



**APPRAISAL OF TEACHERS' SERVICE DELIVERY INFLUENCES ON PUPILS'
ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN BUNGOMA NORTH
SUB COUNTY.**

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ABSTRACT

Since 2012, the Teachers Service Commission (TSC), teachers' evaluation policy changed from being confidential to an open appraisal system; whereby the teacher is also involved in the appraisal exercise. The specific objectives of the study were to: assess how teacher appraisal on service delivery influences pupils' academic achievement in public primary schools in Bungoma North Sub County. The study would benefit the, academicians, policymakers and community members. Mixed method methodology approach and convergent triangulation design was adopted with a target population of 1267 respondents comprising of 3 Education Field Officers, 102 Head teachers and 1162 teachers from public primary schools in Bungoma North Sub-County. The study adopted a stratified random sampling technique and sample size of 297 determined using Krejcie & Morgan table (1970). The study used structured questionnaires and interview guides as the main tool of data collections. Reliability of the instrument was determined through a pilot study where split-half technique was used in determining the reliability of the instruments. Thereafter, the correlation coefficient (r) was 0.78 was obtained from the instrument. Quantitative data was analyzed using descriptive statistics and presented in tables, inferential statistics was presented through coefficient correlation, while qualitative data was analyzed as per themes and sub themes and presented in narrative form. The study established that appraisal appraisal on teachers' teaching and planning of materials influenced pupils' academic achievement in public primary schools. It is therefore, concluded that pupils' academic achievement in public primary schools improved pupils' academic achievement in public primary schools.

KEY WORDS: Appraisal, Influence, Achievement, Academics

INTRODUCTION

Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals (Aguinis,2009).Appraisal may involve formative aspects that focus on developing performance, such as career development, professional learning and feedback. Summative aspects, on the other hand, evaluate performance for career progression, possible promotion or demotion and termination purposes. When used for both accountability and instructional improvement, performance appraisal that identifies and enhances teaching quality may be considered the ideal quality assurance mechanism (Danielson &McGreal, 2000).

The Organization for economic cooperation and development (OECD, 2009) revealed that raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning. It is essential to know the strengths of teachers and those aspects of their practice which could further be developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve the effectiveness of teaching and learning and raise educational standards. As the intensity of change quickens and the emphasis on keeping up with it heightens (Day, 2013), greater transparency demands that school systems compete in a global economy. An effective performance appraisal system will ideally assist in meeting these demands by holding employees' accountable, addressing underperformance and enhancing performance and practice.

In a study conducted in Sunfransisco in USA by Darling (2001) on raising performance for teaching, the findings indicated that staff appraisal is a long-standing practice in most Professional organizations and a critical component to the overdue establishment of teaching as a legitimate profession. In a similar study carried out in Alexandaria, USA by Danielson and McGreal (2000) on teacher evaluation, the findings reveals that any attempt to develop a teacher appraisal system must answer two fundamental questions (a) what do we believe good teaching looks like, and (b) what are the processes and procedures that will best fit what the country wants the educational system to accomplish? Based on this, the findings further observed that the two primary purposes of teacher appraisal are quality assurance and professional development. These two purposes could also be categorized as summative and formative, respectively. Summative

purposes are aligned more with accountability and competence, whereas formative purposes are aligned with enhancement and improvement.

Performance appraisal of teachers is increasingly viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education (Danielson and McGreal (2000)). The performance appraisal system can have a significant impact on the attitudes and behaviour of teachers, which in turn affect the performance of learners and the learning outcomes. However, as Kongo (2011) point out, the teacher appraisal process is problematic and has been criticized as ineffective for improving the instructional quality of teachers and learner performance. Problems associated with teacher appraisal include the tension between formative purposes and summative purposes of appraisal, the lack of agreement on appropriate appraisal criteria, concerns over the validity and reliability of evaluation methods, and the negative perceptions of teachers towards the appraisal system (Peterson, 2000).

According to Day (2013), component of performance appraisal process is the creation of specific performance criteria or competencies. This performance standard must be developed defined and communicated to the incumbent with performance monitored against those standards throughout the year. In the first phase of performance planning the manager meets with each person of employee performance appraisal process. They also discuss the individuals' development plans. According to Michael (2006) performance standards are management expressions of performance threshold requirements or expectations that employees must meet to be appraised at a particular level of performance.

In Africa, a study by Chikemibe and Makumure (2010) on effective curriculum assessment in public primary schools Gambia, the findings indicated that an excellent teaching and planning of materials should have an implementation agent, the teacher who plays an important role in teaching and planning of materials by transforming the curriculum into schemes of work, syllabus, and into lessons that are delivered to learners. In another study by Adeleke (2006) on appraisal of curriculum implementation in Lagos Nigeria, the findings reveals that there is need for teacher commitment in teaching and planning of materials by conducting supervision of examinations, setting marking, ranking and grading of learners. Ojokuku (2015) carried out a

study on effects of performance appraisal system on motivation and performance of academic in Nigerian public universities, the findings revealed that the performance appraisal system exert a strong influence on overall and academic motivation.

Statement of the problem

Since 2012, the TSC teacher evaluation policy changed from confidential to an open appraisal system, whereby the teacher is also involved in the appraisal exercise (TSC, 2008). The teachers service commission (TSC) introduced performance appraisal for all teachers hoping to get real time feedback about activities going on in schools, teachers competencies, gaps in training and learning in individual schools. From the background information, more than 312,060 teachers in Kenya are not properly monitored and evaluated on the effectiveness of their teaching methods and expected outcomes (Daily Nation Newspaper 27th March 2018). It also noted that performance appraisal has been met with resistance from teacher unions and a teacher themselves, claiming that it is an exercise in futility. It is time wasting, laborious and oppressive since there is too much paper work involved which is time consuming and requires the internet which is expensive and unavailable in some places. Despite this effort, the performance trend in Kenya has also been on the decline over the last few years since the introduction of an open appraisal system. For example a case in point is Bungoma North Sub-County which has been registering low performance in KCPE examinations for the last three consecutive years. For example, it recorded a mean of 266.30 in 2015, 251.25 in 2016 and 236.72 in 2017 (SCEO, 2018). This leaves one in doubt as to whether teacher performance appraisal adds value to learner performance. It was upon this premise that the researcher conducted a study to establish the influence of teacher appraisal practice on pupils 'academic achievement in public primary schools in Bungoma North Sub-County.

LITERATURE REVIEW

Classroom teaching is nearly universal activity designed to help pupils to learn. It is the process that brings the curriculum into contact with pupils and through which educational goals are to be achieved. The quality of classroom teaching is a key to improving pupils teaching. Although, setting standards for service and performance is an important first step,

but merely doing so and holding teachers accountable will not improve pupils' learning (Michael, 2006)).

Accordingly, particular attention should be paid to the actual process of teaching. In classroom activities provide the critical link between pupils' 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.

Teaching is a purposeful activity; imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what pupils will be expected to learn; the outcomes describe not what pupils will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all pupils are able to demonstrate their understanding of the service. In so far as the outcome determine the instructional activities, the resources used, their suitability for diverse learners and the methods of assessment employed hold a central place ((Danielson & McGreal, 2000).

Assessment of student learning outcome plays an important role in classroom instruction (service delivery); no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether pupils have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning outcome for purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to pupils.

When teachers are monitoring student learning, they look carefully at what pupils are writing, or listen carefully to the questions pupils ask, in order to gauge whether they require additional activity or explanation in order to grasp the service. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use the questioning technique to ascertain the degree of understanding of

every student in the class. Indeed, encouraging pupils (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.

Pupils' perceptions of the instructor influence the amount of academic effort pupils exert. For example, pupils who perceive gender equity from the instructor experience an increase in their sense of responsibility for their own learning and a higher level of confidence in their abilities. In a different study, pupils who perceived high levels of faculty concern and interaction with student peers reported the most beneficial class experiences (Danielson & McGreal, 2000).

Evidence of deleterious effects of classroom climate exists also. In contrast to the positive classroom influences, where pupils who admitted to cheating described their classes as significantly less personalized, less task oriented, and less satisfying than did non-cheaters. Further, the pupils justified their deviant behavior in part because of their perceptions of the classroom climate. In addition, those who were academically dishonest perceived their classes as less involving, less cohesive, and less individualized. Thus, faculty–student interactions can also impede student learning.

RESEARCH METHODOLOGY

The mixed methodology approach was utilized in this examination. This sort of studies have risen up out of the worldview wars among subjective and quantitative research ways to deal with turn into a generally utilized method of request. Contingent upon decisions made crosswise over four measurements, mixed-techniques can furnish an agent with many plan decisions which include a scope of consecutive and simultaneous procedures. Characterizing highlights of these structures are accounted for alongside quality control techniques, and moral concerns, Terrell (2012). The mixed strategies configuration was suitable since the investigation utilized both.

The study used convergent triangulation design. In convergent design, both quantitative and qualitative data are collected, analyzed separately, and then compare the results to see if the results confirm or disconfirm each other (Creswel, 2012). Concurrent timing is used to implement the quantitative and qualitative strands at the same time (Orodho, 2016). The design

was suitable to the study for it enabled collection of both forms of data at the concurrently as well as integration of the information in the interpretation (Creswel, 2012).

FINDINGS

Using descriptive statistics, it was found that teacher appraisal on service delivery influenced pupils' academic achievement in public primary schools in Bungoma North Sub County. The findings are shown in Table 8.

Table 1: Teacher appraisal on service delivery influence pupils' academic achievement in public primary schools

Statements		SD	D	U	A	SA	MEAN
Teacher appraisal on teaching techniques and methods adopted improves pupils' academic achievement	F	39	18	10	82	123	3.85
	%	14.3	6.6	3.7	30.1	45.2	
Teacher appraisal on teachers knowledge improves pupils' academic achievement	F	19	26	14	88	125	4.01
	%	7.0	9.6	5.1	32.4	46.0	
Teacher appraisal on teachers communication with pupils improves pupils' academic achievement	F	15	12	18	86	141	4.20
	%	5.5	4.4	6.6	31.6	51.8	
Teacher appraisal on resources used improves pupils' academic achievement	F	14	25	12	100	121	4.06
	%	5.1	9.2	4.4	36.8	44.5	

Source (Researcher, 2018)

Table 8 shows that 123(45.2%) of the respondents strongly agreed with the statement that teacher appraisal on teaching techniques and methods adopted improved pupils' academic achievement, 82(30.1%) agreed, 39(14.3%) strongly disagreed, 18(6.6%) disagreed and 10(3.7%) were undecided on the statement. The study findings suggested that the respondents tended to agree (Mean=3.85) that teacher appraisal on teaching techniques and methods adopted improved pupils' academic achievement. This implies that when teacher appraisal on teaching techniques and methods adopted is done, the academic achievement of pupils 'improves. This is in line with the findings of Richard (2013) that aspects of teaching and assessment contribute significantly to learners' achievement.

Additionally, 125(46.0%) of the respondents strongly agreed with the statement that teacher appraisal on teachers knowledge improved pupils' academic achievement, 88(32.4%) agreed, 26(9.6%) disagreed, 19(7.0%) strongly disagreed and 14(5.1%) were undecided on the statement. It emerged from the study that the respondents agreed (Mean=4.01) that teacher appraisal on teachers knowledge improved pupils' academic achievement.

Similarly, 141(51.8%) of the respondents strongly agreed with the statement that teacher appraisal on teachers communication with pupils improved pupils' academic achievement, 86(31.6%) agreed, 18(6.6%) were undecided, 15(5.5%) strongly disagreed and 12(4.4%) disagreed with the statement. The study findings suggested that the respondents agreed (Mean=4.20) that teacher appraisal on teachers communication with pupils improved pupils' academic achievement. This implies that when teacher appraisal on how they communicate with pupils is done, the academic achievement of pupils' improves. This is in line with the findings of Colbeck, Cabrera, and Terenzini (2000) that teacher appraisal on teachers communication with pupils improve pupils' academic achievement.

Lastly, 121(44.5%) of the respondents strongly agreed with the statement that teacher appraisal on resources used improved pupils' academic achievement, 100(36.8%) agreed, 25(9.2%) disagreed, 14(5.1%) strongly disagreed and 12(4.4%) were undecided on the statement. It emerged from the study that the respondents agreed (Mean=4.06) that, teacher appraisal on resources used improved pupils' academic achievement. This implies that when teacher appraisal on resources used is done, the academic achievement of pupils' improves. This concurs with the findings of Danielson (2011) that the resources used, their suitability for diverse learners and the methods of assessment employed hold a central place in pupils' academic achievement.

A correlation analysis conducted between the independent variable service deliveries with the sub-items consisting of the dependent variable academic achievement indicated weak positive correlation. The results are indicated in Table 8.

Table 2: Correlations between Teacher appraisal on service delivery and Academic Achievement

		teaching techniques methods	teachers and knowledge	teachers communication	Resources	Academic achievement
teaching techniques and methods	Pearson Correlation	1	-.141**	-.123*	-.164**	.047
	Sig. (2-tailed)		.006	.017	.001	.364
	N	379	379	379	379	379
teachers knowledge	Pearson Correlation	-.141**	1	.140**	.131*	-.003
	Sig. (2-tailed)	.006		.006	.011	.949
	N	379	379	379	379	379
teachers communication	Pearson Correlation	-.123*	.140**	1	.094	-.097
	Sig. (2-tailed)	.017	.006		.068	.060
	N	379	379	379	379	379
Academic achievement	Pearson Correlation	-.164**	.131*	.094	1	-.019
	Sig. (2-tailed)	.001	.011	.068		.706
	N	379	379	379	379	379

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

* . Correlation is significant at the 0.05 level (2-tailed).

Source: Researcher, (2018)

The results show that Service delivery has weak positive correlation with academic achievement. The study therefore concluded that Service delivery have influence on academic achievement in public primary schools in Bungoma North Sub County.

Further, the key respondent said;

...While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether pupils have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning outcome for purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to pupils. When teachers are monitoring student learning, they look carefully at what pupils are writing, or listen carefully to the questions pupils ask, in order to gauge whether they require additional activity or explanation in order to grasp the service...Male Participant, 51 years, Education Field Officer.

This implies that when teacher appraisal on knowledge is done, the academic achievements of pupils improves.

Conclusion

From the findings, it is concluded that teacher appraisal practice influenced pupils' academic achievement in public primary schools in Bungoma North Sub-County. This is because teacher appraisal on service delivery such as appraisal on teacher appraisal on teaching techniques and methods, teachers' knowledge, teachers' communication and resources used improve pupils' academic achievement in public primary schools. Additionally, it is concluded that teacher appraisal on classroom environment such as appraisal on classroom inspection, classroom adequacy, classroom quality and classroom design improve pupils' academic achievement in public primary schools.

Similarly, it is concluded that teacher appraisal on teaching and planning of materials such as appraisal on exam setting, exam supervision, exam marking and exam grading improved pupils' academic achievement in public primary schools, and teacher appraisal on professional development such as appraisal on attendance of courses, involvement in peer learning and subject panels, training and teachers' accountability equally improved pupils' academic achievement in public primary schools.

Recommendations

From the findings, conclusions and the direction from the literature review, it was clear that teacher appraisal practice influence pupils' academic achievement in public primary schools. The study therefore suggests the following recommendations;

1. Policy makers to have a guide for the teachers appraisal policy considerations for improved pupils' academic achievement in public primary schools.
2. Spacious classrooms with good ventilations be initiated to adequately accommodate learners during the teaching/ learning process in public primary schools.
3. Teachers' professional responsibilities should be appraised regularly as a prerequisite requirement of ascertaining their level of preparedness before and during the actual teaching.

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