

**INFLUENCE OF TEACHER PERFORMANCE APPRAISAL ON JOB
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MUMIAS EAST SUB-
COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Award of the Degree of Master of Education in Educational Administration**

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DECLARATION

This research project is my original work and has not been presented for award of a degree by any person in this university or any other university

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DEDICATION

I dedicate this work to my wife LinetTsisicheWambia, my daughters LavinaNengo and LycacellineNamukukru, not forgetting my Dad Mr Jackson Osendo and Mum Alice Wesonga who gave me encouragement and support to do this work.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM Board of Management

CORT Code of Regulations for Teachers

ICT Information Communication Technology

KCPE Kenya Certificate of Primary Education

KEPSHA Kenya Primary School Heads Association

KICD Kenya Institute of Curriculum Development

M&E Monitoring and Evaluation

MOE Ministry of Education

NESP National Education Sector Plan

PTA Parents Teachers Association

TPAD Teacher Performance and Appraisal Development

TPA Teacher Performance Appraisal

TSC Teachers Service Commission

RBM Result-Based Management

UNESCO United Nations Educational, Scientific and Cultural Organization

USA United States of America

VAP Value Added Progress

ABSTRACT

Teacher Performance Appraisal aims at strengthening supervision and monitoring of performance of teachers in the keeping up of the standards of teaching at institutional level. In this regard, this study sought to investigate the influence of the teacher performance appraisal system on teacher's job performance in public primary schools in Mumias East Sub County, Kenya. The study considered the following objectives: To determine the extent to which professional knowledge influence the teacher's job performance, to establish the influence of continuous professional development on the performance of the teacher's job, to assess the extent to which collaboration with parents/ guardians influence the performance of the teacher's job and to evaluate the influence of creativity in teaching on the teacher's job performance in public primary schools in Mumias East Sub County. To ensure the study objectives were achieved, the researcher used sample size of fifteen (15) Deputy heads of institutions who are charged with the responsibility of appraising teachers, and one hundred and forty (140) teachers who are the appraises, sampled using random sampling method to provide the responses. A descriptive research design was applied. Questionnaires were used as the main research instruments and validated by content related technique to determine the level to which the question items reflected in the specific areas to be addressed. Duly filled questionnaires containing responses were posted to Statistical Packages for Social Sciences (SPSS) for analysis. The data was presented in forms of frequencies and percentages in tables then summarized in line with the conceptual framework to establish their relationships. Findings of this study reveal that majority of Deputy Heads of institutions are aware of their roles in the supervision of teacher appraisal process. In this regard, the Deputies were in agreement with the appraisal tool in relation to professional knowledge, continuous professional development, collaboration with parents and creativity in teaching. Similarly, teachers in Mumias East Sub County agree with the appraisal system although most of them disagree that the tool is used to reward them for meeting their appraisal targets. The study recommends that teacher professional development courses have to be beefed up by the teachers' employer, especially in technology to make Deputy Heads of institutions as well as teachers to build capacity in their job performance. The Commission in conjunction with other educational bodies should also create awareness to public primary Deputy Heads of institutions and teachers on the purpose for appraisal tool in relation to the performance of teacher's job and not doing for the sake of it. The ministry of education ought to put proper infrastructure in public primary schools to enable teachers implement school programmes as per the expectations of the TPAD. More so, public primary schools in Mumias East Sub County should be equipped with ICT materials by KICD or other stakeholders to enable teachers make use and integrate ICT in teaching and learning. Furthermore, KICD should install and keep updating the appropriate software in relation to accepted curriculum designs for every grade in public primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Governments and institutions all over the world face pressures from within and outside to show accountability, transparency and results of the tasks performed by their workers. Kusek&Rist(2004) point out that Result-Based Monitoring and Evaluation (M&E) systems are important public management tools to achieve the objectives of the organization. These systems can help in building and fostering political and financial support for policies, programmes and projects. The government can also get sufficient knowledge base about the state of the Nation. This enables the government to come up with major reforms in terms of how it operates and conduct its business,leading to improved performance in relation to accountability, transparency, learning and knowledge.

Teacher Performance Appraisal is a Result Based Management tool designed to give very important information for sound, efficient and effective decision making in relation to how teacher's performance can be added value by identifying theirprofessional gaps and setting the standards of rewarding them. Flores (2010) in Portugal cautions that the process of carrying out a given policy is complicated, especially when it is a new policy for teachers' appraisal. Views of teachers are important, since the appraisal process targets improved working performance among themselves.

According to Monyantisi (2006) in Botswana, a good performance appraisal system is the one which is based on improvement, since it enables them acquire more knowledge, skills and competence required for proper delivery of service. However, the study revealed that there was negative perception resulting from its perceived attitude in relation to the checking of teachers' capacity to work, having them paid in accordance to performance and disciplinary measures determined by the appraisal instrument. In their study, Tilahun & Shanbel (2014) in Ethiopia noted that the appraisal process changed its intention of enhancing teacher's performance. According to this study, it is right to conclude that the essence of teacher performance appraisal is just for the sake of it. The process indicated that there was a wide gap between the teacher performance appraisal in theory and what it was on ground.

A study by Nyatera (2011) in Kenya revealed that head teachers were not competent enough to conduct the appraisal process for their teachers. The manner in which it was done demoralized teachers therefore the process was perceived negatively. He recommended thorough training of the appraisers to enable the appraise change to positive perception of the process.

Teachers Service Commission (TSC) (2015) designed a way of conducting appraisals for teachers in the educational institutions. Teacher Performance and Appraisal Development (TPAD) tool was therefore launched in the year 2016 and introduced in all public educational institutions under its mandate. The tool was intended to help to improve teacher performance. However, resistance of the appraisal tool as pronounced by the Kenya National Union of Teachers (KNUT) (2016), dissatisfaction of job and

the consequent decline of pupils' performance in National examinations especially in Mumias East Sub County contradicts its intention.

Many studies have been conducted in various sub counties in the country and the world at large about the performance appraisal for teachers. There is limited literature about the influence of TPAD tool on the performance of the teacher's job in public primary schools in Mumias East sub county, Kenya.

1.2 Statement of the Problem

Government of Kenya is keen to implementing its educational commitments internationally, regionally and locally. Education policy documents in Kenya have provisions that emphasize the importance of providing quality education. The TSC Act (2012) gives mandateto the commission to closely follow up the conduct as well as performance of teachers in the service. To comply with the Result-Based Monitoring and Evaluation the commission was prompted to introduce Performance Appraisal System for teachers so that supervision is strengthened and follow up their performance in teaching at school level, for quality education.

Despite the effort by the Government through Teachers' Service Commission to improve salaries and working conditions by providing tuition funds, some teachers seem to resist the monitoring tool provided by the commission. Generally teachers claim that TSC does not use TPAD to reward them appropriately.

KNUT (2018), report in Mumias claim that TPAD programme in schools is only subjecting teachers into clerical activities more than allowing them to carry out their core duty of teaching. A Quality Assurance and Standards Officers (QASO) (2018)

report on assessment in Mumias East Sub County reveals that there is inadequate curriculum supervision, ineffective teaching and wastage of time, child unfriendly schools and inadequate utilization of teaching/learning resources. The areas mentioned are addressed in the TPAD, yet performance is low according to QASO report.

This study seeks to bridge the gap in knowledge on how teacher performance appraisal system by TSC influences performance of the teacher's job in public primary schools in Mumias East Sub-county, Kenya.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of the teacher performance appraisal tool on the teachers' Job performance in public primary schools in Mumias East Sub-county, Kenya.

1.4 Objectives of the Study

The following objectives guided this study:

- i. To determine the extent to which assessment of professional knowledge influence the teacher's job performance in public primary schools in Mumias East Sub County.
- ii. To establish the influence of continuous professional development on teacher's job performance in public primary schools in Mumias East Sub County.
- iii. To assess the extent to which collaboration with the parents/guardians influence the performance of the teacher's job in public primary schools in Mumias East Sub County.

- iv. To evaluate the influence of creativity in teaching on the teacher's job performance in public primary schools in Mumias East Sub County

1.5 Research Questions

- i. To what extent does teacher's professional knowledge influence his/her job performance?
- ii. In what ways do the continuous professional developments of teachers influence their job performance?
- iii. How does the teacher collaboration with the parents/guardians influence his/her job performance?
- iv. What is the relationship between teacher's creativity in classroom teaching with his/her job performance?

1.6 Significance of the Study

This research is significant since it addresses the effectiveness of Teacher Performance Appraisal tool. The Ministry of Education through Teachers Service Commission may use the findings of this study to identify the gaps in the tool and improve to make it more effective. The findings may also be used by other scholars as reference material for their research work. The recommendations of this study may also be of great significance to scholars pursuing courses in similar fields since they will give a basis of stimulations for more research.

1.7 Limitations of the Study

The researcher came across challenges in the process of doing this research. By the time this study was taking place, many legal and policy reforms were being

implemented in the county's education sector. Key among these was delocalization of school head teachers. This policy on delocalization had an impact on the accuracy of responses received from the delocalized head teachers and possibly the sufficiency of the data. The tag of war between the teachers' union (KNUT) and TSC about Teacher Appraisal System in Kenya also posed a challenge for the researcher since some respondents would give quite subjective responses or decline to respond altogether.

1.8 Delimitations of the Study

This study only involved public primary schools in Mumias East Sub County. Since the appraisal system of private schools is not administered by the TSC, the researcher did not consider them. Classroom teachers were the most instrumental people to provide data regarding the appraisal tool and their performance. Deputy Head teachers, were considered since they are the teachers' appraisers. Only respondents in sampled schools participated in provision of data for this study.

1.9 Basic Assumptions of the Study

The study was guided by the assumptions listed below:

1. All respondents would be available and respond to questions objectively
2. Teachers in the sampled schools would have TSC employed teachers and were implementing the commission's policy on teacher appraisal as provided
3. All sampled institutions would have teachers who were in the service for at least five years.

1.10 Definition of Significant Terms

Appraisal refers to act of assessing the value or quality of teaching.

Collaboration with parents refers to the relation between the teacher and the pupil's parents in enhancing teaching and learning.

Creativity in teaching refers to competence of the teacher in terms of preparation and use varied teaching/learning aids including use of ICT in teaching.

Job refers to tasks and responsibilities assigned to a teacher that have to be performed.

Job performance refers to the level which tasks and responsibilities assigned to a teacher are being done and accomplished.

Performance refers to comparing teacher's achievement against the set standards.

Performance appraisal refers to the assessment of the value of teaching in relation to the set standards of learning outcomes

Professional development refers to the continuous on-job training of the teacher in order to build his/her capacity to perform the job

Professional knowledge refers to ability of the teacher to prepare, use and update professional records, use T/L aids, assessing learners and providing feedback.

Public school refers to any learning institution owned and managed by the government (Kenya education act 2012)

Teacher performance refers to ability of a teacher to meet the standards set in the process of doing his or her job.

1.11 Organization of the Study

This study is organized in five chapters. Chapter one has background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and the organization of the study.

Chapter two presents the influence of performance appraisal to the teacher's performance of job in relation to literature review which explained the findings of similar studies. This section includes the introduction of the literature review, the concept of teacher performance appraisal, professional knowledge on teacher's job performance, continuous professional development on teacher's job performance, collaboration with parents on teacher's job performance and creativity in teaching/ learning on teacher's job performance. Summary of the literature review, theoretical and conceptual frameworks were also included in this chapter.

Chapter three covers research methodology that included: Research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four highlights the presentation, analysis and the data interpretation. It also discusses in details the results of the study. Chapter five consists of summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In review of the related literature, the emphasis was put on the influence of the performance appraisal on the teacher performance of the teaching job. The organization of this chapter is divided into specific areas which include the concept of Teacher appraisal, Teacher's professional knowledge, and Continuous professional development, Collaboration of teachers with the parents or guardians and the Teacher's creativity on performance of his/her job. Summary of literature review, theoretical and conceptual frameworks are covered under this section.

2.2 The Concept of Teacher Performance Appraisal

According to Elverfieldt(2005), the concept of appraising performance has become a worldwide tool for managing human resource, though done differently among different organizations in the various Nations. Drucker(1984) suggests that; organizations, both public and private make use of performance appraisal tools for getting information about the level of productivity of a worker or otherwise. This can also show the degree of prosperity of the organization. He further argues that performance appraisal is managing by objectives. The objectives have to be set and the feedback on the results provided. Noel (1996), supports that appraisal is an essential part of institutional performance and management system through which the managers ensure that outputs, duties and responsibilities are in line with the institutional aims

and objectives. For this reason if performance appraisal is well managed, the outcome can give a competitive advantage of a given institution over others.

The governments of the world have put performance appraisal in teaching as a tool to determine the educational outcomes of the various education systems. A study by Tilahun&Shanbel(2014) in Ethiopia explains that a system of teacher performance appraisal properly designed and implemented, gives favorable consequences in the continuous professional development of teachers, job satisfaction and ultimately the academic development of the learner. If done haphazardly then it becomes an arena of battle between the appraisers and appraise.

According toMuhia(2010) in Kenya, performance appraisal has no benefit. He found out that teacher lacked basic skills to conduct the process of appraisal. Furthermore, the study indicated that there was a communication barrier in giving feedback from the appraisers to appraise and vice versa,and also their employer.

Muli (2011) explains in his study findings that performance appraisal has the ability to influence directlythe positive attitude and good behaviour of teachers if properly conducted. Teachers' performance appraisal is important to provide a structure to which teachers can be evaluated in their ways of delivering service as well as identifying the gaps that hinder them from achieving their goals.

A report by Macharia (2017) at the Kenya Primary Heads Association (KEPSHA) delegates' conference in Mombasa reveals that teacher campaign against the introduction of regular professional evaluation by their employer is not only misguided but also spurious. She explained that TSC introduced performance appraisal with the

intention of getting right reports about conduct of business and activities taking place in schools, teacher competencies, performance gaps and the standards of teaching in individual public schools.

2.3 Professional Knowledge on the Teachers' Job Performance

Professional knowledge according to TSC (2016) is the ability of a teacher to prepare and supervise the preparation, maintenance and use of professional documents, prepare and supervise learners' internal evaluation through development of a testing policy for the school, management of national examinations and maintenance/ tracking of learners Value Added Progress (VAP) records.

A study by Caputo&Rastelli (2014) in Southern Italy explains that the worth of having a plan for school improvement had a significant impact on achievement of learner outcomes. Further scrutiny of action plans indicated that the schools that had administered more quality evaluation had higher learner achievement of better results than those schools which had done little. Davies & Rudd (2001) conclude that involvement in internal evaluation results to more use of observation in classroom and encouragement of involvement of parents/guardians and learners in the learning process in England. They further explain that it helps to identify professional development needs.

In Uganda, directorate of education services asserts that a teacher is the determinant factor number one to the pupil's overall performance in class. The directorate further affirms that the teacher is supposed to put all his /her expertise to facilitate wholesome learning of the pupil in order to develop the learner's personality and ability to work. In

Kenya Code of Regulation for Teachers (CORT) stipulates the basic principles and guidelines about the performance of teachers' duties. Roles and responsibilities of teachers are defined based on this code. There are also general specifications that are required for quality teaching contained in the code of regulations that teachers are supposed to adhere. Teaching standards help to give the most essential requirements that should be met by a teacher, including professional and pedagogical skills.

A study by Aseka (2013) in Kenya advises that the Ministry of Education ought to give priority to frequent follow up of professional records by the heads of institution. Records required for the teacher's presentation of his or her lesson such as Schemes of work, records of work and learner's attendance registers should be checked regularly, having classroom visits, lesson observation and checking professional records of teachers have to be done seriously to enhance improved performance.

The researcher in this study was interested in establishing the extent to which assessment of professional knowledge influences teachers' job performance.

2.4 Continuous Professional Development and Teachers' Job Performance.

According to Great Schools Partnerships (2014), professional development is used to refer to a wider variety of highly specialized professional training, formal education, or higher professional learning that is aimed at helping the educational administrators; teachers as well as other educational educators build their capacities in professional knowledge and competence. Tukunimulongo (2016) notes that training on the job is important in improving the worker's capacity to perform and enhance his/her

productivity. In regard to this study, Tukunimulongo affirms that there is a notable effect of training on the job and the workers' service delivery.

According to Nassazi (2013) in Malaysia, training away from job is more accurate and effective because workers are away from their places of work and they entirely embark on training. Ngari (2015) agree that training away from job has powerful relationship with the worker's performance.

A study by Ekpoh et al (2013) in Nigeria reveals that those teachers who participate in programmes of staff development are more effective in terms of their service delivery than those who do not. Mohammed (2006), after graduating from colleges, a good number of teachers do not consider re-training. Their training usually ends immediately they leave their training institutes and therefore gets no access to capacity building programmes such as workshops, seminars and conferences to enable them enhance their knowledge and skills in the actual classroom teaching. A study by Amukusana (2011) in Zambia shows that teachers have declined to upgrade themselves. Instead, there is more reliance on group meetings of the teachers which are not effective always. Based on this study, pupils' performance in Zambian schools is noted not to improve since the quality is compromised.

A study by Mburugu (2010) in Kenya reveals that most teachers are aware of the importance and need for professional development and the available programmes. Head teachers are ready to support teachers who look for the training opportunities themselves. From the findings of this study there is a need for all administrators, and especially head teachers, to provide conducive environment that facilitates

identification of performance gaps, participation of teachers in capacity building programmes and dissemination of the knowledge acquired.

TSC (2018) reports that teachers across the country will be required to undergo professional development training six times in their career. A policy framework indicates that those in the service would be trained after every five years. In the Teacher Performance and Appraisal tool(2016), professional development is one of the key competencies.

2.5 Collaboration with Parents/Guardians and the Teachers' Job Performance

Many researches in the fields of family participation and involvement in learning processes of their children have constantly supported the fact that children of concerned parents have greater chance to achieve more in their learning outcomes. According to Wilder(2013)in the study of involvement of parents in academic achievement in USA stipulates that there was a notable relationship between parental involvement and achievement of academic excellence of learners. Kabarere (2013) in Rwanda states in high performing schools, parents of those children are more concerned with their children in school than the parents in schools that perform low. The involvement of parents about the children in high performing schools relate to ensuring good health of the learners, offering support for learning, protecting children against gender insensitivity, general care and protection. United Nations Children Education Fund (UNICEF) (2009) in South Africa reports that Parents Teachers Association (PTA) has been involved in providing hygiene facilities such as sanitation facilities in schools. Obi (2003), adds that PTA ensures high moral standards and

academic excellence in consultation with the school Management Boards(BOMs) in Nigeria.

TSC (2016) in the teacher performance and appraisal tool requires that the teacher should have collaborative relationships with the parents/ guardians, local communities and educationists. The study in this regard sought to reveal the extent to which the collaborative relationships have enhanced job performance of teachers with reference to Mumias East Sub County, Kenya

2.6 Creativity in Teaching and Learning

Creative teaching is an approach to integrate new teaching strategies and methods in the classroom. The use of innovative methods in educational institution is not only to improve education, but also to empower students' knowledge. A study by Narayanan (2017) in Malaysia reveals that innovative and creative teaching methods make learning more interesting and particular concepts are made clear to the learners. They develop curiosity to learn and this makes the learners retain concepts in memory for a very long time. He adds that creativity/innovation in teaching and learning has direct positive influence to student academic performance.

According to Igbafe (2014) in Nigeria, students who have grown up in a digital environment can easily adapt to ever-changing technology but the teacher must learn the use of educational technology like the computer and internet before he can integrate technology into the curriculum and classroom.

A study by Kanyi (2011) on the digital content utilization on lesson teaching and learning in Kenyan secondary schools reveals that there are both advantages and

disadvantages of using teaching and learning from use of digital content. Positive effects include learner participation, motivation, stimulating content, self- directed discovery and enhanced understanding of concept. Inadequate content, shallow coverage of concepts and lack of infrastructure were the negative effects of digital content utilization. Kiseku&Kwasira(2015) add that ICT negates the academic performance of students possibly due to its inappropriate use. They recommend that it is important to have the requisite ICT facilities, stakeholders be taken through the importance of such facilities and how they can use them to enhance the students' academic performance.

According to the TSC (2016) in the performance and appraisal tool, innovative and creative teaching can be demonstrated by preparing of appropriate teaching/learning aids and using ICT in the process of teaching. The researcher wants to determine the level to which classroom teachers' use of ICT and other teaching/ learning materials enhance their job performance in Mumias East.

2.7 Summary of the Literature Review

Teacher performance appraisal in various Nations worldwide has been used to measure the level of teacher performance although with many challenges. Tilahum&Shanbel(2014) cautioned that if the Teacher Performance appraisal is done haphazardly then it becomes an arena of battle between appraisers and appraise. As a result of these challenges, a study by Muhia (2010) indicates that performance appraisal has no use and therefore adds no value to the teachers' performance.

However, studies show that the competency areas highlighted by the Teachers Service Commission in the TPAD tool have posed more positive impact on the teachers' performance. On professional knowledge, teaching standards provide the benchmark upon which the basic requirements needed by a teacher such as professional and pedagogical skills are addressed. Many scholars agree that professional development is necessary for a teacher. This enables the teacher to build his/her capacity to teach. On the collaboration of the teachers with the parents, it was noted that their involvement in the teaching and learning process have positive impact. Kabarereetal (2013) in Rwanda supports that in high performing schools, parents of those children are more involved compared to those whose parents are not concerned. Similarly, various scholars have agreed that teacher's involvement in creativity in teaching gives positive results in the performance. No study known to the researcher according to the literature review has been done to address the gap in knowledge on the influence of teacher appraisal system by TSC on job performance of the teacher in public primary schools in Mumias East Sub County, Kenya.

2.8 Theoretical Framework

This study based on Goal setting theory of performance, proposed by Edwin Locke in 1968. Locke found out that people tend to perform better when they set more difficult goals. The degree of performance on the other hand reduces when individuals have easy targets to accomplish. Goal setting is essential in organizations because it provides foundation against which action plans are established. It also helps in improving business and organizational results. Locke and Latham (1990) came up with principles that make goal setting to perform well. They include:

Having clearly set goals- With goals clearly set, somebody knows what exactly he/she wants to achieve. A goal should be set clearly so that its results can be measured against the set standards and reward for the same determined. It is not easy to measure a vaguely set goal.

Setting challenging goals means to set some level of difficulty to a target in order for individuals to work hard for its achievement. Challenging goals often motivate people. Challenging targets that are too extreme should be avoided to avoid discouraging individuals.

Securing team commitment- Team members are likely to support if they have been involved in setting of the goals. Not all goals are negotiated with the team however. The members are likely to get committed to the goal as long as the goal is achievable, consistent with the institutions expectations and if the leader is credible.

Feedback gives information on how the goal is going to be achieved. Adjustment of goal setting can be done by the individuals or institutions depending on the nature of the feedbacks.

This theory also poses some weaknesses when applied in an organization. The main weakness of the theory is in relation to the cost and time. Mobley (1999) notes that various factors like getting the right people with right knowledge and skills, making courses for professional development, involving time and incurring expenses need to be considered so that goals are achieved. Julnes et al (2007) point out that this theory brings unnecessary competition where workers are compelled to compete with their colleagues. By so doing, the individuals are likely to deviate from the institution's

objectives and interests to their own personal achievements. Leaders are also likely to discriminate some individuals in favour of others.

This theory supports this study because TPAD is target oriented tool. According to the provisions in the TPAD, appraisal target setting meeting has to be held before each term begins. During this meeting, both the appraisee and appraiser are required create an understanding on performance targets as provided in the tool and set them. The targets should be set clearly so that the results can be measured accurately. The appraisee is expected to set challenging goals for him/her to get motivated to achieve those targets. Commitment to the targets is what the teacher is supposed to do to make sure that the set targets are met within the stipulated timelines. In the process performing the tasks, it is expected that the teacher gives feedback to the appraiser for the clarification of his/her expectations. The complexity of tasks is considered to encourage the teacher to strive to achieve the goals set appropriately.

The researcher applied the goal setting theory by Edwin Locke to determine how the set targets in the TPAD tool affect the performance of the teacher's job since the whole appraisal process is done based on goal setting and task accomplishment. This is exemplified in the conceptual framework presented in figure 2.1.

2.9 Conceptual Framework

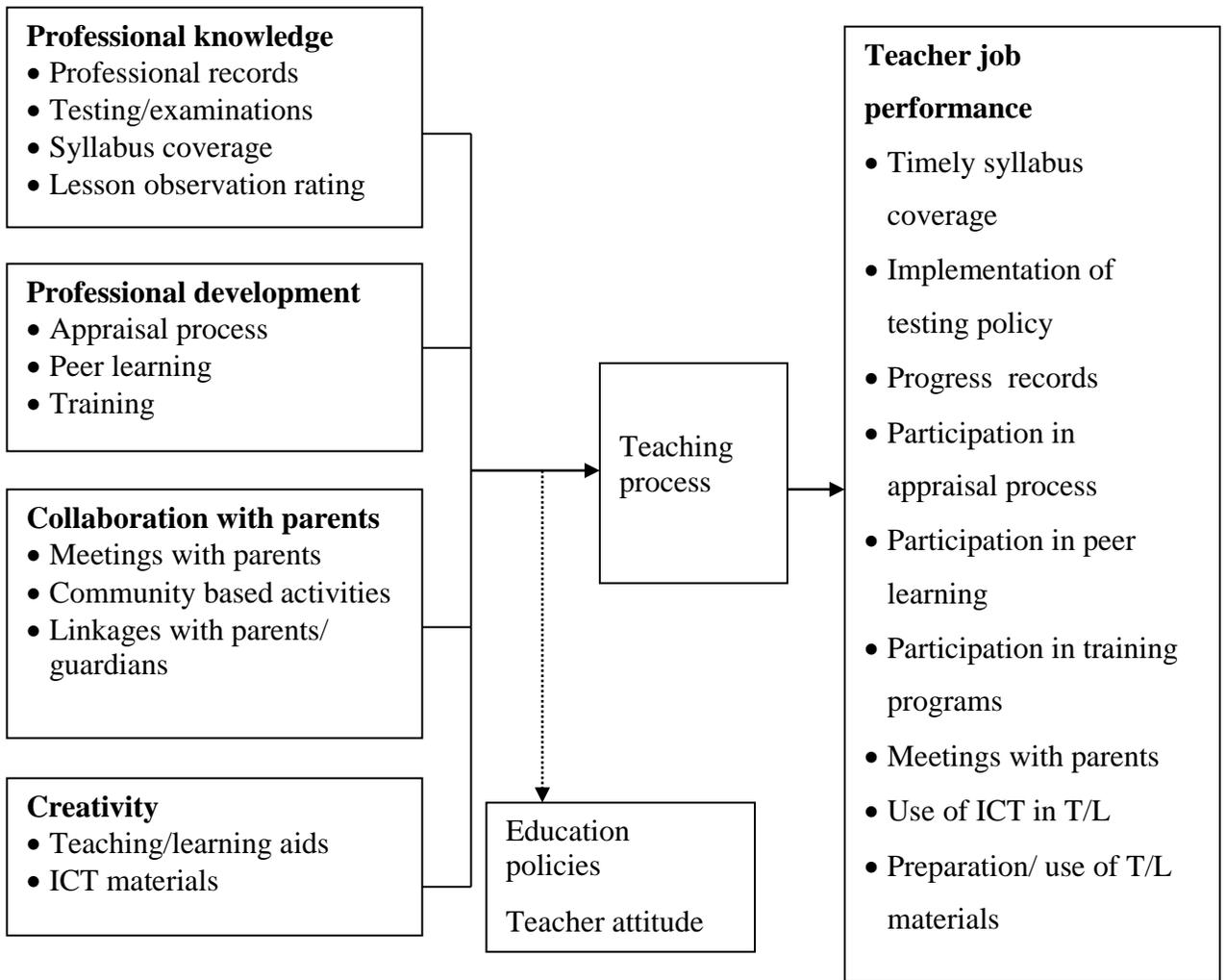


Figure 2.1: Relation between variables on Teacher Performance Appraisal and the performance of teacher's job

Figure 2.1 shows relationships between teacher performance appraisal and performance of teacher's job. The relation indicates that the degree of teacher's performance is influenced by the application of the appraisal competencies. However, education policies and teacher's attitudes could also affect their performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter deals with research methodology that was used. It covers research design, target population, sample size, sampling procedure, research instruments, validity and reliability of the instruments, data collection procedures data analysis techniques and ethical considerations.

3.2 Research Design

This study used descriptive survey research design. Wiersma (2000), descriptive survey design is suitable in gathering information in relation to the occurrence under study then, conclusions and summaries are reached from the facts discovered. The study focused on the influence of the teacher performance appraisal on job performance of the teacher in Mumias East Sub County in Kakamega County, Kenya. Descriptive survey design was considered most suitable since it made it easy for the researcher to gather information about the opinion, attitude and habits of the respondents. This enabled the researcher to establish the real situation in teachers' job performance in Mumias East Sub County. Mugenda and Mugenda (2003), using this design will enable the researcher to get feedback from the respondents then describe opinion on the teachers' performance appraisal, without tampering with any variables.

3.3 Target Population

The study was conducted in public primary schools in Mumias East Sub County, Kakamega County, Kenya. Only a sample of the schools was involved in the study and

a sample of teachers drawn from them. The sub county has 3 administrative units; East Wanga, Lubinu-Lusheya and Malaha-Isongo-Makunga Divisions. This study targeted a total population of 565 respondents. Among them were be 53 Deputy Heads of institutions and 512 teachers, all working under the Teachers’ Service Commission. The 512 teachers included 152 from East Wanga, 173 from Lubinu-Lusheya and 187 from Malaha-Isongo-Makunga Divisions.

3.4 Sample Size and Sampling Techniques

Mugenda and Mugenda(2009) describe sample size as a sub group got from the population that can be accessed.Mugenda and Mugenda (2003) further recommend that sample size ranging from 10 to 30 percent is adequate enough for a study. Stratified sampling wasapplied inselection of 30% of schools that took part in the study on the basis of the divisions,within Mumias East Sub County. Deputy heads of those schools that were sampled were given consideration. As for the teachers, simple random sampling was ideal for selecting 30% from every division.

Table 3.1 Summary of Sample Size

Division	No. of schools	Sampled schools	Sampled D/Head teachers	Total No.of teachers	Sampled teachers
East wanga	16	5	5	152	45
Lubinu-Lusheya	18	6	6	173	51
Malaha-Isongo-Makunga	19	6	6	187	54
Total	53	17	17	512	150

3.5 Research Instruments

Matula et al (2018) describe research instruments as devices that are used to collect the data needed to address the research questions. This study used questionnaires to gather data from the sampled respondents. These questionnaires were designed and issued basing on the categories of the respondents; Deputy Heads of institutions, and teachers. The design consisted two sections. In section A, demographic information was captured. Section B included part 1; the teacher job performance, part 2; teacher professional knowledge, part 3; teacher professional development, part4; teacher collaboration with the parents/ guardians and part 5; teacher creativity in teaching.

In addition to the questionnaires, observation schedule was based on by the researcher to collect data on the availability and used of certain records and programs in the sampled schools.

3.6 Validity of Instruments

According to Matula et al (2018) validity of the instrument is the meaningfulness and accuracy of data that has been generated by a given instrument. Face and content validity was used to validate the research instruments in this study. Content related technique was used to indicate the level which question items reflected in the specific areas to be addressed.

3.7 Reliability of Instruments

Mugenda and Mugenda (2003), reliability is the consistency, dependability or stability of a test. In this study, the researcher was able to measure degree of reliability of questionnaires to establish their consistence in testing what they were meant to

measure. To assess the reliability of the questionnaires, test retest technique was applied. In this statistical procedure, the test was given to the same people twice at different periods of time. In this case, two weeks were appropriate. Pearson product-moment correlation coefficient was computed using Statistical Package for Social Sciences (SPSS) software to represent the test retest reliability coefficient. Given that the positive co-efficient reliability ranges from 0 to 1. To ensure this study reliability coefficient was achieved, the researcher analyzed the collected data and a reliability statistics was obtained to be 0.8 for both the deputy head teacher and teachers. This study coefficient of 0.8 concurs with Mugenda and Mugenda (2009) who recommended a coefficient of 0.7 or more to show that the instrument is highly reliable.

3.8 Data Collection Procedures

Procedures required that the researcher obtains an authority from the department of educational administration and planning of the University of Nairobi. He then moved to the National Commission for Science and Technology (NACOSTI) seek for a licence, to allow him to carry out research. On getting the permit from NACOSTI, the researcher went to the local education offices to seek permission from the Sub County Director of Education. Letters to the heads of institutions of the sampled schools were sent by the researcher, to be allowed to implement the study exercise. Pre-visiting of the schools that were sampled was then done by the researcher for booking appointments on the dates and time of visiting for the data collection. The researcher administered the questionnaires and collected them within the same day.

3.9 Data Analysis Techniques

Data were analyzed by using qualitative and quantitative analysis approaches. The quantitative data from the research instruments was put into computer for computation and descriptive statistics. Qualitative data analysis was also done by using observation schedule to determine the availability and use of certain programmes and materials. Statistical Package for Social Sciences (SPSS) programme was used to compute descriptive statistics including frequency distribution and percentages.

3.10 Ethical Considerations

According to Matula et al (2018), research ethics are the values, standards and institutional schemes that help constitute and regulate scientific activity. This study based on the principles of human dignity, justice and doing no harm to the concerned. The researcher spoke with respondents to assure them that the research was only meant for academic purpose. He further informed them that there would be no victimization for giving any data. Respondents were given freedom of choice. Furthermore the participants were guaranteed their confidentiality and privacy, by making sure that no names were mentioned.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

This chapter captures data analysis whereby data collection, data entry, data presentation and interpretations were dealt with in relation to research objectives. It consists of questionnaire return rate, demographic information of the respondents who were given research instruments and collected back and it includes; gender, age bracket, teaching experience, their professional qualifications and also teaching experiences was considered relevant in this study.

This study represents the relationships of deputy heads of institutions and their teachers on performance of teacher's job, continuous professional development of the teachers and their performance of job, professional knowledge and teachers' performance, collaboration and parents/guardians and teachers' performance as well as creativity in teaching and teachers' performance. The section also represents descriptive statistics. The researcher represents the study outcomes and findings in forms of tables, figures, frequencies, graphs, percentages and data interpretation is provided in according to researcher's objectives.

Moreover, the researcher provides discussions and summaries based on the data collected after questionnaires were given to Deputy Heads of institutions and their teachers in line with the findings of the study and the study was done in Mumias East Sub County, Kenya.

4.2 Questionnaire Return Rate

The researcher presented two sets of questionnaires, one to Deputy Heads of institutions and another one to their teachers. The total number of questionnaires that were given to Deputy Heads of institutions was 17 whereby 15 out of 17 were filled in and returned. On other hand, 150 questionnaires were presented to teachers and 140 of the questionnaires were filled in and returned to researcher. This is shown in Table 4.1

Table 4.1 Questionnaires Return Rates

	Sample	Return Rate	Percentage
Deputy head teachers	17	15	88%
Teachers	150	140	93%
TOTAL	167	155	91%

Table 4.1 indicates that 17 is the total number of questionnaires presented to Deputy Heads of institutions and fifteen (15) of them were fully completed illustrating 88% return rate. It also indicates that 150 questionnaires were distributed to ordinary teachers and one hundred and forty (140) were fully filled and returned demonstrating a 93% rate of response. Mugenda and Mugenda (2003) affirmed that any response rate above 70% is statistically acceptable. Therefore, the questionnaires return rate for deputy head teachers and teachers is reliable in line with researcher's objectives.

This high response rate is associated with the researcher techniques in procedures of collecting data. For example, notification about the whole exercise was done and notified about date and time early enough as well as applying drop and picks method

whereby the researcher gave out questionnaires to his respondents and gave them enough time to participate in providing the information and submitted the dully completed questionnaires to the researcher.

Thus, this resulted into high response rates by both deputy head teachers and teachers. However, the return rate did not attain to 100% and this is highly attributed to some teachers being very busy with day to day school activities, bench making programmes, seminars, workshops, planning academic documents and negative attitude on research at large picture as some are associated with politics thus hindering teachers participation.

However, the researcher was able to overcome some of these challenges by first creating awareness to potential respondents and informing them in details the purpose of what the study entailed, confidentiality of the responses given as well as the significance of the studies that resulted to high questionnaire return rates in order to make this study reliable and its only for study purposes and future researchers who are interested with similar studies.

4.3 Demographic Information of the Respondents

The section captures respondents' responses for both Deputy Heads of institutions and their teachers by providing personal information like gender composition, age, experience in teaching and their professional qualification that the researcher deemed necessary in this particular study since these aspects influence directly or otherwise on the way teacher performance their job. Therefore, the data is analyzed

and the presentation given in forms of tables, frequencies and percentages. Eventually, the demographic information is summarized by as follows:

4.3.1 Distribution of Gender

The gender factor is considered important in this study as the researcher is able to establish if the deputy heads of institutions and teacher's performance of appraisal is affected by gender in Mumias East Sub County primary schools or otherwise. This is indicated in Table 4.2

Table 4.2 Gender of Deputy Head Teachers and Teachers

Gender	Deputy head teachers		Teachers	
	Frequency	%	Frequency	%
Male	13	93	57	43
Female	1	7	76	57
Total	14	100	133	100

Table 4.2 demonstrates that 93% for deputy heads of institutions are male while as 7% of teachers are female in Mumias East sub County primary schools. This demonstrate that domination of gender for deputy head teachers is male indicating that the male gender is referred most when it comes to higher leadership positions than female gender. For instance, even in as low as being a school deputy head teacher still is difficult for female gender to deputize the head of school. Therefore, this can be interpreted as females are deemed to be weak naturally and this is attributed into few

females in higher positions. Thus, this may hamper their job performance negatively such as being a deputy in a school.

On the other side male gender is higher compared to females and this means that the male may feel more superior even physically and most tend to down play the females roles in their school and this generally slows their job performance in most schools and most schools continues to foster low KCPE performance in Mumias East Sub county.

The gender composition in teacher position indicates that the females are leading by 57% and males teachers are second with 43% .This can be interpreted as females teachers are discouraged to vie for higher positions such as deputy teachers and majority tends to remain in the lowest job cadre. Thus, female teachers dominate in teacher positions than male counterparts.

On other hand, male teachers thrive to be promoted and other view lowest positions as for the female teachers. This gender disparity affects their job performance negatively or positively in schools within Mumias East sub County with some teachers citing lack of appraisals in most schools thus most of teachers end up performing dismally.

According to Murithi (2013) opine that the government is encouraging sound and effective programmes such as professional training, administration styles for teachers in order to address issues and challenges pertaining teachers' imbalance. As such the study concludes that there was no influence of teachers' job performance in regard to gender. Therefore, the study underscores the need to balance gender for teachers in terms of equality within the study area.

4.3.2 Distribution of Teachers by Age

The aspect of age was considered for both teachers and deputy head teachers as important since it could affect the capacity of performance of the job. The researcher aimed at finding out how ages of teachers influence their job performance. The data on age was computed and indicated in Table 4.3

Table 4.3 Age Distribution of Teachers and Deputy Head teachers

Age in years	Deputy	Head	Teachers	
	teachers		Frequency	%
	Frequency	%	Frequency	%
20-30	-	-	17	12.8
31-40	4	28.6	68	51.1
41-50	4	28.6	34	28.6
51-60	6	42.9	15	11.3
Total	14	100.0	133	100.0

Table 4.3 demonstrates that a good number of Deputy Heads of institutions are of 51-60 years old marked by 42.9%. This implies that for one to qualify or to be trusted in a leadership role as being a deputy has to be of old age compared to younger teachers. This shows that age factor is necessary when it comes to higher positions as is attributed to sense of responsibility and maturity thus younger teachers are considered to be inadequate to take leadership role.

In regard to distribution of teachers ages, a bigger percentage of teachers are below forty (40 years) as marked by 68.9%. This age factor is associated with majority of teachers are more energetic to carry out their day to day activities hence they feel more motivated to perform their duties. In this situation, the learners find it easy to approach

younger teachers' unlike older teachers. According to TSC (2008) emphasizes that young teachers to be trained into professional programs such as technology innovations, SMASSE and encourages the need for teachers involvement into activities outside classroomslike sports, music, drama, and games as these aspects can be used as appraisals for young teachers since they are more flexible compared to older teachers. Therefore, the study concludes that age factor is deemed as teachers appraisals as it influences their job performance in schools within Mumias East Sub County.

4.3.3 Distribution of Teachers by Qualification

This study considered academic or professional qualifications for both deputy heads of institutions and their teachers to be vital in this study as researcher can find out how academic qualification influences teacher appraisal on teacher performance of his or her job. Therefore, researcher analyzed the data and presented it as illustrated by Table 4.4

Table 4.4 Academic Qualification of Teachers and Deputy Head Teachers

Academic qualifications	Deputy Head teachers		Teachers	
	Frequency	%	Frequency	%
KCSE level	-	-	5	7.2
Certificate	5	33.3	-	-
P1	-	-	18	22.5
Diploma	2	13.3	21	26.3
Bachelors	6	40	36	45
Masters	2	13.3	-	-
PhD	-	-	-	-
TOTAL	15	100	80	100

N=15 N=140

Table 4.4 indicates that a good number of deputy heads of institutions are degree holders as indicated by 40% and majority of teachers are bachelors' holder and below indicated by 80% respectively. It also demonstrates some deputy head teachers with masters' holder as indicated by 13.3%. This implies the deputy position needs teachers with advanced education level than ordinary teachers as the position is demanding with range of administrations styles. This is depicted by low percentages of deputy head teacher below bachelor holders.

The distribution of academic qualification by teachers' reveals that the majority of teachers have below bachelors' degrees. This implies that there is need for more teachers to be trained in with standard qualifications. On the other hand, deputy heads of institutions with education level below bachelors, the study underscores that it is importantfor deputy heads of institutions to upgrade in academic qualification as such will lead them to promotions and acquiring relevant skills that results to better job performance. Quality performances in schools call for well trained and qualified teachers. Therefore, the study concludes that academic qualification is appraisal tool that directly or indirectly affect teachers job purposes in schools within Mumias East.

4.3.4 Distribution of Teachers by Teaching Experience

The study identified teaching experience as an important factor that will enable a researcher to establish how teaching experience influences teachers' appraisal on job performance for both deputy heads of institutions and their teachers. This variable will determine the differences in teaching experiences of teachers and their performances. Table 4.5 presents teaching experience of teachers.

Table 4.5 Teaching Experience of Teachers and Deputy Head Teachers

Teaching experience	Deputy Head teachers		Teachers	
	Frequency	%	Frequency	%
0-10 years	1	6.7	77	57.5
11-20 years	3	20.0	35	26.1
21-30 years	8	53.3	16	11.9
30 &above years	3	20	6	4.3
Total	15	100.0	134	100.0

Table 4.5 indicates that a larger percentage of deputy head teachers have teaching experience of thirty (30years) and above as indicated by 73.3% and most ordinary teachers have teaching experience of thirty (30years) and below respectively as far as teaching experience is concern as demonstrated by this study. This implies that teachers who have stayed for longer years in teaching professional are promoted or rewarded on basis of their experience in schools since the majority of them are appointed to deputy head teacher docket.

On contrary, majority of ordinarily teachers are below 30 year and this shows that most of them are new to their professional and they may stay for over thirty 30 years before being recognized into higher levels such as into office of deputy head teacher in Mumias East sub countyprimary schools.

This study underscore that most teachers need to be more experienced in teaching profession as it enhances transparency and accountability that leads to effective and efficient way of service delivery and it also creates positive relationships among stakeholders. Additionally, the study illustrates that teaching experience is an appraisal to teachers as it influence teacher's job performance. For example, teaching experience determines whether a teacher will remained in one position based on their field experiences or the teacher is appointed to higher responsibility a school such as heading, deputy head teacher duties and responsibilities in a school.

On the inferential statistics the researcher aimed at establishing the relationships of both deputy heads of institutions and their teachers on teachers' appraisal on performance of the teacher's job. Therefore the researcher administered questionnaires to collect teachers' opinions on level of performance of teacher's job in relations to appraisal systems in their schools within Mumias East Sub County. During coding of data the scale used was coded as follows; S.A -strongly agree was presented by value five (5), A- Agree coded as four (4), U- Undecided coded as three (3), D-Disagree coded as two (2) and SD- Strongly Disagree coded as one (1) Finally, data was computed and presented in various forms.

4.4 Influence of Performance Appraisal on Teacher's Job Performance

In the literature review, it was noted generally that competencies in the appraisal tool play very important role in teacher's job performance. For instance, Muli (2011) affirmed that teachers' performance appraisal is important to give a baseline to which the teachers can be evaluated in their service delivery as well as identifying the gaps

that hinder them from achieving their targets. This study targeted to establishing the influence of TPAD on the performance of the teacher's job in public primary schools in Mumias East Sub County. Questionnaires were dispatched to Deputy Heads of institutions and their teachers, and then their responses were collected and analyzed.

4.5 Deputy Head Teachers Responses on Teacher's Job Performance

Deputy Heads of institutions gave their views concerning the role of the teachers as per their job performances. For example, in relation to guideline of the teachers performance and appraisal tool, in ensuring if teachers achieve the appraisal targets, checking on teachers arrival attendances, on testing policy, an improvement in KCPE performance since the year 2015 and other examinations. The data was analyzed and recorded in table 4.6

Table 4.6 Deputy Head Teacher’s Opinion on Teacher’s Job Performance

Statement	Deputy Head teachers									
	SA		A		UD		D		SD	
	F	%	f	%	f	%	f	%	f	%
I appraise teachers in line with the guideline of the teacher performance and appraisal tool	5	35.8	9	64.3	-	-	-	-	-	-
I ensure that teachers achieve the appraisal targets as set in the appraisal tool	3	21.4	9	64.3	1	7.1	1	7.1	-	-
I ensure teachers come to school in time	5	35.8	9	64.3	-	-	-	-	-	-
I ensure that the time table is follows as planned	10	71.4	4	28.6	-	-	-	-	-	-
Testing is done in line with school testing policy	7	50	7	50	-	-	-	-	-	-
School mean school scores in KCPE have steadily improved since the year 2015 and other examinations	4	28.6	6	42.9	2	14.3	2	14.3	-	-

N=15

Table 4.6 indicates that a number of the deputy heads of institutions agreed with most statements. For instance, responses on whether deputy heads of institutions appraises teachers in line with the guidelines of the teacher performance was marked by 100% an addition of 35.7% strongly agreed and 64.3% of deputy head teachers were in agreement with the given statement. This shows that teachers observe the appraisals tool on performance in line with the guidelines that are outlined. The statement on

whether head teachers ensures that teachers always keep time when reporting for duty was illustrated by 100% summed up by 35.7% strongly agreed and 64.3% of them agreed that they keep teachers under the watch.

These findings show that teacher performance appraisal has positive or negative influences on teacher's job performance. The statement on whether testing is done in line with school testing policy was marked by 50% of teachers strongly agreed and 50% of deputy head teachers were in agreement. This demonstrates that the school evaluations are approved before the learners attempting them. This encourages hard work and transparency for teacher's performance. The question on if the KCPE performance steadily improved, deputy head teachers' responses were indicated by 71.5% who agreed that KCPE performance has been on positive trends for primary schools in Mumais East Sub County from the year 2016.

According to Teacher service commission (TSC, 2015) emphasized that appraisal tool was established to help in improvement of performance among the teachers. This study concludes that there was notable relationship between appraisal systems and teacher's job performance.

4.6 Teachers Responses on their Job Performance

The researcher administrated questionnaires to teachers in order to collect their views in relations to appraisal tools and performance of teacher's job. Data was computed and recorded as shown in Table 4.7

Table 4.7 Teachers' Responses on their Job Performance

Statement	Teachers									
	SA		A		UD		D		SD	
	F	%	f	%	f	%	f	%	f	%
I set and work to achieve my performance Targets	52	37.4	70	50.2	2	1.4	7	5.0	8	5.8
The mean scores of the subjects I teach have improved from the year 2015	34	24.5	50	36	9	6.4	24	16.4	22	15.8
I am rewarded for achieving my targets	25	17.9	26	18.6	9	6.4	23	16.4	56	40
I am punctual to school and in class attendance	42	30.2	74	54	6	4.3	6	4.3	10	7.2
I organize and take part in the activities such as music, drama, games/sports, or music among others	44	31.4	73	52.1	5	3.6	12	8.6	6	4.3
I adhere to the school programmes, rules and regulations	53	38.1	74	58.2	6	4.3	3	2.2	3	2.2
I am concerned with the learners discipline by giving them the necessary assistance via guidance and counseling	54	38.1	65	46.4	7	5.0	11	7.9	3	2.1
I defend and respect the child's rights by ensuring her/his safety in the school	57	41	63	45.3	2	1.4	10	7.2	7	5.0

N=140

Results in Table 4.7 indicate that teacher responses on whether teacher appraisal tool has an influence on their job performance. Therefore, results indicate that on statements such as I set and work to achieve my performance targets, 50.2% of teachers agreed with it. Additionally, statement that adherence to school programmes, rules and regulations improves job performance, 58.2% of teachers agreed.

This implies teachers are working so hard to achieve their targets as well as ensuring they are working within the confines of the law and school policy. However, these performance appraisals tool motivates teachers to foster positive performance. This study concludes that there is need for TSC to improve in relation to the reward systems to motivate them for better service delivery by providing a clear framework on promotion based on the appraisal system.

4.7 Extent to which Teacher Professional Knowledge Influence his/her Job Performance

The study purposed to determine if relationship between performance of the teacher's job and the professional knowledge existed. Therefore, the researcher administered questionnaires to deputy heads of institutions and then the data was analyzed and recorded in Table. 4.8

Table 4.8 Deputy Head teachers' Responses on Professional Knowledge

Professional Knowledge	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Checking, singing and forwarding professional records to Head teachers for approval improves teacher's performance	4	28.6	5	35.7	2	14.3	3	21.4		
Observing teachers in class at least once in a term improves teachers job performance	3	21.4	9	64.3	1	7.1	1	7.1	-	
Supervision of learners evaluation on mastering of content in line with school testing policy improves teachers performance	5	35.8	9	64.3	-	-	-	-	-	-
Organized individual learning programmes for learners with special needs improves teachers performance	2	14.3	8	57.1	2	14.3	2	14.3		
Syllabus coverage and proper maintenance of work covered records improves teachers performance	5	35.7	5	35.7	2	14.3	2	14.3	-	-

N=15

Table 4.8 demonstrates that the responses on professional knowledge were rated high indicating that majority of deputy head teachers agreed with appraisal tool. These

includes: checking, signing professional documents and updating head teachers was confirmed by 64.3% summed up by strongly agreed at 28.4 and agree at 35.7% respectively.

On whether supervision of learners' evaluation on mastering of contents in line with school testing policy, their responses were at 64.3% showing that they agreed with the statement. This implies that this appraisal directly or indirectly affects the teacher job performance, the learners and the school at large. Additionally, this concurs with the Teacher Service Commission (2015) that gave head teachers mandates to supervise deputy heads and the deputies supervise teachers to provide quality education in the country. Moreover, Mburugu (2010) argues that most of teachers in Kenya are aware of the importance and need for professional development and the exchange programmes that positively enhance teacher's job performance. This study corresponds with Mburugu (2010) findings that head teachers are already in support of teachers to enroll in training opportunities to facilitate their job performance.

Further data analysis on inferential statistics for deputy head teachers was computed to determine if there was relationship between the performance appraisal and the deputy heads' performance of their job. The researcher was then prompted to use Chi-Square test using SPSS software so that this objective is achieved. The data was analyzed and presented in Table 4.9.

Table 4.9 Chi-Square Test on Relationship between Professional Knowledge and Deputy Head Teacher's Performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.764	9	.227
Likelihood Ratio	12.530	9	.185
Linear-by-Linear Association	2.318	1	.128
N of Valid Cases	14		

Table 4.9 demonstrates that there is statistically significant relationship between professional knowledge and deputy head's performance of their job as illustrated by ($p < 0.05$). These findings indicate that most deputy heads of institutions are professionally advanced for instance, they are properly trained and of standard qualifications in teaching profession and are aware of their professional requirements. Therefore, majority of deputy heads of institutions are in agreement with appraisal tool in relation to professional knowledge such as checking, signing and forwarding records to head teachers for approvals. It shows deputy head teachers' roles in supervision of learners evaluation on mastering of content in relation to testing policy, organizing individual learning programmes for learners with special needs, observing teachers in class and syllabus coverage and proper maintenance of work covered records as such influences teacher's job performance. These findings contradict that of Muhia (2010) who argued that performance appraisal have no use and adds no value to teacher's performance.

Furthermore, teachers were asked to provide their responses on professional knowledge. This prompted the researcher to administer research instrument tools and picked the dully completed questionnaires and then obtained data was computed and recorded in Table 4.10

Table 4.10 Responses on Professional Knowledge by Teachers

Professional knowledge	Teachers									
	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Individual lesson observation at least once a term is done and it improves my job performance	36	25.9	61	43.9	8	5.8	15	10.8	19	13.7
I prepare professional documents and teaching resources in relation to current curriculum designs to improve my performance	48	34.3	67	47.9	4	2.9	15	10.9	6	4
I organize individualized learning programmes for learners with special needs to improve my performance	18	13.0	46	33.3	5	19	39	28.3	20	14.5
I evaluate learners on mastery of content covered in line with the schools testing policy, maintenance of records of words for covered and learners progress records to improve my job performance	52	37.4	63	45.3	3	2.2	12	8.6	9	6.5
I cover the syllabus within stipulated time and I maintain records of work covered to improve my job performance	34	24.5	74	53.3	3	2.2	16	11.5	11	8.6

N=140

Results in Table 4.10 shows teachers responses on professional knowledge and majority of teachers as indicated by 50% and above agreed on the variables under study as far as professional knowledge is concerned in Mumias East Sub County primaryschools. The statistics on the table 4.10 above implies that the appraisals on professional knowledge positively or negatively influence performance of the teacher.

For instance, the results indicates that covering the syllabus within stipulated time and maintaining records of works, indicates that 50% of the teachers support that it positively impacts on performance of teachers' job in schools in Mumias East. This therefore shows that in schools where teachers observe this tool they fostered better KCPE performance since the year 2015. However, teachers' opinion on individual observation of individual lessons at least once a term, preparing lesson notes, and other professional records and teaching resources and organizing individualized learning programmes for learners with disabilities, a larger percentage of teachers support appraisal tool on professional knowledge as illustrated by 64.3% respectively in Table 4.10

According to Noel et al (1996) pointed out that supports for appraisal plays an integral parts of management system whereby managers make sure that responsibilities and duties and outcome are in relation with institutional objectives. Therefore, these findings concur with Noel(1996) argument that in schools where head teachers closely monitored the appraisal tool on professional development of their teachers demonstrates that their performance outcome makes their institutions to have a

competitive advantage over other schools where by head teachers ignores performance appraisal of their teachers.

The data analysis was further computed on teachers to establish whether there is statistical significant relationship between performance appraisals and the teacher performance. Therefore, the researcher in order to obtain this objective applied Chi-Square test in calculating the P<value of the variables under study. The findings then were analyzed and recorded in the Table 4.11

Table 4.11 Chi-Square Test on Relationship between Professional Knowledge and Teacher’s Performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.919 ^a	16	.273
Likelihood Ratio	18.983	16	.270
Linear-by-Linear Association	1.651	1	.199
N of Valid Cases	137		

The findings in table 4.11 demonstrates that there was statistically significant relationship between professional knowledge and teachers performance as illustrated by ($P<0.05$). This implies teachers inMumias East Sub County are professionally trained and majority qualifies into teaching profession. Therefore, majority of teachers roles are in relation to professional knowledge that includes individual lesson observation, preparation of professional documents, and teaching resources based on

current curriculum and syllabus, teachers organize individual learning programmes for learners with special needs, teachers evaluate learners on mastery of content covered in line with the schools testing policy, maintenance of records of works for covered and learners progress records which enhance teachers' job performance. These study findings are in relation with Ngari (2015) who pointed out that profession knowledge has a strong relationship to worker's performance. Okoth (2018) found out that education level significantly influenced curriculum implementation which is an important aspect for teacher appraisal.

4.8 Ways in which Continuous Professional Developments Influence the Teacher's Job Performance

The researcher valued continuous professional development as it has positive or negative influence on performance teacher's job. Therefore, to achieve this objective the deputy head teachers were administered with questionnaires that they duly filled and the obtained data was analyzed and recorded in Table 4.12.

Tables 4.12 Deputy head teacher's Responses on Continuous Professional Developments

Continuous professional development	SA	%	A	%	UD	%	D	%	SD	%
Enrolling to teacher professional development courses improves teachers performance	8	53.3	4	26.6	2	14.3	1	7.1		
Teachers taking part marking exams at various levels improves teachers jobs performance	3	21.4	8	57.1	2	14.3	1	7.1		
Peer learning activities in school improves teachers job performance	1	7.1	7	50	4	28.6	2	14.3		
Subject panel meeting improves teachers job performance	4	28.6	8	57.1	-	-	2	14.3		

N=15

Table 4.12 shows the results of deputy head teachers' responses on the continuous professional development where majority of teachers agreed as indicated by 50% and above on all the statements on continuous professional development. They include enrolling to teacher professional courses where 78.6% of them agreed with the statement. Teachers' taking part in going for training and marking of exams at various levels 73.5% of deputy teachers agreed influence their job performance. On whether peer learning activities and subject panel meetings in school influence teacher's job

performance, deputy head teachers agreed by 57.5% and 85.1% respectively that it improves their job performance.

The findings also shows that 42.9% of deputy head teachers disagreed with the statement on peer learning activities has negative influence on teachers job performance. This aspect plays a vital role on institution performance and it shows there is need to encourage more peer training activities for schools in Mumias East. To conclude on these findings it is true to reinstate that the continuous professional development has a direct or indirect influence on teacher's performance. According to Tukunimulongo (2016) job training strategies are important in improving worker's performance and productivity. Therefore, this study demonstrates that continuous professional development has a positive significant influence to deputy heads of institutions in primary schools in Mumias East Sub County.

Teachers were required to provide their views on effect of continuous professional development on their job performance. To ensure this objective was obtained, the instructional tool was administered to teachers to find out where continuous professional development had positive or negative influence on their job performance.

The collected data was computed and recorded in the Table 4.13

Table 4.13 Responses on Teachers on Continuous Professional Development

Continuous Professional Development	SA f	%	A f	%	U D f	%	D f	%	SD f	%
I do the termly appraisal process to improves my job performance	36	25.9	61	43.9	8	5.8	15	10.8	19	13.7
I do continuous evaluation on my work to improves my job performance	48	34.3	67	47.9	4	2.9	15	10.8	6	4.3
I involves myself in teacher professional development activities at school level to improves my job performance	18	13.0	46	33.3	15	10.9	39	28.3	20	14.3
I have enrolled in recognized/relevant professional courses to improve my job performance	52	37.4	63	46.3	3	2.2	12	8.6	9	6.5
I engage in peer learning programmes to improves on my job performance	34	24.5	74	53.2	3	2.2	16	11.5	12	8.6
I interact with educational specialists to improves my job performance	26	15.2	74	53.6	8	5.8	18	13	17	12.3
I do networking with educational bodies such as KNEC, KICD and MOEST to improve job's performance.	31	21.1	56	40	14	10	21	15	18	12.9

N=140

The results in Table 4.13 gives responses of teachers on the continuous professional development on performance of teacher's job demonstrates that majority of teachers agreed that these appraisal tool have a positive or negative influences on their job performance.

For instance, statements on whether a teacher engage in termly appraisal process was indicated by 66.4% summed up by strongly agree at 27.1% and 39.3% respectively. Teachers' opinion on networking with educational bodies such as KNEC, KICD and MOEST the findings illustrates that 21.1% of teachers strongly agree and 40% of teachers agreed totaling to 61.1%. This calls for more teachers who were undecided as shown by 10% and 28% of teachers who disagreed with this statement. Therefore, these teachers should be involved in these educational bodies' activities in order for them to upgrade their skills to more recent ways of imparting content and knowledge to learners in a more effective and efficient and also enhances performance of the teachers in Mumias East Sub County primary schools.

These results are in line with those of Muli (2011) who argued that teachers performance appraisal have the guidelines that directly affect the behavior and attitudes of teachers. Furthermore, teachers are properly engaged into trainings and they are also coached on how to address the challenges within education sector. As such the study concludes that teachers who properly embrace networking with educational bodies their schools fostered good KCPE performance since year 2015 for primary schools in Mumias East Sub County.

4.9 How Teacher Collaboration with the Parents /Guardians Influence his or her Job Performance

Education is a system that involves stakeholders and such collaboration of parents plays a critical role in school processes. This factor prompted the researcher to establish whether collaboration of parents has influence on the teacher's job performance or not. Thus, for researcher to achieve this objective questionnaires were administered to deputy head teachers where responses were provided and the dully filled questionnaires were collected and the obtained data was analyzed and given in Table 4.14

Table 4.14 Responses of Deputy Head Teacher on Collaboration with the Parents

Parents Collaborations	SA f	%	A f	%	UD f	%	D f	%	SD f	%
Teachers participation in PTA meetings improves their job performance	2	14.3	9	64.3	1	7.1	2	14.3		
Teachers involvement in community based activities improves their job performance	-	-	7	50	4	28.6	3	21.4		
Development of linkages with parents improves teachers job performance	-	-	9	64.3	2	14.3	3	21.4		
Involvement in exchange programs/ national initiatives such as tree planting improves teachers performance	1	7.1	4	28.6	4	28.6	5	35.7		

N=15

Table 4.14 demonstrates that deputy head teachers' responses were computed and the findings illustrates that teachers had different perspectives on the collaboration of

parents on teachers job performance. For instance, on teacher's participation in PTA meeting improves their performance was marked by 78.6% indication that they confirmed and agreed that PTA meeting acts as an insights on their performance. Teachers involvement in community based activities their responses were indicated as 50% and 28.6% of deputy head teachers were undecided if they positively benefits from community based activities. This call for the schools to be involved in such as activities as education should create environmental awareness. Moreover, education should propagate sense of responsibility and addresses societal problems such as deforestation and land degradations.

Development of linkages with parents improves teacher's job performance their responses are marked as 64.3% on agreement and 21.4% of them disagreed and 14.3% of deputy of head teachers were undecided.

This implies parents' linkages in school plays an integral role on school administration and more efforts should be increased in realization of positive performance by deputy head teachers. Involvement in exchange programme such as tree planting responses shows majority of deputy head teachers disagreed with the statement whereby 35.7% of teachers disagreed with the this statement and 28. 6% of teachers were undecided. These findings are of same views with that of Teacher Services Commission (2016) that asserted teacher's performance and appraisal tool should be set up and maintains collaborative relationship with the school stakeholders and the society at large. As such the study concludes that collaboration of parents influence positively on performance of teacher's job.

Furthermore, teachers also were required to provide their responses on whether collaboration of parents influences job performance of the teacher. To ensure that this aspect was captured in relation to this research objective. The researcher administered research instruments where teachers provided their responses. Additionally, the fully filled questionnaires were collected analyzed then findings recorded in Table 4.15

Table 4.15 Responses of Teachers on Collaboration with Parents

Parents Collaboration	SA f	%	A f	%	UD f	%	D F	%	SD f	%
I participate in PTA meetings to improve my job performance	31	22.8	39	28.7	16	11.8	28	20.6	22	16.2
I participate in educational community based activities that involves learners to improve my job performance	27	19.4	44	31.7	19	13.7	28	20.1	21	15.1
I organize for meetings with individual learners parents to improve my job performance	22	16.3	58	43.0	10	7.4	28	20.8	17	12.6
I have developed educational linkages with parents to improve my job performance	21	15.8	45	33.8	12	9.0	36	27.1	19	14.3

N=140

Table 4.15a number of teachers support most statement on parent collaborations in school performance. For example, on statement on if teachers participation in PTA

meetings improves their performance their responses are marked by 51.5% an indication that PTA meetings enhances a positive performance on teachers that reciprocate positive performance by learners and the entire school. Teachers responses on if participating on education all community based activities that involves learners was indicated by 81.2%.

This implies that community activities influences teacher job performance as well as learner's performance. The findings show that 10% of teachers were undecided and 12.8% of teachers disagreed with the statements. It shows some teachers negatively viewed these community activities as a waste of time and leads to learners to foster negative results. The statement on whether organizing meetings with individual learner's parents improve teacher's job teacher's job performance their responses were marked by 60% whilst 20% of teachers disagree with it.

This demonstrates that majority of teachers were on agreement that organizing meetings with individual learner's parent enhances positive performance to teacher as well as the learner. As such meetings calls for teacher's to be responsibility and accountability on learner's performance. Therefore, these meetings lock out laxity of teachers and keep teachers on toes enhancing positive performance by teachers. These findings concur with that of Obi (2003) who observed that PTA ensures quality standards and academic excellence through engagements with school board of management in Nigeria.

4.10 Relationship Between Teacher’s Creativity in Classroom Teaching With his/her Job Performance

Creativity in teaching involves use of innovative approaches, strategies and pedagogical methods in classroom. The researcher then was interested in establishing whether creativity in teaching has positive or negative effects on performance of teacher’s job. To obtain this objective the deputy heads of institutions were issued with questionnaires where they provided their responses. Then the filled questionnaires were collected and the data was analyzed and recorded in Table 4.16

Table 4.16 Responses of Creativity in Teaching by Deputy Head teachers

Creativity in teaching	SA	%	A	%	UD	%	D	%	SD	%
Preparation and use of T/L aids improves teacher performance	9	64.3	5	35.7	-	-	-	-	-	-
ICT training for teachers improves their performance	3	23.1	7	53.8	1	7.7	2	15.4	-	-
Integration of ICT in teaching improves teachers performance	5	35.7	5	35.1	1	7.1	1	7.1	2	14.3
Access of online educational resources improves teacher performance	3	21.4	8	57.1	2	14.3	1	7.1	1	7.1

N=15

Table 4.14 shows that a good number of deputy heads of institutions support that preparing and use of teaching resources improves their job performance that was indicated by 100% summed up by 64.3% strongly agreed and 35.7% of deputy heads of institutions are in support of the statement. Based on this fact, creativity in teaching positively impacts on performance of the teacher's job. Consequently, these results also demonstrate that 80% of deputy heads of institutions were in agreement with statement on ICT training for teachers improves their job performance.

This implies that creativity in teaching should incorporate technological innovations by teachers. Integration of ICT in teaching improves teacher's performance and their responses were marked by 70.8% support the statement whilst 14.3% strongly disagreed with it. On access of online educational resources improves teacher performance deputy head teachers responses were illustrated by 78.5% whilst 14.3% remained undecided. This demonstrates that a number of deputy heads of institutions were in agreement that access to online educational resources has positive performance on the teachers. Therefore, these findings contradict the study of Kiseku and Kwasira (2015) who opined that ICT negate the academic performance of students possibly due to its inappropriateness.

These study findings are in line with Teacher Service Commission (2016) that pointed out that performance and appraisal tool, creativity and innovation in teaching is demonstrated by preparing teaching/ learning aids and used of information technology in teaching and learning. As such this study concludes that appropriate teaching

resources and using information technology has positive influence on performance of teacher's job for Mumias East Sub County primary schools.

The teachers too were required to provide their views on whether creativity in teaching has a direct or indirect influence on their job performance. To ensure this objective was achieved the researcher administered questionnaires to teachers whereby the filled questionnaires were collected and data computed and put in Table 4.17

Table 4.17 Responses of Creativity in Teaching by Teachers

Creativity in teaching	SA F	%	A f	%	UD f	%	D f	%	SD f	%
I prepare and present for approval appropriate teaching/learning aids to improve my job performance	33	24.4	67	49.6	6	4.4	15	11.1	14	10.4
I use appropriate teaching and learning aids during my lessons in class to improve my job performance	39	29.3	69	51.9	8	6.0	10	7.5	7	5.3
I integrate ICT in teaching my lessons to improves my job performance	15	11.2	42	31.3	22	16.4	31	23.1	24	17.9
I use appropriate ICT teaching/learning materials to improves my job performance	11	8.2	41	30.6	21	15.7	40	29.9	21	15.4
I access teaching/learning materials online to improve my job performance	10	7.8	49	36.6	18	13.4	20	14.9	37	27.6

N=140

The results in Table 4.17 shows that responses of larger percentage of teachers agreed with the most statements on creativity in teaching that involves the use of appropriate teaching resources and integration of ICT to teachers and use of ICT in classroom. For instance, the statement that teachers prepare and present for approval appropriate teaching/learning aids improves their job performance was marked by 74% summed up by 24.4% on strongly agree and 49.6% of teachers were in support of the statement. This implies that such preparations regularly enhance teacher's performance positively as for the deputy head teachers to approve these documents they should be in line with the policy guideline.

The question if teachers make use appropriate teaching resources in class lessons improves their jobs performance the responses are illustrated by 81.2% of teachers were in agreement. This is an indication that teachers embraces the use of pedagogical methods in teaching enhance making learning process to effective for the learners. The statement on whether teachers integrate ICT in teachings their responses by majority of teachers disagreed with it as marked by 45.6% and 15.7% undecided.

This implies that ICT materials are expensive and lack of facilities in primary schools in Mumias East Sub County. For this reason, results of findings concurs with that of Kanyi (2011) who asserted that inadequate content, shallow coverage and lack of infrastructures were negative effects of digital content utilization in Kenya secondary schools. The responses on if teachers access teaching resources online improves performance of their job was demonstrated by 42.5% of teachers agreed with the statement, 13.4% of teachers remained undecided and 44.% did not support the

statement. This therefore indicates that it is important to provide ICT resources that will enable teachers to access educational resources online. Moreover, the findings illustrates that lack of ICT resources negatively influences teachers performance for primary schools in Mumias East Sub County.

In brief, the chapter was in attempt to statistically find out whether the variables under study would have an influence on performance of the teacher's job in public primary schools within Mumias East Sub County in Kenya. To ensure this was achieved the researcher did analysis of data in relation to the research objectives. Variables under study included teacher's job performance, professional knowledge, continuous professional development, collaboration with parents and creativity in teaching. Based on the data analysis, it was established that there was statistically significant relationship between the professional knowledge and teacher's job performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is generally regarded as the framework that includes the following sections; introduction, summary, discussion, conclusions and recommendations. The researcher carried out this study in consideration of the research objectives that includes; determining extent to which professional knowledge could influence the teacher's job performance, to establish the influence of continuous professional development on teacher's job performance, to assess the extent to which collaboration with the parents/guardians influence the performance of the teachers, and to evaluate the influence of creativity in teaching on the teacher's job performance in public primary schools in Mumias East Sub County, Kenya.

5.2 Summary of the Study

This section provides the main purpose of the study which is to assess the influence of the performance appraisal of teacher on the teacher's job performance in public primary schools in Mumias East Sub County. Therefore, the researcher focused on achieving the purpose of study and research objectives by capturing the demographic information which includes the gender, age, teaching experience, professional qualifications of deputy heads of institutions and their teachers and responses on relationship between appraisal tool and performance of teacher's job in relation to teacher's job performance, professional knowledge, continuous professional development, collaboration with parents and creativity in teaching.

However, the researcher was able to statistically establish the extent to which the variables under study influence the teacher's job performance in Mumias Eastprimary schools. To ensure the study was achievable, the researcher applied research sample size of fifteen (15) deputy heads of institutions and one forty (140) teachers who participated in the providing their responses. Moreover, a descriptive design and simple random techniques was applied to choose the respondents. Additionally, the researcher formulated research questions that postulated research instruments. Eventually, the dully filled questionnaires containing responses were posted to Statistical packages for social science (SPSS) whereby data was analyzed in forms of frequencies, percentages, figures and tables and summarized in line with the conceptual framework to establish the relationships or their linkages of the variables under study.

5.2.1 The Extent to which Teacher Professional Knowledge Influence his/her Job Performance in Public Primary Schools in Mumias East Sub County

Professional knowledge for deputy heads of institutions and their teachers was computed and the results in tables 4.8 and 4.10 respectively. A number of deputy heads of institutions were in agreement with the appraisal tool on professional knowledge. For example, 64% of deputy teachers confirmed they check, sign, professional documents and forwards to their head teachers for approval. Most of deputy teachers also supervise learner's evaluations on mastering of contents in line with the school teaching framework as marked by 64.3%. This is an indication that such roles when properly implemented they makes teachers to produce best KCPE performance in some schools that practiced this appraisal tool hence positively affects

performance of teachers' job for primary schools in Mumias East. Additionally, teachers also confirmed that appraisal tool on professional knowledge demonstrates when well observed makes schools to have a competitive advantage over schools that such appraisals are ignored.

5.2.2 Ways in which Continuous Professional Developments of Teachers Influence Teacher's Job Performance in Mumias East Sub County

The study results contained in table 4.12 indicate that the continuous professional development provided deputy head teachers an opportunity to enroll to teacher professional courses as marked by 78.6%. It is noted that deputy heads of institutions also participate in examinations marking at various levels and training in the same. This implies that deputy heads of institutions professionally will advance in their careers and capacity building hence this will positively affect their way of performing job. Therefore, this study observed that continuous professional development has a positive effect to deputy heads of institutions in Mumias East Sub County. Teachers' results in Table 4.13 indicate that continuous professional development encouraged teachers to be engaged in termly appraisal processes as indicated by 66.4% this shows that teachers too understand the importance of this appraisal tool in schools in relation to teacher's job performance. This result demonstrates that when teachers get involved in appraisal processes they learn how to address the challenges that face education in Mumias East Sub County public primary schools.

5.2.3 How Teacher Collaborations with Parents/ Guardians Influence his/her Job Performance in Public Primary Schools in Mumias East Sub County

The study result findings on the influence of parents collaborations on teacher's performance of job was considered as an important aspect in school performance and the results in table 4.14 demonstrate that deputy head teachers are more active when they are involved in PTA meetings as illustrated by 78.6%. This shows that such meetings act as an insight for teachers. The involvement of teachers in community development activities was agreed by 50% of deputy heads of institutions. This indicated that that the linkages between the school and the society existed. It implies that schools should act as a medium of environmental awareness and water conservations. On contrary, 10% of teachers disagreed and 12.8% remained undecided on the collaboration of parents. Majority of teachers viewed teachers participations in community of based activities as a waste of time and it may lead to learners not performing well as well as the school at large.

5.2.4 The Relationship between Teacher's Creativity in Teaching with his/her Job Performance in Public Schools in Mumias East Sub County

A notable percentage of deputy heads of institutions viewed creativity in teaching as an opportunity that gives the responsibilities to teachers to prepare and use teaching resources in schools as they positively influence teacher's job performance as shown in Table 4.16. This was indicated by 100% of deputy teachers who were in agreement with creativity in teaching influencing teacher's performance of their job. This study demonstrated that creativity in teaching should incorporate technological innovations such integrations of ICT with teaching and learning. This therefore calls for teacher

training on how to access educational materials online. On the other hand, teachers viewed integration of ICT in teaching as an expensive exercise. Inadequate resources to run ICT programmes as demonstrated by Table 4.17 were marked by 44% on disagreement and 13.4% of teachers undecided. However, Based on the data analyzed, it is clear that creativity in teaching enhances the quality of education for Mumias East Sub County public primary schools.

5.3 Conclusion of the Study

From the study, the researcher concluded that there is value in building the capacity of teaching among teachers through professional development. TSC in conjunction with educational bodies such as KNEC, KICD and MOEST should train both deputy heads of institutions and their teachers in professional courses and exchange programmes in public primary schools. This is in the view of these professional courses and exchange programme that will equip teachers with the new evolving contemporary issues facing education sector in relation to teacher's job performance.

Concerning application of professional knowledge, the researcher concludes that deputy head teachers need to play their supervisory roles properly to ensure that professional documents are not only prepared but also made use of. The study established that most teachers do prepare professional documents but rarely use them to improve their job performance. It was observed that some prepare the documents to avoid punishment by their employer.

Concerning collaborations of teachers with parents/ guardians, the researcher observed and concluded that majority of teachers viewed participation in community based

activities as a waste of time and leads to poor performance of their job. In this regard, teachers need to be sensitized the value of school/community relationships.

The researcher found out and concluded that creativity in teaching enhances the quality of teacher's performance in public primary schools in Mumias East Sub County. However, this study demonstrates that creativity in teaching should incorporate technological innovations such as integrations of ICT in teaching and learning through accessing materials online. According to this study, teachers need to be trained on how to access educational materials online. It was noted in table 4.17 that 44% of teachers are unable to integrate ICT in teaching because they do not have sufficient knowledge to do so.

5.5 Recommendations of the Study

Based on the main findings of the study and conclusions, the researcher recommends that;

- i. Teacher professional development courses should be improved by the TSC, especially in technology to make Deputy Heads of institutions and their teachers build capacity in their job performance. TSC also ought to create awareness to public primary Deputy Heads of institutions and teachers about the purpose of appraisal tool in relation to performance of teacher's job.
- ii. Ministry of Education ought to put proper infrastructure in public primary schools to enable teachers implement school programmes as per the expectations of the TPAD tool.

- iii. Mumias East Sub County public primary schools should be equipped with ICT materials by KICD or other stakeholders to enable teachers make use and integrate ICT in teaching and learning. Furthermore, KICD should install and keep updating the appropriate software in relation to accepted curriculum designs for every grade in public primary schools.

5.6 Suggestions for Further Research

Based on the analysis of this study, the researcher came up with the following issues suggested for further studies.

- i. Similar study has to be carried out among private, non-formal or public schools across other parts of Kenya and the findings used for comparison.
- ii. A research has to be done to establish the influence of the deputy headsof institutions' qualification on supervision of appraisal of teacherswithin public primary schools in Kenya.
- iii. Other studies should to be done to establish the factorsthat challenge the implementation of appraisal tool and performance appraisals in public schools in relation to teacher's job performance.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Patrick LollyOsendo,

University of Nairobi,

Department of Educational Administration,

Po Box 92-00902,

Kikuyu

Date.....

The Head Teacher

.....Primary School

Dear Sir/Madam,

RE: REQUEST TO CARRY OUT ACADEMIC RESEARCH

I hereby request to carry out the above mentioned activity in your school. I am a Master of arts student in Educational Administration at the University of Nairobi, studying the **Influence of Teacher Performance Appraisal on the Teachers ' Job Performance in Public Primary Schools in Mumias East Sub County, Kenya**. The gathered information from the study will only be for academic purpose and your identity will be considered confidential.

Thank you in advance

Yours faithfully,

.....

LollyOsendo Patrick.

APPENDIX II: QUESTIONNAIRE FOR THE DEPUTY HEAD TEACHER

This questionnaire is meant to collect information about influence of teacher performance appraisal on the teacher's job performance in public schools in Mumias East Sub County. Kindly you are requested to give responses to the statements in this questionnaire honestly. Your responses shall be treated confidential, for the purpose only for this study.

SECTION A: Demographic information

1. Please indicate your gender. Male Female

2. What is your age?

20-30 years 31-40 years

41-50 years 51-60 years

3. What is your teaching experience?

0-10 years 11-20 years

21-30 years 30 and above

4. What is your professional qualification?

Phd Masters

Bachelor's degree Diploma

Certificate

Others (specify).....

SECTION B: The role of the Deputy head teacher in teachers' performance appraisal

Based on your opinion, please indicate by using a tick [√] the level of the teachers' job performance in relation to appraisal system in your school. Use the scale, where: S.A-Strongly Agree; A - Agree; U - Undecided; D - Disagree; SD -Strongly Disagree [tick (√) as appropriate]

5. Teacher's job performance	SA	A	U	D	SD
i)I appraise teachers in line with the guidelines of the teacher performance and appraisal tool					
ii)I ensure that teachers achieve the appraisal targets as set in the appraisal tool					

iii)I ensure that teachers come to school always and in time					
iv)I ensure that the timetable is followed as planned					
v)Testing is done in line with school testing policy					
vi)School mean scores have steadily improved since the year 2016 in KCPE and other examinations					
6. Professional knowledge and Teacher performance					
i)Checking, signing and forwarding professional records to Head teacher for approval improves teacher's performance					
ii)Observing teachers in class at least once a term improves teacher's job performance					
iii)Supervision of learner evaluation on mastering of content in line with school testing policy improves teacher's performance					
iv)Organized individual learning programmes for learners with special needs improves teacher's performance					
v)Syllabus coverage and proper maintenance of work covered records improves teacher's performance					
7. Continuous professional development and Teacher Performance					
i)Enrolling to teacher professional development courses improves teacher's job performance					
ii) Teacher's involvement in exams marking at various levels improves his/her performance					
iii)Peer learning activities in school improves teacher's job performance					
iv)Subject panel meetings improves teacher's job performance					

8. Collaboration with the parents and Teacher Performance					
i)Teacher’s participation in PTA meetings improves their job performance					
ii)Teacher involvement in community based activities improves their job performance					
iii)Development of linkages with parents improves teacher’s job performance					
iv)Participation in exchange programmes and national activities such as tree planting improve teacher performance					
9. Creativity in teaching and Teacher Performance					
i)Preparation and use of T/L aids improves teacher performance					
ii) ICT training for teachers improve their performance					
iii) Integration of ICT in teaching improves teacher’s performance					
iv)Access of online educational resources improves teacher performance					

Thank you for your Participation

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire belongs to teachers. It is meant to collect data only for this study. Kindly give your truthful and honest opinion. Please, do not indicate your name or even the name of your school.

SECTION A: Demographic information

1. Please indicate your gender Male Female

2. What is your age?

20-30 years 31-40 years

41-50 years 51-60 years

3. What is your teaching experience?

1-10 years 11-20 years

21-30years 30 and above

4. What is your professional qualification?

Phd Masters

Bachelor's degree Diploma

Certificate

Others (specify).....

The following statements relate to the teacher's role the performance appraisal. Please tick [] to indicate your honest opinion. Use the scale: SA – Strongly Agree; A- Agree; UD – Undecided; D-Disagree; SD – Strongly Disagree.

5. Teacher's job performance	SA	A	UD	D	SD
i)I set and work to achieve my performance targets					
ii)The mean scores of the subjects I teach have improved from the year 2016					
iii)I am rewarded for achieving my targets					
iv)I am punctual to school and in lesson attendance					
v)I organize and take part in activities like drama, sports, music athletics among others					

vi)I adhere to the school programmes, rules and regulations					
vii)I am concerned with the learner's discipline by giving the necessary assistance through guidance and counseling					
viii)I defend and respect the child's rights by ensuring his/her safety in the school					
6. Professional knowledge and Teacher Performance					
i)Individual lesson observation at least once a term is done and it improves my job performance					
ii)I prepare schemes of work, lesson plans, notes and teaching aids in regard to current curriculum to improve my job performance					
iii)I organize individualized learning programmes for learners with special needs to improve my performance					
iv)I evaluate learners on mastery of content covered in line with the school testing policy, maintenance of records of work for covered and learner's progress records to improve my job performance					
v)I cover the syllabus within stipulated time and I maintain record of work covered to improve my job performance					
7. Continuous professional development and Teacher Performance					
i)I engage in termly appraisal process to improve my job performance					
ii)I do continuous evaluation of my work to improve my job performance					
iii)I involve myself in teacher professional development activities at school level to improve my job performance					
iv)I have enrolled in recognized/relevant professional courses to improve my job performance					
v)I engage in peer learning programmes to improve my job performance					

vi)I interact with educational specialists to improve my job performance					
vii)I do interaction with other educational bodies such as KICD, KNEC and MOEST to improve my job performance					
8. Collaboration with parents and Teacher Performance					
i)I participate in PTA meetings to improve my job performance					
ii)I participate in educational community based activities that involve learners to improve job my performance					
iii)I organize for meetings with individual learner's parents to improve my job performance					
iv)I have developed educational linkages with parents to improve my job performance					
9. Creativity in teaching and Teacher Performance					
i)I prepare and present for approval appropriate teaching/ learning aids to improve my job performance					
ii)I use appropriate teaching /learning aids during my lessons in class to improve my job performance					
iii)I Integrate ICT in teaching of my lessons to improve my job performance					
iv)I use appropriate ICT teaching resources to improve my job performance					
v)I access teaching resources online for improvement of my job performance					

Thank you for your Participation

APPENDIX IV: OBSERVATION CHECKLIST

Performance areas	Available and functional	Available, not functional	Not available
1. Job performance of teachers			
i) Exam mean score analysis			
ii) Teachers' attendance register			
iii) Block time table			
iv) Lesson attendance register			
v) List of various co curricular participants			
vi) Policy documents			
2. Professional knowledge and Teacher Performance			
i) Professional records			
ii) Lesson observation schedule			
iii) Approved syllabus			
iv) Testing policy			
3. Professional development and Teacher Performance			
i) Peer learning program			
ii) Certificates of participation in training program			
iii) Study leaves or admissions letters			
4. Collaboration with parents and Performance			
i) Parent meetings minutes			
ii) Schedules for community activities			
iii) Records of parental involvement			
5. Creativity in teaching and Teacher Performance			
i) ICT equipment			
ii) ICT infrastructure			
iii) Teaching /learning materials			
iv) Certificates of computer training			

APPENDIX V: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 254 20 2213171,
254 20 2510571, 2219499
Fax: 254 20 318243, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote:

NACOSTI, Ujuzi Kaleni
O. J. Wanyuki Way
P.O. Box 30679-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/96160/27549**

date: **15th January, 2019**

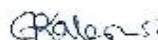
Lolly Patrick Osendo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of teacher performance appraisal on job performance in Public Primary Schools in Mumias East Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **15th January, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CFO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/19/96160/27549**
MR. LOLLY PATRICK OSENDO **Date Of Issue : 15th January, 2019**
of UNIVERSITY OF NAIROBI, 0-50106 **Fee Received :Ksh 1000**
SHIANDA, has been permitted to conduct
research in Kakamega County
on the topic: 'INFLUENCE OF TEACHER
PERFORMANCE APPRAISAL ON JOB
PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN MUMIAS EAST
SUB-COUNTY, KENYA
for the period ending:
15th January, 2020



Applicant's Signature **Director General**
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

- The License is valid for the proposed research, location and specified period.**
- The License and any rights thereunder are non-transferable.**
- The Licensee shall inform the County Governor before commencement of the research.**
- Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- The License does not give authority to transfer research materials.**
- NACOSTI may monitor and evaluate the licensed research project.**
- The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

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