



GSJ: Volume 8, Issue 2, February 2020, Online: ISSN 2320-9186  
[www.globalscientificjournal.com](http://www.globalscientificjournal.com)

**INFLUENCE OF TEACHING AND LEARNING RESOURCES ON STUDENTS’  
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NYATIKE  
SUB-COUNTY.**

**EDWINA OCHOLA AND DR.CHRISTOPHER AYIENDA, PH.D**

**MOUNT KENYA UNIVERSITY, KENYA**

**ABSTRACT**

Despite the significance of teacher appraisal, critiques argue that it does not live up to its expectations of adding impetus to the quality of teaching which ultimately manifest in terms of improved educational standards because of how it is carried out. The study examined how appraisal on teaching and learning resources influenced students’ academic performance in public secondary schools in Nyatike Sub-County. The study would benefit the, academicians, policymakers and community members. The study adopted mixed methods approach and concurrent triangulation research design with a target population of 775 respondents comprised of 57 head teachers, 715 other teachers and 3 education officers in Nyatike Sub-count. The study adopted a stratified random sampling technique and sample size of 260 determined using Krejcie& Morgan table (1970). 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 teaching and learning resource management influenced students’ academic performance in public secondary schools. The study therefore recommends policy makers to have a guide for the teachers’ appraisal policy in use in order to improve students’ academic performance in public primary schools

## INTRODUCTION

Performance appraisal system is an important component of the whole human resource management function in the civil service (The Republic of Kenya, 2008). The appraisal predicated upon the principle of setting agreed performance targets, work planning, reporting and feedback. The general objective of performance appraisal system is to improve and manage performance of the civil service. Improving and managing performance of civil service would enable an advanced level of staff involvement and participation in delivery, evaluation and planning of work performance (Republic of Kenya, 2008).

Teachers Service Commission (2015) gives direction that the commission determines the intervals of conducting appraisals in the education institutions. Teacher evaluation fulfills two main functions namely; a formative function for the development of professional teaching skills and a summative function for selection and as a basis for grading and promotion (Okelloet.al, 2017). There are several studies done on student performance. For instance, in the USA district of Cincinnati the average level of student performance is low compared to the surrounding suburban districts. (Milanowski, 2004). In response to the obsolescence of the existing teacher performance evaluation system, and ambitious goals for improving student achievement, the District designed knowledge and skill-based pay system and a new teacher evaluation system during the 1998-1999 school years.

In Finland, teacher evaluation currently goes hand in hand with other policies within each particular school. The Finnish scheme of teacher evaluation is characterized by the very high level of confidence placed in school and teacher competencies and professionalism as a basis

to improve teaching quality. Thus, teacher self-evaluation is considered as a prime means of professional optimization (UNESCO, 2007 as cited in Isore, 2009). In France, Evidence on the teacher's practice is gathered through the observation of a teaching session, followed by an interview with the teacher. This appraisal system has improved performance of students (Pochard 2008 as cited in Isore, 2009).

In South Africa, they recently introduced policy innovation to enhance the delivery process of a quality education for South African schools are the Integrated Quality Management System (IQMS). This has contributed significantly to the performance of student in schools. In Botswana, The first Commission on Education realized that the education system could be improved by assisting schools to enhance the quality of teaching and that this called for more effective supervision (Hopkin, 1997, Republic of Botswana, 1977) This stressed the need to subject teachers to some form of continuous assessment to determine their eligibility for salary increments and promotions across performance bars (Habangaan, 1998). In 1992, as a result of the Job Evaluation exercise and the resultant problems, a new instrument entitled "Teacher Performance Appraisal: Form TMS ¾" was introduced (Republic of Botswana, 1994).

In Gambia, Chikemibe and Makumure (2010) said that the teacher plays an important role in curriculum implementation by transforming curriculum into syllabus, schemes of work, lessons that are delivered to students. Subsequently, teachers consistently follow up on the learners academic achievements to ensure that there is value added progress. In Uganda, Nakimera (2011) indicated that the effect of appraisal systems on the quality of teaching at

Nkumba in Kampala was no significant due to inadequate instructional materials and unqualified teachers as obstacles to the quality of teaching in the secondary schools of Mukono District.

In Kenya, formalized procedures for the appraisal of teachers' performance are viewed by educators as logical and essential for accountability, quality improvement and best practice. Wehmeier (2004) said that appraisal is considered as enabler of the Principal to evaluate the extent to which policies, objectives, activities and events laid down in the long and short term plans are successfully carried out. As an aspect of administration, it assists in checking of punctuality, discipline, as well facilitating change from old ways to modern ways of doing things at the work place which is the school.

In Nyatike Sub-county, the major aim of teacher appraisal is to develop teachers in order to improve their service delivery in schools. However, scrutiny of most schools in Nyatike Sub-county reveals poor performance trend amongst students over the years. This is evidenced by the Sub-county's declining performance in terms of mean score for the last four consecutive years as shown in the records available at the SCEO's office (2018). These statistics further indicates that the performance has dropped drastically since the inception AP in 2016. The concern that arises out of this data is that, what causes this decline in performance while the prime aim of introducing AP was to raise quality of academic performance and standards in schools. The main concern of the study is about the public complaint by the employer on the behaviour of the field officers (CDE and Quality Assurance Team) that was noticed to be discouraging the implementation process. The supervisors whose main duty is to make

follow ups on the progress in teacher appraisal on student academic performance has created need for research (The Daily Nation Newspaper of 17<sup>th</sup> March, 2018). Thus, The study examined how appraisal of teachers on teaching and learning resources influenced students' academic performance in public secondary schools in nyatike sub-county.

### **Statement of the problem**

Despite the significance of teacher appraisal, critiques argue that it does not live up to its expectations of adding impetus to the quality of teaching which ultimately manifest in terms of improved educational standards. The teacher's appraisal is more of fault finding than advisory; thus painting a negative picture on the side of those charged with the responsibility of appraising teachers thereby creating bad blood between teachers and those tasked with the responsibility of conducting appraisal. This poor rapport culminates to resistance among teachers as they view supervisors as fault finders, therefore translating into poor performance amongst students. This are evidenced by the declining performance in terms of mean score for the last four years in Nyatike Sub-county as shown in the records available at the SCEOs office (2018). Thus, Thus, The study examined how appraisal of teachers on teaching and learning resources influenced students' academic performance in public secondary schools in nyatike sub-county.

### **LITERATURE REVIEW**

Experienced teachers' planning can be best described as a simultaneous consideration of learner, context/ content, resources and methodology, rather than a step-by-step or linear progression of decision-making. Planning also occurs during the interactive phases of

teaching as the teacher reflects on situations as they arise and plans ahead accordingly. Many teachers are guided in their planning and teaching by broad intentions, intuition, tacit knowledge, and lesson images (John, 2000). While these processes are rarely articulated in detail, either verbally or in writing, they nevertheless are geared towards the activity flow of lessons. They elaborate on the material presented in textbooks or other curriculum materials (Featherstone, 1992) and re-structure knowledge for and with students during the process of planning and teaching thus enhancing academic performance of students.

Teaching is a purposeful activity; imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students 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 students are able to demonstrate their understanding of the content. 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, 2011).

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 students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice.

When teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. 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 students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.

### **RESEARCH METHODOLOGY**

A mixed research methodology was adopted to assess the effectiveness of teacher appraisal on students' academic performance in public secondary schools in Nyatike Sub-county. Mixed research method means that this research followed a combination of both qualitative and quantitative format. This research was therefore followed both formats in its presentation. According to Creswell, 2009, mixed research methodology is best suited in Social studies because it utilized the strengths of both types of methodologies and the use of either quantitative or qualitative approaches by themselves was inadequate to address this complexity. The interdisciplinary nature of research, as well, contributes to the formation of research with diverse methodological interests and approaches. Finally, there was more insight gained from the combination of both qualitative and quantitative research than either form by itself. Their combined use provided an expanded understanding of research problems. This methodology was suitable to this study because the goal of the research was to collect the information as it exists on the ground as well as to present the findings in a qualitative form

The study adopted concurrent triangulation design. Kothari (2004) defines triangulation study as a method of collecting information by describing the characteristics of a particular individual or group. Advantages associated with concurrent triangulation design include; ease of establishment of association between variables and comparison, possibility of administration of questionnaires or interviewing sample of individuals. It can be used to collect information about peoples' attitudes, opinions, habits or any other variety of education or social issues (Orodho&Kombo, 2002). The researcher found concurrent triangulation design appropriate for this study because it allowed for generalizations to be made from a sample to a population so that inferences can be made about certain characteristics, attitudes or behaviours of the population (Kombo& Tromp, 2006). This researcher used concurrent triangulation design to collect quantitative firsthand information on effectiveness of teachers' appraisal on students' academic performance from secondary school students, teachers and head teachers within Nyatike Sub-county.

## **FINDINGS**

### **Descriptive analysis**

Appraisal of teachers on teaching and learning resources management influences students' academic performance in public secondary schools in Nyatike Sub-county analysis was presented using frequency, percentage and mean distribution as shown in Table 1.



**Table 1: Concurrent statistics for influence of teachers’ appraisal on teaching and learning resources management on students’ academic performance in public secondary schools**

Statements		SD	D	U	A	SA	MEAN
Teacher appraisal on classroom resources management improves students’ academic performance	F	29	15	10	73	109	<b>3.92</b>
	%	<b>12.3</b>	<b>6.4</b>	<b>4.2</b>	<b>30.9</b>	<b>46.2</b>	
Teacher appraisal on laboratory resources management improves students’ academic performance	F	10	21	8	79	118	<b>4.16</b>
	%	<b>4.2</b>	<b>8.9</b>	<b>3.4</b>	<b>33.5</b>	<b>50.0</b>	
Teacher appraisal on audio visual resources management improves students’ academic performance	F	12	8	14	78	124	<b>4.25</b>
	%	<b>5.1</b>	<b>3.4</b>	<b>5.9</b>	<b>33.1</b>	<b>52.5</b>	
Teacher appraisal on library resources management improves students’ academic performance	F	10	15	10	104	97	<b>4.11</b>
	%	<b>4.2</b>	<b>6.4</b>	<b>4.2</b>	<b>44.1</b>	<b>41.1</b>	

**Source (Researcher, 2018)**

Table 10 shows that 109(46.2%) of the respondents agreed with the statement that teacher appraisal on classroom resources management improved students’ academic performance, 73(30.9%) strongly agreed, 29(12.3%) strongly disagreed, 15(6.4%) disagreed and 10(4.2%) were undecided on the statement. The study findings suggested that the respondents tended to agree (Mean=3.92) that teacher appraisal on classroom resources management improved students’ academic performance. This implies that when teacher appraisal on classroom resources management is done, the academic performance of students improves. This is in line with the findings of Ahmed, A. et al. (2010) that teacher appraisal on classroom resources management improve students’ academic performance.

Additionally, 118(50.0%) of the respondents agreed with the statement that teacher appraisal on laboratory resources management improved students’ academic performance, 79(33.5%) agreed, 21(8.9%) disagreed, 10(4.2%) strongly disagreed and 8(3.4%) were undecided on the statement.

It emerged from the study that the respondents agreed (Mean=4.16) that teacher appraisal on laboratory resources management improved students' academic performance.

Similarly, 124(52.5%) of the respondents strongly agreed with the statement that teacher appraisal on audio visual resources management improved students' academic performance, 78(33.1%) agreed, 14(5.9%) were undecided, 12(5.1%) strongly disagreed and 8(3.4%) disagreed with the statement. The study findings suggested that the respondents agreed (Mean=4.25) that teacher appraisal on audio visual resources management improved students' academic performance. This implies that when teacher appraisal on audio visual resources management is done, the academic performance of students improves. This is in line with the findings of Danielson. C. (2011) teacher appraisal on audio visual resources management improved students' academic performance.

Lastly, 104(44.1%) of the respondents agreed with the statement that teacher appraisal on library resources management improved students' academic performance, 97(41.1%) strongly agreed, 15(6.4%) disagreed, 10(4.2%) strongly disagreed and another 10(4.2%) were undecided on the statement. It emerged from the study that the respondents agreed (Mean=4.11) that, teacher appraisal on library resources management improved students' academic performance. This implies that when teacher appraisal on library resources management is done, the academic performances of students improve. This concurs with the findings of Ingvarson, L.; Kleinhenz, E. and Wilkinson, J. (2007) appraisal on library resources management improved students' academic performance.

## Inferential Analysis

**Table 1 : Pearson Correlations**

Pearson Correlations				professional development	students' academic performance
Control Variables					
Influence of professional development	students' academic performance	Correlation	1.000		.531
		Significance (2-Tailed)	.		.000
		Df	0		165

The researcher analyzed the connection of the objective variables using Pearson Correlation Product. According to the table below the researcher sought to establish the influence of teachers' appraisal on teaching and learning resources management on students' academic performance in public secondary schools.

The researcher found that there was a strong association between teachers' appraisal on teaching and learning resources management and students' academic performance. The study realized  $r = .00$ . This meant that teachers' appraisal on teaching and learning resources management in secondary schools had an influence on students' performance. Thus there was a strong association between teachers' appraisal on teaching and learning resources management and students' academic performance with  $r = .003$ . It inferred that teachers' appraisal on teaching and learning resources management greatly influenced students' academic performance.

This was supported by an interviewee who had the following to say;

...Lab equipment allows students to interact directly with the data gathered. They get a first-hand learning experience by performing various experiments on their own. ... It is also found that school lab equipment and supplies make teaching and learning easy both for the teachers, as well as for the students. Therefore, when teacher appraisal on laboratory resources management is done, the academic performance of students improves...*Male Participant, 47 years, Education Field Officer.*

This implies that when teacher appraisal on laboratory resources management is done, the academic performances of students improve.

The results obtained from quantitative analysis revealed that (52%) ( $r=.003$ .) of the respondents agreed that there was a strong between teachers' appraisal on teaching and learning resources management and students' academic performance. It inferred that teachers' appraisal on teaching and learning resources management influenced academic performance in secondary schools. The qualitative data collected from the head teachers interviews revealed that there was a connection between teachers' appraisal on teaching and learning resources management with majority of heads supporting this view. This therefore inferred that both qualitative and quantitative findings revealed that the connection between teachers' appraisal on teaching and learning resources management had major input to students' academic performance.

## **Conclusion**

From the findings, it is concluded that teacher appraisal affects students' academic performance in public secondary schools. It is concluded that teacher appraisal on teaching and learning resource management such as classroom resources management, laboratory resources management, audio visual resources management and library resources management improved students' academic performance in public secondary schools.

## **Recommendations**

From the findings, conclusions and the direction from the literature review, it was vibrant that teacher appraisal affects students' academic performance in public secondary schools. The study therefore suggests that teachers' professional responsibilities should be appraised regularly as a

prerequisite requirement of ascertaining their level of preparedness before and during the actual teaching.

## REFERENCES

- Danielson.C. (2011) The Framework for Teaching Evaluation Instrument— Louisiana Edition.
- Habangaan, M. (1998). A study of secondary school teachers' perceptions of the Annual Teacher Performance Appraisal currently in use in Botswana Secondary Schools: a case study in two Teacher appraisal 227 secondary schools in Gaborone City. Unpublished MA dissertation. Bath: University of Bath.
- Hopkin, A. (1997). The policy context and institutional development of teacher education in Botswana. In: PT Marope& DW Chapman (eds). A handbook of research on education.Vol 1.Teacher education in Botswana. Gaborone: Lentswe la Lesedi.
- Isoré, M. (2009), “Teacher Evaluation: Current Practices in OECD Countries and a Literature Review”
- John, P. (2000) Awareness and intuition: how student teachers read their own lesson. In T. Atkinson and G. Claxton (eds), The Intuitive Practitioner (London: Open University Press), 84–107.
- Kombo and Tromp, (2009); Proposal and Thesis Writing; Paulines Publication Africa.
- Kothari C. (2004) Research Methodology, methods and techniques,2nd edition, New age Technopress. New Delhi
- Okello, J.Odongo,J.&Aloka,P. (2017). Influence of Teacher Appraisal on Effectiveness in Curriculum Evaluation. Academic Journal of Interdisciplinary Studies Vol.6 (No.3), 77-84.

Orodho, A.(2005). Essentials of Education and Social Sciences Research method; Nairobi;  
Masola Publishers.

© GSJ

© GSJ