

Performance Appraisal Practices and Their Effects on Employees' Performance in Kenya: A Case of Nairobi City County

Hillary Kipkoech Chepkwony¹, Dr Jane Njoroge²

¹Student, Masters of Public Policy and Administration, Email address: hillarykipkoech71@gmail.com, Department of Public Policy and Administration, Kenyatta University, Nairobi, Kenya

²Lecturer, Kenyatta University, Department of Public Policy and Administration, Email address: strategicgakenia@gmail.com

ABSTRACT

The main objective of this study was to examine the effects of Performance Appraisal Practices on employees' performance in public secondary schools in Kenya. Since 2012, the Teachers Service Commission (TSC) has been appraising teachers across the country using a system of appraisal whose effectiveness has not been fully tested. Past research findings have depicted the current performance' appraisal practices in Kenyan Secondary School's to exhibit weaknesses, which need to be urgently addressed if it is to improve employees' performance in Kenya. With these findings, this research sought to analyse the current state of employees' appraisal practices in Kenya's Public Secondary Schools. This study examined the key issues related to teacher appraisal in public secondary schools with special reference to Embakasi Sub-county in Nairobi city County, Kenya. The research was anchored on Hardner performance standards theory and the Resource based view theory. The target population consisted of the teachers employed by the Teachers Service Commission and working within Embakasi sub- County. The research adopted census technique in data collection hence there was no sampling of respondents. The study involved 119 respondents for the study which included; 105 teachers and 7 principals and 7 Deputy Principals. Data collection in this study was done using a structured questionnaire. The instrument reliability was tested using Cronbach's alpha coefficient of 0.5 philosophy. Descriptive and inferential statistics were undertaken using SPSS V.22 and the results were used to derive conclusions and make inferences. ANOVA analysis model was fitted to explain the relationship between the independent and the dependent variables. The study recommended that other teacher preparation, the school authorities should ensure conformity with Ministry of Education guidelines on adequate classroom physical space; there should be a regular appraisal of teachers' responsibility by school authorities as a standard measure of their preparedness prior to service delivery and finally create a conducive environment that enhances teachers' creativity and innovation.

Keywords: Classroom Environment, Classroom Instruction, Performance Appraisal Practices, Employees' Performance, Professional Responsibility

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1. INTRODUCTION

Performance appraisal system is a vital component of the whole human resource management function in the civil service (Aloo & Odongo, 2017). It is one of the key concept of unlocking the human resource potentials in an organization (Allube, 2015). The schools around the world have long been tasked with providing quality education to students and improving their academic performance. With studies suggesting that the teacher quality is one of the most important aspects influencing a teacher's performance, teachers are thus recognized for their critical role in improving the quality of learning in an institution. Thus, a deep understanding of the various aspect of creating a successful teacher appraisal system is essential (OECD, 2009). Teachers in a learning institution are the most important resource that a school should have as they play a critical role in improving the quality of education and learner's academic performance (Gichuru, 2016). In order to improve the employee performance in an institution of learning, the stakeholders are mandated to allow the teachers to acquire the desired educational attitude, skills and values so as to enable them to be productive people in society and to discharge their social mandates for the benefits of the society (Aloo, 2009). In achieving this mandate, teachers are vested with the crucial role in shaping the learners to achieving quality education as a fundamental right, an objective of the teacher's performance appraisal development tool.

Learning and academic achievement have been observed to improve with the raising of teaching performance of teachers. In order to identify the effects of teacher's quality, the student's outcome in exam is compared against the results from the teacher performance appraisal. This body of research is based on Value Added Measures (VAM) which measures the teachers' contributions to student outcomes over the years, (Isore, 2009). The effectiveness of an appraisal system in relation to performance depends on how it articulates issues regarding teachers' perceptions in school. Teacher appraisal is carried out for either formative or summative purposes. Formatively, it is aimed at development of professional teaching skills enhancement and improvement while summative function is to provide a basis for grading, promotion and improving student outcomes and thus is a tool for competence and accountability. Accountability has been a major concern among governments globally in safeguarding public resources (OECD, 2009). Teachers' performance appraisal came fully in force in the year 2016 and over the same period of time, the Kenya Certificate of Secondary Education (K.C.S. E) results from the public secondary schools in Embakasi sub –county has shown inconsistency.

2. STATEMENT OF THE PROBLEM

Teacher's performance appraisal as enforced by the Teachers Service Commission has been in place from the year 2016. This study sought to examine how teacher's performance appraisal practices have an effect on teachers' performance in Kenya. Kenya National Union of Teachers argues that the appraisal process is cumbersome and diverts teachers' attention from learners in order to fill unnecessary paperwork which is not reflected in national examination results. It further argues that teachers are subjected to a lot of out-of-class paperwork (Nyamai, 2018). The Teachers Service Commission on the other hand posits that the teacher appraisal process enhances the quality of teaching and ultimately improves learning in primary, and secondary schools and tertiary institutions (Teachers Service Commission, 2018). It builds a performance-oriented culture and instil accountability in public learning institutions since teachers are evaluated on pedagogy, particularly preparation and use of schemes of work, lesson plans and notes, and maintenance of learners' progress and assessment records, innovation in curriculum delivery such as integration of information communication technology, implementation of

learners' welfare programmes, participation of teachers in co-curricular activities and collaboration with parents and guardians (Macharia, 2017).

3. OBJECTIVES OF THE STUDY

- i. To determine how appraisal of teachers on preparation of teaching materials affects employees' performance in public secondary schools in Embakasi Sub-county
- ii. To examine the extent to which appraisal of teachers on classroom environment affects employees' performance in public secondary schools in Embakasi Sub-county.
- iii. To establish the effects of teacher appraisal on professional responsibility on employees' performance in public secondary schools in Embakasi Sub-county.
- iv. To assess the extent to which appraisal of innovation and creativity in teaching affects employees' performance in public secondary schools in Embakasi Sub-county.

4. LITERATURE REVIEW

4.1 Theoretical Literature Framework

4.1.1 Hardner Performance Standards Theory

The Hardner Performance Standards theory postulated by Hardener in 2002 gauges the performance of the employees based on well labelled expected outcomes of their input in the organization. Hardner Performance Standards theory states the behaviors that can be observed, procedures on how the job should be done, and the expected outcomes in accordance with the required standards. Hardner Performance Standards theory communicates what is expected of the employees. The output of an organization depending on the managers can either be low or high depending on the standards that are well defined. Certain behaviors such as being responsible, industrious, courteous, and punctual determine whether performance will be high or low (Hardner, 2002). In a school setting, the ministry of Education through Teacher Service Commission sets the standards on the expectations of teachers in their teaching. Among the expectations of the teachers is to submit termly report to the TSC through the Teachers Performance Appraisal Tool (TPAD). Through this, the TSC supervise teacher's performance in relation to their professional responsibility and thus their performance as employees. This theory informs the study in that it affirms the standards that the employees should subscribe in order to improve their performance. Employees' performance thus is determined based on such set standards.

4.1.2 Resource Based View Theory

Resource Based View Theory coined by Jay Barney in 1991 is primarily based on organizational performance. The resources that an organization has determine its performance. (Barney, 2015). The issue of firm performance has remained one of the central themes for research in organizations for decades. The firm performance encompasses such question as why do firms differ, how do they operate and build on their behavior, how do they choose strategies and how are they are managed. Resource Based View Theory presents a model for this study. In this study, the school represents the firms, the teachers professional and technical skills represent the firm's resources. This theory suggests that a school that heavily exploits its resources is expected to improve employees, performance, (Esays , 2013).

4.2 Empirical Literature Review

4.2.1 Preparation of Teaching Material and Employees' Performance

In preparing and planning to teach, teachers are faced with such elements as the context, learner available resources that they must consider. Learners' knowledge and perception, teachers' instructional styles and the knowledge of the content are also very vital in planning to teach. (Isore, 2009). Depending on the content, students always remain to be the core factor considered in preparation for teaching. Preparation in some cases occurs during the learning process as teachers consider situations as they arise. They then tailor their teaching styles to such situations. Among the considerations in preparing to teach are the broad intentions, perceptions and tacit knowledge. The teachers consider the nature of the content as well as the activities that can be undertaken beside other curricular elements. An accomplished teacher as they prepare to teach consider among other factors the learner, content, available resources and method of instruction. In the diverse stages of teaching, teachers come across situations that they reflect on and plan accordingly, (John, 2010).

Kadenyi (2014) asserted that learners, whose teachers adequately prepare beforehand, perform highly compared to teachers who do not prepare for teaching. Teachers are therefore to adequately prepare before conducting their lessons. They should be equipped with schemes of work, lesson notes based on current curriculum and proper lesson plans if their teaching is to be accomplished. The school heads who are the appraisers in a school should always check on the identified documents that enhanced teaching and learning. Preparation before teaching is observed to be an important component that put various aspects and pieces of learning and teaching jointly. Different teachers based on their personality difference and preference, approach teaching differently. Lesson plan preparation is thus a product of diverse processes which mostly is based on teacher's perception of the classroom context and the subject of study.

4.2.2 Classroom Environment and Employees' Performance

This comprises classrooms where learning takes place. It focus on the availability of the window panes, ventilation, adequate chairs and desks and classroom cleanliness. Teachers determine the atmosphere in a classroom based on what they emphasize. This occurs based on the instructional skills adopted by the teacher and the roles the learners play in shaping classroom environment, (Pedzani, 2010). Teachers play a pivotal role in enhancing learning by ensuring that a classroom functions smoothly; a prerequisite for high levels of their achievement. They formulate and supervise routines and procedures that enhance effective and efficient operation of the classroom and the use of time. Ideally, classroom physical environment enhances learning and thus teachers' achievements as well as discipline and appropriate behaviour. Learners' perception of their surrounding affects their learning. Teachers are thus to assess the physical environment of classroom as a way of making possible adjustments that favours learning process, (Danielson, 2011).

A study conducted by (Taylor, 2009) coined "silent curriculum" as a product of physical environment. An understanding of this silent curriculum is vital in improving learning. An ideal classroom should have adequate space, chairs and desks, and ventilation. It should also be clean properly arranged. Teachers according to her should always tailor their teaching styles to match the spatial space in a classroom, (Reggio, 2011). The visual environment of learners comprises of colour, personal displays and the lighting within a classroom. These constituents each have

psychological effects on learners. Appropriate lighting in a classroom environment enhances learning, and thus affects students' achievement (Schneider, 2002, as cited in Spenser and Blades). According to (Orodho, Essentials of Educational and Social Sciences Research Method, 2013), different colours are perceived differently. They can either be warm, stimulating, cool or relaxing or therefore influence moods, behaviour and judgements amongst learners. Teachers' personal displays during the teaching process also affect learners psychologically.

4.2.3 Teachers Professional Responsibilities and Employees' Performance

The professional responsibility of teachers is exhibited in how they handle their students as well as how they relate with the colleagues in the teaching fraternity. Effective teachers collaborate with their colleagues as they learn and improve their pedagogical skills and thus enhance their performance, (Madaline, 2011). Teaching has to be student- focused if it has to yield an improvement of teachers' performance. Professionalism in teaching is displayed through upholding high moral standards, free interaction with colleagues on teaching pedagogies. Teachers approach to problem solving and decision making in their profession should be tailored to suit students' needs, (Danielson, 2011). As observed by Wang and Walberg (2017), the aspects of social and emotional components as well as academic components are a consequence of teaching and learning in schools. Communication therefore between teachers and parents is observed to motivate teachers and thus enhance their performance. Such a relationship besides academic motivation yields such fruits as enhancing discipline and reducing the number of school drop outs. Student engagement in schools is continuously shaped by their relationships with adults and their schooling environment. (Aloo & Odongo, 2017). Schools apart from fostering cognitive development of learners, ensure that they grow emotionally and socially. Teachers are tasked with executing evidence-based approaches that foster cognitive, social and emotional development of learners which enhances students' academic success (Zins and Elias, 2016). Teachers also have the responsibility of identifying such capacities amongst students in order to enable them to identify and possibly cater for learners' individual needs.

According to (Kadenyi, 2014) assessment not only improves performance but also examines it. Participation, effort and quality of work can be judged through the process of evaluation. Talking about participation, it encompass raising their hands, answering queries when asked as well as being keen in class. The outcome of assessment and evaluation enable teachers to decide on what and when to focus on the curriculum. Assessment will cluster the students based on their individual needs through identifying needy learners. It also enable teachers identify learners who require more attention and those who are fast learners. This feedback enables teachers together with the concern parents to tailor the best approach to enhance students' academic performance.

4.2.4 Teachers Innovation and creativity and Employees' Performance

Creativity has to do with being able to invent new solution to a challenge or approach or device or a new artistic object (Olatoye, 2010). Creativity in curriculum involves a carefully planned and thematic approach to teaching and learning designed to arouse student's natural curiosity and stimulate their creativity. Besides that, creative teaching means "teaching using imaginative approaches to make leaning more interesting, exciting and effective". Innovative teaching requires teachers to centre their methodologies, approaches and teaching learning materials on learners (Mandula, 2012). Creative and innovative approaches in teaching involve the use of teaching aids, fieldwork, debates and the integration of Information Communication. The knowledge of the learning process enables teachers in identifying the challenges learners face in

their learning. Teachers as the facilitators of innovative and creative learning must be aware of the available resources especially using technology, (Westwood, 2013). Innovative learning cultivates creative talents and enhances heuristic method of teaching. Innovation and creativity spur development and inventions that are geared to meeting the needs of the society. Teaching methods should therefore change with the changing needs of the society. This involve the use of modern, interactive, and special methods/contents in the place of rigid teaching models as a way of empowering learners' innovation and creativity (Murad, 2017).

5. RESEARCH METHODOLOGY

The study used a descriptive research design aimed at collecting information from respondents. Descriptive design seeks to describe the specific characteristics that are associated with a given population. Among its merits are its ability to collect both quantitative and qualitative data, its ability to easily establish the association and comparison between variables and the possibility of many questionnaires being administered to many respondents (Kadenyi, 2014). The study targeted a population of 119 respondents which are 7 principals, 7 deputy principals and 105 teachers employed by Teachers Service Commission and working in Embakasi sub –county. The study utilized census technique so as to collect accurate data. This technique was favorable in that each and every individual in the entire population was selected for the study. A structured questionnaire was used in the collection of data. The questionnaire was divided into two; one for principal and the other for teachers. Questionnaires allow respondents ample time to complete and return them hence there is more likelihood of the question being well answered, (Maxwell, 2011).

The researcher used descriptive and inferential methods of data analysis. The inferential statistics used in the study were used to derive the relationships that exist between the variables Data was descriptively analyzed by calculating the mean and the standard deviation of the data collected. Inferential analysis analyzed the data collected by use of regression model: $Y = \alpha + \beta_1 E_1 + \beta_2 E_2 + \beta_3 E_3 + \beta_4 E_4 + \varepsilon$, where, Y= Student academic performance, α = constant, $B_1 \dots B_4$ = beta for the four variables, $E_1 \dots E_4$ = Represent the four appraisal areas, E_1 =Planning and preparation, E_2 = Classroom environment, E_3 =Professional responsibilities, E_4 = Innovation and creativity.

6. STUDY RESULTS

The study sought to determine the effect of appraisal of teachers on preparation of teaching materials on their performance. The study responses are as in Table 1.

Table 1: Appraisal of Teachers on Preparation and Employees' Performance

Statements	Mean	Std Dev
Do you plan and prepare lessons before you go to class?	4.52	1.165
My lesson plans are appraised before use	4.51	0.275
The appraisal of your lesson notes, lesson plan and schemes of work has effect on your performance	4.48	0.45
Indiscipline cases have reduced based on your preparation before teaching	4.28	0.267
Aggregate	4.45	0.539

The indication here is that majority of the respondents agree and strongly agree that they prepare their lessons before going to class. This involve ensuring that they deliver the right content to the students and, therefore, boosting their performance as teachers. Most respondents also strongly

agree to appraisal of their lesson plans before they use. The teachers further agreed that they ensure that their lesson plans are submitted to the principals and deputy principals for appraisal in order to be ascertained of the content that they are going to deliver to the students. The standard deviations of 0.275, 0.450 and 0.267 shows that the responses by the respondents are concentrated around the mean and therefore most agree and strongly agree to appraisal of teachers' preparation. The responses on preparing lesson plans before going to class were slightly scattered as shown by the standard deviation of 1.165.

The study sought to establish the effect of appraisal on teachers' classroom environment on employees' performance. The study sought to establish the effect of appraisal on teachers' classroom environment on employees' performance. The study findings were as tabulated in Table 2.

Table 2: Appraisal on Teachers' Classroom Environment and employees' performance

Statements	Mean	Std Dev
The school carries out appraisal on adequacy of classroom physical space	3.8	1.047
The appraisal of classroom environment has effect on your performance	3.79	1.074
Indiscipline cases have reduced based on your classroom environment organization	4.04	0.342
The appraisal of your classroom environment has effect on your participation in co-curriculum activities	3.93	0.346
Aggregate	3.89	0.702

The study findings indicated that the majority of the respondents agreed that appraisal of students' classroom environment has an effect on employees' performance. This implies that schools should take consideration of adequacy of classroom physical space, ventilation, cleanliness, presence of window panes, sitting arrangement and the quality of classrooms as a way of improving the academic performance among students. The standard guidelines offered by the Ministry of Education on the physical space of classrooms as well as the quality of classrooms ought to be strictly adhered to by schools to minimize on indiscipline cases among students consequently yielding teachers' performance. In as far as standard deviation is concerned, the standard deviations of 0.342 and 0.346 shows a high concentration of responses to the mean implying that most agree to reduction in indiscipline cases due to classroom environment organization and effect of classroom environment on teachers' participation in co-curriculum activities respectively. However, the standard deviations of 1.047 and 1.074 shows the responses were slightly scattered.

The study sought to examine the effect of appraisal of teachers' professional responsibility on employees' performance. The study results were as shown in table 3.

Table 3: Appraisal of Teachers' Professional Responsibility and Employees' Performance

Statements	Mean	Std Dev
Your professional development courses are appraised by the school principal	4	1.187
The appraisal of your professional responsibility has effect on your performance	3.55	0.969
Indiscipline cases have reduced based on your professional responsibility	3.55	0.764

The appraisal of your professional courses you have attended has an effect on your participation in co-curriculum activities	3.16	0.606
Aggregate	3.57	0.882

These findings revealed that majority of the respondents agree that their professional responsibility courses are appraised by their respective school principals. Through the school principals, teachers including principals themselves and deputy principals are able to plan and attend professional responsibility courses as a way of shaping their professionalism to boost service delivery to students. The principals on their part undertake to maintain the professional records belonging to teachers as well as attending to the assessment and evaluation of the teachers to ensure that they meet their teaching objectives. The standard deviations of 1.187, 0.969, 0.764 and 0.606 reveal that though most respondents agree to appraisal of teachers' professional responsibility as shown by the means, the responses are slightly scattered from the mean.

The study sought to establish the effect of appraisal on teachers' creativity and innovation on employees' performance. The study findings were as tabulated in Table 4.

Table 4: Appraisal on Teachers' Creativity and Innovation on Employees' performance

Statements	Mean	Std Dev
The school carries out appraisal on teachers' creativity and innovation in teaching	3.8	1.047
The appraisal of the use of teaching aids has effect on your your performance	3.79	1.074
Indiscipline cases have reduced based on the use of discussion in class	4.04	0.342
The appraisal of your creativity and innovation has effect on teachers participation in co-curriculum activities	3.93	0.346
Aggregate	3.89	0.702

These study findings fell in the Likert scale of 4 on average, an indication that majority of the respondents agree that indiscipline cases have reduced based on classroom creativity and innovation. The implication here is that the creativity and innovation of the teaching staff largely engages the students and therefore, spend most of their time in classroom issues and, thus, reducing their engagement in unruly behaviours. To realize optimal performance, schools have ensured that there is ICT integration with teaching as well as the use of the locally available resources. In as far as standard deviation is concerned, the standard deviations of 0.342 and 0.346 shows a high concentration of responses to the mean implying that most agree to reduction in indiscipline cases as a result of innovation and creativity cases and effect to of innovation and creativity on students' participation in co-curriculum activities respectively. However, the standard deviations of 1.047 and 1.074 shows the responses were slightly scattered.

The study finally sought to determine the indicators of employees' performance. The study results were as tabulated in table 5.

Table 5: Employees' Performance

Statements	Mean	Std Dev
Improved grades	3.99	0.971
Reduced indiscipline cases	2.81	0.439
Increased performance in co-curriculum activities	2.97	0.546
Aggregate	3.26	0.652

These study results indicated that majority of the respondents were of the view that that the improvement in students' grades is an indication of employees' performance. This implies that grades attained by students, forms the basis upon which the employees' performance is measured. However, as shown by the standard deviation of 0.971, the responses were slightly widely spread from the mean. High grades, therefore, reflects high employees' performance and the results can be used as a reference to point out high employees performance not only in a school but also in a sub-county, county and the country at large. Further, the study performed ANOVA and regression analysis to estimate the relationships between the study variables. The study results were as tabulated in table 6, 7 and table 8.

Table 6: Model Summary

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.936 ^a	0.877	0.868	0.0868	3.157	0.026 ^b

Adjusted R Square is referred to as coefficient of determination and was used in the study as an indicator of the level the teachers' performance appraisal varied with the variation in students' academic performance. From table 4.10 above, the value of the adjusted R² is 0.868. The implication here is that there is a significant variation of 0.868 of level of students' academic performance varying with variation in teachers' performance appraisal at a 95% confidence level. Therefore, 0.868 of the variation in students' academic performance is attributed to preparation, classroom environment, professional responsibilities and creativity and innovation while 0.132 of the variation is attributed to other factors as well as the error term.

Table 7: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.000	4	.000	3.157	.026 ^b
	Residual	.000	34	.000		
	Total	.000	38			

a. **Dependent Variable:** Employees' performance

b. **Predictors:** (Constant), Preparation, Classroom Environment, Professional Responsibilities, Innovation and Creativity

Table 7 above shows ANOVA results which indicated that the relationship between teachers' performance appraisal and the employees' performance is significant since the calculated P-

value is 0.026, a value which is less compared to the significance value of 0.05. This indicated the statistical significance of the regression model that was run and that overall the regression model statistically significantly predicted the employee performance (i.e., it was a good fit for the data).

Table 8: Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.369	0.224		1.648	0.105
Preparation	0.263	0.024	0.534	10.744	0.000
Classroom environment	0.17	0.026	0.319	6.604	0.000
Professional responsibilities	0.231	0.024	0.476	9.876	0.000
Innovation and creativity	0.114	0.024	0.320	5.213	0.000

a. Dependent Variable: Employees' performance

The regression equation generated for the study was as follows: $Y = 0.369 + 0.534E_1 + 0.319E_2 + 0.476E_3 + 0.320E_4 + \varepsilon$. From the regression equation, appraisal of teachers on preparation was the most important variable affecting the employees' performance to an extent of 0.534, followed by appraisal of teachers' professional development to a tune of 0.476. Appraisal of classroom environment and appraisal of teachers on creativity and innovation affected employees' performance to the extent of 0.319 and 0.32 respectively. The regression equation further revealed that there was a positive and significant relationship between appraisal of teachers on preparation and employees' performance ($p=0.000$); there was a positive and significant relationship between appraisal of classroom environment and employees' performance ($p=0.000$); there was also a positive and significant relationship between appraisal of teachers' professional responsibility and employees' performance ($p=0.000$) and that there was a positive and significant relationship between appraisal of teachers on creativity and innovation and students' academic performance ($p=0.000$). All the above p values are less than 0.05 ($p=0.000 < 0.05$) which shows a significant effect of teachers performance appraisal on employees' performance. The positive effect denotes that as teachers' performance appraisal increases in schools, employees' performance also goes up.

7. SUMMARY OF FINDINGS

The first objective of the study sought to determine how appraisal of employees' on preparation of teaching materials affects employees' performance in public secondary schools in Embakasi Sub-county. The study found a mean of 4.52 and standard deviation of 1.165 in relation to teachers preparing lessons before they go to class, a mean of 4.51 and standard deviation of 0.275 in relation to appraisal of lesson plans before they use, a mean of 4.48 and standard deviation of 0.450 in as far as the effect of the appraisal of teachers' lesson notes, lesson plans and schemes of work on employees' performance, a mean of 4.28 and standard deviation of 0.267 in relation to the reduction of indiscipline cases based on the preparation before teaching. The results indicate that the means fell at an average Likert scale of 5 showing that majority of the respondents strongly agreed to the appraisal of teachers by principals, HODs and subject heads on preparation of teaching materials before service delivery and that such appraisals goes a long way to improving teachers performance. Standard deviations of 0.275, 0.450, and 0.267

shows the responses are concentrated to the mean while 1.165 shows the responses were scattered.

The second objective of the study sought to examine the extent to which appraisal of employees' on classroom environment affects employees' performance in public secondary schools in Embakasi Sub-county. The study established a mean of 3.80 and standard deviation of 1.047 in relation to the appraisal on adequacy of classroom physical space, ventilation, sitting arrangement, presence of window panes, a mean of 3.79 and standard deviation of 1.074 in relation to the effect of the appraisal of classroom environment on employees' performance, a mean of 4.04 and standard deviation of 0.342 in relation to the reduction of indiscipline cases based on the classroom environment organization, a mean of 3.93 and standard deviation of 0.346 in as far as the effect of appraisal of the classroom environment on students' participation in co-curriculum. The standard deviations of 0.342 and 0.346 is an indication of responses being close to the mean while 1.047 and 1.074 indicates that the responses are farther apart.

The third objective of the study sought to establish the effects of teacher appraisal on professional responsibility on employees' performance in public secondary schools in Embakasi Sub-county. The study revealed a mean of 4.00 and standard deviation of 1.187 in relation to teachers' professional responsibility courses being appraised by the school principal, a mean of 3.55 and standard deviation of 0.969 relating to the appraisal of teachers professional records and the effect it has on employees' performance, a mean of 3.55 and standard deviation of 0.764 relating to reduced indiscipline cases based on teachers professional responsibility , a mean of 3.12 and standard deviation of 0.606 relating to the appraisal of the professional responsibility of teachers and the effect it has on teachers' participation in co-curriculum activities. The standard deviations of 1.187, 0.969, 0.764 and 0.606 reveal that though most respondents agree to appraisal of teachers' professional responsibility as shown by the means, the responses are slightly scattered from the mean.

The fourth objective of the study sought to assess the extent to which appraisal of innovation and creativity in teaching affects employees' performance in public secondary schools in Embakasi Sub-county. The results indicated a mean of 3.80 and standard deviation of 1.047 in relation to the appraisal on teachers' creativity and innovation, a mean of 3.79 and standard deviation of 1.074 relating to the appraisal of teachers' creativity and innovation and the effect it has on employees' performance, a mean of 4.04 and standard deviation of 0.342 relating to reduced indiscipline cases based on classroom creativity and innovation, and a mean of 3.93 and standard deviation of 0.346 relating to the appraisal of creativity and innovation and the effect it has on teachers' participation in co-curriculum activities. The standard deviations of 0.342 and 0.346 shows higher concentration of the responses to the mean while 1.047 and 1.074 shows that the responses are scattered from the mean.

8. CONCLUSIONS

The study concluded that teachers prepare their lessons before service delivery. Principals appraise teachers' lesson plans before they attend to their classes. Furthermore, principals, HODs and subject heads are tasked with appraising teachers' preparation and this assists in improving employees' performance. From the regression equation, appraisal of teachers on preparation was the most important variable to the employees' performance and could affect the employees' performance to an extent of 0.534; appraisal of teachers' professional responsibility affected 0.476 of employees' performance while appraisal of classroom environment and appraisal of

teachers on creativity and innovation affected 0.319 and 0.32 of employees' performance respectively. The study also concluded that there has been a routine exercise of appraising the classroom physical environment to ascertain on the adequacy of classroom physical space. Majority of the principals, deputy principals and teachers were in agreement of the monthly appraisal of the adequacy of the classroom physical space. Most of the respondents agreed that the appraisal of the classroom physical environment in line with the requirements of the Ministry of Education and to ensure the appropriate quality helps in improving students' academic performance.

9. RECOMMENDATIONS


Based on the research findings, the following recommendations are obtained:

- 1) Principals and school authorities should examine other agents that causes poor performance in public secondary schools apart from teacher preparation
- 2) The school authorities should put in place infrastructure that conforms to the Ministry of Education guidelines.
- 3) Creativity and innovation should be encouraged through the provision of that support teachers need to improve their performance.
- 4) Teachers should always be encouraged to build their capacity through in- service training that will build their capacity and equip them with the ideal expertise in their profession.

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