



*The Cradle of Knowledge: African Journal of
Educational and Social Science Research
AJESSR - ISSN 2304-2885-p, 2617-7315-e
Volume 10, Issue 2, 2022
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**SOCIETY OF
EDUCATIONAL
RESEARCH
AND
EVALUATION
IN KENYA**

Teacher Performance Appraisal in Aiding to Bridge Teacher's Professional Performance Gaps in Uasin Gishu County, Kenya

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Abstract

Education standards in Kenya have shown a declining trend, necessitating interrogation by stakeholders and introducing teacher appraisal performance to remedy the situation. Therefore, this study sought to establish the effect of teacher performance appraisal in aiding to bridge teacher's professional performance gaps in public secondary schools in Uasin Gishu County. Goal-setting theory was adopted. The study adopted a descriptive survey design and was carried out in public secondary schools in Uasin Gishu County. Target populations were 6 TSC sub-County directors, 156 principals, 342 Teachers, and 6 Quality Assurance and Standards Officers (QSOs). The 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 to select respondents. The study used structured questionnaires and interviews scheduled. Pilot study was conducted to ascertain the validity and reliability of research instruments. Data collected was coded, edited, and analyzed through the Statistical Package for Social Science (SPSS) software version 24. Quantitative data collected were analyzed by use of both descriptive and inferential statistics. Descriptive statistics comprised of frequencies, percentages, means, and standard deviations. Inferentially data were analyzed using correlation and simple linear regression. Tables were used to present the data collected for ease of understanding and analysis. Qualitative techniques were employed for qualitative data. The study findings revealed that there was a positive there was a positive linear effect of performance appraisal in aiding to bridge teacher's professional performance gaps ($\beta=0.895$, $p=0.000$). Teacher performance appraisal affects teachers' professional performance. Study recommended that the schools and the ministry of education should ensure that they introduce teacher performance appraisal system feedback. This will bridge teachers' professional gaps.

Keywords: *Teacher Performance, Appraisal, Professional performance.*

1. Introduction

Teacher performance appraisal refers to the continuing process that is useful for identifying, evaluating, measuring Teacher performance appraisal Development (TPAD) 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, 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). 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 Uganda, misappropriation of the learner's safety has made the whole process of education to lose its meaning (Enright, Grady & Evans 2015). The mishandled areas include; dishonest content delivery, stress during the evaluation process and lack of action after learners' complaints and too much engagement in the side of stakeholders. As mitigation to above challenges, continuous follow up, communication training and careful design have proved to be most effective. In most cases, the results are not used for promotion of staff, development of professionals or determining remuneration.

The Kenya National Education Sector Plan (NESP, 2013-2018) demonstrates the government's intention to improve student learning outcomes by tackling a number of quality issues, including the use of evaluations and the initiation of relevant development programs to improve teachers' teaching methods (Nguyo & Kimathi, 2016). Because of this, the teacher performance appraisal policy was implemented to raise quality of teaching through a structured approach to evaluation, with the aim of assessing teachers' performance and fostering professional development to improve learning outcomes (Iqbal, Akbar & Budhwar 2015).

Effective teaching is key 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 Uasin Gishu county, as evidenced by the KCSE results for the previous five years, the academic achievement below average. According to the meeting held by the stakeholders in Uasin Gishu county 2018, there rose a concern on the quality of teaching in the public secondary schools despite implementation of TPAD in the county (County Education Board Report, 2018). However, few studies have been done to assess the effectiveness of implementation of teacher appraisal system on in aiding to bridge teacher's professional performance gaps. Therefore, it prompts the researcher to undertake the research empirically on effect of teacher performance appraisal in aiding to bridge teacher's professional performance gaps in Uasin Gishu County.

To establish the effect of teacher performance appraisal in aiding to bridge teacher's professional performance gaps in Uasin Gishu County. The research hypothesis was:

H₀₁: Teacher performance appraisal has no significant effect in aiding to bridge teacher's professional performance gaps in Uasin Gishu County?

Theoretical and Conceptual Frameworks

The study was guided by Goal Setting Theory. Edwin Locke advanced the goal-setting theory in the 1960s. The hypothesis recommends that objective setting is a fundamental connection to the execution of a given assignment. The theory is relevant to the investigation in that it is applicable in performance appraisal in a five-stage process, first is the establishment of standards of execution, secondly is the correspondence of execution norms, thirdly genuine execution estimation, comparison stage where the anticipated and the actual performance are compared and lastly implementation of corrective response where needed. The theory focuses on employees being in a position to modify their goals according to how they perform.

Through a clear understanding of the performance appraisal framework, employees are with high chances of being engaged in the process of appraisal in a more productive way that later improves their professional development and student learning achievement (Locke & Latham 1994). The theory's core assumptions are that goals and intentions are cognitive and volitional, and that they serve as the primary regulators of human behaviour. The theory's two primary findings are that particular goals lead to better levels of performance than broad goals, and that challenging goals are positively and linearly associated to performance. These impacts are conditional on two factors: feedback and the performers' acceptance of goals.



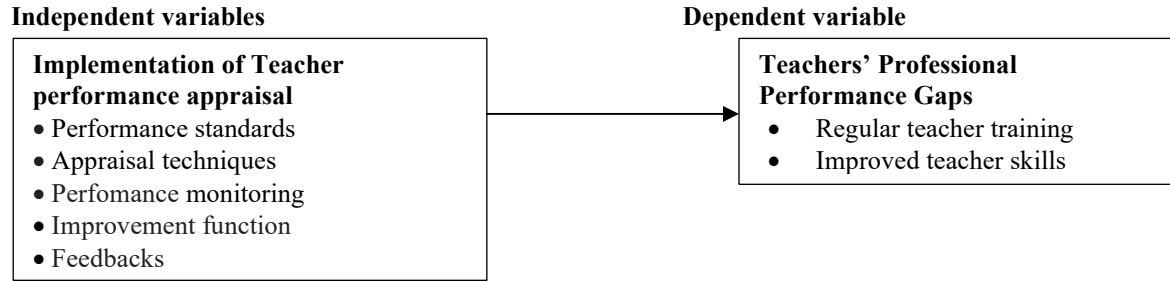


Figure 1 Conceptual Framework of Teacher Performance Appraisal in Aiding to Bridge Teacher's Professional Performance Gaps

2. Research Methodology

The study adopted a descriptive survey design intending to examine the effect of teacher performance appraisal development on quality teaching in Kenya. The survey was conducted anonymously to allow the respondents to provide more valid responses. The target population was 6 TSC sub-County directors, 156 principals, 342 Teachers and 6 Quality Assurance and Standard officers (QASO). The researcher obtained sample size 112 schools using Yamane formulae (1967). The principals were selected using purposive sampling since they were automatically selected once their schools were chosen. The 6 TSC sub-County directors were purposely selected in the study to give information's concerning the teacher performance appraisal in aiding to bridge teacher's professional performance gaps in Uasin Gishu County.

The researcher obtained sample size of 184 teachers using Yamane formulae (1967). The teachers from the sampled schools were selected as respondents through simple random sampling. The 6 QASO Officers were selected using census because they had information concerning the study topic and were easier to generalize about the sampled respondents.

The data was analyzed using descriptive and inferential statistics with the help of the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics included percentages, frequencies, means, and standard deviations. Inferentially, correlations and multiple regression analysis were used to determine the change in dependent variables caused by the effect of independent variables. The regression testing procedure was as follows:

Multiple Regression Model

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where:

Y; represents teacher's professional performance gaps

β_0 ; represents regression Constant

β_1 represents coefficient of study variable

X_1 ; represents teacher performance appraisal

ε ; represents error term

Data was presented in the form of frequency tables for easy comprehension and analysis. Thematic narratives were used to present qualitative data gleaned from open-ended questions and interviews.

3. Results and Discussion

Teacher Performance Appraisal and Learner Scores

The study needed to establish the level of agreement on various statements relating principals' response on teacher performance appraisal in aiding to bridge teachers' professional performance.



Table 1 Principals Response on Teacher Performance Appraisal in Aiding to Bridge Teachers’ Professional Performance

Statements		SA	A	UD	D	SD	Mean	Sd
Teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap	F %	54 56.8	32 33.7	4 4.2	3 3.2	2 2.1	4.40	0.88
Teacher appraisal techniques has motivated teachers at their work stations	F %	52 54.7	21 22.1	17 17.9	3 3.2	2 2.1	4.24	1.00
The appraiser and appraisee discuss on what needs to be done and jointly set targets for achievement	F %	39 41.1	48 50.5	1 1.1	5 5.3	2 2.1	4.23	0.88
Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery	F %	31 32.6	29 30.5	23 24.2	10 10.5	2 2.2	3.81	1.07
Teachers’ appraisal ensures that teachers take time to promote student growth by setting high expectations for student achievement	F %	53 55.8	30 31.6	4 4.2	4 4.2	4 4.2	4.31	1.03
Teachers’ appraisal has encouraged teachers to join a professional scholarly journal online, read educational blogs and literature on education	F %	50 52.6	21 22.1	16 16.8	4 4.2	4 4.3	4.15	1.11
Teachers’ appraisal has encouraged teachers to go to educational conferences, workshops, attend online seminars for more effective teaching	F %	38 40	45 47.4	2 2.1	6 6.3	4 4.2	4.13	1.02
Teachers’ appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them	F %	32 33.7	26 27.4	23 24.2	10 10.5	4 4.2	3.76	1.16

Table 1 showed that 86(90.5%) of the respondents agreed with the statement that teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap. However, 5(5.3%) disagreed with the statement that teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap (Mean, =4.40, Std. dev=0.88). The study results agreed with Kaldi and Xafakos (2017) who asserts that professional performance gaps are the difference that exists between the actual or present performance and the optimal or expected future performance. Teacher training programs are seen to be compelling in the advancement of teachers for this present reality circumstance of the classroom at schools.

Also, 73(76.8%) of the respondents agreed with the statement that teacher appraisal techniques have motivated teachers at their work stations. However, 5(5.3%) disagreed with the statement that teacher appraisal techniques have motivated teachers at their work stations. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed Teacher appraisal techniques has motivated teachers at their work stations; (Mean, =4.24, Std. dev=1.00). The study results agree with Delvaux, Vekeman, Devos and Van Petegem, (2013) who showed that fairness of the performance appraisal system and simplicity of the procedure are associated with the teachers’ knowledge and skills, with positive attitudes skewed to results-based bonus and existing professional gaps.

The study from interviews with TSC Sub- County director [3] showed that:

"TSC has been offering training to head teachers and teachers on appraising system in order to bridge the existing professional gap. Thus, the appraisal techniques have motivated teachers at their work stations."



Another, 87(91.5%) of the respondents agreed with the statement that the appraiser and teachers discuss on what needs to be done and jointly set targets for achievement. However, 7(7.4%) disagreed with the statement that the appraiser and teachers discuss on what needs to be done and jointly set targets for achievement. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed the appraiser and teachers discuss on what needs to be done and jointly set targets for achievement (Mean, =4.23, Std. dev=0.88). The study results agree with Desimone and Long (2010) who intended to add to understanding the school's part in tending to the teachers' expert holes. In this secondary investigation, the examination analyzed the initial four rushes of information from the National Center for Education Statistics' Early Childhood Longitudinal Study (2000), a broadly agent longitudinal example of students who were kindergartners in 1998. It was discovered that proof that lower accomplishing students are at first allotted to teachers who underscore essential guidance, and higher accomplishing students are allocated teachers who stress further developed guidance. The utilization of cutting-edge procedural guidance and time spent on math were identified with accomplishment development for customarily distraught populaces Black students and low-SES students.

Also, 60(63.2%) of the respondents agreed with the statement that Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery. However, 12(12.6%) disagreed with the statement that Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery. Moreover, the study findings showed in terms of means and standard deviation that respondent's agreed that teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery (Mean, =3.81, Std. dev=1.07). The study results agree with Michael, (2017) who discoveries demonstrated that teachers unequivocally wanted to get further trainings on educational plan, increase and clean their ICT expertise and school organization.

The interview with TSC Sub- County director [5]

"It's the TSC policy that the appraiser and teachers discuss on what needs to be done and jointly set targets for achievement. Also, it's the commissions policy that Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery."

In addition, 83(87.4%) of the respondents agreed with the statement that teachers are appraised ensures that teachers take time to promote student growth by setting high expectations for student achievement. However, 8(8.4%) disagreed with the statement that teachers are appraised ensures that teachers take time to promote student growth by setting high expectations for student achievement. Also, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers are appraised ensures that teachers take time to promote student growth by setting high expectations for student achievement (Mean, =4.31, Std. dev=1.03). Similarly, TSC (2003) states that a public officer must raise the level of professionalism and performance standards in his company to the extent acceptable for his position.

Also,71(74.7%) of the respondents agreed with the statement that teachers' appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education. However, 8(8.4%) disagreed with the statement that teachers' appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education. Further the study findings showed in terms of means and standard deviation that the respondents agreed teachers' appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education (Mean, =4.15, Std. dev=1.11).

Also, 83(87.4%) of the respondents agreed with the statement that Teachers' appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching. However, 10(10.5%) disagreed with the statement that Teachers' appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed that Teachers' appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching (Mean, =4.13, Std. dev=1.02).



TSC Sub- County director [1] interviewed noted that:

“Teachers’ appraisal has not only encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education. But also, it has encouraged teachers to go to educational conferences, workshops, attend online seminars for more effective teacher.”

Finally, 58(61.1%) of the respondents agreed with the statement that teachers’ appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them. However, 14(14.7%) disagreed with the statement that teachers’ appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed that Teachers’ appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them (Mean, =3.76, Std. dev=1.16).

The study also needed to establish effects of teachers’ response on teacher performance appraisal in aiding to bridge teachers’ professional performance.

Table 2 Teachers Response on Teacher Performance Appraisal in Aiding to Bridge Teachers’ Professional Performance

Statements		SA	A	UD	D	SD	Mean	Sd
Teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap	F	87	54	7	4	3	4.41	0.85
	%	56.1	34.8	4.5	2.6	1.9		
Teacher appraisal techniques has motivated teachers at their work stations	F	82	37	29	4	3	4.23	0.97
	%	52.9	23.9	18.7	2.6	1.9		
The appraiser and teachers discuss on what needs to be done and jointly set targets for achievement	F	62	81	1	8	3	4.23	0.86
	%	40.0	52.3	.6	5.2	1.9		
Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery	F	50	46	40	16	3	3.80	1.07
	%	32.3	29.7	25.8	10.3	1.9		
Teachers are appraised ensures that teachers take time to promote student growth by setting high expectations for student achievement	F	87	54	7	4	3	4.41	0.85
	%	56.1	34.8	4.5	2.6	1.9		
Teachers’ appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education	F	82	37	29	4	3	4.23	0.97
	%	52.9	23.9	18.7	2.6	1.9		
Teachers’ appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching	F	62	81	1	8	3	4.23	0.86
	%	40.0	52.3	.6	5.2	1.9		
Teachers’ appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them	F	50	46	40	16	3	3.80	1.07
	%	32.3	29.7	25.8	10.3	1.9		

Table 2 showed that 141(90.9%) of the respondents agreed with the statement that teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap. However, 7(4.5%) disagreed with the statement that teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed teacher training has been one of the ways used by teacher appraiser in order to bridge the existing



professional gap (Mean, =4.41, Std. dev=0.85). According to Harrington and Lee, (2015) school training, including formal pre-service university education and professional development in the workplace as well as informal training gained via experience on the job are all linked to teacher productivity.

Also, 119(76.8%) of the respondents agreed with the statement that Teacher appraisal techniques has motivated teachers at their work stations. However, 7(4.5%) disagreed with the statement that teacher appraisal techniques have motivated teachers at their work stations. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed Teacher appraisal techniques has motivated teachers at their work stations; (Mean, =4.23, Std. dev=0.970). The findings of this study concur with findings from Popova, Evans, Breeding and Arancibia (2018), in contrast to programs that have been shown to be beneficial, most at-scale teacher professional development programs have fewer incentives to engage, less time for teachers to practice new skills, and less follow-up when instructors return to their classrooms.

The study interview with QASO Officer [4] noted that:

"Teacher appraising main goal is to ensure that teachers take time to promote student growth by setting high expectations for student achievement"

Further, 143(92.3%) of the respondents agreed with the statement that the appraiser and teachers discuss on what needs to be done and jointly set targets for achievement. However, 11(7.1%) disagreed with the statement that the appraiser and teachers discuss on what needs to be done and jointly set targets for achievement. In addition, the study findings showed in terms of means and standard deviation that the respondents agreed the appraiser and teachers discuss on what needs to be done and jointly set targets for achievement (Mean, =4.23, Std. dev=0.86).

Also, 96(62%) of the respondents agreed with the statement that teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery. However, 19(12.2%) disagreed with the statement that teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery. Additionally, the study findings showed in terms of means and standard deviation that the respondents' agreed teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery (Mean, =3.80, Std. dev=1.07).

The study findings correlate with the findings of Ayeni (2011), who found that teachers' instructional task performance might be improved with a high degree of education and teaching experience. Teaching in secondary schools and the education system as a whole requires effective capacity development during service in order to increase the quality of instruction and the overall quality of education. Additionally, Ayeni, (2010) findings concur with current study in that it is undeniable that each strategy has advantages and disadvantages that need consideration. For example, Teachers have argued that traditional professional development methods like seminars (which typically last from one to eight hours), workshops (which last from a few hours to a few days), and conferences (which last a few days to a few weeks) are ineffective because of their short duration, lack of follow-up, and lack of opportunities for teachers to learn by doing.

Further, 141(90.9%) of the respondents agreed with the statement that teachers are appraised ensures that teachers take time to promote student growth by setting high expectations for student achievement. However, 7(4.5%) disagreed with the statement that teachers are appraised ensures that teachers take time to promote student growth by setting high expectations for student achievement. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers are appraised ensures that teachers take time to promote student growth by setting high expectations for student achievement (Mean =3.81, Std. dev=1.08).

Devos and Van Petegem (2013) discovered that introducing a controlled appraisal approach is associated to increased satisfaction with the appraisal system, less stress, and higher motivation. It has been observed that educators who possess greater levels of specialized expertise work better as a unit. Desimone and Long (2010) found that Students with lower test scores are placed in classes with teachers who place an emphasis on fundamental instruction, while those with higher test scores are placed in classes with teachers who place an emphasis on more advanced instruction, as shown by the research.



Also, 119(76.8%) of the respondents agreed with the statement that teachers' appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education. However, 7(4.5%) disagreed with the statement that teachers' appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that teachers' appraisal has encouraged teachers to join a professional scholarly journal, online and read educational blogs and literature on education (Mean, =4.41, Std. dev=0.85).

Study findings also agrees to Michael (2017) findings who found that teachers strongly desired to acquire further training on the curriculum and polish their ICT skill and school administration. Teachers proposed that needs analysis should be performed to create awareness and further training. Similarly, study findings agreed to Kasiisa and Tamale (2013) findings that emphasis was missing on teacher- based evaluations; the current evaluation system was not detailed enough and well-structured on individual events. Therefore, more was required on the appraisal process such that evaluations would be prioritized and detailed enough to gauge some teacher performance variables.

The interviews with QASO Officer [8] from Sub-County 6 argued that:

"Teachers' appraisal has motivated teachers to teacher observation thus a great knowledge sharing between them. Further there is increase attendance by teachers to educational conferences, workshops, attend online seminars for more effective teacher."

Also, 143(92.2%) of the respondents agreed with the statement that Teachers' appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching. However, 11(7.1%) disagreed with the statement that Teachers' appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching. Additionally, the study findings showed in terms of means and standard deviation that the respondents agreed that Teachers' appraisal has encouraged teachers to go for educational conferences, workshops, attend online seminars for more effective teaching (Mean, =4.23, Std. dev=0.97). Study still agrees with the findings of Ikagema and Irungu (2018) who found that teacher appraisals affected performance significantly. Generally, the teachers had an attitude that government policies did not favour them to advance their careers. There is also an agreement to the findings of Usop et al. (2013) who found that to varying degrees, the work performance of teachers is influenced by a variety of factors including the instructors' own abilities and attitudes as well as the subjects they teach, as well as the methods they use to teach them. Also, study findings agree to findings of Howard, (2013) that Teachers frequently ask themselves the question, "What is the most challenging part of teaching kids who aren't motivated?" Many professors believe they have little control over students' motivation because it is an internal process. According to the findings of Atteberry, Loeb, and Wyckoff (2015), principals and teachers are aware that instructors' abilities to enhance student outcomes vary greatly, and research validates this.

Finally, 96(61.9%) of the respondents agreed with the statement that teachers' appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them. However, 19(12.3%) disagreed with the statement that teachers' appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them. Moreover, the study findings showed in terms of means and standard deviation that the respondents agreed that Teachers' appraisal has motivated teachers to take time to observe other teachers who can be a great source of knowledge for them (Mean, =4.23, Std. dev=0.86).

Study findings further agreed to Loeb, Miller and Wyckoff, (2014) findings that teachers who are currently less effective because of their lack of experience may be able to develop to the point where they are more effective than their more experienced counterparts. Professional development for these instructors should begin as soon as possible so that the benefits can be realized sooner and have an even greater impact on the student population. That teachers' classroom performance is not connected with the sort of certification a teacher has received, nor with the attainment of an advanced degree, nor with the selectivity of the university a teacher attended, according to Chingos, and Peterson, (2011) findings.

According to Peng, McNess, Thomas, Wu, Zhang and Tian (2014), the pressures of changing social patterns and the demands of far-reaching curriculum reform, highlighted tensions between a traditional reliance on exam results and



an increasingly newer demand for all-round development and lifelong learning. Self-efficacy theory states that persons with high levels of self-efficacy view challenging jobs as an opportunity for mastery, and they attribute their failure to a lack of effort or competence, which they are able to improve upon. After a setback, this sense of control allows people to quickly restore their sentiments of self-efficacy.

The TSC sub-County directors and QASO Officers indicated that teacher training is one of the ways used by teacher appraiser in order to bridge the existing professional gap, positive Teacher appraisal feedback plays a teacher motivation, the appraiser and teachers discuss on what needs to be done and jointly set targets for achievement and Teachers are appraised based on observation, assessment of ability, readiness, their potential and content mastery. The study findings concur with findings of Kaldi and Xafakos (2017) that teacher training programs are seen to be compelling in the advancement of teachers for this present reality circumstance of the classroom at schools. Specifically, the quality of education of any education system does not exceed the quality of its teachers trained through the teacher education programs. Findings also agrees to (Bruns & Luque, 2014) that the long-standing issue identified with the teacher training programs is the gap between hypothetical information that the understudy teachers increase through their courses at grounds and their common-sense application in reality circumstance of classrooms at schools. Teacher professional development is critical because teachers must do better and raise student academic standards in order to succeed. Teachers must be able and willing to continuously improve their content knowledge, abilities, and practices in order to meet the increasingly demanding demands of their employment as a result of technology advancements.

H₀₁: Teacher performance appraisal has no significant effect in aiding to bridge teacher’s professional performance gaps in Uasin Gishu County.

Pearson’s correlation was first carried out to show the strength and direction of the association between dependent and independent variables. Table 8 presents the study results.

Table 3 Correlation Analysis

		Teachers’ professional Performance appraisal performance	
Teachers’ professional performance	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	250	
Performance appraisal	Pearson Correlation	.893**	1
	Sig. (2-tailed)	0.000	
	N	250	

** . Correlation is significant at the 0.01 level (2-tailed).

The study findings in Table 3 indicated that teacher performance appraisal had a strong positive and statistically significant correlation with teacher professional performance ($r=0.893^{**}$; $p<0.01$). The findings indicate a strong, positive and statistical correlation between performance appraisal and teacher professional performance.

Further, multiple analysis was run to establish the effect of performance appraisal on teacher professional performance gaps. The coefficient of determination and correlation coefficient showed the degree of association between dependent and independent variables. The results are presented in Table 4.

Table 4 Regression Analysis Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.893^a	0.798	0.797	0.49078

The results of the regression in Table 4 indicated that R² value was 0.798 and R value was 0.893. R value of 0.893 gave an indication that there was a strong linear relationship between dependent and dependent variables. The R² indicates the explanatory power of the independent variables was 0.798. This implied that about 79.8% of the variation in independent variables is explained by the regression model.

Model fitness was also run to find out if the model best fit for the data. The study results were presented in Table 5.



Table 5 Regression Model Fitness Results

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	235.776	1	235.776	978.885	.000 ^b
Residual	59.734	248	0.241		
Total	295.51	249			

Table 5 showed that the model which was significant ($p < 0.05$) thus confirming the fitness of the model. This implies that multiple regression model was good fit for the data. Hence, the performance appraisal affect teacher professional performance.

Regression model was also run to in order to use in the regression equation. The study results are presented in Table 6.

Table 6 Regression Model Coefficient

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	0.467	0.116		4.04	0.000
Appraisal performance	0.895	0.029	0.893	31.287	0.000

The study results in Table 6 revealed that there was a positive linear effect of performance appraisal on teacher professional performance ($B_1 = 0.895$, $p = 0.000$). This reveals that an increase in performance appraisal leads to an increase in teacher professional performance. Also the study rejected the null hypothesis that teachers professional performance has no significant effect on teacher professional performance in public secondary schools in Uasin Gishu County and adopted alternative hypothesis that teacher performance appraisal has a positive and a significant effect on teacher professional performance in public secondary schools in Uasin Gishu County.

4. Conclusions and Recommendations

The study concluded that teacher performance appraisal has a positive effect aiding to bridge teachers’ professional performance. Teacher training has been one of the ways used by teacher appraiser in order to bridge the existing professional gap. Based on the findings, the study made the following recommendations; Teachers should have in-services and career development opportunities. Teachers should be rewarded according their co-curricular activities performance

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