



Influence of Teachers Performance Appraisal Policy on Timeliness in Implementation of the curriculum in Public Secondary Schools in Kenya

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Abstract

The study investigated the influence of Teachers Performance Appraisal (TPA) policy on timeliness in the implementation of the curriculum in Public Secondary Schools in Kenya. The study adopted an Ex post facto design. Additionally, the study population consisted of 5450 teachers, 334 Principals, the TSC-County Director and 334 Deputy Principals of public secondary schools. Stratified random sampling technique was used to select 179 Principals and 179 Deputy Principals. Questionnaires were used to collect data from the Principals and Deputy Principals. Document analysis guide was used to collect data which was not readily obtained through questionnaires. Reliability of the instruments for data collection was tested by assessing the scale's internal consistency using Crobach's alpha and reliability coefficient of at least 0.7 was achieved in all the sub-scales of the questionnaire. Validity was determined by experts in Educational Administration. Quantitative data from questionnaires was analyzed by using inferential statistics, for instance, Linear Regression analysis and Pearson Correlation. The study established that TPA policy had a positive significant influence on; timeliness in curriculum implementation ($r = .604, p < .05$), curriculum evaluation by teachers ($r = .726, p < .05$). The TPA was established to be a significant predictor of the timelines in curriculum implementation [$F(1, 316) = 181.90, p < .05$]. The study recommends that TSC should enforce TPA policy and use it as a tool for promoting and deploying teachers into leadership positions. The study recommends that the Ministry of Education should guide every school to come up with syllabus coverage monitoring tool that can be administered alongside TPA.

Keywords: Teachers Performance Appraisal (TPA), policy, timeliness, implementation of the curriculum, Public Secondary Schools, Kenya

1. Introduction

Teachers being the most significant resource in schools, they are critical in raising education standards. Improving the efficiency and equity of schooling depend in a large measure on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. Raising

teaching performances is perhaps the policy direction most likely to lead to substantial gains in students' learning (The Organization for Economic Cooperation and Development, 2009). Good schools are essential if we are to make the most of the talents and abilities of all our young people. International researchers acknowledge that good teaching is central in any school improvement programme (Morphy, 2013). According to Morphy (2013), in the UK there have already been significant changes in the flexibilities open to academies and other schools in how they appraise and evaluate teachers. All schools are likely to have the chance to link pay for teachers more closely to their performance in the classroom rather than the length of service in the future. However, the situation of teacher performance appraisal system in the UK is different from that of Kenya due to lack of uniformity. For instance, in Kenya, there is a uniform way of appraising all public school teachers irrespective of their regions. The tool is also monitored by the Teachers Service Commission (TSC) as the sole teacher employer contrary to the case in the UK where teachers are employed by different bodies and appraisal is mostly determined by the respective employers. In addition, mode of an appraisal varies from one school to the other.

Keintseng (2005) study on the appraisal process mainly points out two models of appraisal, that is, the professional development model and the accountability model. He found out that appraisal based on accountability model bore more fruits than those on professional models among teachers in Botswana. His study was, however, a comparative assessment of two programmes, unlike this study that concentrated on teacher performance appraisal alone. Gordad and Enerson (2006) and Mordock (2005) have merely expressed the need for teacher appraisal as a tool for gauging performance. Mordock (2005) is more concerned with the involvement of teachers in developing of performance appraisal tool, while Gordad and Enerson (2006) simply considers teacher appraisal as being significant in improving working relationship and career development. This study was a discrepancy investigation that was guided by discrepancy model theory advanced by Mulusa (1990). In this theory, he argues that the goal of a discrepancy study is to look for differences or gaps between what was intended to be achieved by a given policy and what had actually happened after its implementation. In addition, discrepancy study looked into all aspects of the policy and established their agreement. According to this theory and as advanced by Mulusa (1990), the main areas to look for a discrepancy in a policy were policy plans on one hand and actual implementation on the other. With increased requirements on students to develop interconnected and a deep understanding of subjects' concepts, more emphasis is being placed not only on the students' capacity to understand the facts in each concept but also on their ability to relate and apply these concepts to real life situations (Elliot, 2015). This calls for the need for both educators and policy makers to deepen their understanding and knowledge of the various impacts on student learning when teachers use different curriculum implementation strategies (Blase & Blase, 2010).

Several studies have been conducted in the world, Africa and Kenya regarding teacher performance appraisal. For example, Robert (2014) carried out a study to examine the views of administrators, Teacher Performance Appraisal among schools in Ontario, Canada. The study found out that administrators were not extensively trained to carry out the exercise of teacher appraisal. The few who were trained also did not find the exercise useful. Most of the administrators also indicated that teacher performance appraisal has not substantially contributed to effective teacher performance in class. The study used descriptive survey thus it lacked detailed inferential analysis while the present study used concurrent triangulation design. In their research with 10 elementary school teachers, Sherin and Drake (2014) revealed other curriculum use strategies such as reading, identifying, adapting, and evaluating as interpretive activities which teachers engage in prior to, during, and after instruction.

Kerry (2013) reported that to increase the focus on teaching quality, teacher appraisal can be a key lever. He indicated that understandings of the various aspects of successful performance appraisals are essential and equally highlighting the importance of an enhanced understanding of performance appraisal as a discursive approach to building teaching quality. The study was done in Australia while the current was done in Kenya. In addition, the reviewed study only focused on the influence of TPA on quality teaching while the present day looked at diverse aspects of TPA hence the knowledge gap being filled by the present study. Kermally (2014) argued that Western Australia

and the Northern Territory require teachers to undertake the same performance appraisals as all government employees.

Jensen (2011) studied effects of teacher appraisal on effective curriculum implementation among teachers in Australia and discovered that teachers were delaying in fundamental areas of curriculum implementation. Additionally, the study revealed that student performance had fallen sharply in reading and stagnated in Mathematics. The study further revealed that more effective teachers are the key to producing higher performing students. The study used balanced score card as a tool to determine performance while the present study used performance appraisal guide already developed by the Teachers Service Commission. According to Monyatsi Styne and Kamper (2006), stakeholders cannot overemphasize the importance of appraisal in public schools. In their study "Teacher perceptions of the effectiveness of teacher appraisal in Botswana" they observed that for schools to complete the prescribed syllabus in time there was need to improve on teacher performance appraisal system. The study pointed out that many schools in rural locales had not come up with tools to check curriculum implementation. Participation in co-curricular activities could be jeopardizing the actual teaching of content in classes.

The present study sought to bridge the knowledge gap by evaluating, implementation of teacher performance appraisal policy in public secondary schools in Kisii County of Kenya and its influence on Teacher Performance as guided by target set. In the year 2012, the TSC introduced Teachers performance Appraisal policy in Kenyan schools as a departure from the previous annual confidential report. In this policy document, teachers in public schools were supposed to be appraised annually with the appraisal period running from 1st January to 31st December every year. The present study was useful to the TSC in that it examined the implementation of teacher performance appraisal policy and its contribution to teacher performance in public secondary schools in Kisii County of Kenya. The study bridged the knowledge gap by establishing the impact of the policy on teacher performance in public secondary schools for the three years that it had existed since its inception. The performance of teachers remains the concern of general public and Government. This is because teachers have a crucial role in shaping lives of young people to enable them to succeed in life. As already pointed out in the background, it is clear that there could be performance gaps among public secondary school teachers despite the fact that Teachers Service Commission had put in place performance appraisal policy to assist in improving teacher's commitment in discharging their professional duties.

2. Research Methodology

2.1 Research Design

The study adopted an Ex post facto design. This is a quasi-experimental study examining how an independent variable, present prior to the study in the participants, affects a dependent variable. A quasi-experimental study simply means participants are not randomly assigned.

2.2 Study Population

The study population comprised 334 Principals and 334 Deputy Principals of public secondary schools in Kisii County (Kisii County Education Office, 2015). The sample size comprised 179 principals and 179 Deputy Principals obtained through Stratified random sampling technique.

2.3 Research Instruments

Questionnaires were used to obtain data from Principals and Deputy Principals. The choice of questionnaires was beneficial in reaching a large group of respondents within a short period. Cohen and Marion (2008) also positively acknowledged questionnaires as easy to administer and cost effective to a large number of respondents and can be analyzed more scientifically and objectively than other forms. In this study, the validity of the instruments was calculated by using the Content Validity Index formulae. With regard to questionnaires, reliability was tested by assessing the scale's

internal consistency- the degree to which the items that make up the scale 'hang together'. This was done using Cronbach's alpha. For instance, the subscale "effectiveness in organization of co-curriculum activities" which consisted of 10 items had Cronbach's Alpha of $\alpha = .804$.

2.4 Data collection & Analysis

The researcher obtained Ethics clearance from National Council of Science and Technology (NACOSTI), County Director of Education and TSC-County Director through Director Board of Postgraduate Studies Jaramogi Oginga Odinga University of Science and Technology before proceeding to the field to collect data. Subsequently, the researcher made three trips to the respective schools, first visit to the school was introduction, and familiarization to explain what the study was about, second was to distribute questionnaires. The researcher arranged for a convenient venue for the respondents before the interviews where the researcher could not get the respondents, new appointments were booked and went back on agreed dates. The study used descriptive statistics such as percentages and frequencies and inferential statistics such as Pearson correlation to analyze data. In addition, linear regression analysis was also used.

3. Results & Discussion

The aim of the study was to determine the influence of implementation of Teacher Performance Appraisal policy on timeliness in curriculum implementation by teachers in public schools. To investigate this, the study first explored timeliness in curriculum implementation by teachers as the dependent variable and then, how it was influenced by TPA. To investigate this objective, a null hypothesis was tested.

H₀₁: *There is no statistically significant influence of TPA on timeliness in curriculum implementation.*

In testing hypothesis to establish whether there was any statistically significant influence of implementation of teacher performance appraisal on timeliness in curriculum implementation or not, the researcher computed a bivariate Pearson's Product-Moment Coefficient of Correlation between the scores of the two variables. Combined scores of responses from the principals and deputy principals on the variables were used for the analysis. Preliminary analyses were performed on the data to ensure no violation of the assumptions of normality and homoscedasticity. The null hypothesis was to be rejected if the p-value obtained was less than 0.05. However, when the p-value obtained was greater than 0.05, then the null hypothesis was not to be rejected. The SPSS output Table 1.0 shows the correlation results.

Table 1.0: Correlation between Implementation of TPA Policy and Timeliness of Curriculum Implementation

	Implementation of TPA policy	
	Pearson Correlation	.604
Timeliness of curriculum implementation	Sig. (2-tailed)	.000
	N	318

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

The output in Table 1.0 indicated a significant ($n=318$; $r = .604$; $p < 0.05$) positive influence of implementation of teacher performance appraisal policy on timeliness in curriculum implementation in public secondary schools in Kisii County. Since P-value obtained was 0.000 then the null hypothesis which stated that "*there is no statistically significant relationship between teacher performance appraisal policy and timeliness in curriculum implementation by teachers in public schools*" was rejected therefore the alternate hypothesis was accepted. It was acceptable to conclude that there is significant positive influence of teacher performance appraisal policy on timeliness in curriculum implementation, with high levels of implementation of TPA policy

associated with more efficiency in curriculum implementation. This finding agrees with Robert (2014) who found out that administrators were not extensively trained to carry out the exercise of teacher appraisal. The few who were trained also did not find the exercise useful. Most of the administrators also indicated that teacher performance appraisal has not substantially contributed to effective teacher performance in class.

To further illustrate this relationship, a scatter plot was generated as shown in Figure 1.0.

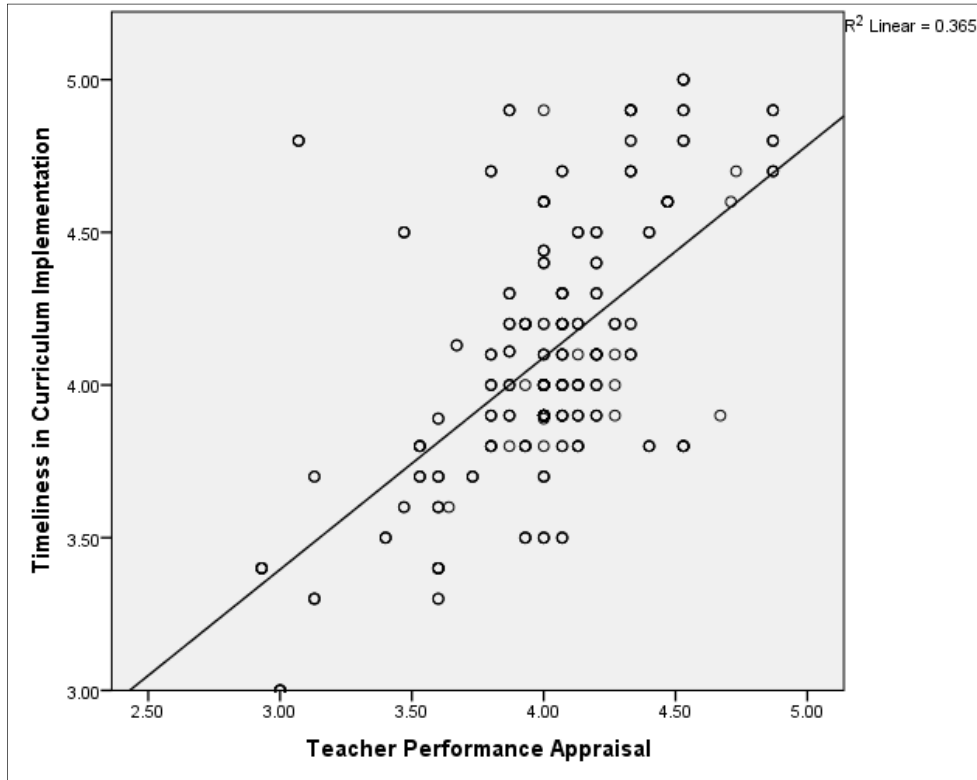


Figure 1.0: Scatter plot graph: Timeliness in Curriculum Implementation and Teacher Performance Appraisal

The scatter plot indicates that there was a moderate positive correlation between timeliness in curriculum implementation and teacher performance appraisal. It is clear that the pattern of dots slopes from lower left to upper right, indicating a positive correlation between the variables. A line of best fit (trend line) which was drawn further reveals that there was correlation between the variables. This is because the coordinate points fell near the line of best fit and were scattered around it forming almost a visible pattern; implying that the two data sets were agreeing. The scatters tend to concentrate in the vicinity of the identity line, meaning the relationship was real and not by chance. This finding agreed with Sherin and Drake (2014) who revealed other curriculum use strategies such as identifying, reading, identifying, adapting, and evaluating as interpretive activities which teachers engage in prior to, during, and after instruction.

However, to estimate the level of influence of teacher performance appraisal policy on timeliness in curriculum implementation, a coefficient of determination was computed. This was done using regression analysis and the results were as shown in Table 1.1.

Table 1.1: Model Summary on Regression Analysis of Influence of TPA on Level of Timeliness of Curriculum Implementation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.604 ^a	.365	.363	.34209	.365	181.903	1	316	.000

a. Predictors: (Constant), Teacher Performance Appraisal

The model shows that Teachers Performance Appraisal accounted for 36.3% as signified by coefficient of .363 (adjusted) of the variation in timeliness in curriculum implementation in secondary schools. This was fairly large effect by only one independent variable on the dependent variable. However, to determine whether Teacher Performance Appraisal was a significant predictor of timeliness in curriculum implementation, Analysis of Variance (ANOVA) was computed as Table 1.2.

Table 1.2: ANOVA –Influence of TPA on Timeliness in Curriculum Implementation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	21.287	1	21.287	181.903	.000 ^b
1 Residual	36.979	316	.117		
Total	58.266	317			

a. Dependent Variable: Timeliness in Curriculum Implementation

b. Predictors: (Constant), Teacher Performance Appraisal

From Table 1.2, it can be noted that Teacher Performance Appraisal was a significant predictor of Timeliness in Curriculum Implementation [F (1, 316) = 181.90, p < .05]. This means that TPA was a significant predictor of timeliness in curriculum implementation. From the results, it was clear that implementation of TPA accounted for a sizeable amount of the variance (36.3%) in timeliness of curriculum implementation in secondary schools. The coefficient of determination $R^2_{Adjusted} = .363$ implied that the implementation of TPA policy help to explain about 36% of the variance in respondents' scores on the timeliness in curriculum implementation in the questionnaire of principals and their deputies in secondary schools in Kisii County. This finding concurs with Kerry (2013) who reported that teacher appraisal can be a key lever for increasing the focus on teaching quality. He indicated that an understanding of the various aspects of successful performance appraisals are essential and equally highlighting the importance of an enhanced understanding of performance appraisal as a discursive approach to building teaching quality.

Further, a linear regression was generated to find the magnitude of influence of TPA on timeliness in curriculum implementation, as shown in Table 1.3:

Table 1.3: Coefficients of Linear Regression: TPA and Timeliness in Curriculum Implementation

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.313	.207		6.349	.000	.906	1.720
1	Teacher Performance Appraisal	.694	.051	.604	13.487	.000	.593	.796

a. Dependent Variable: Timeliness in Curriculum Implementation

Regression Equation $Y = a + bx + \epsilon$

From the coefficients values in Table 1.3, the researcher developed a model that could be used to estimate the level of Timeliness in Curriculum Implementation given the level of TPA. This was done by use of a regression model which gives the forecast for the relationship between

implementation of TPA policy and timeliness in curriculum implementation, as shown below. In the regression equation, $Y = a + bx + \epsilon$, where Y represents timeliness in curriculum implementation and X represent level of implementation of TPA policy, a and b are constants. Therefore, the optimum level of timeliness of curriculum implementation in secondary schools in Kisii County was given by:

Timeliness in curriculum is equal to $1.313\text{units} + .694x$ units.

The model is 36.3% explained by the independent variable, meaning that only 63.7% was explained by other factors not covered by this regression model. Elliot (2015) confirmed that teacher performance appraisal was crucial in determining how teachers met their targets in curriculum implementation in class. It is evident from the Table 4.10 that if the implementation of Teacher Performance Appraisal was increased by one standard deviation, then perceived scores in level timeliness in curriculum implementation would increase by .604 standard deviation units. This is substantial effect from one independent variable. The findings concur with Mulusa (1990) stipulated in discrepancy model theory which was used to guide this study. The theory submits that objectives of a policy and actual outcomes may be at variance. The theory enabled the researcher to distinctly establish the discrepancies with regard to TPA objectives and actual outcomes. Similarly, Kermally (2014) argued that Western Australia and the Northern Territory require teachers to undertake the same performance appraisals as all government employees. Jensen (2011) also reported that teachers were found to be lagging behind in fundamental areas of curriculum implementation. The study revealed that student performance had fallen sharply in reading and stagnated in Mathematics. The study further revealed that more effective teachers are the key to producing higher performing students. The study used balanced score card as a tool to determine performance while the present study used performance appraisal guide already developed by the Teachers Service Commission. According to Monyatsi Styne and Kamper (2006), the significance of appraisal in public schools cannot be over emphasized. In their study "Teacher perceptions of the effectiveness of teacher appraisal in Botswana" they observed that for schools to complete the set syllabus in time there was need to improve on teacher performance appraisal system. The study indicated that many schools in rural locales had not developed tools to check curriculum implementation. Participation in co-curricular activities could be jeopardizing the actual teaching of content in classes.

4. Concluding Remarks

With regard to contributions of TPA on timely implementation of the curriculum, the study concluded that unlike annual confidential report that had been in place hitherto implementation of TPA, the policy had created transparency in management of performance of teachers. It had enabled teachers to adhere to schemes of work and lesson plans coupled with course outline. This ensured that syllabus was cleared earlier or in time for all classes because all teachers now worked with predetermined targets. In most schools, it was clear that form four syllabus was always cleared ahead of stipulated time. However, it was observed that a few teachers were still not conversant with the process of teacher performance appraisal and were still treating it like an annual confidential report that could be done at the end of each academic year. In addition, a few principals were found to be reluctant on following up on TPA reports claiming that it was time consuming while teachers are overwhelmed with massive work due to staff shortage. The study recommends that the Ministry of Education should guide every school to come up with syllabus coverage monitoring tool that can be administered alongside TPA. This might ensure that there is no rush to cover the syllabus at the expense of sufficient contact hours with learners. This is because the study reported that syllabus coverage was still affected by absenteeism.

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