

EFFECT OF TEACHER APPRAISAL ON ACADEMIC  
PERFORMANCE IN HOMABAY SUB-COUNTY, KENYA

BY  
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## DECLARATION

I declare that this research proposal is my own work and has never been presented for any academic award whatsoever.

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## **ABSTRACT**

Kenya government through Ministry of Education has invested heavily on teacher appraisal with the hope of improving education standards. This has been evidenced through funds directed to the department of Quality Assurance and Standards in charge of teachers' appraisal within the Ministry of Education since the government introduced subsidized secondary education in 2003. Despite the massive investment by government on teachers' appraisal which is indicated by teacher standards, classroom management and appraisal criteria, much is yet to be achieved. This is evident by significant drop in academic performance in most secondary schools in Homa Bay sub-county in the year 2016 KCSE. In the review of various literatures, there are no studies collectively linking teacher standards, classroom environment management and appraisal criteria with academic performance. Consequently, the effect of teacher appraisal in regard to the said dimensions is unknown. Therefore, the purpose of this study will be to determine how teacher appraisal affects academic performance in schools in Homa Bay sub-county. Specific objectives of the study will be: to establish the effect of teacher standards on academic performance of secondary schools in Homa Bay sub-county, to determine the effect of appraisal of classroom environment on academic performance of secondary schools in Homa Bay sub-county and to examine the effect of appraisal criteria on academic performance of secondary schools in Homa Bay sub-county. The study will be guided by Goal setting theory, using a correlation design. Target population will be 393 teachers drawn from 64 secondary schools in within Homa Bay sub-county from which the sample will be drawn. The sample size will be 134 teachers where selection will be based on Yamane's simplified formula for proportions. Data collection will be done using questionnaires to be issued to respondents. Validity of the research instrument will be determined through expert opinion review and content validity index (CVI) calculated, while reliability test will be determined using Cronbach's Alpha. The data will be analyzed using linear regression. The findings of this study may be of great help to managers in designing better strategies to help improve academic performance in areas of weaknesses in teacher performance appraisal system to make it achieve its intended purpose. Finally, the study will contribute to the field of academicians by enriching researchers with more knowledge on teacher appraisal system and even to carry out further research on the aspects this study findings.

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## **OPERATIONAL DEFINITION OF TERMS**

**Teacher appraisal** -is a formal method used in evaluation and analysis of assigned tasks with intention of rewarding or appreciating the performance of an employee.

**Teacher performance** – is the overall classroom management, effective teaching, proper evaluation, motivation to teach, classroom punctuality and good teamwork.

**Performance appraisal** –is the systematic evaluation of an employee performance to understand the abilities of the person for further growth and development.

**Academic Performance** –is the degree of learners’ achievement in terms of marks/grades scored in both National and internal exams.

**Classroom environment** –a classroom set up in readiness for learning in terms good ventilation, adequate space, orderliness of learners etc.

**Teacher standards**- are performance expectations that are intended to establish an outcome for professional learning, increasing the teachers’ capacity to assist student in reaching expected learning outcomes.

**Appraisal criteria** - is the procedure or process used to evaluate the performance of a teacher

## **LIST OF ABBREVIATIONS**

TSC	-Teachers' Service Commission
QCT	-Queensland Collage of Teachers
KNUT	-Kenya National Union of Teachers'
KUPPET	-Kenya Union of Post Primary Teachers'
PA	-Performance Appraisal
PM	-Performance Management
USA	-United States of America
KCSE	-Kenya Certificate of Secondary Education
SPSS	-Statistical Package for Social Scientists.

## 1.0 INTRODUCTION

This section includes the background of the study, statement of the problem, justification for the study, specific objectives of the study, significance of the study and scope of the study.

### **1.1 Background of the study**

Performance appraisal is a method of evaluating the behavior of employees in their work place. This includes both qualitative and quantitative aspects of employee job performance. This process involves determining and informing an employee how he or she is performing the duty assigned to. The success of teacher appraisal depends on effective teacher standards, effective appraisal of classroom environment and effective appraisal criteria. This can lead to improvement in student academic performance and co-curricular activities excellence. In order to improve teacher performance, they need feedback performance, along with guidance to reach the next level of results. It is important that performance appraisal measurement tool is valid, reliable, free of bias, practical, and acceptable to the teacher. According to the study by Abbas (2014), performance appraisal is often taken as the most critical function of human resource management. Feedback is provided to the employees after the appraisal about their performance level. This is necessary for the purpose of assisting an employee to improve their performance as expected by the employer.

According to section 11(f) and 35(i) of Teachers' Service Commission (TSC) Act 2012, the Commission is mandated to monitor the conduct of the teachers in teaching service. In this regard the Commission introduced an open Performance Appraisal System for teachers in the year 2016 to strengthen supervision and to continuously monitor their performance in curriculum implementation at the school level. The appraisal system shall be used to provide feedback, improve communication, and clarify roles and responsibilities. Performance appraisal is a planned evaluation of employees by appraiser or supervisors and is done to understand the ability of the teacher for further growth and development. Appraisal is done monthly in schools. This has enable the teachers to be tracked on the activities they do in schools by the commission. According to the Uwezo Kenya Annual Assessment Report (2011) in Homa Bay sub-county, learning levels are low and there is high rate of teacher absenteeism. Despite the fact that appraisal has been introduced by TSC two years ago, little impact has been realized in students' performance as in the case of Homa Bay sub-county. This has been shown by sharp drop in

performance in Kenya Certificate of Secondary Education (KCSE) results 2016 compared to previous years for the case of Homa Bay sub-county as indicated in table below.

**Table1.1 Performance of Homa Bay sub-county viz-a-viz other neighbouring sub-counties-KCSE**

S/no.	Name of the sub-county	Sub-county Mean				Deviation
		2013	2014	2015	2016	
1	Homa Bay sub-county	6.3368	6.8045	6.9761	4.9081	-2.0680
2	Ndhiwa sub-county	4.9451	5.1632	5.2733	3.6145	-1.6588
3	Suba sub-county	5.1941	5.2610	5.7524	3.9791	-1.7733
4	Mbita sub-county	5.6526	5.9872	6.0880	4.3569	-1.7311
5	Rachuonyo North sub-county	5.5629	5.7561	5.9382	4.8580	-1.0802
6	RachuonyoSouth sub-county	5.9247	6.1739	6.3456	4.7221	-1.6235

*Source: Homa Bay county Director's office (Examination office)*

Toppo&Prutsy (2012) in their study found out that performance appraisal (PA) focused mostly on strengths and weaknesses of an individuals' set job standards and evaluates past performance as compared to performance management (PM) which is a continuous proactive mechanism to manage the performance on real-time basis without corrective actions at some point in future. Study done by Celik (2011) indicated that Turkey lacks professional standards due to an inclusive control of education by the government where two official bodies are authorized to make decision regarding standards and certification of faculty (Ministry of National Education and the Higher Education Council). Neither of these two bodies nor the certification and accreditation of information presented by the Ministry of Education refers to the standards and expected qualities for teacher educators, but they extensively discuss teacher competencies ignoring expected quality of teacher educators. According to Hudson (2009) teacher standards must be consistent across all curricular, and included within the reform documents, and that the success of new curriculum will rely on Universities, as teacher educators to align themselves with advocated teacher standards and practices. None of these studies link teacher standards on

academic performance, moreover context of the studies were different. Therefore, the current study seek to determine the effect of teacher standards on academic performance.

Steel (1973) defined the environment as the surrounding context or subject of interest that includes the physical, social perspective and economic forces. Classroom environment serves as a medium for teaching and learning too. It is divided into two parts namely; social environment and physical environment. Social environment refers to students and teachers' performance, satisfaction and enjoyment, sense of security and interaction between teachers and students. Tanner & Lackney (2006) in their study indicated that physical environment consist of the facilities that are provided in the classroom which includes classroom design, colour, lighting, acoustic and air quality, classroom decoration, and seating arrangement. Samrat (2015) focused on relationship between classroom climate and student academic performance, Meece, Anderman & Anderman (2006) studied about achievement goal framework on how school environment influence students' academic motivation and achievement while Barrett, Davis & Barrett (2015) studied impact of physical classroom features on academic progress in primary schools was found to be nontrivial. These three studies were meant to establish how individual dimension of classroom environment affect academic performance but none them focused on how these dimensions namely: value of diverse life experiences of students, individual differences, conducive learning environment and teacher-student interaction affect academic performance of students. Consequently, the effect of appraisal of classroom environment is not known.

Employees acceptance of performance appraisal content areas are work dedication, work efficiency, and team work which can bring acceptable appraisal criteria as indicated by Tao & Gao (2009) in their study. According to the study conducted by Ali, Mahdi & Malihe, (2012), the results indicate that the process of evaluating employees' performance affected their Intrinsic motivation and that the effectiveness is positive and that the relationship between evaluation process and intrinsic motivation can be reinforced to achieve better performance. Lack of validity and reliability of performance appraisal criteria, inadequate participation of immediate supervisors (department heads and unit leaders) in performance appraisal process, inadequate classroom observation in appraisal process, the absence of pre and post appraisal meeting, more emphasis on the administrative purposes than developmental and lack of proper training on the teacher performance appraisal system were found to be the major factors that affect the teachers'

performance appraisal in secondary schools according to the study done by Demissie (2015). Ali, Mahdi & Malihe (2012) did a study in transport organization in Iran and stressed on appraisal procedure, Toarmina and Gao (2009) studied about perception and acceptance of appraisal criteria in China while Demissie (2015) studied about problems and practice of PA in secondary schools in Woreda zone in Ethiopia. All the three studies used descriptive survey method in their studies.

In the past Homa Bay sub-county has indicated academic progress in KCSE exams mean grade but no teacher appraisal was being conducted to teachers. Despite routine inspection and assessment of teachers, students' performance still dropped. This called for the need to introduce teacher performance appraisal system in schools. It was introduced purposely by TSC to monitor teachers' activities so as to help improve students' academic performance, but it seems it is not meeting its intended purpose in Homa Bay sub-county secondary schools. In the review of various literatures, there are no studies collectively that shows the link between teacher standards, classroom environment and appraisal criteria with academic performance. The review of literature also revealed a number of models and frameworks that address one or more aspects of teacher appraisal, most studies were carried out in foreign countries hence there is need to carry out a study that shows the relationship between teacher appraisal and academic performance in a Kenyan context, thus leading to development of the study objectives.

## **1.2 Statement of the Problem**

Despite the importance of teacher appraisal, critics argue that it does not live up to its expectations of adding value to the quality of teaching in terms of improving educational performance because of the way it is carried out. In the past Homa Bay sub-county has indicated academic progress in KCSE exams mean grade but no teacher appraisal was being conducted to teachers. Even though, TSC introduced teacher performance appraisal in the year 2016, students' performance still declined. This called for a thorough scrutiny to find out what might be the cause of drop in academic performance in most schools in Homa Bay sub-county.

While benchmarking KCSE results of Homa Bay sub-county with other sub-counties such as Rachuonyo North, Rachuonyo South, Suba, Mbita and Ndhiwa sub-counties, the records reveal that the performance of Homa Bay sub-county has dropped significantly. A case in point is

KCSE 2016 results where Mbita sub-county registered a deviation of -1.7319, Ndhiwa sub-county -1.3942, Suba sub-county -1.8733, Rachuonyo North sub-county -1.0802, Rachuonyo South sub-county -1.6235 while Homa Bay sub-county mean dropped significantly with a deviation of -2.068 (Refer to Table 1.1). A thorough scrutiny of most schools in Homa Bay sub-county also revealed a significant drop in performance among students. This is evidenced by the significant drop in academic performance in terms of mean score for the year 2016 as shown in the records available in Homa Bay County Director of Education Office. This statistics acts as evidence that performance of students in National exams in Homa Bay sub-county is deteriorating. If this situation is left un-attended to, it may go out of hand thereby making the situation worse. Even though past empirical studies have linked teacher appraisal and academic performance, none these studies has focused on the collective effects of the three dimensions of teacher appraisals namely: teacher standards, classroom environment and appraisal criteria. Consequently, the effect of teacher appraisal in regard to the said dimensions is unknown. Therefore, the current study seek to examine the effect of teacher appraisal along these three dimensions on academic performance.

### **1.3 Objective of the study**

The main objective of this study will be to determine the effect of teacher appraisal on academic performance of secondary school in Homa Bay sub-county. Specific objectives of the study will be to:

- i. Establish the effect of teacher standards on academic performance of secondary schools in Homa Bay sub-county.
- ii. Determine the effect of appraisal of classroom environment on academic performance of secondary schools in Homa Bay sub-county.
- iii. Examine the effect of appraisal criteria on academic performance of secondary schools in Homa Bay sub-county.

### **1.4 Research Hypotheses**

This study is guided by the following hypotheses.

H<sub>01</sub>: Teacher standards has no effect on academic performance of secondary schools in Homa Bay sub-county.

H<sub>02</sub>: Appraisal of classroom environment has no effect on academic performance of secondary schools in Homa Bay sub-county.

H<sub>03</sub>: Appraisal criteria has no effect on academic performance of secondary schools in Homa Bay sub-county.

### **1.5 Scope of the Study**

This study will be conducted in Homa Bay sub-county in all 64 secondary schools. The title of the study will be to examine the effects of teacher appraisal on academic performance. The variables of the study will focus on are: teacher standards and its effect on academic performance, appraisal of classroom environment and its effect on academic performance as well as appraisal criteria and its effect on academic performance. Homa-Bay sub-county is within Homa-Bay County (With Grid reference, latitude 0<sup>0</sup> 39' 58" South and longitude 34<sup>0</sup> 28' 52" East). It is located along the shore of Lake Victoria and it is one of the seven sub-counties in Homa Bay county (Situated at 0.52<sup>0</sup> South latitude, 34.45<sup>0</sup> East longitude and 1166 meters elevation above the sea level). It is located 130 km south of Kisumu city. Homa Bay sub-county is bordered by Rachuonyo North to the North, Ndhiwa sub-county to the South and Mbita sub-county to the West. The study will be carried out between September and November 2017.

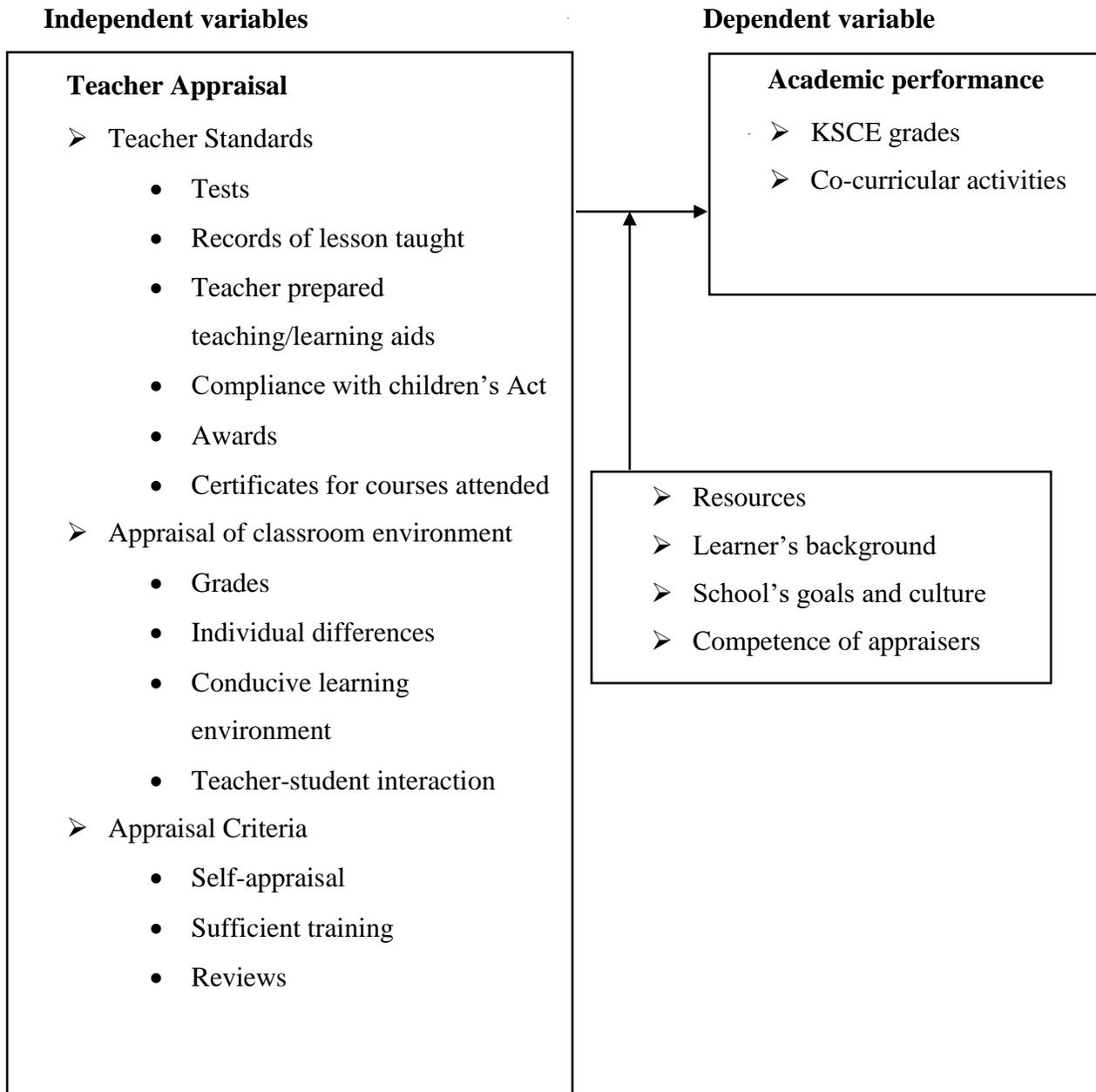
### **1.6 Justification of the study**

This study will be important in several ways. For example, the findings of this study will be of great help to managers in designing better strategies to help improve academic performance in their schools. Policy makers will find it beneficial in improving areas of weaknesses in teacher performance appraisal system to make it achieve its intended purpose. Finally, the study will contribute to the field of academicians by enriching researchers with more knowledge on teacher appraisal system and even to carry out further research on the aspects of this study's findings.

### **1.7 Conceptual frame**

This is a diagrammatic explanation of the research problem hence an explanation of the relationship among the independent and dependent variables. The diagram (Figure 1.1) shows Effect of Teacher Appraisal on Academic Performance. The second independent variable is appraisal of classroom environment on academic performance. The third independent variable

considered for the study entails teacher appraisal criteria. If all these attributes are well taken care of by teachers will not only enhance academic performance but also holistically help to develop the knowledge and talent of a learner.



**Figure 1. 1**Conceptual frame work on effect of teacher appraisal on academic performance.

**Source:** *Adapted from Namudu 2005.*

## **2.0 LITERATURE REVIEW**

### **2.1 Introduction**

This section reviewed literature related to this study in accordance with the study objectives. It covers the concept of performance appraisal, theoretical framework and empirical literature review on appraisal of teacher standards and academic performance, appraisal of classroom environment management and academic performance and lastly appraisal criteria and academic performance.

### **2.2 Concept of Performance Appraisal**

Teacher appraisal is defined as a process of evaluating the performance of teachers in service delivering according to Dictionary of Human Resources Management(2001). Appraisal is judgement in nature, meaning a teacher is measured against certain standards. According to Partington& Stainton (2003), there are three main targets of performance appraisal: aspects of employee performance, identify to an employee the degree of improvement needed in any weaker aspect of his/her performance and it also prioritizes all the aspects of performance in which improvement is required.

According to Kelly et al (2008), teachers who participate in development of appraisal system are more likely to be aware and accepting performance expectation, understand better the appraisal procedure and outcomes, and even become more committed to the appraisal system. Transparency and confidentiality are important and should be taken into account and assured by the appraiser and appraisee. The appraiser should keep confidentiality in dealing with information, whether it is from teachers providing feedback or documentary evidence. It is very important for the appraiser and appraisee to have good relationship because it is key to the successful outcome of appraisal according to the study by Duckett (1991) as cited in Chow et al(2002). Appraiser must be viewed as competent, credible, skillful and respectful in appraising teachers, unbiased of evaluation outcomes to be understood as reliable and useful for providing feedback to improve teacher performance.

All these issues add to an effective appraisal which helps increase productivity and provides an opportunity to teachers in building a learning organization and improve performance. Study done by Odhiambo (2005) found out that an effective performance appraisal pin points to teachers accountability, identify areas of strengths and weaknesses and encourages effective teaching which leads to improved performance-quality education.

## **2.3 Theoretical Framework**

This study will be guided by the following theories that supports performance concepts. They include goal setting theory (Latham & Locke, 1979) and procedural justice theory (Thibaut & Walker, 1975).

### **2.3.1 Goal-setting theory.**

This was developed by Latham and Locke (1979) and it shows four ways that connect goals to performance outcomes; as follows: i) stimulate effort, ii) direct attention to priorities, iii) challenge people to bring their knowledge and skills to influence and increase their chances of success; and lastly, the more the challenging the goal, the more people will draw their full set of skills. This gives employees knowledge and skills to increase their chances of success. This theory supports the convention objectives, appraisal feedback as well as the review of the performance management aspects. According to Latham and Locke (2002), there is a relationship between specific, achievable, measurable goals and teacher performance. This theory supports review aspects of performance, set targets and feedback. It also affirms that people with specific and challenging goals perform better than people with ambiguous goals or no goals at all. Thus, this theory assumes that there is a direct relation between specific measurable goals and performance. If an individual know what they are aiming for, they are motivated to put more effort, which increases performance, Latham & Locke (2002). Rynes (2007) reported that positive effect of goal setting is one of the top five established results in human resource management literature. This theory has a positive effect on performance in that specific high targets affects choice, effort and persistence. This implies that specific target increases a person's focus on what to be accomplished rather delaying it. Commitment to a specific high targets also leads to persistence until the target is achieved as reported by Latham et al. (2008). This theory is positively correlate with performance in that in teacher performance appraisal, teachers set their own targets and goals they intend to achieve at the end of the year with the learner in line with the subjects they handle. Likewise in the teaching practice where

goals must be set enable teachers carry out their duties effectively as stipulated in scheme work which requires teachers to set their goals before getting into the class room to teach. When teachers set specific learning goals, students' of course have expectations which help them to focus their efforts in the goals. Teachers needed as well also to outline objectives to guide students to achieve learning goals. Teachers should encourage students to set their own goals and then work very hard to achieve them. Goal setting process can improve students learning and motivation. When students are allowed to set their own goals, they take responsibility and ownership of their learning goals. Although goal setting improves performance, it is not easy to set effective goals. Too easy or tough goals set may discourage the students on realizing that they cannot achieve them hence can reduce performance.

## **2.4 Empirical literature**

### **2.4.1 Teacher Standards and academic performance.**

Toppo&Prusty (2012) did a study on performance appraisal (PA) to performance management (PM). This study reviewed literatures on development of appraisal system and the findings were that an organization require more capable Human Resource (HR) due to advancement in management field and growing complexity in corporate sectors. They identified short-coming of PA system, in that PA only helps to identify individual strengths and weaknesses while PM helps the individual and the organization. PA sets job standards and evaluates past performance based on such set standards, whereas PM aims at managing performance real-time to ensure performance reach the desired levels. PM is a continuous and an on-going proactive mechanism to manage the performance of an employee to achieve the set targets on real-time basis, without corrective actions at some point in the future. The study concluded that in PA the focus is on individual employees while in PM consist of all organization processes that determine how well employees, teams and ultimately, the organization performance. The process includes HR planning, employee selection and recruitment, career planning and development, and compensation. This shows that PA is one of the component of PM.

Celik (2011) did a comparative study on Explicit Standards of Academic Institutions of Language for Teacher Educators in United States of America (USA) and Australia with less defined standards currently practiced in the Turkish educational system. She found out that in Turkey there is an inclusive control of education by the government where two official bodies

are authorized to make decision regarding standards and certification of faculty (Ministry of National Education and the Higher Education Council). Neither of these two bodies nor the certification and accreditation information presented by the Ministry of Education refers to the standards and expected qualities for teacher educators, but they extensively discuss teacher competencies ignoring expected quality of teacher educators.

Hudson (2009) also did a study on “How can Pre-service Teachers’ be Measured against Advocated Professional Teaching Standards?” in Queensland Collage of Teachers (QCT) in Australia. This study investigated 106 second year pre-service teachers’ perception of their development against 10 QCT standards, where a pre-test and post-test survey was done to Bachelors Education degree. The standards were administered before and after their science education course work. The study found out that teacher standards must be consistent across curricula and embedded within reform documents. There was no full implementation of the reforms and the success of a new curriculum will rely on universities, as teacher education providers to align themselves with advocated standards and practices.

Both Celik (2011) and Hudson (2009) carried out their studies in education sector while Toppo&Prusty (2012) did a study in corporate sector. Celik (2011) did a comparison study, Toppo&Prusty (2012) did a desktop review while Hudson (2009) used survey methodology. In these three studies, Celik (2011) talked about competencies for teacher educators while addressing the needs for improved professional standards in Turkey, whereas Toppo (2012) recommended for PM instead of PA. But according to Hudson (2009), education providers should align themselves with advocated standards and practices. None of these three studies link teacher standards on academic performance, moreover context of the studies were different. This study will seek to examine the relationship between teacher standards and academic performance in secondary schools in Homa Bay sub-county, Kenya.

#### **2.4.2 Appraisal of classroom environment and academic performance.**

Samrat (2015) did a study to establish the relationship classroom climate and academic performance of higher secondary students in India. The study used both descriptive and survey methodology. The study population comprised of first year students of higher secondary schools of Pudukottai District of Tamilnadu. In this study classroom environment is classified into physical climate (situation and facility) and physiological climate (teacher and teaching,

utilization of instructional aids, learner and learning, teacher-pupil relationship and classroom management). The findings show that to some extent, contributed to academic performance. Teacher factor, class activities and general classroom atmosphere can significantly motivate students to achieve academic success. Academic success of the students was also depends on the concerted effort of the learning environment main stakeholders (the teachers and students).

Meece, Anderman & Anderman (2006) in their study on classroom goal structure, student motivation, and academic achievement in North Carolina found out that over the past 25 years, achievement goal theory has emerged as one of the most important achievement motivation. It was realized secondary and elementary students show most positive motivation and that learning patterns where the school settings put emphasis on mastery, understanding, and improving skills and knowledge. School environment that is focused on demonstrating high and competing for grades can increase academic performance of students.

Barrett, Davis & Barrett (2015) did a study in United Kingdom on the impact of classroom design on pupils' learning: Final results of holistic, multi-level analysis. The study indicated that aspects of learning environment that influence learners' performance are naturalness, individualization and stimulation. In the study, explorative method was used and the assessment was made using 153 classrooms in 27 schools in order to identify the impact of physical classroom features on academic progress of 3766 learners who occupied each of the specific spaces. The study confirms the usefulness of naturalness, individuality and simulation conceptual model as a way to organize and study full range of sensory impacts experienced by individual occupying a given space.

Samrat (2015) focused on relationship between classroom climate and student academic performance, Meece, Anderman & Anderman (2006) talked about achievement goal framework on how school environment influence students' academic motivation and achievement while Barrett, Davis & Barrett (2015) studied impact of physical classroom features on academic progress in primary schools was found to be nontrivial. These three studies were meant to establish how individual dimension of classroom environment affect academic performance but none them focused on how these dimensions namely: value of diverse life experiences of students, individual differences, conducive learning environment and teacher-student interaction affect academic performance of students. Consequently, the effect of appraisal of classroom

environment is not known. The current study will therefore fill the gap by seeking to establish whether appraisal of classroom environment has an effect on academic performance of secondary schools in Homa Bay sub-county

### **2.4.3 Appraisal Criteria and academic performance.**

Ali, Mahdi & Malihe (2012) did a study on the “Effect of Employees Performance Appraisal Procedure on their Intrinsic Motivation in Iran”. They did a descriptive survey study involving 80 employees of transport organization of Esfahan province. The research data was collected using standard questionnaire. The results indicate that the process of evaluating employees’ performance affected their Intrinsic motivation and that the effectiveness is positive and that the relationship between evaluation process and intrinsic motivation can be reinforced to achieve better performance.

Toarmina & Gao (2009) did a survey study on “Identity acceptable performance appraisal criteria: an international perspective in China”, where questionnaire were distributed to 348 fulltime employees. The questionnaire assessed three topics namely; employees demographics, performance criteria, and organization socialization. They found out that employees acceptance of performance appraisal content areas are work dedication, work efficiency and team work.

Demissie (2015) did a study on “Assessment of Teachers’ Performance Appraisal in secondary schools of Waloita zone in Ethiopia. The study adopted descriptive survey method. It was conducted in five government secondary schools, five Woreda Educational office, and one zone education department. The secondary schools and Woreda education offices were selected by simple random sampling techniques. Secondary schools teachers were selected by systematic sampling while Woreda education offices and zone education department experts were selected purposely. The study involved 10 principals, 120 teachers and 6 experts of Woreda education offices and zone of education department. The findings of the study portrayed that lack of validity and reliability of performance appraisal criteria, inadequate participation of immediate supervisors (department heads and unit leaders) in performance appraisal process, inadequate classroom observation in appraisal process, the absence of pre and post appraisal meeting, more emphasis on the administrative purposes than developmental and lack of proper training on the teacher performance appraisal system were found to be the major factors that affect the teachers’ performance appraisal in secondary schools.

Ali, Mahdi & Malihe (2012) did a study in transport organization in Iran and stressed on appraisal procedure, Toarmina and Gao (2009) did their study on perception and acceptance of appraisal criteria in China while Demissie (2015) talked about problems and practice of PA in secondary schools in Woreda zone in Ethiopia. All the three studies used descriptive survey method in their studies. None of the three studies link appraisal criteria on academic performance. Therefore, the current study will be carried out to examine the relationship between appraisal criteria and academic performance in secondary schools in Homa Bay sub-county in Kenya.

### **3.0 RESEARCH METHODOLOGY**

This section consists of the methodology to be used in the study. It shows the research design, target population, study area, sample size determination and procedure, data collection, research instruments, validity and reliability of research instruments, research instruments and how they were administered, data analysis and presentation.

#### **3.1 Research design**

This study will adopt correlation design with an illustration of a case study. This design will be used to determine the extent to which the study variables are related and also allows the application of inferential statistics like multiple regression analysis to establish the relationship between teacher appraisal and academic performance.

#### **3.2 Study area**

This study will be conducted in Homa Bay sub-county With Grid reference, latitude  $0^{\circ} 39' 58''$  South and longitude  $34^{\circ} 28' 52''$  East. This will be due the trend in KCSE performance and sharp drop in performance registering the highest deviation of -2.0680 as compared to the neighboring sub-counties (Refer to Table 1.1). It is located along the shore of lake Victoria and it is one the seven sub-counties in Homa Bay county. It is located 130 km south of Kisumu city. Homa Bay sub-county is bordered by Rachuonyo North to the North, Ndhiwa sub-county to the South and Mbita sub-county the West.

#### **3.3 Target population**

In this study target population will be 393 teachers drawn from 64 secondary schools in Homabay sub-county as per the records from Homa Bay TSC sub-county Director's office.

Consequently, this number will be liable for sampling and thus this will be done since the study will be cross-sectional and due to the fact that all teachers are involved in teacher performance appraisal system, and having the knowledge of the subject matter as well.

### **3.4 Sample size determination and procedure**

A sample is a smaller group obtained from the whole population. It is a sub-group carefully selected so as to be a representative of whole population (Mugenda&Mugenda, 2003). From a target population of 393 teachers within Homa Bay sub-county 134 teachers will be selected for this study. The selection of the sample will be based on Taro Yamane's simplified formula for proportions.

$$n = \frac{N}{1 + N(e)^2} = \frac{393}{1 + 393(0.07)^2} = 134$$

Where; n -the sample size.

N -the population size.

e –the acceptable sampling error.

\* 95% confidence level and precision (p) = 0.07 are assumed. If the precision and confidence levels of the research findings are higher then, the findings of the research study will be more scientific and useful.

### **3.5 Data collection method**

Primary data will be obtained using self-administered questionnaires. The study will use questionnaires since they are the most commonly used instrument since they give raw data which is accurate and keeps respondents confidentiality.

#### **3.5.1 Sources of data collection**

Data will be obtained from primary source which will be self-administered questionnaires to be issued to the respondents. Primary data will be deemed reliable since they will be considered original in nature while secondary data will be obtained from published material.

#### **3.5.2 Data collection procedure**

Upon the approval of the research proposal, ago ahead will be given by a team of able lecturers and Researcher's supervisor to collect data in the area of study. A decision will be made by the researcher to visit the schools to administer questionnaires. Questionnaires contain open and

close-ended questions; the Likert scale for measuring attitude was included in the questionnaire. Secondary data will be collected from the literature reviewed by the researcher.

### **3.5.3 Instruments of data collection**

According to Mugenda&Mugenda(2003) the research instruments are a questionnaires to be filled by respondents. The questionnaires will comprise of open ended and close ended questions for the respondents. Likert scale ranging from 1-5 is included in the questionnaires. This study will use secondary data to be collected from the literature to be reviewed by the researcher. The selection of these tools will be guided by the nature of the study, the time available as well as the objectives of the study.

### **3.5.4 Validity test**

To establish validity, the instrument will be given to two experts who will evaluate the relevance of each item on the scale ranging from (1-4), where 4 is very relevant, (3) is quite relevant, (2) is somewhat relevant and (1) not relevant. Validity will be determined using Content Validity Index (CVI). CVI is item rated 3 or 4 by both judges divided by the total number of items in the questionnaire. The CVI of 0.70 and above is acceptable in research.

The Content Validity Index (CVI) will be determined using the formula:

$$CVI= K/N$$

Where:

K –is the total number of items in the questionnaire declared valid by both judges.

N –is the total number of items in the questionnaire.

### **3.5.5 Reliability test**

The questionnaire will be tested for reliability using Cronbach's Alpha method reliability. It is a measure of internal consistency, to determine how closely related a set of items are as a group. The level of reliability will be 0.7 and above is acceptable in research as suggested by Meller (2001).

## **3.6 Data analysis and presentation**

Data will be analyzed using regression analysis method with the help of SPSS version 20.0. According to Ntongai et al (2013) the regression model specification is given as:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \varepsilon_i$$

Where

$\beta_0$  – Is the Constant

$\beta_i$  ( $i= 1,2,3$ ) –Are regression coefficients or change induced in Y by each  $X_i$

$X_1$  –Independent variable (Teacher Standards to be measured using tests, awards, certificates obtained for courses attended, records of lesson taught and teacher prepared teaching/learning aids.

$X_2$  –Independent variable (Appraisal of classroom environment to be measured by factors such as teacher-student interaction, considering students' individual differences in class, conducive learning environment and assigning grades fairly and accurately.

$X_3$  –Independent variable (Appraisal criteria to be measured using factors such as appraiser sufficient training, teacher self-appraisal and more appraisal reviews.

Y –Dependent variable (Academic Performance to be measured in terms students' performance in internal exams and National exams that is KCSE and improvement in level of students' participation in co-curricular activities

$\varepsilon$  –Is an error component

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## **Appendix I: Introduction Letter**

Erick OjijoOtieno

P. O Box 431-40300,

Homa Bay.

Cell phone: 0720777278

Email: erickojijo12@gmail.com

Dear sir/madam

RE: EFFECT OF TEACHER APPRAISAL ON ACADEMIC PERFORMANCE IN HOMA BAY

SUB-COUNTY, KENYA.

I am a postgraduate student undertaking Master Degree in Business Administration at Maseno University Homa Bay Campus. I am carrying out a study on the above topic. The reason for this letter is to request you to assist me by filling the questionnaire correctly and with honesty as possible. The information provided will be treated with strict confidentiality it deserves.

Thanks for corporation and willingness to assist me and make this study successful.

Yours faithfully,

Erick OjijoOtieno

MBA/BE/6017/2015

## Appendix II: Questionnaire

This questionnaire has two parts; kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided.

### SECTION ONE

#### GENERAL INFORMATION

1. Gender: Male  Female

2. Your age bracket (Tick as applicable)

18-24 years

25-30 years

31-34 years

35-40 years

41-44 years

45-50 years

51 years and above

3. What is your educational level? (Tick as applicable)

Diploma

Bachelors

Masters

4. Years of service (Tick as applicable)

< 1 year

1-5 years

6-10 years [ ]

> 10 years [ ]

## SECTION TWO; TEACHER APPRAISAL ON ACADEMIC PERFORMANCE

### Part A; Teacher appraisal

1. What is the extent of teacher standards in your schools? Use a scale of 1-5

(Key: 1= strongly disagree, 2= disagree, 3=neither agree or disagree, 4= agree, 5= strongly agree)

S/No.	ISSUES	1	2	3	4	5
i.	Prepare records of work, teaching/learning aids and assess learners effectively.					
ii.	A teacher is punctual and consistent in class attendance					
iii.	Teacher improvise and use locally available resources for effective teaching and learning outcomes					
iv.	Teacher has knowledge of legal and professional provisions governing provision of education and adhere to them					
v.	Teacher guide students to realize/nurture unique talents and develop them to their full potentials					
vi.	Teacher seek solutions through professional development courses					

2. What is the extent of appraisal of classroom environment in your school? Use a scale of 1-5.

Key; (1= strongly disagree, 2= disagree, 3=neutral, 4= agree, 5= strongly agree)

S/No.	ISSUES	1	2	3	4	5
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<b>i.</b>	The teacher assign grades to students fairly and impartially in class.					
<b>ii.</b>	Teacher takes into consideration differences among students in teaching process					
<b>iii.</b>	The teacher make students feel welcomed in his/her classroom					
<b>iv.</b>	Learning environment should be conducive for stress free learning					
<b>v.</b>	Teacher-student interaction in classroom environment assists in improving students' academic performance					

3. What is the extent of appraisal criteria in your school? Use a scale of 1-5.

(1= strongly disagree, 2= disagree, 3=neither agree or disagree, 4= agree, 5= strongly agree)

<b>S/No.</b>	<b>ISSUES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>i.</b>	Performance appraisal criteria used include a Self-appraisal as part of the overall appraisal process					
<b>ii.</b>	Our appraisal criteria is easy to understand					
<b>iii.</b>	An appraisee performing at less than satisfactory performance, have more reviews in order to improve performance					
<b>iv.</b>	Appraiser is sufficiently trained regarding how to give performance appraisal prior to giving appraisals					
<b>v.</b>	Performance appraisal criteria used help to point out any performance areas that need improvement					

### **Part B; Academic Performance**

What is the extent of academic performance in your school? Use a scale of 1-5.

Key; (1= strongly disagree, 2= disagree, 3=neither agree or disagree, 4= agree, 5= strongly agree)

S/No.	ISSUES	1	2	3	4	5
i.	Students' academic performance in KCSE Exams has improved					
ii.	Extra co-curricular activities performance has improved					

### **Appendix III: Research Work Plan**

Year	Month	Activity
2017	September- October	First proposal draft and review of the proposal
2017	October	Proposal presentation and correction
2017	October	Data collection and analysis
2017	November	Submission and correction of the proposal report
2017	November	Correction of the report
2017	November	Defense of the report
2017	November	Correction and submission of final project report

### Appendix IV. Research Budget

S/N	Item	Quantity	Unit price	Total cost
1	Photocopying papers	6 Reams	500/=	3,000/=
2	Notebooks	7	70/=	490/=
3	Pencils	6	30/=	180/=
4	Computer services			5,000/=
5	Typing services			6,000/=
6	Binding			1,000/=
7	Internet			5,000/=
8	Stationery flash disk	1	3,000/=	3,000/=
9	Data collection			
	Pre- test visits			3,000/=
	Field trips			8,000/=
10	Data collection assistants			10,000/=
11	Photocopying			6,000/=
12	Subsistence during field work			10,000/=
13	Data analysis			20,000/=
GRAND TOTAL				80,670/=

### Appendix V: Map of Homa Bay sub-county



*Source: Map data from google search 2017*