



**INFLUENCE OF PROFESSIONAL KNOWLEDGE APPRAISAL PRACTICES ON
STUDENTS ACADEMIC ACHIEVEMENT IN COUNTY SECONDARY SCHOOLS
IN TAITA TAVETA COUNTY, KENYA**

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ABSTRACT

Teacher performance appraisal in Kenyan schools is meant to provide quality education, improve students' academic achievements, improve teacher performance competencies, professional development as well as a basis upon which teachers are evaluated and decisions made. Yet since its inception there is little evidence to its effectiveness. The current study, therefore, assessed the influence of teachers professional knowledge appraisal practices on students' academic achievement. The study was guided by the job characteristics theory. The study employed a descriptive survey research design with a target population of 195 science and mathematics teachers, 12 Deputy Principals and 12 Principals. The census sampling method was used to determine the sample size hence all the whole targeted population became the sample size. Four research instruments namely, the Deputy Principal Appraisal Questionnaire (PAQ), Teacher Appraisal Questionnaire (TAQ), Principals structured interview Schedule and document analysis were employed to solicit data for the study. Measures of central tendency and correlation analysis, with the help of a computer programme, the Statistical Package for Social Sciences (SPSS), were used to analyze data. The study established that there is a weak positive correlation ($r = 0.705$ and $p = 0.007$) between teachers' professional Knowledge appraisal practices on student academic achievement in County Secondary Schools in Taita Taveta. This implies that the Teachers Service Commission (TSC) should work towards strengthening the teachers' professional Knowledge appraisal practices in order to realize better student academic achievement in County Secondary Schools. There is need for TSC, the Ministry of Basic Education and Principals to re-examine the system to in the mentioned variables in order to yield and be commensurate with student academic achievements in science and mathematics subjects.

Keywords: *Professional Knowledge Appraisal, Students' Academic Achievement in County Secondary Schools, Taveta County*

1.0 INTRODUCTION

The notion of accountability in schools has been at the forefront of educational reforms across the world. Today, teachers and school leadership are not only being asked to account for the resources at their disposals but also to account, with results, the investment done (Brundett & Rhodes, 2011; Piggot & Cardno, 2005). To ensure that all children are provided

with a high-quality educational experience, an effective performance evaluation system should be able to help schools in reaching these expectations (Kleinhenz & Ingvarson, 2004; Zbar, Marshall & Power, 2007). In McNamara's (1999) definition, subordinates and supervisors meet to analyze their job performance in order to discover the subordinate's strengths and shortcomings, as well as areas for growth, as well as possibilities for skill development.

When Darling (2001) studied how to improve performance for teachers in San Francisco, according to the findings, staff evaluation is a practice that has been around for a long time in the majority of professional organizations and is an integral part of the process of elevating teaching to the level of a respected profession. Marsall & Power, (2007) conducted similar research on teacher assessment in Alexandria, USA, and found that any effort to design a system of teacher evaluation must address two essential problems. When it comes to teaching, what do we think is the best method? In addition, (b) what are the best methods and procedures for achieving the country's educational goals? It was found that teacher evaluation serves two key purposes: quality assurance and professional growth. For quality assurance, the focus is on responsibility and competence, whereas for professional development, the focus is on advancement and improvement.

Teachers play a central role in the curriculum implementation that should be left out of the appraisal system in education. Osagie and Akinlosotu (2017) claim that the actions or inactions of instructors have an impact on the achievement of classroom goals. However, teachers must possess certain attributes for the realization of the teaching-learning objectives. Teachers' qualifications, experience, and professional expertise, as well as classroom behavior, have all been cited by researchers as contributing to student learning outcomes, but teacher performance evaluations have received far less attention. According to the findings of a study that was carried out by Fehintola (2014), it was discovered that the academic performance of secondary school students in the Saki-West local government area of Oyo State Nigeria was found to have a positive correlation with teachers' academic qualifications, professional qualifications, content knowledge, instructional quality and evaluation procedures, and classroom attendance. This was found to be the case in Nigeria. Teachers must therefore be evaluated on how well they possess these attributes for effective teaching-learning and consequently improved student academic achievements.

Teachers in Kenya believe that established systems for evaluating their performance are rational and vital for ensuring responsibility, improving quality, and promoting best practices. According to Wehmeier (2004), evaluation is the process of ensuring that everything is carried out in the correct manner and in a safe manner. It is generally accepted that evaluation is a component of educational administration that focuses on making educational processes more effective. Evaluation in a school setting draws both its foundation and its data from the activities that take place inside the individual classrooms. The evaluation gives the principal a comprehensive rundown of the tasks and responsibilities that are assigned to each member of the faculty and staff at the school, enabling them to distribute the available resources. The principal may use appraisal to assess how well the policies, goals, plans, and events outlined in the short and long term plans are being implemented. Appraisal, however, is an important part of administration since it helps to ensure that employees are on time and adhere to the company's policies.

The primary goal of teacher evaluation in Taita Taveta County is to help instructors grow so that they may better serve their students. Teachers are able to play major roles in promoting excellence in tests because of the stimulating function of supervision. This decreases the likelihood of teacher burnout. Using instructional evaluations, principals are able to coordinate, improve, and sustain high levels of teaching and learning. In addition to providing

students with the economic skills they need to fully participate in society's progress, educational institutions strive to provide students with information that helps them grow cognitively, emotionally, socially, and spiritually (Wanginge, 2018). It's important to remember that a school's biggest asset is its human resource: its teachers. In order to enhance the academic performance of schools to high and recognized levels, teachers combine their appropriate abilities, experiences, and positive attitudes towards their job. As a result of this study's focus on instructional evaluation, this combination can be realized. It is against this background that the researcher sought to assess the influence of teacher performance appraisal practices on students' academic achievement in County secondary schools in Taita Taveta County, Kenya.

1.1 Statement of the problem

Low levels of teachers' commitment to curriculum implementation typify many educational institutions in Kenya today (Republic of Kenya, 2008). This has been manifested in cases of teachers' increased absenteeism and neglect of duty, less individual initiative and low morale to teach; which has led to unsatisfactory students' outcomes as evidenced by poor examination results, especially in mathematics and science subjects. To increase efficiency in the teaching profession, Teachers Service Commission (TSC) introduced a performance appraisal system in 2016 in schools where teachers and their supervisors agree on what to be accomplished against the set standards. This was aimed at increasing effectiveness and efficiency in delivery of the school curriculum and in so doing improve students' academic achievements. Yet since its inception there has been little evidence as to the effectiveness of teacher performance appraisal practices introduced by the TSC on students' academic achievements county schools in Taita Taveta County.

This is evidenced in the KCSE mean score trends in Science and Mathematics in Taita Taveta for county schools in Taita Taveta County (See Table 1), which has been on the downward trend since the introduction of Teacher Performance Appraisals and Development (TPAD) in 2016; despite it being expected to raise the performance in all schools in Kenya.

Table 1: KCSE mean score trends in Science and Mathematics subjects in Taita Taveta 2015-2019

Year	2015	2016	2017	2018	2019
Mathematics	3.89	3.58	3.76	3.68	3.53
Chemistry	3.18	3.53	3.47	3.21	3.17
Biology	4.11	3.88	3.28	3.11	3.67
Physics	2.89	3.66	3.33	3.25	3.06

Source: Taita Taveta County Education Office (2021)

According to Wangala (2019), despite all the counties being subjected to uniform performance appraisal tools, KCSE performance in Science and Mathematics subjects in county schools in neighbouring counties such as Makueni and Kwale has always been better than that of Taita Taveta County. He also notes that when compared to neighbouring counties such as Kilifi which also post low KCSE mean grades in Science and Mathematics subjects, in county schools, their negative deviation has not been as big as that of Taita Taveta county. This raises the question of whether teachers' performance evaluation procedures have an impact on their pupils' academic success. According to this hypothesis, researchers in Taita Taveta County, Kenya, studied the impact of teacher performance rating techniques on secondary school student's academic attainment.

1.2 Objective of the Study

The objective of the study is to establish the influence of teachers professional knowledge appraisal practices on students' academic achievement in County secondary schools in Taita Taveta County, Kenya

2.0 LITERATURE REVIEW

2.1 Empirical Literature

2.1.1 The Concept of Teacher Performance Appraisal

The process of identifying, measuring, and improving the performance of people in a company is known as performance assessment. Recognition, frequent feedback, and career development are just a few examples of the kinds of things employers may provide (Aguinis, 2007). Several studies have stressed the need of fairness in performance evaluation systems. Dissatisfaction with one's work is sometimes the result of unfair performance evaluation practices (Erdogan 2002, cited in Ahmed 2010). To put it another way, an employee's performance is judged against a set of criteria. According to Jackson and Schuler (2003), as mentioned in Ahmed (2010), an employee's work performance is reviewed via performance assessment. In Wilson's (2005) view, performance evaluation is not just a method or a single step, but rather a series of steps that involve determining how well-versed an employee is in carrying out the responsibilities they have been entrusted with, as well as their drive to do so successfully. To make wise judgments on wage increases, promotions and demotions, terminations, and better results, Longenecker (1999) argued that performance assessment is necessary. Performance Assessment systems are also essential for evaluating and suggesting ways to increase employee productivity. According to Cokin (2004), performance appraisal systems are vital for businesses since they primarily concentrate on individuals' ability to grow. As stated by Partington and Stainton (2003), the purpose of performance assessments is to illustrate and provide information about an employee's performance, alert the employee to areas in which improvement is required, and prioritize the areas in which change is needed the most urgently. Improved teacher effectiveness and personal growth, as well as increased student academic accomplishment, were the results of this. In the past, scholars have ascribed students' success in schooling to a variety of teacher traits such as their academic qualifications, years of teaching experience, classroom behavior, and even their work performance (Adu, Tadu & Eze, 2012). There must be regular checks to ensure that these characteristics are present and that any gaps in performance can be discovered for improvement in both the school and in the teaching staff.

2.1.2 Teacher Professional Knowledge Appraisal Practices and Students' Academic Achievement

As described by Calderhead and Sharrock (2005), professional knowledge is a set of ideas and beliefs about teaching and teacher education that have at various moments in history been especially significant in defining the form of initial teacher education courses. There are three metaphors that may be used to illustrate how professional knowledge is developed (Paavola, Lipponen, & Hakkarainen, 2004). Learning is seen as a process of filling the mind's container, and the perspective emphasizes this aspect. Students might be seen as "collectors of this information" or "consumers of it" (Gess-Newsome, 2015). Most importantly, teachers and students need to be able to exchange information. Another metaphor for learning looks at it as a process of involvement in a variety of activities and groups. Since knowledge cannot be detached from the context within which it is applied, this second metaphor is appropriate. Actors are seen as learners. One way an organization might create a system that satisfies its requirements is by increasing the ownership of appraisers and incorporating feedback from the appraised. There should be a distinct focus on both the organization's aims and those of its appraiser in performance appraisal training (Carliner, 2003).

Teachers' professional knowledge may be categorized into five different ways, according to Calderhead and Sharrock (2005). It stresses teachers' topic competence and regards the quality of their own education as their professional strength in the academic approach. Teachers, in this perspective, must have a solid foundation in their subject areas before they

can begin their careers as educators. Teachers are seen as craftspeople by the practical orientation, which places emphasis on the teacher's artistry and classroom practice. Classroom experience and apprenticeship options for learning to teach are given high priority. The concept of teaching and learning is based on a behaviorist approach. It has been linked to competency-based education and microteaching methods to teacher education because of its focus on teacher knowledge and conduct. Interpersonal interactions are emphasized in the personal orientation, which is generally supported by humanistic psychology. It sees teacher education as a journey of self-discovery and growth. A safe setting that enables experimentation and the discovery of one's own personal abilities is seen as a type of teacher education in this model of teaching.

The quality of a school's teachers has the greatest impact on students' academic performance and the overall quality of their education, according to the OECD (2005). This is based on the concept that pupils benefit when instructors are at their best. When it comes to the link between instructors' quality traits and their students' academic accomplishment (Adu et al. 2012), only the association between the teacher's qualities and students' academic achievement has been examined (Bolarinwa 2013; Fehintola 2014).

Observing teachers' attributes and providing them with feedback has been shown to have an impact on instructors' performance. Because of this, workers are more likely to be happy when they get feedback from finished tasks and discover that the output (the product or job outcome) provided favorable results, according to Osagie and Akinlosotu (2017; Osagie and Akinlosotu 2017). For instructors, this may also be the case when measuring the value of their teaching efforts by comparing the time they spend preparing for lessons, developing lesson plans, teaching and grading students, and so on. Good teachers are prone to feel disheartened and unfulfilled if their pupils' performance falls short of their expectations. Similarly, an investigation into the causal relationship between the job performance of teachers and students' academic achievement in Nigerian secondary schools by Osagie and Akinlosotu (2017) found that the level of job performance of teachers in the past and present influenced students' current academic achievement. Moreover, the TSC (2014) affirmed this, stating that the purpose of the assessment system is to enhance communication, define roles, and duties, and to offer feedback to those engaged. In order to raise student accomplishment, teachers need a mix of subject matter competence, pedagogical know-how, and an awareness of students' learning processes.

Bolarinwa (2013) found a positive correlation between teachers' characteristics (quality of education and years of experience) and students' performance levels in Financial Accounting in Senior Secondary Schools in Ondo State, in another study to investigate the relationship between teachers' characteristics and students' academic performance. There have been various studies that found no correlation between instructor traits and student academic success. There was no significant correlation between teacher certification and student academic accomplishment in Biology in Ghana, according to Kosgei (2013), a researcher in the field of education. Researchers Kimani, Kara, and Njagi (2013) discovered no correlation between students' academic progress in Nyandarua Country secondary schools in Kenya and teachers' professional credentials and job performance in classroom instructional techniques.

Gess-Newsome (2015) established a compressive model that looked at the growth and process of teacher professional knowledge in the teaching and learning process, despite the inconsistent findings on teacher qualities and student academic success. There are five levels of teacher professional knowledge, according to Gess-Newsome (2015). There are five categories of knowledge represented in this model's initial stage: assessment, pedagogy, content, students, and curriculum. These are seen as expert-created and teacher-applied knowledge for specific activities. It is essential that this canonical and normative information

be transformed into topic-specific professional knowledge that is typically associated with a grade level. Instructional techniques, material representations, student understandings, scientific practices and habits of mind comprise the second stage of the paradigm. It is possible to identify, quantify, explore, and teach this knowledge foundation. The third level involves activities in the classroom. However, this is not an actual professional knowledge base but rather a series of amplifiers and filters that mediate the relationship between these two levels of expertise. For this to occur, there must be a gulf between canonical teacher understandings and actual teaching actions.

2.2 THEORETICAL LITERATURE

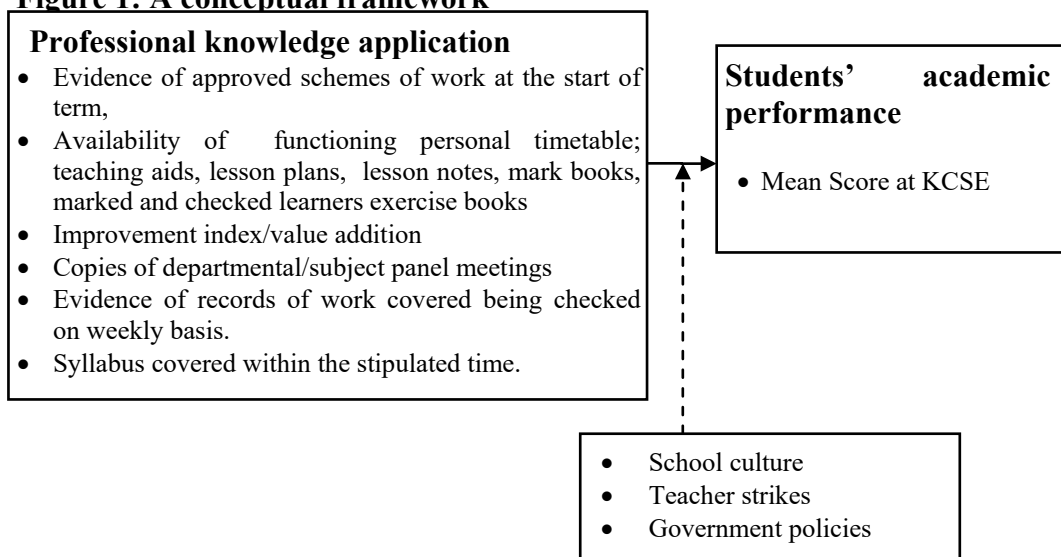
2.2.1 The Job Characteristic Theory

The theory of work characteristics examines how certain job qualities influence employment outcomes/performance and job satisfaction. As a result of work features such as skill diversity, task identity, task relevance, autonomy, and feedback on the job, job outcomes and performance are affected. It is the degree to which a job needs a range of various tasks and necessitates the utilization of diverse abilities and talents of the person to be successful. Teachers in public secondary school in Taita–Taveta County have these skills (professional knowledge) by virtue of their professional training in education. If a job needs you to complete a complete and clearly recognized work product, then it is said to have a high degree of task identity. Teachers in public secondary schools in Taita-Taveta County usually set targets which require them to have visible outcome at the end of each lesson or activity. The importance of a task is measured by how much it affects the daily activities of others in other parts of the business or in the outside world; teachers in public secondary school in taiga-Taveta County always work to create an impact on the lives of their students and parents especially student academic achievement and other outcomes.

How much flexibility, independence, and discretion an employee has in arranging their work and deciding how to carry it out is referred to as job autonomy. Through performance appraisal teachers in public secondary schools in Taita-Taveta County have been given job autonomy, particularly in the interpretation of the syllabus and implementation of the school curriculum provided they are within the legal framework. Job feedback is the extent to which an individual's performance is directly and clearly communicated to him or her via the work activities needed by the job. Through performance appraisal teachers in Taita-Taveta County are able to get job feedback from their appraisers.

2.3 Conceptual Framework

Figure 1: A conceptual framework



3.0 METHODOLOGY

The study used both quantitative and qualitative research approaches. The study adopted a descriptive survey research design. This approach was employed to explain the subject matter by presenting the facts as they really exist on the ground. In this study, a descriptive survey aimed at exploring the extent to which teachers in County public secondary school in Taita-Taveta have implemented teacher performance appraisal and how it has influenced student academic achievement in Mathematics and sciences (Physics, Biology and Chemistry). The study targets 195 persons comprising of 171 science and mathematics teachers and 12 principals from 12 public County secondary schools in Taita-Taveta. Given that the target population was 195 the study utilized the census method, hence having a sample size that was equivalent to the target population. Three instruments were developed by the researcher to solicit data from the respondents for this study namely, the Deputy Principals' Appraisal Questionnaire (PAQ), Teachers' Questionnaire (TAQ) and Structured Interview Schedule for Principals (SIS). The Statistical Package for the Social Sciences (SPSS) was used to enter the data into a computer for further analysis. Data collected on variables was then analyzed using Measures of Central Tendency and Pearson's Product Moment Correlation (PPMC).

4.0 RESULTS

4.1 Teachers Professional Knowledge Practices and Students' Academic Achievement

The respondents were presented with thirteen statements. They were asked to rate their responses on a five-point Likert scale from, 1. Strongly disagree 2, Disagree 3, Undecided 4, Agree and Strongly Agree 5. Table 2 shows the responses of the science and mathematics teachers' on their professional knowledge practices as required by the Teacher performance, Appraisal and Development (TPAD).

Table 2: Teachers' Responses on Professional Knowledge appraisal practices

Statement	1	2	3	4	5	Mean
Pre-setting of targets in teaching subjects influences students' academic achievements	2	1	8	37	110	4.71
Preparing of schemes of work based as per curriculum influences student academic achievements	0	1	14	41	102	4.52
Preparing lesson plans based on current curriculum influences students' academic achievements	2	6	15	30	105	3.61
Preparing lesson notes based on current curriculum influences students' academic achievements	0	1	7	24	126	4.53
Having updated records of work in your subjects influences students' academic achievements	0	2	2	32	122	4.29
Having records on learners' value addition influences students' academic achievements	2	3	8	34	111	4.06
Having adequate textbooks in my subjects influence students' academic achievements	2	3	5	23	125	4.74
Lesson observation influences students academic achievements	0	8	7	32	111	4.54
Having individualized teaching program influences students' academic achievements	0	5	11	37	105	3.81
Noticeable improvement in professional knowledge area in my subjects influences students' academic achievements	3	2	10	26	117	4.53
Overall mean						3.743

The findings show that 147 out of 158 teachers (Mean rating = 4.71) observed that pre-setting of targets in teaching subjects influences students academic achievements in County Secondary Schools in Taita Taveta County. This implies that over 80 percent reported that they pre-set targets, had updated records of work and learners' progress records in their teaching subjects. The study also established that 142 out of 158 teachers (Mean rating = 4.26) observed that preparing of schemes of work based as per curriculum influences student academic achievements. This implied that over 90 percent of the science and mathematics teachers always prepared schemes of work and lesson notes based on the curriculum and syllabus and that they have adequate text books and other learning materials in their subjects. Further, Results on Table 2 also indicated that over 70 percent of the teachers have lesson observation records and individualized teaching program records for the learners in their subjects.

Given that there is a tendency of bias in self reports among respondents, and effort was made to corroborate teachers' responses with the Deputy Principals' on the same standard in the Teacher Performance Appraisal and Development (TPAD). The Deputy Principals' responses are indicated on Table 3.

Table 3: Deputy Principals responses on Professional Knowledge appraisal Practices

Statement	1	2	3	4	5	Mean
Teachers are able to prepare schemes of work based on curriculum and syllabi in Mathematics and sciences	1	1	7	24	126	4.76
Teachers are able to prepare Lesson plans based on current curriculum and syllabi in Mathematics and sciences	0	3	5	23	127	4.76
Teachers are able to prepare Lesson notes based on current curriculum and syllabi in Mathematics and sciences	0	1	14	41	102	4.11
Teachers maintain updated Records of Work in the school for in Mathematics and sciences	0	8	7	32	111	4.11
Teachers are able to prepare teaching and learning aids in Mathematics and sciences	0	2	10	26	120	4.23
Teachers are able to prepare tests and examinations and marking schemes in Mathematics and sciences	0	6	15	30	107	3.89
Mathematics and science teachers prepare Learners mark sheets and progress records for the learners	0	5	11	37	105	4.36
Mathematics and science teachers often mark and check Learners exercise books and test papers	0	2	2	32	122	4.88
Mathematics and science teachers engage in individualized Education Programs more often	1	3	8	34	113	4.75
There is timely syllabus coverage by teachers in Mathematics and sciences.	0	1	8	37	112	4.76
Teachers in Mathematics and sciences have favorable Lesson observation ratings	1	1	7	24	126	4.76
Teachers are able to identify weak or talented learners in Mathematics and sciences	2	3	5	23	127	4.76
There is noticeable improvement in Mathematics and science in areas of professional Knowledge by the teachers	0	1	14	41	102	4.11
Overall mean						3.74

Results on Table 3 show that while the Deputy Principals' responses were in agreement with the science and mathematics teachers in many aspects of professional knowledge. Over 80 percent of the Deputy principals indicated that science and mathematics teachers in their institutions prepared schemes of work, lesson notes and tests and examinations and marking schemes based on current curriculum and syllabi in Mathematics and sciences. Further, over 50 percent reported that science and mathematics teachers prepared learners progress records, engage in individualized Education Programs, checked learners' work and made timely syllabus coverage as well as identified weak or talented learners in Mathematics and sciences and had favourable rating in lesson observations. However, over 50 percent of the Deputy Principals indicated that science and mathematics teachers did not prepare lesson plans and also reported that there was no noticeable improvement in the professional knowledge among the teachers since the start of appraisal exercise in their schools. This is perhaps what Cokin (2004) implied when he observed that performance appraisal system may not be important for organizations since it mainly focuses on employees developing their capabilities and not organizations performance and results thereof.

To answer the question on teachers' performance in professional knowledge towards students' academic achievement in County Secondary Schools in Taita-Taveta County, the teachers and Deputy Principals responses were compared on this aspect. Both teachers and Deputy Principals were in agreement that indeed teachers had performed well in this target except on two aspects. According to the Deputy Principals, majority of the teachers did not prepare lesson plans yet this is a mandatory target area in the teacher performance appraisal and development exercise and that little improvement has been made in Science and Mathematics in the County Secondary Schools in Taita Taveta County.

Lesson planning is inherent to the teaching profession as it is one of the main tasks assigned to the teacher in the education sphere. Lesson planning brings several advantages to teachers if used properly. It enables them to structure the teaching and learning process while helping to arouse a sense of control, security and confidence between teachers and students. Further, Lesson planning can contribute favourably regarding to the use of time and the creativity of teachers as well as reinforce the links between the teaching teams. As a decision-making process that is based on its use and practice, it aids in the ongoing reflection on the many classroom challenges. Further, studies on teacher effective (Marshall, 2012; Thompson & Stryker, 2010; Burden & Byrd, 2003; Hattie, 2003) have identified lesson planning as a key component of the qualities an excellent teacher. A teacher's profession is strongly influenced by how and what children learn, according to these studies. Lesson preparation is a crucial part of this. Therefore, lesson planning decisions and activities may not only affect the quality, quantity, and nature of classroom instruction but also likely to influence student academic achievements. These are the advantages missed by teachers who do not prepare lesson plans and it is doubtful whether meaningful student academic achievements can be achieved by such teachers. This probably explains the dismal performance in terms of academic achievements in these subject given the three years of the target of this study, all subject recorded below 4.50 points out of the maximum 12 points.

In order to ascertain the influence of teachers' professional Knowledge appraisal practices on student academic achievement, Pearson Correlation Product Moment statistics was used. The results were as shown in Table 4.

Table 4: Influence of teachers' professional Knowledge appraisal practices on student academic achievement

		student academic achievement
Teachers' professional Knowledge appraisal practices	Pearson Correlation	.705**
	Sig. (2-tailed)	.007

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

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

The results from the descriptive statistics are supported with the results from the inferential analysis, where the Pearson Product Moment Correlation on a two tail test showed that there is a weak positive correlation ($r = 0.705$ and $p = 0.007$) between teachers' professional Knowledge appraisal practices on student academic achievement in County Secondary Schools in Taita Taveta. Even though 43 percent of teachers reported that performance evaluation practices helped them to improve, professional learning and development was rarely tied to the process and supported, according to a study by Weisberg, Sexton, Mulhern, and Keeling (2009), titled 'The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness' (Weisberg et al., 2009).

5.0 CONCLUSIONS

Several conclusions were made from the current study. While the findings indicated that teachers were enthusiastic about professional knowledge in the teacher performance appraisal system, some teachers did not prepare lesson plans, a mandatory target in the Teacher Performance Appraisal and Development (TPAD) system. Besides, the principals observed that there was no noticeable improvement in the professional knowledge among the teachers since the start of appraisal exercise in their schools. This implies that despite its good intention in improving teachers' professional knowledge, the system may not be working fully towards the intended objectives, especially due to conflicting responses by teachers and principals' when compared on similar items from the current study.

6.0 RECOMMENDATION

Given that there is a mismatch between the teachers' performance rating and their supervisors (principals) on similar items, Teachers Service Commission should re-evaluate the application of teacher performance appraisal process in schools because it is likely that whatever is filled by teachers in the self appraisals could be totally different from reality.

Given that there is a conflicting rating between the appraisee and appraiser, it was recommended that teachers and their appraisers be offered regular capacity building sessions by their employer (TSC) on the application and administration of teacher performance appraisal system to avoid such conflicts in future.

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