IMPACT OF TEACHER PERFORMANCE APPRAISAL ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN MAARA SUB COUNTY THARAKA NITHI COUNTY, KENYA

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DECLARATION AND RECOMMENDATIONS

Declaration

This thesis is my original work and has not been presented for an academic course in any other University.

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Recommendations

This thesis has been examined, passed and submitted with our approval as University Supervisor.

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DEDICATION

This Thesis is dedicated to my friends and family for their encouragement, advice and prayers that enabled me to keep on pushing and concentrating on my studies despite several challenges and demands that almost made it difficult for me to complete this course. Special dedications go to my daughter Jessica Wambui for her understanding and patience during the time I was unable to be with her while attending to requirements of this course. Thank you and May God bless you abundantly.

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ABSTRACT

Teaching and learning involves mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations; it is about change. Raising teacher performance is the policy direction most likely to lead to substantial gains in student learning. The objective of teacher performance appraisal is to enhance teaching and learning. However, despite the elaborate process of teachers performance appraisal put in place by the TSC, the students' academic performance of Maara sub-county in KCSE has been on the decline, this raise the question on whether teacher performance appraisal has impacted on teaching and learning. The study sought to determine the impact of teachers' performance appraisal on teaching and learning in Maara Sub County, Tharaka Nithi. The study was guided by Cognitive theories of learning and Taylors Performance monitoring theory. The researcher adopted descriptive survey design and correlational research design. Descriptive survey was used to investigate the status and condition of teacher performance appraisal while correlational design was useful to test for relationship between the independent and dependent variables. The target population was 533 subjects comprising of 49 principals, 483 teachers teaching in 49 public secondary schools in Maara Sub-county and 1 Quality Assurance and Standards Officer (QASO). Stratified sampling was used to select 35 schools, the principal of each of 35 schools were purposively selected since they were the immediate supervisors and acted as appraisers. From the 35 schools selected, 6 teachers from each school were selected randomly giving a total of 210 teachers who took part in the study. The QASO was purposively selected given his role in teachers' performance appraisal. Questionnaires for teachers and head teachers were used in collection of data. An interview schedule was used for the QASO. A pilot study was conducted in five schools in the neighboring Chuka Igambang'ombe sub County which has similar. A Cronbach's Alpha coefficient was used for reliability testing revealed a reliability coefficient of 0.806 hence data was considered reliable for the research. Data collected was both qualitative and quantitative. Analysis of Quantitative data collected was aided by SPSS programme Version 23.0. Data analysis was done using inferential statistics and results were presented in cross tabulations, frequency and percentages. Pearson's correlation and linear regression analysis were used in analysing data. The results obtained implied that there was a significant relationship between target setting, documentation, classroom observation and teaching and learning in secondary schools in Maara Sub-county. It was found out that learners need to be involved in the target setting activity, that there is need to digitize the documentation process and large class sizes adversely affect teaching and learning in secondary schools in Maara Sub-county. The researcher recommends that the Government should carefully design coherent formats for target setting and instructional strategies to be followed from start to finish, government and school administration should digitize the documentation required to be prepared by teachers and Government and other stakeholders need to prioritize reducing the current large class sizes which can be achieved by construction of more classes and employing more teachers. The study will be significant to the policy makers, TSC, teacher training institution, teachers and teacher trainees by providing useful information enabling them to make informed decisions.

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ABBREVIATIONS AND ACRONYMS

COCE	Code of Conduct and Ethics
CORT	Code of Regulations for Teachers
DQASO	District Quality Assurance and Standards Officer
HOD	Head of Department
ICT	Information Computer Technology
KEMI	Kenya Education Management Institute
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
MOEST	Ministry Of Education, Science and Technology
NACOSTI	National Commission for Science, Technology & Innovation
OECD	Organization for Economic Co-operation and Development
PA	Performance Appraisal
TPAD	Teachers Appraisal and Development
TSC	Teachers service Commission

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Learning is about how we perceive and understand the world, about making meaning (Marton & Booth, 1997). Teaching involves the transfer of knowledge and skills from the teacher to the student while learning is understood as the degree by which the participants apply the knowledge, abilities and attitudes to required application context (Baldwin & Ford, 1988). Class room teaching is the process that brings the curriculum into contact with students and through which educational goals are to be achieved (Brown, McNamara, Olwen & Jones, 2003). Teaching and learning are indispensable parts of any educational system (Muhammad, Hassan, Saira Yousaf & Noor, 2011).

Countries are giving prime importance to the quality of teachers and national policies have been influenced by the growing realization that teachers have a key role to play in determining the quality of output of educational institutions (Government of Pakistan, 2004). Keither (2010) argues that the role of a teacher is to teach, meaning to facilitate learning of some target curriculum, and there is a sense that if students do not learn, then whatever the teacher is doing does not deserve the label of teaching. Mac Gilchist, (1997) observes that effective teaching and learning constitute a pact between the teacher and the learner. According to Tucker, Stronge, and Gareis (2002), on analysis of variables affecting educational outcomes, the teacher has proven to be the most influential school-related force in student achievement. According to Organisation for Economic Cooperation and Development (OECD) (2009), raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning.

According to Darling-Hammond (2013), teacher preparation, knowledge of teaching and learning, subject matter knowledge and experience are all leading factors in teacher effectiveness. According to Suzanne, Wilson Floden, Robert, Ferrini and Joan (2001) study, research shows a positive connection between teachers' preparation in subject matter and their performance in the classroom. Kenya TSC code of conduct for teachers of 2014 observes, every teacher shall comply with the basic requirements that should be met by a teacher such as professional and pedagogical skills, mastery

of subject teaching content, planning and delivery of learning, assessing, providing feedback and report on learners' learning which provides a basis for promoting quality teaching (TSC 2014).

According to Gichuki (2010) in Kenya, there have been many attempts to improve on the way teachers are appraised in public schools but without much success. At independence the Ministry of Education inherited an inspectoral approach from the colonial government which was incorporated in the first Education Act Cap 211 (Republic of Kenya, 1969). Later, the inspectors of schools would visit schools for the purpose of supervision. The Quality Assurance and Standards officers QASO were mandated to carry out assessment of teachers' performance at work (MOE 2005). In 1969 the Teachers Service Commission established a policy of confidential reporting of the teachers' performance, by the head teachers and was based on the level of loyalty to the school head (Muli, 2011). The confidential reporting of teachers' performance ended in 2005, when a more participatory and open appraisal scheme was established through the revised Code of Regulation for Teachers in Kenya (TSC, 2005). In 2012, the Teacher Performance Appraisal (TPA) system was further revised by the TSC and adopted new features and teachers are to be fully involved in the TPA process through setting of their performance target, discussing TPA feedback, endorsing TPA report and drawing up of an improvement plan (Gichuki, 2010). The new features are expected to ensure that the Teachers Performance Appraisal (TPA) meets its objective of improving teacher performance.

The performance appraisal process represents one element of the Ministry's vision of achieving high levels of teacher's performance (Ministry of Education, 2005). Brown *et al*. (2003) observes that an appraisal system is the mechanism used to translate the school's corporate or strategic plan into action. Performance appraisal has gained popularity in schools as a systematic process of determining the merit, value, and worth of a teacher's current performance and estimating his/her potential level of performance with further development (Mwangi, 2006). Garry (2003) argues that performance appraisal involves setting work standards, assessing the employee's actual performance relative to those standards, and providing feedback to the employee with the aim of motivating that person to eliminate deficiencies. Teacher

appraisal systems are about documenting the quality of teacher performance, helping them improve and holding them accountable for their work (Stronge, 1999). The information in the appraisal report is to be used in assessing the training needs, clarify roles, providing feedback and improving communication (TSC performance appraisal report, 2015). Standards are used in many performance appraisal schemes to evaluate and guide teacher development (Kennedy, 2010). Teaching standards outline what a teacher should know and be able to do (Celik, 2011). The Teachers Performance Appraisal Document (TPAD 2005) has outlined basic teaching standards in seven performance competency areas and under each standard the teacher is expected to exhibit certain performance competencies that will enhance learning outcomes. The first performance competency areas is professional knowledge and application which requires a teacher to prepare schemes of work, lesson plans, lesson notes based on current curriculum and syllabi, records of work, teaching and learning aids, assess learners and provide students with feedback (TPAD 2016).

Nzyoka (2009) in a study notes that teachers through their trade unions, Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) are resisting implementation of performance appraisals in schools. Wamae (2010) observes that performance appraisal is widely regarded as something on which to develop fear and resentment, majority of teachers consider the appraisal process unsatisfactory and very little happenings, if anything, as a result of being appraised. According to West and Ainsow (1998) the result of TPA can motivate a teacher by providing clear understanding of the job in relation to what is expected of them vis-à-vis the goals of the school. Iraki (2013) observed that over 50% of the principals reported that some teachers viewed the process of performance appraisal as a tool for victimization and intimidation. According to Ling (2005) a well conducted appraisal process is expected to improve the well-being of teachers and performance through discussion, reflection and collaboration among the appraisers and the appraisee.

However, many performance appraisal systems do little to help teachers improve on their effectiveness in teaching and learning (Darling-Hammond, 2013). Jensen (2011) giving meaningful feedback to the teachers on performance appraisal is a sure way to

uplift teaching and learning standards. Muli (2011) found out that TSC rarely provided teachers feedback upon appraisal report from schools hence TPA system was not performing one of its objective of providing feedback to the teachers. Mullins (2003) noted that knowledge of the result is critical in performance process because it is used as the basis of individual coaching or training to overcome performance gap.

According to Monyatisi (2006) the attitude of teachers about performance appraisal has a significant bearing on the policy outcomes. Perceptions towards performance appraisal tend to hold significant influence towards better performance of the staff (Dargam, 2005). One of the critical objective of teachers' performance appraisal is to identify teachers' performance gaps and providing support for professional development, however Gichuhi (2011) carried out a study on the effects of performance appraisal on teachers' development and found out that the in-servicing of teachers taking place in secondary schools was not based in any performance appraisal reports this meant TPA was not achieving one of its objective of identifying teachers' performance gaps and providing support for professional development. The basic purposes of the teacher appraisal system is to give teachers opportunity to improve on their performance competencies, assess the teacher's performance in the job as comprehensively and objectively as possible (TSC 2005). Kennedy (2005) found out that teachers often reject appraisal reforms, not because they do not want to change or improve, but because many attempts at reform do not reflect what is actually happening in schools and ignore the realities of day-to-day teaching and learning. Teacher's appraisal is more of fault finding than advisory (Kandenyi, 2014). The issue of whether teacher performance appraisal processes lead to better performance across the profession continues to be questioned (Forrester, 2011).

1.2 Statement of the Problem

Teaching and learning are the activities that are expected to take place in a school where teachers have the task of facilitating the student to be able learn in accordance to the prescribed objectives of the educational curriculum. Teacher' performance appraisal provides the basis on which teachers' performance is evaluated in an effort to ensure that the goals of an education system are being achieved. Despite the elaborate process of teachers performance appraisal put in place by the TSC, the

students' of Maara sub-county academic performance in KCSE has been on the decline which raises concern on the teaching and learning process. The study sought to determine the impact of teachers' performance appraisal on teaching and learning in Maara Sub County.

1.3 Purpose of the Study

The study sought to assess the impact of teachers' performance appraisal on teaching learning in secondary schools in Maara Sub County in Tharaka Nithi.

1.4 Objectives of the Study

This study was guided by the following objectives:-

i. To determine the impact of target setting on teaching and learning in secondary schools in Maara Sub County.
ii. To explore the impact of documentation on teaching and learning in secondary schools in Maara Sub County.
iii. To find out the impact of lesson observation on teaching and learning in secondary schools in Maara Sub County.

1.5 Hypothesis of the Study

From the objectives of the study, the following null hypotheses were formulated:-

$H0_1$: There is no statistically significance relationship between target setting and teaching and learning in secondary school in Maara Sub County.

$H0_2$: There is no statistically significance relationship between teachers' documentation and teaching and learning in secondary school in Maara Sub County.

$H0_3$: There is no statistically significance relationship between classroom observation and teaching and learning in secondary school in Maara Sub-County.

1.6 Significance of the Study

The findings of the study will be significant to policy makers, the teacher employer TSC, teacher training institution, school administrator, teachers, teacher trainee and other education stakeholders. The findings of this study will be significant to policy makers, teacher training institutions and teacher trainees by informing them of the

actual state of teacher performance appraisal system. Teacher training institution like colleges and universities will be empowered to make informed decisions on the depth and breadth of the teacher training course to help train the teacher trainees better on what is expected of them in the jobs they are training for. The findings of this study will provide Kenya TSC with information on teachers' performance appraisal which can be used to improve the management of the teacher performance. They will also be informed on whether the objective of teachers' performance appraisal is being achieved. Policy makers, school administrator and teachers will have a better understanding of the impact of teachers' performance appraisal on teaching and learning. Teachers will get a chance to evaluate the impact of performance appraisal on teaching and learning given that they are key stakeholders in teachers' performance appraisal. The study will also add to the existing body of research on teachers' performance appraisal and its impact on teaching and learning.

1.7 Scope of the Study

The study was confined to public secondary schools in Maara Sub County, Tharaka Nithi County, Kenya. The target population of this study included secondary school teachers and principals of secondary school in public secondary schools. The study sought to study the impact of teacher performance appraisal on teaching and learning in secondary schools in Maara sub county Tharaka Nithi, Kenya with reference to the impact of target setting, documentation and classroom observation on teaching and learning.

1.8 Limitation of the Study

The study was limited given that some teachers could give responses that are socially desirable in the self-assessment questionnaire.

1.9 Assumptions of the Study

The study was based on the following assumption:

i. That performance appraisal has been adopted in secondary schools as directed by the TSC.

1.10 Definition of Terms

The following are operational definitions of significant terms that have been used in the study.

Appraise: to make a formal value judgment about the worth of the teachers work after discussing it with the teacher. The word as used in the study implies, to evaluate a teacher performance based on target setting, documentation and classroom observation.

Appraisee: The teacher being subjected to a formal appraisal evaluation. The person whom the appraisal targets. The word as used in the study means the classroom teacher being appraised as expected by TSC.

Appraiser: The person who is mandated to appraises the teacher and give an objective appraisal details on teacher performance after evaluating evidence assembled for the appraisal process and having formal discussion with the appraisee. The word as used in the study implies the principal, deputy principal or head of department who is expected to appraise a teacher.

Curriculum: The breakdown of a predetermined secondary school course work into achievable and time bound goals that are then performed or carried out in secondary schools. The word as used in the study means all activities that the ministry of education expects a teacher to carry out in a secondary school set up.

Impact: To influence or to have an effect on something. The word as used in the study means the magnitude in which teachers performance appraisal has on teaching and learning in Maara Sub county, Tharaka Nithi, Kenya.

Learning: Activities that take place in secondary school related to acquisition of knowledge and skills by the student. The word as used in the study explains all activities or skill a student is expected to perform or display as a result of a student-teacher interactions in secondary schools.

Performance Appraisal: The systematic process of determining the value, worth and merit of a teachers' current performance in comparison to predetermined performance standards. The word as used in the study

refers to any judgement arrived at by the appraiser upon assessing the teacher skill and ability on target setting, documentation and classroom performance.

Planning and Preparation: Initial preparation teachers embark on before the actual classroom teaching with the intention of achieving the lesson objective as efficiently as possible given the available resources. The word as used in the study means any activity done purposely by a teacher in an effort to meet the objectives of a lesson.

Students' Academic Performance: The degree of achievement of learners in terms of grades/marks obtained in internal and external exams. The word as used in the study means KCSE academic performance.

Teaching: Any activities performed by secondary school teachers in an effort to transfer knowledge and skills to a learner. The word as used in the study implies any activity carried out by a teacher as a means of achieving learning of students in secondary schools.

Teaching and Learning: Activities that are expected to take place in a school. Teaching is what a teacher is supposed to do while learning is the responsibility of the student who is in school. The word as used in the study refers to any activity that is carried by the teacher or student geared towards achieving the objectives of the secondary school Kenyan curriculum.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study under the following headings: introduction, teaching and learning in secondary school, role of teachers in teaching and learning, teacher appraisal, theoretical framework, and conceptual framework.

2.2 Teaching and Learning in Secondary Schools

According to Skelton, (2005) it has been recognized that knowledge; skills and understanding are three essential elements of learning, and the ties among them set guidelines for curriculum designers. Skelton, (2005), argues that, important learning abilities and skills such as, critical thinking, creative thinking and metacognitive ability have emerged as important educational goals indicated in the curriculum objectives across different educational systems. Classroom teaching is nearly universal activity designed to help students to learn. The quality of classroom teaching is a key to improving students teaching (Brown, 2003). Particular attention should be paid to the actual process of teaching. Teaching is an important means of passing on the values, skills, knowledge and attitudes required for democracy, citizenship, intercultural dialogue and personal development, which plays an essential role in the acquisition of the key competences needed for a person to be successfully integrated into economic life (TALIS, 2010).

Teaching and learning in schools have strong social, emotional, and academic components (Wang & Walberg, 2004). Teaching is a complex endeavour, involving classroom management, lesson preparation and organization of teaching and learning activities, creating and maintaining a certain climate, and evaluation and feedback. Effective teaching should be considered only in relation to effective learning. Marton (1997) suggested that academic learning can be judged qualitatively as increase in knowledge and utilization of facts and methods in real situations. Learning is not a single thing; it may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations; it is about change.

The manner in which the content is presented to the learner determines the learners reception, retention and application of the content acquired, strategies of teaching-learning are broadly categorized into two: expository strategies (teacher- centered) in which the teacher dominates instructional processes and heuristic strategies (learner-centred) where learners take a greater role in their learning (Nyakundi, 2009). Teacher centered strategies are lecture, narration, demonstration and recitation. These strategies view teachers as people who have monopoly of knowledge, the giver of all knowledge and wisdom. Examples of learner centered strategies are role play, discussion, dramatization, discovery and debates. Learner centered strategies are based on educational philosophies which advocate for learning through experiment or learning by doing and applying of skills in real life situations. Factors such as availability of teaching and learning facilities, cultural background, educational experiences, learning goals, attitude, individual learning styles and age affect the strategy which the teacher uses in teaching (Cohen, 1998). An affective teacher–student relationship is very important to students' engagement and school performance (Roorda, 2011). Rovai (2002) defines four essential components of classroom community: spirit, trust, interaction and learning. Spirit, simply speaking, is a feeling of involvement and belonging in the class; trust is the feeling that community can be trusted and feedback will be timely and constructive. A sense of belonging and positive feelings can influence learning in significant ways. There is broad agreement among teachers, policy makers, and the public that educational systems should graduate students who are proficient in core academic subjects, able to work well with others from diverse backgrounds in socially and emotionally skilled ways, and who behave responsibly and respectfully (Greenberg, 2003).

Teaching is a purposeful activity in which imaginative activities are directed towards targeted desired learning. Establishing instructional outcomes entails identifying exactly what students will be expected to learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Evaluation of student learning and the efficacy of the teaching processes is an integral aspect of curriculum design and it also serves as a quality assurance measure. UK Quality Assurance Agency (QAA, 2006) highlights four main purposes of assessment first,

pedagogy which aims at promoting student learning by providing the student with feedback normally to help improve his or her performance. Secondly, measurement involving evaluating student knowledge, understanding, abilities or skills. Third, standardization by providing a mark or grade that enables a student's performance to be established and finally, certification which enables the public (including employers) and higher education providers to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution.

Measuring students' knowledge and level of understanding is the major function of both formative and summative assessment. The objective of formative assessment is to measure students' learning strategies and learning progress. Classroom assessment such as informal observation and asking questions are important at all grade levels (Brookhart, 2009). The teacher needs to continuously measure students' interests, goal orientations and level of understanding, based on which the teacher may plan future lessons and provide differentiated adaptive intervention. There are two major purposes of formative assessment; to inform the teacher how to plan lessons based on students' needs, and to inform the students of the learning targets and how to achieve the expected learning goals. Diversified assessment methods used usually account for cultural diversity and individual characteristics.

Assessment of student learning outcome plays an important role in classroom instruction. No longer does it signal the end of instruction but is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching, assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning outcome for purposes of instruction, teachers have a finger on the pulse of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. When teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use the questioning

technique to ascertain the degree of understanding of every student in the class. Encouraging students and actually teaching them the necessary skills of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. Wilson (1996) identifies the following roles and goals of assessment; feedback to the students, diagnostic information, summary data for record keeping, evidence for reports and helping with curriculum revision.

2.3 Role of the Teacher in Teaching and Learning

Of all the different factors, which influence the quality of education and its contribution to national development, the quality, competence and characters of teachers are undoubtedly the most significant (Indian Education Commission 1964-66). Mac Gilchist (1997) observes that effective teaching and learning constitute a pact between the teacher and the learner. Tucker *et al.* (2002) on analysis of variables affecting educational outcomes, the teacher has proven to be the most influential school-related force in student achievement. OECD (2009) raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning. A study of the common characteristics of the most successful school systems highlights the central role of teachers, asserting that the quality of an education system cannot exceed the quality of its teachers and that the only way to improve outcomes is to improve instruction (Barber & Mourshed, 2007).

Teachers are the closest to the students in terms of teaching and guidance in schools. With the ban on corporal punishment in learning institutions counselling has become a remedy for disruptive behavior in schools (Adhulas, 2002). Teachers now act as counsellors to guide and support students, they help students to cope or overcome their emotional and psychological problems that may result from prohibited behavior such as bullying among others. According to Wehmeier (2004), the aspect of teachers guidance in school is an act of being in charge, making sure that the student adheres to instructions accordingly and ensuring that everything done by the student is done correctly and safely. Barton, Coley and Wenglinsky, (1998) observed that sufficient degree of classroom discipline is needed to create an atmosphere conducive to student learning as students' misbehavior distracts the process of learning and teaching and ruins the effectiveness of even the most carefully planned lessons. Lewis, Romi, Qui,

and Katz, (2005), noted that teachers' discipline strategies have been suggested to be a potent force to promote students' sense of responsibility in the classroom.

Teachers also have the responsibility to assess and evaluate learners. Wilson (1996) identifies the following roles and goals of assessment: feedback to the students, diagnostic information, summary data for record keeping, evidence for reports and helping with curriculum revision. According to Wiggins (1993) assessment improves performance and not just audits it. Assessment should judge the students participation, effort and their quality of work. Participation includes things like raising their hands, giving answers when called on and paying attention. Effort focuses on how much they are putting forth in the classroom while quality of work is basically their grades (Kandenyi, 2014).

Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. As teachers plan curriculum instruction, they weigh their options carefully, making decisions about which methods and content best meet their instructional goals and the needs of their students for a given unit of instruction (Susanne M, Wilson and Penelope (2006). Suzanne, WilsonFolden, Robert, Ferrini and Joan (2001) in their studies of Theories of learning and teaching, observes that there is a positive connection between teachers' preparation in subject matter and their performance in the classroom. Reform of the teaching profession and restructuring of formal teacher education across the world has placed an increasing emphasis on the importance of competence on the part of teachers in the skills of curriculum planning and implementation. Teacher effectiveness is characterized by a far more complex set of qualities than one's professional preparation. It includes dispositions and an array of planning, organizational, instructional and assessment skills.

Characteristics such as the length and type of experience, the levels of subject and pedagogical knowledge, teaching style, repertoire, and perceptions and knowledge of students all influence the planning style adopted (Zahorik, 1970). Many teachers are guided in their planning and teaching by broad intentions, intuition, tacit knowledge,

and lesson images (John, 2000). Teachers elaborate on the material presented in textbooks or other curriculum materials (Featherstone, 1992) and re-structure knowledge for and with students during the process of planning and teaching thereby enhancing academic performance of students.

A study conducted by Kennedy (1987) on the significance of teachers planning and preparation in enhancing students' academic performance indicate that teachers who plan elaborately before conducting their lessons had their students perform better than their counter parts who haphazardly hurry to class without planning. Empirical studies carried out by Jones and Vesiland (1996) on teachers planning found out that as student teachers became more experienced, their planning move from being tightly associated with scripting and the preparation of materials to a larger cluster of concerns that include classroom management, the organization of learning, and the need for greater flexibility. Kadenyi (2014) notes that planning and preparation is seen as the glue that holds the various pieces of learning and teaching together. Students respond differently in terms of performance depending on the nature of planning and preparation that different teacher's exhibit before and during the course of the lesson (Shorrock, 1997).

In so far as the outcome determine the instructional activities, resources used, their suitability for diverse learners and the methods of assessment employed hold a central place in determining the learning outcome (Danielson, 2011). Teaching innovation implies teachers being creative and showing vivid and lively teaching methods to make students interested in learning, thus enhancing the teaching effectiveness of teachers (Kadenyi, 2014). Teaching innovation means the teachers having creativity, being able to reflect on, to design and to apply new, diverse teaching methods or activities, understanding individual differences of students, stimulating students learning motivation and interest, enhancing the students learning effectiveness in the preparation before teaching, in the process of teaching and in student assessment (Shu-Mei Chen, 2010).

Teachers are expected to teach students in a Child Friendly School (CFS). A CFS is one where the learning environment is conducive; the staff are friendly to the

children, the health and safety needs of the children are adequately met, the school is community based, the rights of all children are recognized irrespective of gender, family status, physical and mental abilities/disabilities and religious/ethnic difference (UNICEF, 2009). Global Monitoring Report (2007) asserts that, good quality education depends in part on reasonable class sizes and pupil/teacher ratios, yet in sub-Sahara Africa teacher-pupil ratio is still high and teacher demand and supply remain a major issue.

Teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective (Danielson, 2011). Teachers are expected to have knowledge of and adhere to legal provision on matters related to sexual, mental/psychological and physical harassment/abuse of learners. Teachers have the responsibilities of ensuring safety in schools in order to avoid any forms of school abuse or violence such as assaults, bullying, fights, theft, sexual attacks, or use of weapons. Safety in schools is an important aspect of teaching and learning. Elliott (1998) postulate that it is a fundamental right of students and staff to engage in teaching and learning process in a safe school environment. From a broad perspective learner safety refers to measures undertaken by the school community and other school stakeholders to either alleviate or eliminate any risky conditions that may pose accidents and emotional or psychological distress (Gagawala, 2011).

Teachers are school managers who manage their students in and out the classroom. Teacher participation at various responsibilities is checked against how they perform. This also covers extra-curricular activities, pastoral involvement and taking up various responsibilities in school. Curricular and co-curricular activities must be planned and executed effectively to ensure students' holistic development (Abdul Rashid & Bokkasam, 2004). Co-curricular activities are the activities performed by students that do not fall in the realm of the ordinary curriculum of educational institution (Bashir, 2012). Statistics show that co-curricular activities increase students' success rate in high school (Gandolfo, 2011). Darling (2005) compared the students who participated in co-curricular and those who did not participate in these activities and conclude that students who participated in school-based co-curricular

activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not involved in co-curricular activities at all. Mahoney (2003) found a positive relationship between co-curricular activities and inter-personal competencies, high aspiration and better attention level. The study sought to determine the impact of performance appraisal on teaching and learning in Maara Sub-county.

2.4 Teacher Performance Appraisal

Jackson and Schuler (2003) cited in Ahmed (2010) viewed performance appraisal as a method by which the job performance of an employee is evaluated. Performance appraisal can be defined as the process of analyzing the duties and responsibilities of each employee and evaluating the value of the job in relation to others in the organization and according to established standards. Randell (1984) defines staff appraisal as the process whereby current performance in a job is observed and discussed for the purpose of adding to that level of performance. Okumbe (2001) defines performance appraisal as the process of arriving at judgements about an individual's past or present performance against the background of his/her work environment and his/her future potential for an organization.

The basic purposes of the teacher appraisal system is to give teachers opportunity to improve on their performance competencies , assess the teacher's performance in the job as comprehensively and objectively as possible (TSC, 2005). Turk and Roolaht (2005) pointed out that appraisal of academic staff helps to fulfil the target and goals of an institution, gives an overview of the quality of teaching, enables teachers to have a better understanding of what is expected of them, rises motivation and disciplines and stimulates training and development. Odhiambo (2005) acknowledges that teacher appraisal programmes are increasingly being used for accountability purposes. Gacheru (2010) asserts that performance appraisal has improved efficiency in the public service which has experienced changing attitudes in working styles that are characterized by improved service delivery, intense competition among employees and high staff motivation towards attaining performance targets. In a research done by Yuguda and Yunos (2014) on teachers' role in improving teaching and learning in Nigerian Secondary Schools' Education it was observed that there are a few reasons

that contribute to low level of teachers' performance and they include inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, principal's leadership behavior and students poor work attitudes.

A number of studies have been conducted in African countries concerning the frequency of teacher appraisal in schools. A study by Maliehe (2011) investigated how the performance of educators was being managed at schools in Bahlaloga, South Africa. The study employed a survey design and was conducted among 12 principals and 85 teachers drawn from 23 schools in Bahlaloga Circuit. This study established that 42% of the principals reported to be appraising teachers once per term, while there were 6% of principals who reported to appraise their teachers once per year. Maliehe's (2011) study established a relationship between frequency of teacher appraisal and school performance, with schools where teachers are appraised regularly recording better performance.

Performance appraisal is about documenting the quality of teachers' performance, helping them improve and holding them accountable for their work (Stronge, 2012). Stronge (2012) discussed the essential components of a quality teacher appraisal system which he referred to as the three C's - Communication, Commitment and Collaboration in order tso create the synergy that can elevate appraisal to a meaningful dialogue about improving instruction delivery to students. If a quality appraisal system is to be developed, it is important to look at the ways in which both appraisers and appraises see the appraisal process and the relationship between them (Chow, 2002). The ways in which schools and principals put a given policy into practice as well as the nature and the purposes of the appraisal system itself determines the success of an appraisal process (Flores, 2009). Performance appraisal can be an important tool for supporting the improvement of teaching and learning. Piggott-Irvine (2003) advocated that transparency and confidentiality are important elements of an effective appraisal system and should be considered by both the appraiser and appraisee.

Teachers who participate in developing the appraisal system are more likely to be receptive of performance expectations, have better understanding of the appraisal process and outcomes, and are more committed to the appraisal system (Kelly, 2008). Day (2005) recognizes the importance of self-appraisal and critical reflection to teacher professional development and improvement through, for instance, reflection in, on and about the practice of a teacher. Okumbe (1999) considers appraisal as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity.

Standards are used in many performance appraisal schemes to evaluate and guide teacher development (Kennedy, 2010). Teaching standards outline what a teacher should know and be able to do (Celik, 2011). Teachers Performance Appraisal Document (TPAD, 2015) has outlined basic teaching standards in seven performance competency areas and under each standard the teacher is expected to exhibit certain performance competencies that will enhance learning outcomes. The performance competency areas are derived from three domains of professional knowledge, practice and engagement in the teaching and learning process (TPAD Manual, 2016). The teaching standards express the expectations of an individual who is entrusted with the task of supporting children and young people's learning in primary and secondary schools in line with the set education curriculum (TPAD, 2016). The study sought to determine the impact of performance appraisal on teaching and learning in secondary schools in Maara Sub-County.

2.4 1 Target Setting

Effective teachers are able to envision instructional goals for their students, then draw upon their knowledge and training to help students achieve success (Nzyoka, 2009). According to Richard (1994) if we don't begin with clear statements of the intended learning, we won't end with sound assessments.

According Coe (2000) setting targets involves identifying a number of actions at a level of detail that is appropriate not only to the learning task, but also to the individual student. This requires a high level of knowledge, diagnostic skill and understanding on the part of the teacher or tutor, not only of the learning task but also

of the individual student and the subject. For targets to be both challenging and achievable it is important to consider the process of teaching and learning. Targets need to be negotiated and agreed with the teacher but owned by the learner. This ownership has cognitive, emotional and motivating elements. Without challenge, learners will not be able to achieve to the best of their abilities. If the targets are not achievable, demoralization and disengagement will follow. Managing the relationship between challenge and achievability for the individual student demands a high degree of skill and professional expertise on the part of the teacher.

Targets will generally be expressed as minimum or minimum-acceptable targets. They will be kept under review and may be raised in the light of coursework assessments. Teachers therefore need to approach this as an ongoing process, rather than a once and for all event. The targets can be expressed in one or more of four dimensions; grade achievement in assessments, attainment of outcomes expressed in terms of competencies, timing and sequencing of attainment or/and underpinning processes. Targets need to be measurable so that both learners and teachers can monitor and review progress. Mastery learning involves setting attainable and short-term learning objectives, regular testing, frequent feedback and individualized corrective help (Petty, 1998). Target setting has led to significant improvements in learning outcomes when implemented sensitively and where the prevailing organizational ethos is one of professional trust and improvement, rather than 'naming and shaming' (Wang *et al*., 1993)

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. Student Achievement Goal Setting is designed to improve student learning. For many teachers, measures of student performance can be directly documented. There has been growing interest in linking evaluations of teacher effectiveness directly to student learning, with "value-added" models among the most prominent examples of this trend (Cristopher, 2011). Value-added approaches seek to quantify the

contribution of specific teachers, schools, or programs to student test performance while taking into account the differences in prior achievement and perhaps other measured characteristics that students bring with them to school (National Research Council and National Academy of Education, 2010).

The promise of value-added models rests in their ability to directly link individual teachers to the performance of their own students. Compared with other methods, value-added analysis may come considerably closer to isolating the amount of growth in student learning attributable to a particular teacher. Accordingly, proponents of value-added approaches argue that because value added methods are more objective and able to account for such non-school factors as poverty or family background; they represent a more appropriate basis for appraising teacher performance (Cristopher, 2011). A value-added approach documents teachers influence on student learning. Depending on grade level, content area, and learner's ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important data source for teacher appraisal.

The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely constructive feedback to both students and parents throughout the school year. The study sought to determine the impact of target setting on teaching and learning in Maara Sub-County.

2.4.2 Documentation

These are supporting records which are used by the teacher in the preparation, implementation, and evaluation of teaching and learning process. They include schemes of work, lesson plans and records of work. They are meant to make teaching and learning more effective. Schemes of Work are a detailed breakdown of the syllabus in terms of lessons, weeks, terms and year for the purpose of orderly and systematic teaching. The scheme of work is derived from the Syllabus. It details how

the syllabus content for each class is to be covered on a weekly, termly, and yearly basis.

A lesson plan is derived from the scheme of work and dictates what should be covered by the end of the lesson. A lesson plan is necessary in the effective teaching because it helps the teacher to; focus clearly on the content to be covered and the way it should be taught thus avoiding vagueness and irrelevance, organize the content to be taught in advance, plan, prepare and assemble teaching/learning resources, take the opportunity to visualize and conceptualize in advance the teaching strategies and select and design appropriate assessment methods. In the lesson plan specific objectives for the lesson are stated in simple clear language and should be measurable, methods used to conduct the lesson and teaching and learning materials to be used are also stated. On the remarks column the teacher evaluates the lesson after teaching and states if the lesson was taught successfully and if there were any difficulties observed. In case the lesson objectives were not met adequately remedial action is then indicated and planned. As teachers plan instruction, they need to weigh their options carefully, making decisions about which methods and content best meet their instructional goals and the needs of their students for a given unit of instruction (Susanne, 2006).

Record of work is a document where all details of the work taught by the teacher is entered on a daily basis. The entries are made by the individual teacher after every lesson. A record of work ensures accountability and transparency of work covered by the teacher, the continuity of teaching of a particular class and enables a new teacher to traces where to start teaching a class. A record of work should have the following components; time frame, work covered, remarks, name and sign of the teacher. Teachers are expected to manage teaching time through consistent class attendance, observation of the school timetable, attendance of other school activities and staff meetings (TPAD Manual, 2016). The indicators of time management include punctuality in reporting to duty and lesson attendance, records of teacher attendance, missed lessons recovery records, records of remedial lessons and timely preparation of professional records (TPAD, 2016).

In Kenya there are quality assurance and standards officers, who have one of their roles being monitoring and advising on standards in education based on all round aspects. Standard performance indicators for various areas, including sports, games, drama, music, science congress, scouting/girl guide, academic performance environmental education health care and nutrition, pupils' welfare, pupils provision and optimum use of available resources (Hand book for inspection of educational institutions, 2000). Teachers are expected to be able to organize and guide co-curricular and life skills learning activities to realize and nurture unique talents and develop learners full potential. This is evidenced by presence of co-curricular schedules, membership list, and certificates of participation at different levels, evidence of awards, officiating, coaching, and training in co-curricular activities (TPAD, 2016).

The education and professional development of every teacher needs to be seen as a lifelong task, and be structured and resourced accordingly. To equip the teaching body with the skills and competences needed for its ever changing roles, it is necessary to have both quality initial teacher education and a coherent process of continuous professional development to keep teachers up to date with the skills required in a knowledge based society. Teachers are expected to keep upgrading their teaching skills by attending in-service training and pursue other academic avenues to keep abreast with the ever changing teaching and learning methods.

Students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families (Wang and Walberg, 2004). If all our children, young people and adult learners are to develop and use their potential to the fullest extent, and contribute to a world-class economy, providers of education, training and related services must work together (HMIE, 2007). There is broad agreement among teachers, policy makers, and the public that educational systems should graduate students who are proficient in core academic subjects, able to work well with others from diverse backgrounds in socially and emotionally skilled ways, practice healthy behaviors, and behave responsibly and respectfully (Greenberg, 2003). Learning is no longer restricted to what goes on within the school walls, it is now universally accepted that schools must relate well to

their surrounding communities if they are to be effective (OECD, 2001). Benefits associated with parental involvement include improved academic performance, improved student behavior, greater academic motivation and lower dropout rates.

Existing studies suggest that an intervention focused on teacher and parent communication could increase student motivation, efficacy, engagement and ultimately academic achievement (Barnard, 2004). Effective teachers work collaboratively with their colleagues and are continually learning and growing in ways that improve their teaching practice and enhance student learning (Madaline, 2011). Teachers are expected to establish and maintain collaborative relationships with educationist, parents and the local communities. This is evidenced by records of parental involvement in students' issues, evidence of involvement in community based activities and evidence of involvement and networking with educational bodies' such as; Kenya National Examination Council (KNEC) and Kenya Institute of Curriculum Development (KICD). Effective teachers maintain appropriate links with the community and various organizations such as voluntary agencies, government departments and commercial organizations. They utilize external resources to effectively support school activities and services and encourage students to play an active role in community services.

According to TPAD (2016), the teacher is expected to provide evidence of compliance with CORT, COCE and Children Rights and be proactive in the creation of a Child Friendly School (CFS). Unfortunately, teacher appraisal too often has been viewed not as vehicle for growth and improvement, but rather as a formality that must be endured (Stronge & Tucker, 1999). In the wake of increased accountability, public scrutiny and surveillance mechanisms in regard to schools activities and teachers' work, teacher appraisal is sometimes seen as a threat to teachers' autonomy. For others, however, it is seen as an important tool for improving teacher professionalism and student performance. The study sought to determine the impact of teacher documentation on teaching and learning in secondary school in Maara sub-county.

2.4.3 Classroom Observation

The most widely used form of teacher evaluation has traditionally been classroom observations that measure evident classroom processes, including specific teacher

practices, interactions between teachers and students, or other holistic aspects of instruction (Goe, Bell, & Little, 2008). Lesson observation is very important and essential in understanding a teacher's effectiveness. During lesson observation, the appraiser completes the lesson observation report based on his/her observation of the teachers' classroom management. The observation forms are used to provide targeted feedback on teachers' effectiveness related to seven performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism and Communication, and Student Progress.

In lesson observation teacher classroom management is evaluated. Classroom management involves maximizing the quantity of instructional time, handling classroom events, teaching at a steady pace and maintaining clear direction during lessons. The ways in which children perceive their surroundings greatly affects how they will perform; therefore, it is imperative that instructors and administrators thoroughly examine the physical environment of classrooms with an eye toward making improvements that will benefit the teaching and learning therein (Danielson, 2011). Research on classroom interaction and its effects on learning support the assumption that a student's level of classroom participation is related to intellectual skill development (Terenzini, 1984). Teachers can influence classroom climate by emphasizing the type of learning environment, such as valuing achievement, love of learning, competition and collaboration (Hallinan & Smith, 1989). Henry (1998) sees the classroom as a powerful instrument in organizing the attitudes and feelings of students. On the basis of observational research, Henry (1998) found out that the skill in being a teacher is one of a learned capacity where the teacher keeps shifting states of order intelligently so that the emotions of the children are caught up and organized towards the achievement of a specific goal. As teachers and learners vary in their effective characteristics and behaviors, so the feeling or affective tone of the classroom setting for learning should vary. Effective classroom control and proper tone variation by the teacher enhances students' academic performance. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students.

The observer during the lesson observation evaluates the appropriateness of teaching and learning aids used in lesson delivery. For any learning to take place, the availability of teaching learning resources is integral. Factors such as availability of teaching and learning facilities, cultural background, educational experiences, learning goals, attitude, individual learning styles and age affect the strategy which the teacher uses in teaching (Cohen, 1998). The purpose of using teaching- learning resources is to increase the learners' perception through effective communication (Nyakundi, 2009). The use of teaching and learning materials help children understand abstract concept in the curriculum, solve problems and develop critical thought process.

The combination of Information and Communication Technology (ICT) and learning makes teaching and learning more fun and enjoyable so as to motivate the learner to want to acquire more information on his or her own (Kairo, 2013). According to Hsiao-Hsuan Wang's (2002) research, integrating information technology into teaching can make learning more diversified and individualized and enhances the learning effectiveness. Information and Communication technology (ICT) is an umbrella term that includes any communication device or application, encompassing; radio, television, cellular phones, computer and network hardware and software often spoken of in particular context like ICT in education (Rouse, 2005). According to the research of Hoffman (1996), integrating information into teaching is the best choice for teachers to improve teaching methodology and teaching skills. Evidence of innovation and creativity in teaching and learning aid includes the use of ICT to access online educational resources, ICT integration in teaching and learning and use of any other relevant approach to enhance creative thinking and development of new concept (TPAD 2016).

After each lesson observation, the appraiser discusses with the appraisee his/her performance as soon as possible and focus on the performance related to the job rather than the personality and alternative teaching methods (Education & Manpower Bureau, 2003). The person appraising should create an enabling environment that promotes feedback and does not intimidate or harass the teacher. Wango (2010) asserts that during lesson observation feedback, officers must be clear in explaining

their judgments about the quality of teaching and any identified strengths and weaknesses, so that the teachers will identify how to improve their work.

Some of the problems associated with classroom observation include; poor evaluation instruments, the lack of time for evaluators to conduct observation, the absence of high-quality feedback to teachers in the observation process, and few consequences either positive or negative attached to the evaluations (Donaldson & Peske, 2010). Schultz and Schultz (2010) asserts that most teacher around the world just do not appreciate constructive criticism or any criticism originating from performance appraisal lesson observation and they tend to be hostile knowing they could be given bad news on their performance. The study sought to determine the impact of classroom observation on teaching and learning in Maara Sub-county.

2.5 Theoretical Framework

The study was guided by two theories. The Taylor's Performance Monitoring Theory and the cognitive theory of learning proposed by Jean Piaget and Vygotsky.

2.5.1 Taylor's Performance Monitoring Theory

Taylors' performance monitoring theory of 2002 asserts that performance management provides the mechanism by which an organization can measure critical success factors. Successful business management requires the ongoing monitoring of performance in order to generate data by which to judge the success or otherwise of specific strategies. Improvement in performance can only be realistically achieved when management is properly informed about current performance. To this end it is important to identify key performance indicators (KPIs) that will enable management to evaluate progress of any activity. It should be noted that performance appraisal is a part of a performance management which includes activities to ensure that institutional goals are consistently being met in an effective and efficient manner (McNamara, 2000). Performance management includes many other practices besides performance appraisal, like employee performance improvement, performance development, training, cross-training, challenging assignments, career development or coaching.

The key performance indicators for teacher performance appraisal include teacher target setting, teacher documentation, and classroom observation which are the indicators of the independent variable of the study.

2.5.2 Cognitive Theory Proposed by Jean Piaget and Vygotsky

Cognitive theories of learning were proposed by scholars such as Jean Piaget (1896 – 1980) and Vygotsky (1896 – 1934). Cognitive theories of learning asserts that learning is a process of drawing connections between what is already known or understood and new information. Thus, prior knowledge is important to the learning process. Cognitive theories of learning proposes that people make connections and draw conclusions based on a sense of what the already know and have experienced. Learning can be viewed, in part, as a matter of encoding and storing information in memory, processing, categorizing and clustering material, and later retrieving this information to be applied at the appropriate times and situations. For learning to occur, facts, concepts and ideas must also be stored, connected to other facts, concepts, and ideas, and built upon. Knowing in advance what the big ideas are and how they relate to each other conceptually helps learners to make sense of information and to remember and use it more flexibly. Cognitivism, emphasizes the role that environmental conditions play in facilitating learning. Instructional explanations, demonstrations, illustrative examples and matched non-examples are all considered to be instrumental in guiding student learning. Similarly, emphasis is placed on the role of practice with corrective feedback.

Teachers are responsible for assisting learners in organizing that information in some optimal way. Teachers use techniques such as advance organizers, analogies, hierarchical relationships, and matrices to help learners relate new information to prior knowledge. Cognitivism imply that the major tasks of the teacher include; understanding that individuals bring various learning experiences to the learning situation which can impact learning outcomes; determining the most effective manner in which to organize and structure new information to tap the learners' previously acquired knowledge, abilities, and experiences; and arranging practice with feedback so that the new information is effectively and efficiently assimilated and/or accommodated within the learners' cognitive structure (Stepich & Newby, 1988). The

cognitive theory of learning has helped the researcher conceptualize the dependent variable of the study.

2.6 Conceptual Framework

The conceptual framework for the study shows the diagrammatic relationship between the independent and dependent variables.

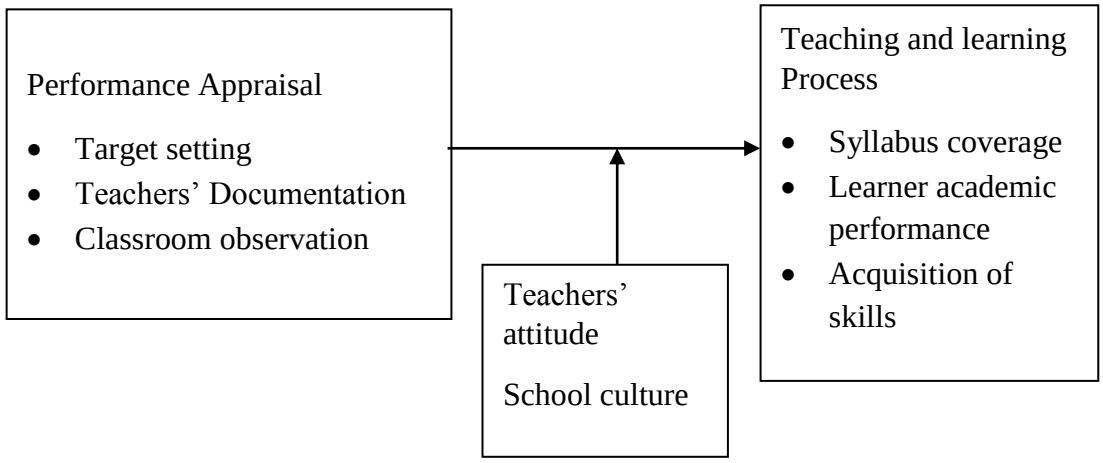

Figure 1. Relationship between the Independent and Dependent Variable of the Study

The conceptual framework on Figure 1 shows the independent variable of the study as teachers' performance appraisal the indicators being target setting, documentation and classroom observations. The dependent variables are teaching and learning where the indicators include timely syllabus coverage, improved learner academic performance and acquisition of skills. The intervening variables are teachers' attitude on performance appraisal and school hard working culture. The study sought to investigate the impact of the independent variables performance appraisal on the dependent variable which is teaching and learning.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

In this chapter the researcher outlines the research design, location of the study, target population, sampling procedure and sample size, instrumentation, validity, reliability, piloting of instruments, data collection procedure, data analysis and ethical considerations.

3.2 Research Design

The research adopted a descriptive survey design and correlational research design. Descriptive survey was used to explain the status and condition of teacher performance appraisal while correlational design was useful to test for relationship between the independent and dependent variables. Correlational research design was ideal because it does not involve modifying the situation but rather adopts to natural setting. It involves acquiring information about a certain segment of the population and getting information on their characteristics, opinions or attitudes (Orodho, 2005). Correlation research design was selected because it allowed comparison of two or more different characteristics from the same group of subjects. The researcher was interested in finding out the impact of performance appraisal on teaching and learning in Maara sub-county, Tharaka Nithi, Kenya, correlation research enabled the researcher to find out whether there was a relationship between teacher performance appraisal and teaching and learning.

3.3 Location of the Study

The study was carried out in public secondary schools in Maara Sub County, Tharaka Nithi since the region experienced a decline in KCSE academic result even with the compliance of teachers in carrying out teacher performance appraisal as stipulated by Kenya TSC. The researcher investigated the impact of performance appraisal on teaching and learning in Maara sub-county, Tharaka Nithi, Kenya.

3.4 Target Population of the Study

A target population is the total composition of elements from which the sample is drawn; it is the specific population about which information is desired (Gerber, 2011). The target population of the study was 532 persons comprising of 49 principals and

483 teachers teaching in 49 public secondary schools in Maara Sub-county, Tharaka Nithi, Kenya.

3.5 Sampling Procedure and Sample Size

A sample is a small part of anything which is intended to stand for or represent the whole (Wellington, 2000). Kathuri and Pals (1993) came up with a guide for determining needed size of a randomly chosen sample from a given finite population of N cases such that the sample proportion P is within plus or minus 0.05 of the population proportion P with a 95% level of confidence. According to the formula proposed by Kathuri and Pals (1993), for a target population of 536 a minimum sample of 228 respondents is considered an acceptable representation of the target population. The sampling procedure and sample size is presented in Table 1 Below

Table 1

Summary of Sample from Target Population

Target population Category of respondents	Target population	Sample size
Principals	49	35
Teachers	483	210
QASO	1	1
Total	533	246

For this study stratified sampling was used to select 35 schools each stratum representing 1 National school, 6 extra county school, 12 county school and 30 sub county schools in Maara Sub County. 1 National school was purposively selected, 4 extra counties out of 6 were selected randomly, 10 county school were randomly selected from 12 county schools and 20 sub county schools were selected randomly from 30 schools that form the sub county stratum. The principal of each of 35 school were purposively selected since they were the immediate supervisors and acted as appraisers. From the 35 schools selected, 6 teachers from each school were selected randomly giving a total of 210 teachers who took part in the study. The QASO was purposively selected given his role in teachers' performance appraisal. This yielded a total of 246 participants as summarized in the Table;

3.6 Instrumentation

The researcher used questionnaires to gather data. The questionnaire consisted mainly of closed questions and open ended questions. For the closed questions the Likert scale was used. The open-ended questions captured qualitative data from the respondents. Questionnaire was used for data collection because as Kiess and Bloomquist (1985) observed, questionnaire offers considerable advantages in its administration and provides the investigation with easy of accumulation of data. Gay (1976) maintains that questionnaires gives respondents freedom to express their views or opinion and also to make suggestions. The researcher selected a questionnaire since it enhanced confidentiality and gave the respondents ample time to answer the questions asked. The researcher used different questionnaire for teachers (appraisee) and school principal (appraiser).

The demographic data captured in Section A, The items on the questionnaire were developed on the basis of the objectives of the study. Section B contained information on target setting and teaching and learning. Section C dealt with documentation and teaching and learning while Section D explored classroom observation and teaching and learning.

3.7 Piloting

Before the actual data was collected, the researcher conducted a pilot study in five schools in Chuka Igambang'ombe sub County since this sub county had similar characteristics under study, this avoided data contamination. According to Mugenda and Mugenda (2009), a pre-test sample of a tenth of the total sample with homogeneous characteristic is appropriate for a pilot study. Using 5 pilot schools, 1 principal and 4 teachers in each school were selected making a total of 25 pilot subjects. The purpose of the pilot study was to enable the researcher to check the reliability and validity of the instruments, and also to allow the researcher get familiar with administration of the questionnaires.

3.7.1 Validity

Face validity and content validity of the questionnaires was checked. Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences,

which are based on the research results. Validity refers to the degree to which results obtained from the analysis of the data actually represents the phenomena under study. To determine the validity of the instrument, a pilot study was conducted in 5 public secondary schools in Chuka Igambang'ombe Sub County. The piloted questionnaires were scrutinized to identify items that were unclear or ambiguous to respondents thereby improving the face validity of the instrument. According to Marchington and Wilkinson (2005) validity of the research instruments is improved through opinions of experts. In light of this, the researcher sought assistance from the supervisors who are experts in research to help check content validity of the research instruments.

3.7.2 Reliability

It is necessary that the research instruments are piloted as a way of finalizing them (Wiersma, 1985). According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. This implies that the research instrument should deliver the same results over and over each time. A measurement that yields consistent results over time is said to be reliable (Wiersma, 1985). When a measurement is prone to random error, it lacks reliability. The research instruments were piloted in order to assess their reliability. Five secondary schools in Chuka Igambang'ombe Sub County were selected for piloting the instruments. The study used Cronbach's Alpha method of reliability testing. According to Fraenkel and Wallen (2008) a Cronbach's Alpha coefficient of at least 0.7 indicates acceptable reliability. The results of the reliability are presented in Table 2

Table 2

Results of the Reliability Test

Construct	Number of items	Cronbach's Alpha
Target setting	11	0.801
Documentation	12	0.931
Classroom observation	13	0.960
Teaching and Learning	13	0.972

The Cronbach's Alpha for Target setting which comprised of 11 items was 0.801. Documentation had 12 items indicated a Cronbach's Alpha of 0.931. The Cronbach's Alpha for Classroom observation which comprised of 12 items was 0.960. The

Cronbach's Alpha for Teaching and Learning which comprised of 12 items was 0.972. All the variables had Cronbach's alpha reliability of above (0.80) indicating adequate convergence or internal consistency hence suitable for making statistical inferences.

3.8 Data Collection Procedure

The researcher obtained an introduction letter from Chuka University which enabled the researcher to get a permit from the National Council of Science and Technology (NACOSTI) in order to be allowed to collect data. After the acquisition of the permit, the researcher sought permission from the area DEO and the principals of selected schools before collecting data to legitimize the activity. The researcher made prior arrangements with the heads of the selected schools so that the instrument was administered and filled in her presence so as to be able to assist the respondents in case of any problem in understanding of the questions and also to ensure completeness and a near 100% return rate of the filled in questionnaires. Before administering the questionnaires to the respondents, the researcher sought the consent of the respondents. The researcher explained the purpose of the study and assured the respondent that the information gathered would be used for the research purpose only.

3.9 Ethical Considerations

Ethics deal with one's conduct and serves as a basis and guide to one's behavior (Mugenda & Mugenda, 2003). The researcher ensured all ethical issues which were related to this study were considered appropriately. All the relevant authorities were notified before piloting the research instrument and data collection. The researcher sought the consent of the respondents to give information. During data collection, the researcher ensured all the respondents did not write their names or the name of their schools on the questionnaire to conceal their identities. Respondents were given free will to respond to the questionnaires. The researcher ensured that data collected was kept safe and used only for this research purpose.

3.10 Data Analysis

Data analysis procedure that involves both qualitative and quantitative was employed. Qualitative data was analyzed qualitatively using content analysis based on analysis

of meaning and implications emanating from respondent information and comparing responses to documented data on performance appraisal in relation to teacher performance appraisal and teaching and learning. Qualitative data was analyzed thematically, whereby similar responses were tallied to come up with frequency counts which were the basis of percentages calculated based on the total number of responses.

Quantitative data was analyzed using descriptive statistics such as frequency counts, means and percentages. Quantitative data analysis was done using computer spread sheet, and Statistical Package for Social Sciences (SPSS) Version 23.0. Martin and Acuna (2002) states that SPSS is able to handle large amounts of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is efficient. Linear regression analysis was used to test study hypothesis. The following regression model was formulated;

$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + c;$

Where;

Y-Teaching and learning

X_1-Target settings

X_2-Documentation

X_3-Classroom observation

α- Intercept parameter

c-error term

β1, β2, β3- Coefficients of the independent variables

The results of data analysis will be presented using frequency distribution tables and cross tabulations. The methods of data analysis are presented in Table 3.

Table 3

Data Analysis Matrix

Research Hypothesis	Independent Variable	Dependent Variable	Method of Analysis
$H_0$1-There is no statistically significant relationship between target setting and teaching and learning in secondary schools in Maara Sub County	Target setting	Teaching and Learning	Mean, standard deviation and regression
$H_0$2-There is no statistical significant relationship between teacher documentation and teaching and learning in secondary schools in Maara Sub County	documentation	Teaching and Learning	Mean, standard deviation and regression
$H_0$3-There is no statistically significant relationship between classroom observation and teaching and learning in secondary schools in Maara Sub County	Classroom observation	Teaching and Learning	Mean, standard deviation and regression

CHAPTER FOUR
FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the key findings of the study and the results of data analysis. The data was collected between November 2018 and February 2019. The general objective of this research was to assess the impact of teachers' performance appraisal on teaching learning secondary schools in Maara Sub County in Tharaka Nithi. The specific objectives were to examine the impact of target setting, documentation and class observation on teaching and learning in secondary schools in Maara Sub County. The primary data was collected from a sample size of 532 persons comprising of 49 principals, 483 teachers teaching 49 public secondary schools in Maara sub-county, Tharaka Nithi, Kenya. The reviewed literature was linked with the findings of the study to enable data interpretation, drawing of implications and the recommendations for the study. Descriptive statistics, correlations and regression analysis were carried out.

4.2 Response Rate

Response rate refers to the number of questionnaires sent to the field divided by the number of questionnaires completed and returned. The response rate of the respondents is presented in Table 4.

Table 4

Response Rate

Category	Number Targeted	Number that responded	Percentage
Principals	35	27	77.14%
Teachers	210	207	98.57%
QASO	1	1	100%
Overall	246	235	95.53%

A total of 245 questionnaires (for teachers and Principals) and 1 interview schedule (for QASO) were distributed and delivered to the respondents but only 234 questionnaires and 1 interview schedule was filled and returned. This represented 95.53 % overall response rate which is quite suitable to make a finale for the study. According to Mugenda and Mugenda (2003), a response rate of 50% and above is

considered adequate for reporting and analysis, 60% good and 70% and above response rate is very good for data analysis and reporting.

4.3 Demographic Characteristics

The respondents' demographic characteristics were sought on their age in years, gender, level of education, current job title, teaching experience and category of their school.

4.3.1 Age of the Respondents

The respondents were asked to indicate their age bracket. The results are presented in Table 5.

Table 5

Age of the Respondents

Age Bracket (In Years)	Frequency	Percent
Below 25 Years	54	23.1
25-30 Years	46	19.7
30-35 Years	67	28.6
35-40 Years	56	23.9
Above 40	11	4.7
Total	234	100.0

The results in Table 5 indicate that a majority of 28.6% were between the age of 30 and 35 years while the minority (4.7 %) had above 40 years of age.

4.3.2 Gender of the Respondents

The study also sought to establish how the sample was spread out across gender. The results are presented in Table 6.

Table 6

Gender of the Respondents

Gender	Frequency	Percent
Male	101	43.2
Female	133	56.8
Total	234	100.0

Results in Table 6 indicate that majority of respondents (56.8 %) were female while (43.2 %) were males.

4.3.3 Level of Education

The respondents were asked to indicate their level of education. The results on the level of academic training of respondents are presented in Table 7.

Table 7

Level of Training

Level of Training	Frequency	Percent
Diploma	2	.9
B.Ed	222	94.9
M.Ed	10	4.3
Total	234	100.0

Results further indicated that a majority (94.9 %) had Bachelor of Education while the minority (0.9 %) had a diploma education only 4.3% had a Master's in Education.

4.3.4 Current Job Title

The respondents were further asked to indicate their current job title. The results are presented in Table 8.

Table 8

Current Position

Current Position	Frequency	Percent
Principal/Deputy Principal	19	8.1
Head of Department	54	23.1
Classroom Teacher	161	68.8
Total	234	100.0

The results from Table 8 showed that the majority (68.8 %) of the respondent was classroom teachers while a minority (8.1%) were Principals and deputy principals, and 23.1% were head of departments.

4.3.5 Teaching Experience

The respondents were asked to indicate the number of years they have been teaching. The results are presented in Table 9.

Table 9

Teaching Experience

Teaching Experience	Frequency	Percent
0 Years	3	1.3
Below 3 Years	12	5.1
3-5 Years	15	6.4
5-8 Years	6	2.6
9-12 Years	53	22.6
Above 12 Years	145	62.0

Information in Table 9 indicates that majority of the teachers (62.0%) had worked for over 12 years in secondary schools as teachers, 22.6 % had worked for 9-12 years while only 1.3 % had worked for less than one year.

4.3.6 Category of School

The study documented the category of school the respondents were teaching. The information is presented in Table 10.

Table 10

Category of your School

Category of your School	Frequency	Percent
National	6	2.6
Extra-County	25	10.7
County School	160	68.4
Sub County	43	18.4
Total	234	100.0

The findings in Table 10 revealed that majority of respondents (68.4 %) indicated that their schools were county schools, 18.4% indicated that their schools were sub-county, 10.7% indicated that their schools were Extra County while the least (2.6 %) indicated that their schools were national schools.

4.4 Assessment of Normality Test, Homoscedasticity and Multicollinearity

To ensure that the study data collected adhered to Classical Linear Assumption of normality, Kolmogorov-Smirnov test was used to test normality of study data. The results are presented in Table 11.

Table 11

Normality Test

Variable	Kolmogorov-Smirnov Test	Sig
Teaching and Learning	1.573	.014
Target Setting	1.941	.001
Documentation	1.402	.039
Classroom Observation	1.448	.030

a. Test distribution is Normal.

From the results in Table 11, the K-S tests for teaching and learning, target setting, documentation and classroom observation was 0.014, 0.001, 0.039 and 0.030 respectively. Since their significance levels were < 0.05, then all the study variables were normally distributed.

Homoscedasticity occurs when the variance of the unobservable error term is constant. Levene Test was used to test for homoscedasticity and this test was computed using one-way ANOVA procedure. The test results for homoscedasticity test are shown in Table 12.

Table 12

Test of Homogeneity of Variances

Variable	Levene Statistic	Sig.
Target setting	2.025	.005
Documentation	1.662	.036
Class Observation	1.799	.015

The results in Table 12 shows that the Levene statistic for the independent variables tested against the dependent variable (teaching and learning) were statistically significant at 5% significance level since the p-values for target setting, documentation and class observation were 0.005 < 0.05, 0.036 < 0.05 and 0.015 < 0.05 respectively. This shows that the variances between teaching and learning, target setting and class observation were homoscedastic (had constant variance).

To test for correlation between the independent variable multicollinearity test was carried out. Existence of multicollinearity is evidenced by the standard errors for the regression coefficient estimators becoming inflated which results in t-statistics becoming too small and less powerful in terms of their ability to reject the null hypothesis. Variance inflation factor (VIF) and tolerance levels were used to test for multicollinearity. As a general rule of the thumb, VIF of less than 10 and tolerance level of more than 0.1 are preferred (Munga, 2014).

Table 13 Provides the test results for multicollinearity.

Table 13

Collinearity diagnostics

	Collinearity Statistics	
Variable	Tolerance	VIF
Target setting	.383	2.609
Documentation	.281	3.558
Classroom observation	.316	3.160

Dependent Variable: Teaching and Learning

In the finding of Table 13, documentation had the lowest tolerance level at 0.281 and target setting had the highest tolerance level at 0.383. Since tolerance level for all the independent variables were greater than 0.1, this suggested that there was no multicollinearity problem. Documentation had the highest VIF of 3.558 while target setting had the lowest VIF of 2.609. From the findings in Table 13, it is evident that all the variables had a VIF of less than 10 thus indicating absence of multicollinearity among the independent variables.

4.5 Teaching and Learning

Teaching and learning in schools have strong social, emotional, and academic components. The manner in which the content is presented to the learner determines the learners' reception, retention and application of the content acquired, strategies of teaching and learning. The researcher sought to find out the extent to which the respondents agreed or disagreed with statements detailing involvement in teaching and learning. Different sets of activities anchored on a five point Likert type scale

ranging from 1= strongly agree to 5 = strongly disagree were used to measure teaching and learning. The findings are presented in Table 14.

Table 14

Teaching and Learning

Statement	Mean	Std.Error of mean
Teachers ensure strict adherence to the school timetable	2.0530	.08181
Teaching aids are prepared based on current curriculum	2.1126	.07251
Teachers give lesson assignment at the end of each lesson	2.1258	.07766
Learners complete all assignments	2.6358	.09085
Teachers ensure all students assignments are completed and marked before the beginning of a new lesson	2.6556	.09492
Learners are evaluated on mastery of content covered in line with current syllabus	2.4437	.21234
Teachers monitor students' academic performance and calculate the value addition.	2.4040	.09216
Teachers evaluate the level of practical skills acquired by the learner at the end of every lesson	2.5298	.08855
Teachers and learners organize and implement individualized education program	2.4702	.08654
Teachers and learners integrate appropriate ICT teaching and learning materials	2.4967	.08657
Learners participate in co-curricular activities	2.3775	.15547
Learners follow the school rules and regulations which creates a conducive learning environment	2.5166	.10373
Teachers ensure the syllabus is well covered and in good time	2.3642	.09697
Overall Mean Score	2.3989	0.1031

The aggregate score of teaching and learning activities was computed as the average of the mean scores of the activities that were used to measure involvement in teaching and learning. Standard error of mean (Std. Error) was also computed. Standard error of mean is a measure of reliability of the study results. It is equal to the standard deviation of the population divided by the square root of the sample size. Standard deviation shows how far the distribution is from the mean. A small standard error implies that the sample mean has a good chance of being close to the population mean and a good estimator of the population mean. On the other hand, a large standard error

illustrates that the given sample mean will be a poor estimator of the population mean (Harvill, 1991). Table 14 shows the information collected on teaching and learning the dependent variable.

Most of the respondents agreed that for schools to have the most effective teaching and learning measures to be put in place in order of their priority include; teachers to ensure strict adherence to the school timetable (mean score = 2.0530, Std .Error =.08181), teaching aids be prepared based on current curriculum (mean score =2.1126, Std. Error = .07251) and teachers to give lesson assignment at the end of each lesson (mean score = 2.1258, Std. Error = .07766.) in that order. These findings are consistent with the findings of Kadenyi (2014), who found that planning and preparation of a lesson is seen as the glue that holds the various pieces of learning and teaching together. The findings are in line with the study by Danielson. (2011), who found out that teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.

On the other hand the activities that reported a lower significance included teachers ensuring all students assignments are completed and marked before a new lesson (mean= 2.6556, Std. Error= .09492), learners completing all assignments (mean= 2.6358, Std. Error= .09085) and teachers evaluating the level of practical skills acquired by the learners at the end of every lesson (mean= 2.5298, Std. Error= .08855). These statement recorded the highest means above the overall mean of 2.3989. The overall mean score for the thirteen activities used to measure teaching and learning was 2.3989, Std. Error .1031. The mean of 2.3989 (agree) shows that the respondent have a general agreement with activities measuring teaching and learning as detailed in Table 14. The small Std. Error of .1031 implies that the sample mean has a good chance of being close to the population mean.

4.5.1 Challenges encountered during Teaching and Learning

The researcher sought information on the challenges faced during teaching and learning in secondary schools in Maara Sub County. The information is presented in Table 15.

Table 15

Challenges faced during Teaching and Learning

Challenges	Maara Sub County
Abseentism of students from schools due to lack of schools fees	17%
Inadequate teaching and learning resources	39%
Indiscipline of students	15%
Overcrowded classroom that reduces teacher - learner contact	17%
Excess workload	12%

Information in Table 15 shows that 39% of respondents identified inadequate teaching and learning materials as a major challenge in ensuring that teaching and learning is effective in secondary schools in Maara Sub County. Abseentism of students from schools due to lack of school fees and overcrowded classroom that reduced teacher-learner contact were cited by 17% of respondents to be a constraint for effective teaching and learning in secondary schools in Maara Sub County. Indiscipline of students in the secondary schools was highlighted by 15% of respondents as a challenge that affect teaching and learning in Maara Sub County. Excess teacher workload was given by 12% of respondents to be a challenge affecting teaching and learning in Maara Sub County. These findings were consistent with the findings of Yuguda and Yunos (2014) on teachers' role in improving teaching and learning, where it was observed that there were a few reasons that contribute to low level of teacher performance which included inadequate pay, poor school facilities to facilitate teaching and learning, inadequate school disciplinary policy and students poor work attitudes.

4.5.2 Ways to Enhance Teaching and Learning in Secondary Schools

The researcher sought information on ways to enhance teaching and learning in secondary schools. The results are presented in Table 16.

Table 16

Ways to enhance teaching and learning

Responses	Maara Sub County
Provide adequate teaching and learning materials	26%
Reduce teachers workload by the Ministry of Education employing more teachers	25%
Introduction of workable discipline policies in schools	4%
Adopt and integrate ICT in teaching and learning	24%
Motivation of learners by teachers and motivational speakers	13%
Construction of more classrooms	3%
Revised Syllabus that is learner centered	4%

Information in Table 16 shows a summary of responses given on ways of improving teaching and learning in secondary schools. Provision of adequate teaching and learning materials was given by 26% of the responses as the best way to enhance teaching and learning. Further, 25% of the respondents highlighted reduction of teachers' workload as another way to enhance teaching and learning and they recommended that this would be achieved by the Ministry of Education employing more teachers. This will ultimately reduce teacher-pupil ration in secondary schools. Another 24% of the respondents suggested adoption and integration of ICT in teaching and learning as yet another way to enhance teaching and learning. If this way is adopted, it would lead to adoption of e-learning and to an extent introduction of distance learning in secondary schools.

The findings are consistent with Hsiao-Hsuan Wang's (2002) research who noted that integrating information technology into teaching can make learning more diversified and individualized and enhances the learning effectiveness. The findings are consistent with Lewis, Romi, Qui, & Katz, (2005), who noted that teachers' discipline strategies have been suggested to be a potent force to promote students' sense of responsibility in the classroom.

4.5.3 The Impact of Teachers' Performance Appraisal on Teaching and Learning

The researcher further sought the opinion of the respondents with regards to the impact of teacher performance appraisal on teaching and learning in secondary schools in Maara Sub County. The results are presented in Table 17.

Table 17

Impact of Teachers' Performance Appraisal on Teaching and Learning

Comments	Maara Sub County
Performance appraisal is only paper work that is not relevant and has no impact	40%
Improved and enhanced better performance in teaching and learning process	60%

The results in Table 17 indicates that 40% of respondents listed that teachers' performance appraisal is just paper work that wastes their time that they could have used in teaching and thus they argued it was not relevant and impactful on teaching and learning in secondary schools in Maara Sub County. On the other hand, 60% of the respondents maintained that teachers' performance appraisal has improved and enhanced better performance in teaching and learning process in secondary schools in Maara Sub County.

These findings are consistent with the findings of Gacheru (2010) who asserts that performance appraisal has improved efficiency in the public service which has experienced changing attitudes in working styles that are characterized by improved service delivery, intense competition among employees and high staff motivation towards attaining performance targets. These findings are also consistent with the findings of Okumbe (1999) in his study on education management who observed that teachers' appraisal is an administrative strategy aimed at stimulating teachers towards greater pedagogical effectiveness and productivity. These findings are contrary to the findings of Darling-Hammond (2013) who observed that many performance appraisal systems do little to help teachers improve on their effectiveness.

4.6 Target Setting

Target setting entails setting a goal that touch on expected results during a particular set time. Target setting involves identifying a number of actions at a level of detail that is appropriate and measurable. This study aimed at finding out how different aspects of targets setting influence teaching and learning. The findings are presented in Table 18.

Table 18

Target Setting

Statement	Mean	Std. Error of Mean
Teachers ensure timely preparation of professional documents	2.3510	.07984
Teachers ensure all lessons are taught as per the school timetable	2.1921	.08598
Teachers ensure that every lesson has lesson objectives	2.1325	.07439
Teachers and learners set academic target (mean grade) for each of their classes	2.1060	.07757
Teachers ensure exams are set, marked and feedback given as per the set deadlines	2.0861	.08961
Teachers and learners ensure that the learning environment is child friendly, safe and conducive for learning	2.2252	.08972
Teachers demonstrate an understanding of legal provision in education and the implication of non-compliance	2.3775	.07959
Teachers identify and nurture learners talent in at least one co-curricular activities	2.3046	.07918
Teachers plan and participate in teachers, parents and learner meetings	2.2781	.09590
Teachers maintain punctuality in reporting for duty and lesson attendance	2.3046	.09159
Teachers identify individual performance gaps and seek solutions through professional development courses	2.4503	.08596
Overall Mean Score	2.2553	0.0845

As evidenced by Table 18, teachers ensuring that exams are set, marked and feedback given as per the set deadlines (mean = 2.0861, Std.Error = .08961) was agreed by the majority of the respondents to be the most significant activity in enhancing teaching and learning. Second in line was teachers ensuring that every lesson has lesson

objectives (mean= 2.1921, Std. Error=.08596). In third position was teachers ensuring that lessons are taught as per the school timetable (mean=2.1921. Std. Error=.08598). On the other hand teachers identifying individual performance gaps and seeking soluions through professional development courses was least significant (mean=2.4503, Std. Error=.08596) followed by teachers ensuring timely preparation of professional documents (mean=2.3510, Std. Error=.07984). An overall mean score = 2.2553 and std. error of mean= 0.0845 of all the activities used to measure target setting was obtained. This denotes that a majority of respondents agreed that target setting influence teaching and learning. These findings were consistent with Petty (1998), who observed that mastery learning involves setting attainable and short term learning objectives, regularly testing, timely feedback and individualized corrective help.

4.6.1 Challenges Encountered in Target Setting

Respondents were further asked to indicate the challenges they encountered in target setting. The results are present in Table 19.

Table 19

Challenges encountered in Target Setting

Comments	Maara Sub County
Absenteeism	6%
Setting high and unrealistic targets which are not achievable	64%
Lack of interest in subjects by students	6%
Learners with mixed abilities	9%
Non uniform entry behavior of different learners	8%
Lack involvement of learners in target setting	3%
Occurrence of unforeseen events	3%
Inadequate resources to implement the set targets	2%

Results in Table 19, shows that 64% of respondents observed that setting unrealistic and over ambitious targets makes it hard to attain the set targets while 2% of the respondents listed lack or insufficient funds to support target setting. The findings are consistent with the finding of Coe, (2000) where it was noted that targets need to be negotiated and agreed with the tutor but owned by the learner, this ownership has cognitive, emotional and motivating elements.

4.6.2 Ways of Improving the Target Setting Process

The respondents were asked to suggest ways of improving the target setting process. Table 20 presents the results

Table 20

Ways of improving the target setting process

Comments	Maara Sub County
Involvement of learners in the target setting process	60%
Involve all stakeholders in the process of target setting	23%
Set current targets based on past achievement	13%
Being realistic in setting the targets	4%

Information in Table 20 shows that 60% of respondents identified involvement of learners in the target setting process in secondary schools in Maara Sub County. Additionally, 23% of respondents suggested that there is need to involve all stakeholders in education sector in target setting process. A further 13% of the respondents suggested that the current targets be based on the previous achievement. Minority (4%) of the respondents argued that target setting process should be realistic. These findings are consistent with the findings of Wang and Walberge (2004) who observed that students do not learn alone but rather in collaboration with their teachers, in the company of their peers and with encouragement of their families.

4.6.3 Regression Analysis and Hypothesis Testing

The first objective of the study aimed at determining the impact of target setting on teaching and learning in secondary schools in Maara Sub County. Based on this objective, the following hypothesis was tested.

$H0_1$: There is no statistically significant relationship between target setting and teaching and learning in secondary schools in Maara Sub County.

The regression results are presented in Table 21.

Table 21

Regression Results of Target setting and Teaching and Learning

(a)The Goodness of Fit

R	R Square	Adjusted R Square	Std. Error of Estimate
.655	.429	.425	8.04206

(b) The Overall Significance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	7228.277	1	7228.277	111.764	.000
Residual	9636.531	233	64.675		
Total	16864.808	234			

(c) The Individual Significance

Unstandardized Coefficients				
	B	Std. Error	t	Sig.
(Constant)	11.135	2.006	5.550	.000
Target Setting	.808	.076	10.572	.000

a. Predictors: (Constant), Target Setting
b. Dependent Variable : Teaching and Learning

The results in Table 21 shows that target setting had a significant influence on teaching and learning. The goodness of fit estimated by R-square= 0.429 implies that 42.9% variations of teaching and learning can be explained by target setting. The relationship between target setting and teaching and learning was statistically significant since the F statistics= 111.764 had a P-value =0.000<0.05. The regression coefficient value of the computed scores of target setting was 0.808 with t-test of 10.572 and significance level of P-value=0.000. This implies that one unit increase in target setting would increase teaching and learning proportionally by a factor of 0.81.

The regression equation from Table 21 was stated as;

$Y= 11.14 + 0.81X_1$

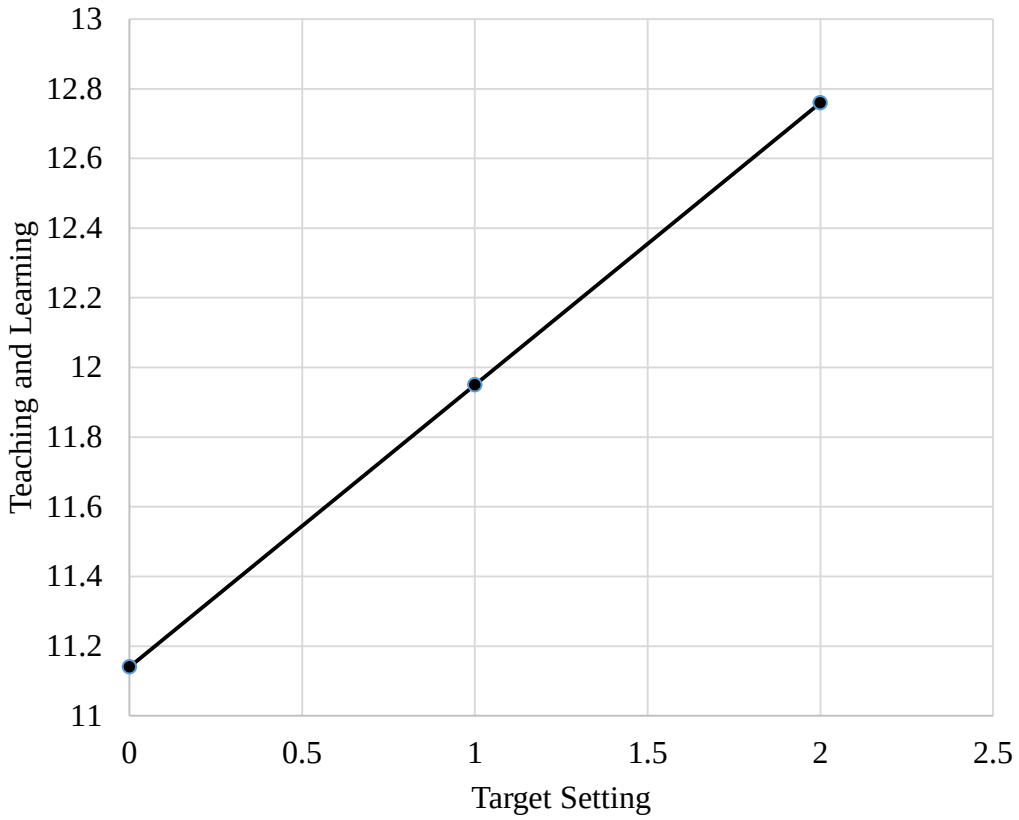

Figure 2: Graph of Regression Equation of Target Setting and Teaching and Learning

Where,

Y= Teaching and learning

X_1= target setting

11.14=constant

0.81= an estimator of the expected increase in teaching in response to a unit increase in target setting.

The constant of 11.14 indicates the level if teaching and learning that would take place when target setting is at zero, while a unit increase in target setting would lead to a 0.81 increase in teaching and learning. On the basis of these findings the null hypothesis that there is no statistically significant relationship between target setting and teaching and learning in secondary schools in Maara Sub County was rejected at 5% significance level. The study concluded that target setting has a positive and statistically significance effect on teaching and learning in secondary schools in

Kenya. The finding agrees with Cristopher (2011) who found that academic performance is improved if proper target setting is employed in secondary school.

4.7 Documentation

These are the supporting records which are used by teachers in the preparation, implementation and evaluation of teaching and learning process. They include schemes of work, lesson plans and records of work which are used by the teacher in the preparation, implementation, and evaluation of teaching and learning process. Lack of proper documentation may make teaching and learning less effective. This study aimed to explore the impact of documentation on teaching and learning in secondary schools in Maara Sub County.

Table 22

Documentation

Statement	Mean	Std.Error of Mean
Teachers prepare scheme of work for each of their classes	2.0596	.08624
Teachers prepare a lesson plan for all their lessons	2.5563	.08645
Teacher prepare lesson notes based on current curriculum	2.0530	.07679
Teachers prepare and keep approved records of work	2.0530	.07737
Teachers keep an updated class attendance register	2.0733	.10538
Teachers mark and check learners books	2.1987	.08030
Teachers keep an updated lesson recovery schedule for missed lessons	2.4901	.09104
Teachers keep an updated file for all the co-curricular activities the teacher involves the learner	2.4901	.08239
Teachers are involved in teacher professional development activities at school level or enroll for relevant professional courses	2.4834	.08907
Teachers and learners organize education community based activities	2.6887	.08673
Teachers maintain updated records of learner discipline cases, challenging behavior and interventions	2.4636	.10023
Teachers maintain updated records of parental involvement	2.5232	.09247
Overall Mean Score	2.3444	0.08787

The results in table 22 revealed that some activities were more significant. These were; teachers prepare lesson notes based on current curriculum, teachers keep approved records of work (both had mean=2.0530). Teachers prepare schemes of work for each of their classes (mean=2.0596, Std. Error=.08624) and teachers keep an updated class attendance register (mean=2.0733, Std. Error=.10538) were also noted to be more significant. Activities of documentation that were noted to be less significant were teachers and learners organize education community based activities (mean=2.6887, Std. Error=.8673) and teachers maintain updated records of parental involvement (mean=2.5232, Std. Error=.09247). The overall mean score of 2.3444 (Agree) shows that the respondents have a general agreement that documentation has an impact on teaching and learning in Maara Sub-county. These findings are consistent with the findings of Darling-Hammond (2006) who observed that teacher preparation, knowledge of teaching and learning, subject matter knowledge and experience are all leading factors in teacher effectiveness. The findings of this study also agree with the findings of Suzanne et.al (2001), where it was noted that there is a positive connection between teachers' preparation in subject matter and their performance in the classroom.

4.7.1 Challenges Encountered in Documentation

The researcher also sought to find out the challenges encountered in documentation. The results are presented in Table 23 as follows.

Table 23

Challenges encountered in Documentation

Comments	Maara Sub County
Inadequate time to prepare the documents due to large work loads	61%
Too much paper work in preparing the bulky documents	33%
Difficult in storing the documents in hard copies	7%

The results in Table 23 revealed that 61% of respondents suggested that inadequate time to prepare the teachers' professional documentation was a big challenge for teachers in secondary schools in Maara Sub County. Another challenge cited by 33% of the respondents was that too much paper work in preparing the professional documents is involved and mostly it was tiresome. A further 7% of the respondents

suggested they experience difficulty in storing the documents in hard copies and they recommended adoption of ICT so that they can prepare and store the teachers' documents in soft copies in this era of digitization.

4.7.2 Ways to Enhance the Impact of Documentation

The researcher sought the opinion of the respondents concerning strategies that can be used to improve documentation. The results are presented in Table 24 as follows;

Table 24

Ways to Enhance the Impact of Professional Documentation for Teachers

Comments	Maara Sub County
Digitalize the documentation	28%
Reduce documentation	25%
Employer to employ the personnel to collect and store the documents	12%
More time to prepare the documents	23%
Manageable workload	12%

Information in Table 24, shows that 28% of respondents gave digitization of documents as a way of ensuring that documentation impacts teaching and learning positively. A further 25% of the respondents suggested that the documents to be prepared by teachers to be reduced. Another 23% of the respondents suggested that teachers require more time to prepare the documents. A further 12% of the respondents suggested that the TSC should employ more personnel to collect and store the documents. Manageable workload was highlighted by 12% of the respondents to be a way that can enhance the impact of documentation in secondary schools in Maara Sub County. The findings are consistent with the findings of Hoffman (1996), who noted that integrating information into teaching is the best choice for teachers to improve teaching methodology and teaching skills.

4.7.3 Regression Analysis and Hypothesis Testing

The study aimed at exploring the impact of documentation on teaching and learning in secondary schools in Maara Sub County. Based on this objective, the following hypothesis was formulated;

$H0_2$: There is no statistically significant relationship between teachers' documentation and teaching and learning in secondary schools in Maara Sub County. The regression results are depicted in Table 25.

Table 25

Regression Result of Documentation and Teacher and Learning

(a) The Goodness of Fit

R	R Square	Adjusted R Square	Std.Error of Estimate
.768	.590	.587	6.7942

(b) The Overall Significance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	9812.102	1	9812.102	212.564	.000
Residual	6831.771	233	46.161		
Total	16643.873	234			

(c) The individual Significance

Unstandardized Coefficients				
	B	Std. Error	t	Sig.
(Constant)	5.790	1.822	3.178	.002
Documentation	.901	.062	14.580	.000

a. Predictors: (Constant), Documentation
b. Dependent Variable : Teaching and Learning

The results in Table 25, show that documentation has a statistically significance influence on teaching and learning. R square was 0.59 implying that 59% of the variations of teaching and learning can be explained by documentation (independent variable).The overall model was statistically significant (F statistic= 212.56 was 0.000 < 0.05). This implies that documentation impacts teaching and learning at 5% significance level. The coefficient of the computed scores of documentation from regression analysis was 0.901 with a t-test of 14.58 and a significant p-value = 0.000 < 0.05. This implies that a unit increase in documentation increases teaching and learning by a positive factor of 0.90.

The regression equation from Table 25 is stated as;

$Y = 5.79 + 0.901X_2$

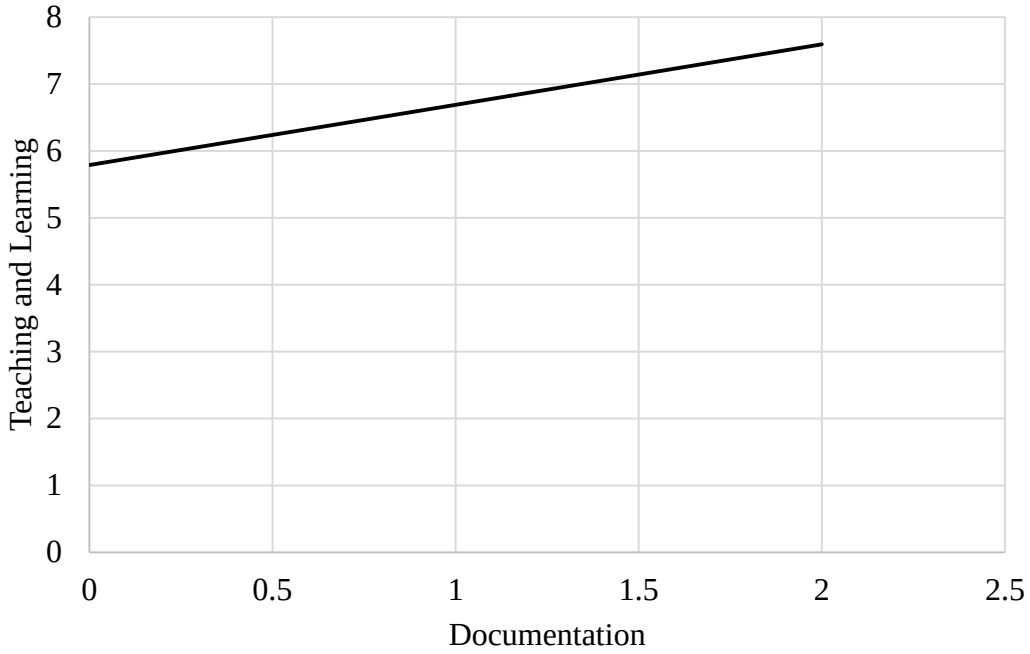

Figure 3: The Graph of the Regression Equation of Documentation and Teaching and Learning**.**

Where

Y = Teaching and Learning

X_2 = Documentation

5.79=constant

0.901=an estimator of the expected increase in teaching and learning in response to a unit increase documentation.

A constant of 5.79 shows the level of teaching and learning that will take place when documentation is at zero. Since the p-value was 0.000 < 0.05, the null hypothesis that there is no statistically significant relationship between teachers' documentation and teaching and learning in secondary school in Maara Sub County was rejected at 5% significance level. Therefore, the conclusion reached is that there is a positive and statistically significant relationship between teachers' documentation and teaching and learning in secondary schools in Kenya.

4.8 Classroom Observation

Lesson observation is essential in understanding a teacher's effectiveness. This study aimed to investigate the impact of classroom observation on teaching and learning. The information is presented in Table 26.

Table 26

Classroom Observation

Statement	Mean	Std
Teachers ensure that the classroom is safe and well organized	2.0199	.06999
Teachers promote a flexible, all-inclusive and collaborative student centered learning in their classes	1.9934	.06126
Teachers move around in class to observe students work	2.0861	.14945
Teachers convey high expectations to stimulate learning	2.1060	.06851
Teachers integrate appropriate technology in all their lessons	2.3444	.07808
Teachers apply multiple methods of instructional delivery in their lessons	2.2384	.07441
Teachers model clear and acceptable communication skills	2.2318	.08480
Teachers demonstrate mastery of content in line with the syllabus	2.1192	.08295
Teachers use appropriate teaching and learning aids	2.3046	.08764
Teachers answer learners questions	2.2848	.09461
Learners are actively involved during the lesson	2.3046	.09302
Learners are engaged in fieldwork and group work	2.3709	.09140
Learners demonstrate content comprehension at the end of the lesson by answering questions asked	2.4305	.09279
Overall Mean Score	2.2180	0.08684

In order to enhance teaching and learning, majority of the respondents strongly agreed that teachers promote a flexible, all-inclusive and collaborative student centered learning in their classes (mean score= 1.9934, Std.Error = .06126). Most of the respondents were in consensus that teachers should ensure that the classroom is safe and well organized (mean score 2.0199, Std.Error = .06999) in order to promote teaching and learning. Activities noted to be less significant were; learners demonstrated content comprehension at the end of the lesson (mean=2.4305, Std. Error=.09279), learners engagement in field work & group work (mean=2.3709, Std. Error=.09140) and teachers use appropriate teaching aids (mean=2.3046, Std. Error=.08764). The overall mean score = 2.218 (agree) implies that the respondents agreed that the 11 statements entered in Table 26 that were used to measure classroom observation have an impact on teaching and learning.

4.8.1 Challenges Encountered in Classroom Observation

The researcher sought to find out the challenges facing class observation in secondary schools in Maara Sub County. The results for the responses are highlighted in Table 27.

Table 27

Challenges Encountered in Classroom Observation

Challenges	Maara Sub County
Over-crowded classroom	68%
Large workload	16%
Indiscipline	10%
Inadequate lesson preparation	6%

Information in Table 27 shows that 68% of the respondents indicated that large number of pupils in one classroom makes it hard for effective classroom observation. Large workload was given by 16% of the respondents to be a challenge facing class observation in secondary schools in Maara Sub County. Indiscipline was mentioned to affect class observation by 10% of the respondents and inadequate class preparation was listed by 6% of the respondent to be a challenge. The findings are consistent with Barton, Coley and Wenglinsky, (1998), who found out that sufficient degree of classroom discipline is needed to create an atmosphere conducive to student learning as students' misbehavior distracts the process of learning and teaching and ruins the effectiveness of even the most carefully planned lessons.

4.8.2 Ways to Enhance Classroom Observation

The study sought information regarding ways of enhancing classroom observation in secondary schools in Maara Sub County. The information is represented in Table 28.

Table 28

Ways to enhance Classroom Observation

Comments	Maara Sub County
Have manageable number of students in one class	62%
Schools to construct more classroom	23%
Adequate lesson preparation	8%
More teachers to be employed	8%

Information in Table 28 shows that 62% of the respondent suggested that one classroom should have manageable number of students in the range of 35- 40 student per class. A further 23% of the respondents recommended that in order improve teaching and learning the schools should construct additional classroom in order to make is easy to manage large numbers of learners in a classroom. Further, 8% of the respondents maintained that in order for secondary schools in Maara Sub County to have proper class observation, adequate lesson preparation by teachers is key. A further 8% of the respondents maintained that more teachers need to be employed so as to improve the teacher-student ratio. The findings are consistent with Global Monitoring Report (2008), where it was observed that good quality education depends in part on reasonable class sizes and pupil/teacher ratios, yet in sub-Sahara Africa teacher-pupil ratio is still high and teacher demand and supply remain a major issue.

4.8.3 Regression Analysis and Hypothesis Testing

The third objective of the study was to find out the impact of classroom observation on teaching and learning in secondary schools in Maara Sub County. Based on this relationship, the following hypothesis was formulated;

$H0_3$: There is no statistically significant relationship between classroom observation and teaching and learning in secondary school *in Maara Sub County.*

The regression analysis results are presented in Table 29 as follows;

Table 29

Regression Result of Lesson Observation and Teaching and Learning

(a) The Goodness of Fit

R	R Square	Adjusted R Square	Std.Error of Estimate
.807	.651	.649	6.28161

(b)The Overall Significance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	10985.464	1	10985.464	278.404	.000
Residual	5879.344	233	39.459		
Total	16864.808	234			

(c) The Individual Significance

Unstandardized Coefficients				
	B	Std. Error	t	Sig.
(Constant)	5.832	1.603	3.638	.000
Classroom Observation	.879	.053	16.685	.000

a.Predictors: (Constant), Classroom Observation
b.Dependent Variable : Teaching and Learning

Information in Table 29 indicates that class observation has a statistically significant influence on promoting teaching and learning. The R square was 0.651 meaning 65.1% variations of teaching and learning can be explained by class room observation. F statistic = 278.4 with a p-value = 0.000 < 0.05 implied that the overall model was statistically significant. This means that class room observation impacts teaching and learning at 5% significance level. The regression coefficient of the computed scores of class room observation was 0.879 and statistically significant since the p-value 0.000 < 0.05.This means that a unit increase in classroom observation increases teaching and learning by a positive factor of 0.879.

From Table 29, the regression equation was restated as;

$Y = 5.832 + 0.879X_3$

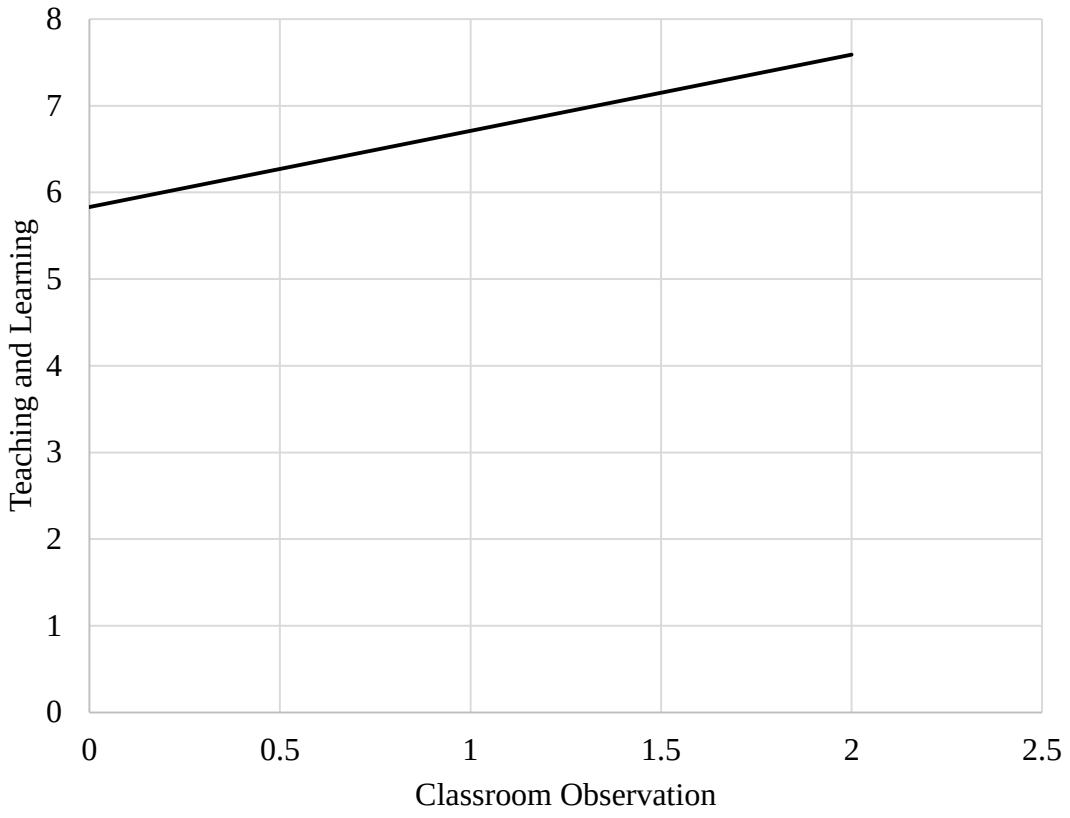

Figure 4: The Graph of Regression Equation of Classroom Observation and Teaching and Learning.

Where

Y = Teaching and Learning

X_3 = Classroom Observation

5.832=constant

0.879= an estimate of the expected increase in teaching and learning in response to a unit increase in classroom observation.

The constant of 5.832 indicates the level of teaching and learning that would take place when classroom observation is at zero. Since the p-value 0.000 < 0.05, the null hypothesis that there is no statistically significant relationship between classroom observation and teaching and learning in secondary school in Maara Sub County was rejected at 5% significance level. Consequently, the conclusion arrived at was that classroom observation has a positive and statistically significant relationship with teaching and learning. The study results are consistent with (Kairo, 2013), who while studying strategies applied by secondary schools to improve teaching and learning,

found that classroom observation strategy through safe, well organized, all- inclusive and simulative classrooms have helped boost teaching and learning in public primary schools as students are able to focus on studying and learning by observing and contributing in class. The study results are also consistent with Brookhart (2009), while studying on formative assessment found out that classroom observation and asking questions are important at all grade levels.

4.9 The Overall Regression Analysis

The general objective of the study was to assess the impact of teachers' performance appraisal on teaching and learning in secondary schools in Maara Sub County in Tharaka Nithi. Based on this objective, the general null hypothesis was formulated as

H0: There is no statistically significant relationship between teachers' performance appraisal and teaching and learning n secondary schools in Maara Sub County in Tharaka Nithi.

The regression results are portrayed in Table 30 as follows:

Table 30

Overall Regression Result of Teachers' Performance Appraisal and Teaching and Learning

(a) The Goodness of Fit

R	R Square	Adjusted R Square	Std.Error of Estimate
829	.687	.680	5.97682

(b)The Overall Significance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	11428.410	1	3809.470	106.641	.000
Residual	5215.464	233	35.722		
Total	16643.873	234			

(c) The Individual Significance

Unstandardized Coefficients				
	B	Std. Error	t	Sig.
(Constant)	3.194	1.673	1.910	.058
Target Setting	.018	.093	.190	.000
Documentation	.390	.103	3.798	.000
Classroom Observation	.575	.090	6.380	.000

a.Predictors: (Constant), Target Setting Documentation, Classroom Observation
b.Dependent Variable : Teaching and Learning

The regression results in Table 30 show an R square of 0.687 meaning that 68.7% variations in teaching and learning in Maara Sub County are explained by target setting, documentation and class observation while 31.3% of variations in teaching and learning in Maara Sub County may be explained by factors not included in the regression model. There is statistically significant relationship between teachers' performance appraisal and teaching and learning since the F statistic = 106.64 has a p-value 0.000 < 0.05.

Information in Table 30 shows that target setting had a positive factor of 0.018 with a significant p-value 0.000 < 0.05. This implies that a unit increase in target setting will increase teaching and learning by a positive factor of 0.018. Documentation had positive coefficient of 0.39 and statistically significant with a p-value of 0.000 < 0.05. This means that a unit increase in documentation will raise teaching by 0.39 all other factors remaining the same. Similarly, class observation had a positive and

statistically significant coefficient of 0.575 and a p-value of 0.000< 0.05. This denotes that a unit increase in class observation will increase teaching and learning by 0.575. The overall regression equation obtained from Table 30 is presented as;

$Y = 3.194 + .018X_1 + 0.39X_2 + 0.575X_3$

Where

Y = Teaching and Learning

X_1 = Target Setting

X_2 = Documentation

X_3= Class Observation

3.194= constant

0.018= an estimate of the expected increase in teaching and learning in response to a unit increase in target setting all other factors remaining constant.

0.39= an estimate of the expected increase in teaching and learning in response to a unit increase in documentation all other factors remaining constant.

0.575= an estimate of the expected increase in teaching and learning in response to a unit increase in classroom observation all other factors remaining constant.

A constant of 3.194 indicates the level of teaching and learning that will take place in the absence of target setting, documentation and classroom observation. This shows that teaching and learning could be influenced by other factors not included in the overall regression analysis hence the researcher recommends that further research can be done on other factors that impact teaching and learning apart from teacher performance appraisal.

The overall regression equation indicates that classroom observation was most significant among the independent variables with a co-efficient of 0.575 followed by documentation with a co-efficient of 0.39 and target setting was least significant with a co-efficient of 0.018. Based on this findings, the researcher concludes that there is a significant positive impact of teacher performance appraisal on teaching and learning in secondary schools in Maara Sub-County, Tharaka Nithi County.

4.10 Results of Correlation Analysis

The main objective of the study was to assess the impact of teachers' performance appraisal on teaching and learning in secondary schools in Maara Sub County in Tharaka Nithi. In order to determine the degree or strength of linear relationship among the dependent variable and independent variables, Pearson correlation (r) was used. Linearity increases the predictive power of the model and the validity of the estimated coefficients. The study sought to determine the correlation between the variable in order to determine the strength of the relationship at 1% significance level. A correlation of r >+ 0.6 implies that the variable are strongly related negatively or positively. Table 31 presents the results of the analysis.

Table 31

Correlation for Teacher and Learning, Target Setting Documentation and Classroom Observation

Variable		Teaching and Learning	Target Setting	Documentation	Class Observation
Teaching and Learning	Pearson Correlation	1			
	Sig. (2 – tailed)				
	N	234			
Target Setting	Pearson Correlation	.655**	1		
	Sig. (2-tailed)	.000			
	N	234	234		
Documentation	Pearson Correlation	.768**	.763**	1	
	Sig. (2-tailed)	.000	.000		
	N	233	233	233	
Class Observation	Pearson Correlation	.807**	.733**	.809**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	234	234	233	234

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

From the results in Table 31, target setting has statistically significant correlation with teaching and learning (r = 0.655; Sig. 2 Tailed (p-value = 0.000). Additionally, documentation was statistically significantly correlated with teaching and learning (r = 0.768; Sig. 2 Tailed (p-value = 0.000) and target setting (r = 0.763; Sig. 2 Tailed (p-value = 0.000). Further, classroom observation was statistically significant with teaching and learning (r = 0.807; Sig. 2 Tailed (p-value = 0.000), target setting (r = 0.733; Sig. 2 Tailed (p-value = 0.000) and documentation (r = 0.809; Sig. 2 Tailed (p-value = 0.000)

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, discussions, conclusions and recommendations emanating from the results of this study.

5.2 Summary of the Research Findings

The purpose of this study was to assess the impact of teachers' performance appraisal on teaching learning in secondary schools in Maara Sub County in Tharaka Nithi. Specifically, the specific objectives of the study included; To determine the impact of target setting on teaching and learning in secondary schools in Maara Sub County, to explore the impact of documentation on teaching and learning in secondary schools in Maara Sub County and to find out the impact of lesson observation on teaching and learning in secondary schools in Maara Sub County. The study used a descriptive survey design and correlational research design. A sample of 235 respondents was used for the study. The study employed questionnaires and interview schedule for data collection. The goodness of fit of the study models was given by R square and the overall significance of the models of the study was tested by F statistic. The t-probability value was used to test the significance of the individual parameters at 5% significance level.

The study sought to assess the impact of teachers' performance appraisal on teaching learning in secondary schools in Maara Sub County in Tharaka Nithi. The R square for for the multi-regression analysis was 0.687 meaning that 68.7% variations in teaching and learning in Maara Sub County are explained by target setting, documentation and class observation. Since the regression analysis had the F statistic = 106.64 and a p-value of 0.000 < 0.05, then there is statistically significant relationship between teachers' performance appraisal and teaching and learning in secondary schools in Maara Sub County in Tharaka Nithi.

The first objective of the study was to determine the impact of target setting on teaching and learning in secondary schools in Maara Sub County. The study established that there exists a positive and statistically significant relationship between target setting and teaching and learning at 5% significance level. The regression

coefficient of target setting and teaching and learning was 0.81 which was statistically significant with p-value being 0.000 < 0.05. Further, the study found that teachers ensuring that exams are set, marked and feedback given as per the set deadlines (mean score= 2.0861) was important in target setting. The major challenges that affected target setting were given as setting over ambitious targets which are unrealistic and unachievable and lack of involvement of students and other education stakeholders in the target setting activities.

The second objective of the study was to explore the impact of documentation on teaching and learning in secondary schools in Maara Sub County. The study established that there exists a positive and statistically significant relationship between documentation and teaching and learning at 5% significance level. The coefficient of the computed scores of documentation and teaching and learning from regression analysis was 0.901 and a significant p-value = 0.000 < 0.05. Further, majority of the respondents agreed that teacher preparation of lesson notes based on current curriculum (mean score = 2.0530) and teachers preparation and keeping approved records of work (mean score = 2.0530) were important activities in documentation. Moreover, 61% of respondents suggested that inadequate time to prepare the teachers' documentation was a big challenge for teachers in secondary schools in Maara Sub County. There is a need to digitize the documentation process to make the process more friendly and efficient.

Finally, the study sought to find out the impact of lesson observation on teaching and learning in secondary schools in Maara Sub County. The study found that there exist a positive and statistically significant relationship between lesson observation and teaching and learning in secondary schools in Maara Sub County at 5% significance level. The regression coefficient of the computed scores of class room observation and teaching and learning was 0.879 which was statistically significant with the p-value 0.000 < 0.05. Majority of the respondents strongly agreed that teachers promote a flexible, all-inclusive and collaborative student centered learning in their classes (mean score= 1.9934) in order to enhance teaching and learning. Large number of students in one classroom was identified by the study to be a major challenge for effective classroom observation.

5.3 Conclusions

Conclusions of this study were based on the summary of the study.

The study established that there exists a positive and statistically significant relationship between target setting and teaching and learning. This implies that effective target setting in terms of time tables, class preparation, lesson objectives, effective exam administration, and well organized co-curricular activities will enhance teaching and learning in secondary schools. The null hypothesis that there is no statistically significant relationship between target setting and teaching and learning in secondary schools in Maara Sub County was not supported by statistical data. Therefore, the study concluded target setting has a positive and statistically significant relationship with teaching and learning in Maara sub County in Tharaka Nithi, Kenya.

Secondly, the study found out that documentation had a positive and statistically significant relationship with teaching and learning. This means that proper documentation in terms of schemes of work, lesson plans, current notes, attendance registers, and marking learner's books among others enhances teaching and learning in secondary schools. Lack of such documentations may hinder teaching and learning in secondary schools. Hence, the null hypothesis that there is no statistically significant relationship between teachers' documentation and teaching and learning in secondary schools in Maara Sub County was not supported by statistical data thus, the conclusion drawn by this study is there is a positive and statistically significant relationship between documentation and teaching and learning in secondary schools.

Thirdly, the study also established that lesson observation has a positive and statistically significant relationship with teaching and learning. This shows that proper classroom observation geared towards enhancing an all-inclusive and conducive environment for learning lays a basis for successful teaching and learning. Thus, the null hypothesis that there is no statistically significant relationship between classroom observation and teaching and learning in secondary schools in Maara Sub County was not supported by statistical data, hence, the conclusion drawn by the study is that classroom observation has a positive and statistically significant relationship with teaching and learning in secondary schools.

5.4 Recommendations

From the findings of this study, the following recommendations were made:

i. There is need to involve the learners and other education stakeholders in the target setting activities.
ii. There is need to digitize the documentation process including record keeping.
iii. There is need for construction of more classrooms in existing schools and the setting up of more schools to reduce overcrowding in classes.

5.5 Suggestion for Further Studies

This researcher suggests the following areas for further research:

i. A study on the impact of large class size on teaching and learning.
ii. Impact of teachers performance appraisal on academic performance of students in secondary schools
iii. Impact of stakeholders' involvement in target setting process on teaching and learning.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS AND APPRAISERS

You are kindly requested to respond to the items in the questionnaire as honestly as possible. The information you provide will be confidential and is meant only for this study. Do not write your name anywhere in the questionnaire

Section A

By means of a tick (√) please indicate as appropriate

1. Age in bracket:

Below 25 [ ] 25-30 [ ] 30-35 [ ]

35-40 [ ] Above 40 [ ]

2. Gender: Male [ ] Female [ ]

3. Highest professional qualification

Diploma in Education [ ] B.Ed [ ] M.Ed [ ]

Doctorate [ ]

Others specify …….....

4. Current position; Principal [ ] Deputy Principal [ ] Head of department [ ]

Classroom teacher [ ]

5. How long have you served your current position as a principal /Head of department?

Below 3 yrs [ ] 3-5 yrs [ ] 5-8 yrs [ ] 9-12 yrs [ ] Above 12 yrs. [ ]

6. Category of your school?

National [ ] Extra-county [ ] County school [ ] District [ ]

Section B: Target setting

7. To what extent do you agree with the following statements?

Key: Strongly Disagree (5), Disagree (4), Undecided (3), Agree (2), Strongly Agree (1)

	Statement	**5**	**4**	**3**	**2**	**1**
a	Teachers ensure timely preparation of professional documents					
b	Teachers ensure all lessons are taught as per the school timetable					
c	Teachers ensure that					

	every lesson has lesson objectives					
d	Teachers and learners set academic target (mean grade) for each of their classes					
e	Teachers ensure exams are set, marked and feedback given as per the set deadlines					
f	Teachers and learners ensure that the learning environment is child friendly, safe and conducive for learning					
g	Teachers demonstrate an understanding of legal provision in education and the implication of non- compliance					
h	Teachers identify and nurture learners talent in at least one co-curricular activities					
i	Teachers plan and participate in teachers, parents and learner meetings					
j	Teachers maintain punctuality in reporting for duty and lesson attendance					
k	Teachers identify individual performance gaps and seek solutions through professional development courses					

8. What are the challenges encountered in target setting?

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9. Suggest ways of improving the target setting process

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Section C: Documentation

10. To what extent do you agree with the following statements?

Key: Strongly Disagree (5), Disagree (4), Undecided (3), Agree (2), Strongly Agree (1)

	Statement	**5**	**4**	**3**	**2**	**1**
a	Teachers prepare scheme of work for each of their classes					
b	Teachers prepare a lesson plan for all their lessons					
c	Teacher prepare lesson notes based on current curriculum					
d	Teachers prepare and keep approved records of work					
e	Teachers keep an updated class attendance register					
f	Teachers mark and check learners books					
g	Teachers keep an updated lesson recovery schedule for missed lessons					
h	Teachers keep an updated file for all the co-curricular activities the teacher involves the learner					
i	Teachers are involved in teacher professional development activities at school level or enroll for relevant professional courses					
j	Teachers and learners organize education					

	community based activities					
k	Teachers maintain updated records of learner discipline cases, challenging behavior and interventions					
l	Teachers maintain updated records of parental involvement in management of learners behavior					

11. What are the challenges of documentation?

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……

……

12. Suggest ways to enhance the impact of documentation

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……

……

Section D: Classroom observation

13. To what extent do you agree with the following statements?

Key: Strongly Disagree (5), Disagree (4), Undecided (3), Agree (2), Strongly Agree (1)

	Statement	**5**	**4**	**3**	**2**	**1**
a	Teachers ensure that the classroom is safe and well organized					
b	Teachers promote a flexible, all-inclusive and collaborative student centered learning in their classes					
c	Teachers move around in class to observe students work					
d	Teachers convey high expectations to stimulate learning					

e	Teachers integrate appropriate technology in all their lessons					
f	Teachers apply multiple methods of instructional delivery in their lessons					
g	Teachers model clear and acceptable communication skills in their my lessons					
h	Teachers demonstrate mastery of content in line with the syllabus					
i	Teachers use appropriate teaching and learning aids					
j	Teachers answer learners questions accurately					
k	Learners are actively involved during the lesson					
l	Learners are engaged in fieldwork and group work					
m	Learners demonstrate content comprehension at the end of the lesson by answering questions asked correctly					

14. What are the challenges of classroom observation?

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15. Suggest ways to enhance the impact of classroom observation

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Section E: Teaching and Learning

16 To what extent do you agree with the following statements?

Key: Strongly Disagree (5), Disagree (4), Undecided (3), Agree (2), Strongly Agree (1)

	Statement	5	4	3	2	1
a	Teachers ensure strict adherence to the school timetable and daily routine					
b	Teaching aids are prepared based on current curriculum					
c	Teachers give lesson assignment at the end of each lesson					
d	Learners complete all the assignment given					
e	Teachers ensure all students assignments are completed and marked before the beginning of a new lesson					
f	Learners are evaluated on mastery of content covered in line with current syllabus					
g	Teachers monitor students' academic performance and calculate the value addition.					
h	Teachers evaluate the level of practical skills acquired by the learner at the end of every lesson					
i	Teachers and learners organize and implement individualized education program to cater for all learners needs					
j	Teachers and learners integrate appropriate ICT teaching and learning materials to stimulate learning					
k	Learners participate in co-curricular activities in order to nurture their talents					
l	Learners follow the school rules and regulations which creates					

	a conducive learning environment					
m	Teachers ensure the syllabus is well covered and in good time every term					

17. What are the challenges of teaching and learning

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18. Suggest ways to enhance teaching and learning in secondary schools

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19. What is your opinion on the impact of teachers' performance appraisal on teaching and learning ……..

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Thank you for taking your time to participate in the study

APPENDIX B
INTERVIEW SCHEDULE FOR QASO

1. What is the state of performance appraisal among public secondary school teachers in your District?
2. How is teacher performance appraisal exercise conducted?
3. How often are teachers supposed to be appraised?
4. Briefly explain the role played by your office on teacher appraisal.
5. On a scale of 1 to 5 how would you rate the impact of target setting in enhancing teaching and learning? Explain
6. On a scale of 1 to 5 how would you rate the impact of documentation on enhancing teaching and learning? Explain
7. On a scale of 1 to 5 how would you rate the impact of classroom observation on enhancing teaching and learning? Explain
8. To what extent has teacher performance appraisal impacted on teaching and learning? Explain
9. Which are the issues and challenges facing teacher performance appraisal?
10. What measures should be taken to improve teacher performance appraisal of secondary school teachers?

APPENDIX C
RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/59415/29770**

Date: **6th May, 2019**

Lydia Njeri Kamau
Chuka University,
P.O. Box 109-60400,
CHUKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Impact of teacher performance appraisal on teaching and learning in secondary schools in Maara Sub County Tharaka Nithi County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Tharaka Nithi County** for the period ending **3rd May, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Tharaka Nithi 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/CEO

Copy to:

The County Commissioner
Tharaka Nithi County.

The County Director of Education
Tharaka Nithi County.

APPENDIX D
RESEARCH PERMIT

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

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

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 24523

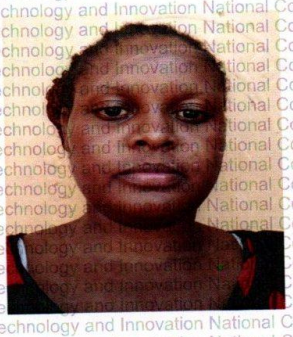
CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. LYDIA NJERI KAMAU
of CHUKA UNIVERSITY, 109-60400 CHUKA,has been permitted to conduct research in *Tharaka-Nithi County*

on the topic: *IMPACT OF TEACHER PERFORMANCE APPRAISAL ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN MAARA SUB COUNTY THARAKA NITHI COUNTY, KENYA*

for the period ending:
3rd May,2020

Permit No : NACOSTI/P/19/59415/29770
Date Of Issue : 6th May,2019
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation