

Research Methodology

This investigation adopted a descriptive survey design intending to examine the effect of teacher performance appraisal development on quality teaching in Kenya. This design helped the researcher get a high level of general capability to represent a large population using the sampled population. Conducting descriptive surveys is also



affordable and simple. The survey was conducted anonymously to allow the respondents to provide more valid responses.

The entire Uasin Gishu County has 156 public secondary schools; thus, the accessible population was 7 TSC sub-County directors, 156 principals, 342 Teachers and 8 Quality Assurance Standard officers (QASO). The sample size consisted of 7 TSC sub-County directors selected purposively, 12 principals selected purposively, 184 teachers selected using simple random sampling and 8 QASO Officers selected using purposive sampling.

After data collection, data processing, analysis, and data sorting was done. This involves a series of actions performed on the data to sort, check, and edit for completeness and consistency. Information gathered was coded, edited and analyzed through the Statistical Package for Social Science (SPSS) software version 24. Data analysis is the actions and methods performed on data that helped the researcher describe facts, detect patterns, develop explanations and test hypotheses. Quantitative data collected was analyzed by use of descriptive statistics. Descriptive statistics was frequency, percentages, means, and standard deviations. Frequency tables, charts and graphs was utilized to present the information gathered for simplicity of understanding and analysis. Qualitative data from open-ended questions and interview schedule was thematically presented in narrative form and presented in the form of reports.

Results and Discussion

Teacher Performance Appraisal and Learner Scores

The first specific objective of the study was to determine the Influence of teacher performance appraisal on learner scores. The respondents were requested to indicate their level of agreement on various statements relating to the Influence of teacher performance appraisal on learner scores. A 5-point Likert scale was used where SD symbolized strongly disagree, D symbolized disagree, UD symbolized undecided, A symbolized agree and SA symbolized strongly agree. The scores were as presented in Table 1:

Table 1 Principals Response on Teacher Performance Appraisal on Learner Scores

Statements		SA	A	UD	D	SD	Mean	Sd
Implementation of teacher appraisal system has led to an improvement in learner exam performance	F	46	35	10	1	3	4.26	0.92
	%	50	38	10.9	1.1	3.3		
Learner promotion rate has risen after the introduction of teacher performance appraisal system	F	29	18	30	16	2	3.59	1.15
	%	31.5	19.6	32.6	17.4	2.2		
Learner scores in average have improved compared to before introduction of TPAD system	F	37	40	12	4	2	4.12	0.93
	%	40.2	43.5	13	4.3	2.2		
Teacher acceptance on TPAD system is directly proportional to learner performance	F	40	15	23	15	2	3.80	1.21
	%	43.5	16.3	25	16.3	2.2		
Teachers’ appraisal score affects learners’ exams scores	F	31	18	28	14	4	3.61	1.21
	%	32.6	18.9	29.5	14.7	4.2		
There is theorized causal relationship between teacher behaviors and student achievement	F	38	39	11	4	3	4.11	0.98
	%	40	41.1	11.6	4.2	3.2		
The inference that differences in teachers' evaluation scores are related to differences in student learning	F	41	15	22	14	3	3.81	1.23
	%	43.2	15.8	23.2	14.7	3.2		

Table 1 shows that 81(85.3%) of the respondents agreed with the statement that implementation of teacher appraisal system has led to an improvement in learner exam performance. However, 4(4.2%) disagreed with the statement that implementation of teacher appraisal system has led to an improvement in learner exam performance. Further the study findings showed in terms of means and standard deviation that the respondents agreed that implementation of teacher appraisal system has led to an improvement in learner exam performance (Mean, =4.26, Std. dev=0.920). The study scores agree with (Elliott, 2015) who asserts that Learner scores also enhances teacher response in process of teaching.



Teachers' performance and implementation of the appraisal process, job satisfaction and teacher influence can be greatly attributed to performance appraisal. However, the study scores disagree with Natalie, (2014) who stated that performance appraisal system has not improved job performance at work and concluded that performance standards are not quantified and pegged against an individual evaluation which is essential for employee motivation.

One of the TSC Sub-County Directors expressed the following during interviews:

"Since the introduction of appraisal systems in the school's student performance have really improved. Teachers are more committed to their work and head teachers are ensuring that the systems are implemented fully".

Also, 47(49.5%) of the respondents agreed with the statement that learner promotion rate has risen after the introduction of teacher performance appraisal system. However, 18(18.9%) disagreed with the statement that learner promotion rate has risen after the introduction of teacher performance appraisal system. Further the study findings showed in terms of means and standard deviation that the respondents agreed that learner promotion rate has risen after the introduction of teacher performance appraisal system (Mean, =3.59, Std. dev=1.15). The study scores agree with (Elliott, 2015) who asserts that the appraisee receives promotion from the appraiser after learner evaluation which marks an important and critical part of the process which will make the Teachers aware of their weaknesses hence in a position to work on them for improvement. However, the study scores disagree with Zhang, (2012) who showed that there is insignificant relationship between learner promotion and the introduction of teacher performance appraisal system.

Further, 77(81.1%) of the respondents agreed with the statement that learner scores in average have improved compared to before introduction of TPAD system. However, 6(6.3%) disagreed with the statement that learner scores in average have improved compared to before introduction of TPAD system. Further the study findings showed in terms of means and standard deviation that the respondents agreed that learner scores in average have improved compared to before introduction of TPAD system (Mean, =4.12, Std. dev=0.93). The study scores agree with Aloo, Ajowin and Aloka, (2017) who found out that examination received a correlational exploration plan. The examination discovered that TPA strategy affected educational program assessment emphatically. The exploration confirmed that TPA: figured for the greater part (52.5%) of the distinction in educational program assessment. However, the study scores disagree with Odhiambo, (2015) who found out that performance management practices such feedback, have not earned scores in average have improved compared to before introduction of TPAD system. Performance management practices could be ineffective source of management information and renewal. Effective feedback on performance measurement may translate to improved productivity.

During interviews, one of male TSC Sub-County Directors revealed that:

"TPAD system has proven to be an effective tool since students' individual performance in different subjects has improved. Data from schools show that students have averagely improved compared to previous times before introduction of TPAD system".

Also, 55(57.9%) of the respondents agreed with the statement that teacher acceptance on TPAD system is directly proportional to learner performance. However, 17(17.9%) disagreed with the statement that teacher acceptance on TPAD system is directly proportional to learner performance. Further the study findings showed in terms of means and standard deviation that the respondents agreed that teacher acceptance on TPAD system is directly proportional to learner performance (Mean, =3.80, Std. dev=1.21). The study scores agree with Kadenyi (2014) who asserts that Teachers' appraisal on adequacy of planning and readiness by principals, HODs and subject heads prior to lessons boosted the academic performance by students.

Teacher's appraisal on adequacy of classroom environment by head teachers helped on the enhancement of student's class achievement to various extents, that is, small, medium and large. Teachers' appraisal on professional responsibilities, helped with academic improvement to a large, medium and small extent at 54(56%), 31(32%) and 12(12%) respectively. Teachers concurred that acceptance of appraisal during classroom instructions help to improve the academic scores to a large extent. However, the study scores disagree with Gichuki, (2014 found out that teacher acceptance on TPad system is indirectly proportional to learner performance.



Another, 49(51.6%) of the respondents agreed with the statement that teachers' appraisal score affects learners' exams scores. However, 18(18.9%) disagreed with the statement that teachers' appraisal score affects learners' exams scores. Further the study findings showed in terms of means and standard deviation that the respondents agreed that teachers' appraisal score affects learners' exams scores (Mean, =3.61, Std. dev=1.21). The study scores concur with Bisschoff and Grobler (2018) whose findings indicated that learner scores were affected by teacher supply, availability and utilization of the concepts. Political rather than student performance had a tended influence on decision making. Many students who had no desire to teach teacher education institutions were being subverted but merely wanted an affordable route to higher education qualification. However, the study scores disagree with Singh and Rana, (2014) stated that teachers' appraisal score do not necessarily affect learners' exams scores.

Also, 77(81.1%) of the respondents agreed with the statement that there is theorized causal relationship between teacher behaviors and student achievement. However, 7(7.4%) disagreed with the statement that there is theorized causal relationship between teacher behaviors and student achievement. Further the study findings showed in terms of means and standard deviation that the respondents agreed that there is theorized causal relationship between teacher behaviors and student achievement (Mean, =4.11, Std. dev=0.98). The study result concurs with Nbina (2012) whose scores revealed a significant relationship between teacher's competence and students' academic performance in chemistry. Chemistry students taught by qualified teachers performed significantly better than those taught by unqualified teachers. Also, chemistry students taught by experienced teachers performed significantly better than those taught by inexperienced teachers. However, the study scores disagree with Wanjala (2015) who revealed that a number of appraise were not well oriented about the process of performance appraisal. They also indicated that most of performance appraisal process has a lot of problems in its implementation. These are absence of feedback, lack of participation from the subordinates in the process of its implementation and ineffective criteria.

One of the TSC Sub-County Directors interviewed revealed that:

“Closer look at the teacher’s appraisal scores is relatively same to the student’s exam scores, thus teachers’ behavior surely affects students’ performance. So, teachers play a big role in students learning experience.”

Finally, 56(58.9%) of the respondents agreed with the statement that the inference that differences in teachers' evaluation scores are related to differences in student learning. However, 17(17.9%) disagreed with the statement that the inference that differences in teachers' evaluation scores are related to differences in student learning. Further the study findings showed in terms of means and standard deviation that the respondents agreed that the inference that differences in teachers' evaluation scores are related to differences in student learning (Mean, =3.81, Std. dev=1.23). However, the study scores disagree with Odhiambo, (2015) who found out that differences in teachers' evaluation scores are not related to differences in student learning the study also found out that there was no mutual involvement of principals and teachers in developing the appraisal criteria, difficulty to prepare the appropriate performance criteria, inadequate follow up and feedback mechanism in the process of appraisal, insufficiency of training for those who are involved in the process and absence of the consequences of the appraisal result.

Table 2 Teachers Response on Teacher Performance Appraisal on Learner Scores

Statements		SA	A	UD	D	SD	Mean	Sd
Implementation of teacher appraisal system has led to an improvement in learner exam performance	F	73	4	17	2	5	4.24	0.93
	%	47.1	2.6	10.9	1.3	3.2		
Learner promotion rate has risen after the introduction of teacher performance appraisal system	F	44	29	51	27	4	3.	1.15
	%	28.4	18.7	32.9	17.4	2.6	53	
Learner scores in average have improved compared to before introduction of TPAD system	F	58	66	20	7	4	4.08	0.96
	%	37.4	42.6	12.9	4.5	2.6		
Teacher acceptance on TPAD system is directly proportional to learner performance	F	63	24	39	25	4	3.75	1.22
	%	40.6	15.5	25.1	16.1	2.6		
	F	72	57	17	2	7	4.19	1.00



Teachers' appraisal score affects learners' exams scores	%	46.5	36.8	10.9	1.3	4.5		
There is theorized causal relationship between teacher behaviors and student achievement	F	45	29	48	27	6	3.52	1.19
	%	29	18.7	30.9	17.4	3.9		
The inference that differences in teachers' evaluation scores are related to differences in student learning	F	60	63	20	6	6	4.06	1.01
	%	38.7	40.6	12.9	3.9	3.9		

Table 2 shows that 77(49.7%) of the respondents agreed with the statement that implementation of teacher appraisal system has led to an improvement in learner exam performance. However, 7(4.5%) disagreed with the statement that implementation of teacher appraisal system has led to an improvement in learner exam performance. Further the study findings showed in terms of means and standard deviation that the respondents agreed that implementation of teacher appraisal system has led to an improvement in learner exam performance (Mean, =4.24, Std. dev=0.93).

Also, 73(47.1%) of the respondents agreed with the statement that learner promotion rate has risen after the introduction of teacher performance appraisal system. However, 31(20%) disagreed with the statement that learner promotion rate has risen after the introduction of teacher performance appraisal system. Further the study findings showed in terms of means and standard deviation that the respondents agreed learner promotion rate has risen after the introduction of teacher performance appraisal system (Mean, =3.53, Std. dev=1.15).

Another, 124(80%) of the respondents agreed with the statement that learner scores in average have improved compared to before introduction of TPAD system. However, 11(7.1%) disagreed with the statement that learner scores in average have improved compared to before introduction of TPAD system. Further the study findings showed in terms of means and standard deviation that the respondents agreed learner scores in average have improved compared to before introduction of TPAD system (Mean, =4.08, Std. dev=0.96).

"Learners scores not only has improved since the introduction of TPAD systems but has help teachers in day-to-day teaching activities."

Also, 97(62.5%) of the respondents agreed with the statement that teacher acceptance on TPAD system is directly proportional to learner performance. However, 29(18.7%) disagreed with the statement that teacher acceptance on TPAD system is directly proportional to learner performance. Further the study findings showed in terms of means and standard deviation that the respondents agreed teacher acceptance on TPAD system is directly proportional to learner performance (Mean, =3.75, Std. dev=1.22).

Another, 129(83.2%) of the respondents agreed with the statement that teachers' appraisal score affects learners' exams scores. However, 9(5.8%) disagreed with the statement that teachers' appraisal score affects learners' exams scores. Further the study findings showed in terms of means and standard deviation that the respondents agreed that teachers' appraisal score affects learners' exams scores (Mean, =4.19, Std. dev=1.00). However, the study scores disagree with Kihugu (2013) whose studies found out that the teachers' appraisal score affects can have both positive and negative impact on employee performance.

Also, 64(41.3%) of the respondents agreed with the statement that there is theorized causal relationship between teacher behaviors and student achievement. However, 33(21.3%) disagreed with the statement that there is theorized causal relationship between teacher behaviors and student achievement. Further the study findings showed in terms of means and standard deviation that the respondents agreed that there is theorized causal relationship between teacher behaviors and student achievement (Mean, =3.52, Std. dev=1.19).

Finally, 123(79.4%) of the respondents agreed with the statement that the inference that differences in teachers' evaluation scores are related to differences in student learning. However, 12(7.7%) disagreed with the statement that the inference that differences in teachers' evaluation scores are related to differences in student learning. Further the study findings showed in terms of means and standard deviation that the respondents agreed that the inference that differences in teachers' evaluation scores are related to differences in student learning (Mean, =4.06, Std. dev=1.01).



One female QASO Officers interviewed noted:

"So far there is enough evidence to show that Differences in teachers' evaluation scores are related to differences in student learning. This can be attributed to teacher student relationship."

The sub-County directors and QASO Officers indicated that they are ensuring Implementation of teacher appraisal system which led to improvement in learner exam performance, increase Learner promotion rate, improve Learner scores in average and that teacher acceptance on TPAD system is directly proportional to learner performance.

Conclusions and Recommendations

The study concluded that teacher performance appraisal has a positive influence on learner scores. Teacher appraisal system has led to an improvement in learner exam performance. Learner promotion rate has risen after the introduction of teacher performance appraisal system. Learner score in average have improved compared to before introduction of Tpad system. Therefore, teacher acceptance on TPAD system is directly proportional to learner performance.

The schools and the ministry of education should ensure that they introduce teacher performance appraisal system feedback. This will bridge teachers' professional gaps. Ministry of education to improve network connectivity in schools to allow effective implementation of TPAD. TSC to improve refresher training for teachers to enhance their teaching skills.

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