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Influence of Teacher Appraisal Systems on Teacher Performance in Public Secondary Schools in Koibatek Sub County, Kenya

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Abstract

The study aimed at establishing the influence of teacher appraisal systems on teacher performance in public secondary schools in Koibatek Sub County, Kenya. The study sought to establish the extent to which teacher appraisal was conducted in secondary schools in Koibatek Sub-County. Vroom's Expectance Theory guided the study. Concurrent mixed methods research design was used. The target population comprised of all principals, teachers and Quality Assurance and Standards Officers. Simple, stratified and purposive sampling techniques were used. Questionnaire, in-depth interview guide, document analysis schedule and a lesson observation schedule were used to data collection. Data were analyzed using frequencies, percentages, mean scores and standard deviations were computed while Pearson's Product Moment Correlation was used to test the hypothesis. Qualitative data were coded into related themes and categories. The study findings indicated that the appraisal process was effective in schools. On teacher performance based on appraisal documents analyzed, teachers scored fairly well on co-curricular activities and lesson attendance. Majority of the teachers were found not having scheme of work and lesson plans. Records of work covered were not written by most teachers. Creativity and innovation were scored dismally by most teachers. Parental involvement and guidance and counselling are other areas which attracted low marks. It was established that there was a statistically significant relationship between teachers' performance appraisal scores and teachers' lesson observation scores. The study findings would benefit principals, teachers, DQASOs, TSC and MOE on teacher appraisal implementation. It was recommended that emphasis was to be made to teachers on their preparation towards lessons with regard to professional documents.

Key words: Teachers Appraisal Systems; Performance; Schools

1. Introduction

Teacher Appraisal System involves measuring teachers work output and outcomes based on set work standards linked to the goals of the school. Individual teachers are held accountable for their achievement of the targets so that appraisal system evaluates how well the teacher has done his job when compared to set targets. According to Marsor (2011) performance appraisal is a continuous process of assessing and measuring the inputs of every employee with a view to knowing their strengths and weaknesses and communicating the results back to the employees. Kapoor and Meachem (2012) too observed that the successful implementation of the process could lead to development of employee potential and improve communication relating to performance; improved productivity and reinforce the values and principles of public service; and inculcate a culture of high performance in the service. Factors responsible for performance shortfalls from the teachers' perception are established. Assessment of teachers is confidential and based on personality and level of loyalty to the school head.

In Kenya, the purpose of performance evaluation report (PER) in schools is to assess teachers' performance in their jobs as objectively as possible (Odhiambo, 2015). The information collected is used by the principal and the Ministry of Education (MOE) to assess training needs and in determining teachers' potential for development. The PER is purposed to facilitate a positive individual teachers' effort to achieve set targets and work related behavior. The results of performance appraisal are used in setting direction for individual performance development by bringing out both



performance strengths and weaknesses and subsequently developing an action plan to facilitate the desired development.

The principals' role is to refer teachers to persons who can assist them in achieving their performance development goals both inside and outside the school. This includes books, journals, professional associations and specialist willing to mentor the teacher. The principal also assigns tasks that challenge and provide an opportunity to the teacher to grow professionally, including delegating responsibilities or providing training through coaching, mentoring, in house workshops or other learning and performance development opportunities. After all these, the principal finally provides the feedback based on observations and assessment of ability, readiness and potential of the teacher.

2. Research Methods

Concurrent mixed methods research design was used whereby ex-post facto research design guided the quantitative study while phenomenological design guided the qualitative study. The target population of the study comprised of all the male and female principals and teachers from the 27 public secondary schools. The study also targeted Sub-County Quality Assurance and Standards officers. Simple random and purposive sampling were used. A questionnaire was used to collect data from teachers. An interview guide was also used to obtain more detailed data on implementation of teacher appraisal systems and teacher performance from principals and Quality Assurance and Standards Officer. A document analysis schedule was used to collect quantitative data on teachers' performance appraisal scores. Research experts were requested to examine the validity of the research instruments. Test-retest method was used to establish the reliability of the instruments. Quantitative data were analyzed using both descriptive and inferential statistics where frequencies, percentages and mean scores were computed while Pearsons' product moment correlation was also examined at $\alpha = 0.01$, to test the hypothesis.

3. Analysis Result

This study sought to establish extent at which teacher appraisal was being conducted by teachers in Koibatek Sub-County. Principals were asked whether appraisal was agreed between their teachers and their immediate appraisers in their schools. Figure 1 show the findings obtained.

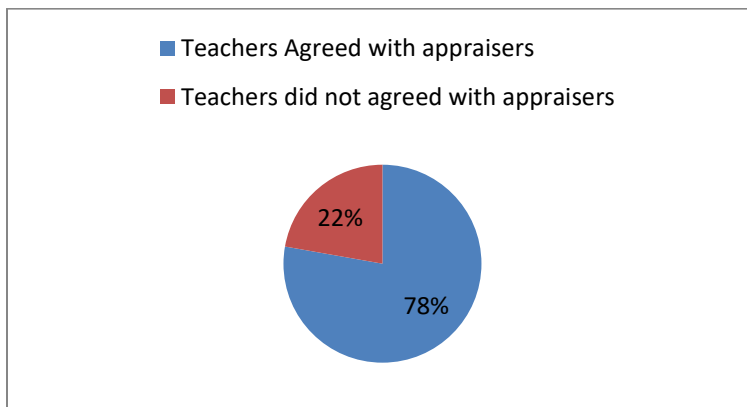


Figure 1: Extent of teacher appraisals

The findings in Figure 1 showed that 78% of the teachers reported that the methods of the appraisal were agreed on between the teacher and his or her performance appraiser in their schools while 22 % had a contrary opinion. The finding indicated that teacher appraisal was effective in schools. From the interview conducted with the quality assurance and standards officer, it was established that principals appraised deputy principals who in turn appraised heads of departments who also in turn appraised teachers. The quality assurance and standards officer reported that:

I oversee the appraisal process to ensure that quality aspects are assessed among staff and that the expected standards are achieved in schools with emphasis made on academics. Principals appraise deputy principals, deputy principals appraise HODs and other teachers (*Interviewed on 6th October 2022*).

The findings in Figure 1 on the appraisal process helped to maintain standards in schools as the move on appraising teachers was aimed at enhancing and maintaining high performance standards in teaching service (TSC, 2016). Further the author established that appraisal was the act of making sure that everything was done correctly and fairly. It is through the appraisal process whereby teachers were able to account to the extent of achievement of the set goals or targets, which goes in line with Goal-Setting Theory.

The quality assurance and standards officer also observed that:

Some performance gaps are noted among teachers and hence influenced their performance. The areas of weaknesses noted among teachers will be used to make decisions on in-service courses/workshops to facilitate teachers on the problem areas. (Interviewed on 6th October 2022).

The researcher sought to establish the appraisal methods used in schools. Figure 2 shows the findings obtained from teachers.

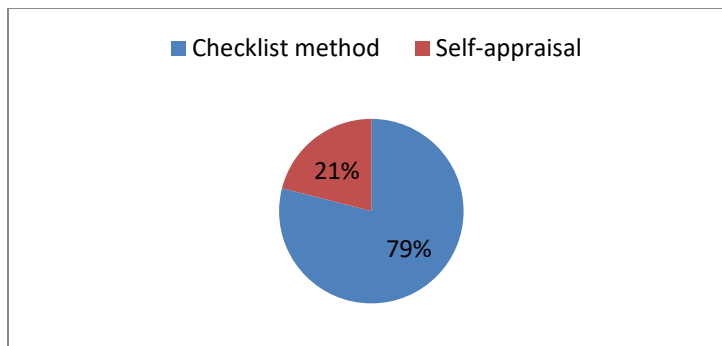


Figure 2: Appraisal methods

The findings displayed in Figure 2 indicated that 79 % of the teachers observed that the most effective appraisal method when used to appraise them in their schools was by checklist while 21 % preferred self-appraisal method. This may be due to the fact that appraising by checklist is easy to conduct while teachers can use the evidence, they have file to conduct self-assessment according to Jensen (2011).

Principals' interview results indicated that the areas on teacher appraisal in Koibatek schools were: timetables; punctuality to lessons; lesson notes; student progress records; scheme of work; lesson plans; record of work covered; lesson observation during the teaching/learning process and teachers' performance in co-curricular activities. One principal observed that:

Teachers are doing well in terms of performance appraisal in my school. (Interviewed on 6th October 2022).

The finding contradicts those of Gichuki (2015) who established that the current performance appraisal process was not effective in achieving its desired goals in public secondary schools though Muli, (2011) observed that when properly conducted performance appraisal had been found to have the capacity to directly influence on the attitude and behavior of teachers' performance and equally students' learning outcomes.

5. Conclusions

Based on the study findings it was concluded that: the appraisal process was effective in secondary schools in Koibatek Sub-County. The quality assurance and standards oversaw the appraisal process to ensure that quality aspects were assessed among staff and that the expected standards are achieved in schools. The appraisal system for teachers assisted most of them to know their roles, responsibilities and communication between them and the administration was improved.

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