

EVALUATION OF TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT TOOL ON TEACHER PERFORMANCE IN MVITA SUB-COUNTY, MOMBASA COUNTY, KENYA

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ABSTRACT

Purpose. This study aimed at evaluating the effectiveness of the TPAD tool in Mvita Sub County public secondary schools of Mombasa County. It monitored the way the tool is implemented and in order to enhance the chances of In light of this, the study looked at the efficiency of the teacher assessment instrument (TPAD) in order to ascertain how it affected the performance of teachers in the Mvita Sub-County of the County of Mombasa. its success.

Research methodology. Mixed methods methodology was applied and descriptive survey for this study since both qualitative and quantitative data was collected. In quantitative approach, the researcher collected data using questionnaires from the respondents in an unbiased way from teachers and parents' representatives. In qualitative approach, data was collected from head teachers and Sub-County director using interview schedules. The investigator described and analyzed the words grounded on the study objectives. For this study the target population was 468 which included; 439 teachers and 14 head teachers from all the 14 public secondary schools found in Mvita Sub-County. There was 1 Sub-County director of education who was also part of the target population and 1 parent representative from all the 14 schools in the Sub-County. The study used all the 10 head teachers from the 10 selected schools. Each school also provided one parent representative. From each school, 12 teachers were selected using simple random sampling. 1 Sub-County Director was selected through purposive sampling. The total sample size was 141 respondents.

Findings. When asked whether all teachers set goals at the beginning of every term, the respondents responded differently that is 48 (45.3%) and 42 (39.6%) agreed and strongly agreed respectively. 12 (11.4%) and 4 (3.8%) disagreed and strongly disagreed that indeed all teachers don't set goals at the beginning of every term. Further, when asked that teachers set equal number of goals, the respondents had mixed views. Strongly disagreed and disagreed had 30 (28.3%) and 61 (57.5%) respectively while 15 (14.2%) remained neutral. Whether teachers achieve the goals set, 37 (34.9%) and 5148.1% in totality disagreed. Only 4 (3.4%) agreed and 14 (13.2%) remained neutral. The interviewees were in agreement that the attainment of the goals depends on one's abilities and the availability of resources as one of the respondents noted that *"The issue of goal setting by teachers and achievement of the set goals entails proper motivation of teachers through good remuneration, provision of good working conditions which the government of Kenya through the TSC has not fully actualized. The teachers*

cannot achieve much unless the government gets serious in its mandate as the main stakeholder of ensuring proper learning process take place.”

Recommendations. Regarding goal-setting, the report suggests that the government (TSC) urge all instructors to do so at the start of each learning session, term, or academic year.

Key words. *Teacher performance, Appraisal, Development tool*

INTRONDUCTION

The performance of the learners greatly depends on the performance of teachers. The appraisal of teachers requires that such tools; lesson plans, schemes of work, class attendance and other documentation be constantly monitored. The appraisal of teachers refers to a standard measure for the performance of teachers based on value judgment that compares the teacher’s workforce to a predetermined set of measurable standards and characteristics. It improves learning environment, helps focus on professional teaching, improves effectiveness in teaching and enhances school organization. Therefore, teacher assessment and development lead to better performance of learners. Teacher assessment tools provide a means by which the teachers improve their performance (Bone, Rachman and Mashudi, 2021).

STATEMENT OF THE PROBLEM

The sole objective of the TPAD is to improve the performance of the teacher in the classroom and thus realize a high quality of education among learners countrywide. It also gives the teacher an opportunity to improve their competence through professional development. It enables teachers to identify performance gaps and also provides professional development support. However, the effectiveness of the TPAD since its implementation remains questionable in Mvita Sub- County. The learner’s performance in Mvita Sub - County in KCSE has always been between D+ and C-. Quality grades that would enable learners to pursue university education have also been very low as evidenced between 2018 and 2022 KCSE performance, something which was highly blamed on TPAD tools. The table below shows KCSE average performance for the last five years.

Table 1: KCSE Average Performance rate for all Public Secondary schools in Mvita Sub-County between 2018 and 2022

| Year | 2018 | 2019 | 2020 | 2021 | 2022 |
|-------|------|------|------|------|------|
| Grade | D+ | C- | C- | D+ | D+ |

Source: Mvita Sub-County Education Office (2023)

This problem of poor KCSE performance might be attributed by several factors without ruling out improper implementation of TPAD tools causing downward spiral of teacher performance in the classroom. If the issue of evaluation of TPAD tools on teacher performance is not looked into carefully and possible interventions taken, quality of education will continue to deteriorate hence the ministry of education will not benefit from this TPAD policy. It was therefore necessary that the tool used to appraise teachers be evaluated in order to examine its effectiveness in terms of goal setting, reward system, service delivery and feedback to arrest poor teacher

performance in and outside classroom. It is therefore against this background the study sought to examine the effectiveness of teacher assessment tool (TPAD) in order to investigate its influence on performance of teachers in Mvita Sub-County in the County of Mombasa.

RESEARCH OBJECTIVES

The study specific objectives included;

- i. To assess the TPAD's effectiveness of goal setting purpose on teacher's performance in Mvita Sub-County.
- ii. To analyze the TPAD's effectiveness of reward system on teacher's performance in Mvita Sub-County.
- iii. To examine the TPAD's effectiveness on service delivery and teacher's performance in Mvita Sub-County.
- iv. To determine the TPAD's effectiveness of feedback on teacher performance in Sub-County of Mvita.

RESEARCH QUESTIONS

The following were the research questions for the study:

- i. How does TPAD affect goal setting on teacher performance in Mvita Sub-County?
- ii. How does TPAD influence reward system on teacher performance in Mvita Sub-County?
- iii. In which ways do TPAD affect service delivery on teacher performance in Mvita Sub-County?
- iv. How does TPAD affect feedback on teacher performance in the Sub-County of Mvita?

THEORETICAL REVIEW

Grote's Four Phase Performance Evaluation Model

According to Grote (2003), growth and efficient performance evaluation model should go through four phases. Phase one begins with the preparation stage whereby at the beginning of the year a discussion is held between the appraiser and the appraisee. Focus is usually put on professionalism, the organization's performance and the action steps taken for achieving the objectives set. Phase two involves the implementation. The specific tasks to be performed are looked into. Milestones are set. Performance indicators are given and constant feedback is given during the job life cycle. Phase three includes an evaluation of the appraisal by the appraiser. Paper work is made use of to give a report of the achievements of the appraisee against the set goals and the quality of work achieved. The appraiser and the appraisee meet in phase four to discuss performance and how well the appraisee did within the predetermined period (Grote, 2003). This model was well fit in this study because the steps involved during the four phases are in tandem with the teacher's appraisal and development tool used in Kenya to appraise teachers.

Goal Setting Theory

Goal setting theory also served as a guide for the study. A goal is essentially the thing that one aspires to achieve. This theory was formulated by Locke and Latham (2019). It is built on the premise that there are simple tasks and challenging tasks which one aims at accomplishing. One begins by setting learning goals which are easy to attain. They break down the activities into attainable measurable milestones and come up with strategies of accomplishing them within set time periods. The attainment of the goals depends on one's abilities and the availability of resources (Locke, and Latham, (2019). Goal setting enables one to improve one's performance. However, in order for one to make this improvement they need to first make a choice of what they want to do and thus map out the direction they want to take. Secondly, in order to stimulate action, the goal needs to be specific and challenging, thirdly, persistence is a requirement when pursuing the goal and fourth, the individual needs to cue his or her strategies in order to pursue challenging goals (Swann, Rosenbaum, Lawrence, Vella, McEwan, and Ekkekakis, 2021).

EMPIRICAL REVIEW

Goal setting is the practice whereby an organization comes up with objectives which it intends to achieve within a specified period. These are the expectations which form the basis of the vision that the organization has. Organizations usually mobilize funds so that it can achieve the goals set. The goals guide an organization during the process of implementation (Swann, Rosenbaum, Lawrence, Vella, McEwan, and Ekkekakis, 2021). Target is the level of performance expected to be achieved on each of the standards set. Institutional heads usually give institution target that are allied to the targets provided by commission per standards. TSC usually set targets on syllabus timely coverage whereby the organization should identify topics to be covered and each subject time frame. Further individual targets are set at the term beginning in a meeting between the appraiser and the appraisee.

Both the appraiser and the appraisee must discuss what an appraisal comprises and how it operates throughout the discussion. They should also discuss the performance competency areas, create term goals, and establish deadlines in accordance with the actions listed on the calendar for the TPAD process. Every term, the appraiser and appraisee are required to meet for an appraisal rating meeting to go through observations, make assessments, and finish the termly appraisal. A term-long appraisal rating is determined by comparing the teacher's term-long performance to the performance competency categories. Plans are created for the areas that need help and development. In order to make additional improvements, a report on the achievements of the learners is addressed. If there is a disagreement, an arbitrator is brought in to render a decision.

During the term the appraisee is supposed to implement activities to meet the set target. As the activities are being implemented the appraisee continuously gathers evidence that is usually used to support the achievement of the targets during the evaluation of the end of the term. This is what is supposed to be in goal setting and achievement of target which might not reflect the actual thing in our public secondary schools. In a study which relied heavily on descriptive statistics, White, (2021) found no significant correlation between goal setting and teacher evaluation tool in Texas, USA. In another study which was conducted in a Malaysian urban school Ong, Ismail, and Pei, (2021) found that goal setting had a positive significant impact on teacher efficiency. Studies

focusing on the relationship between goal setting and teacher performance yield contradicting results (White, 2021; Ismail and Pei, 2021). This means that more research needs to be conducted in this area because particularly in Mvita Sub-County as there might be a knowledge gap to address.

CONCEPTUAL FRAMEWORK

Independent Variables

Dependent Variable

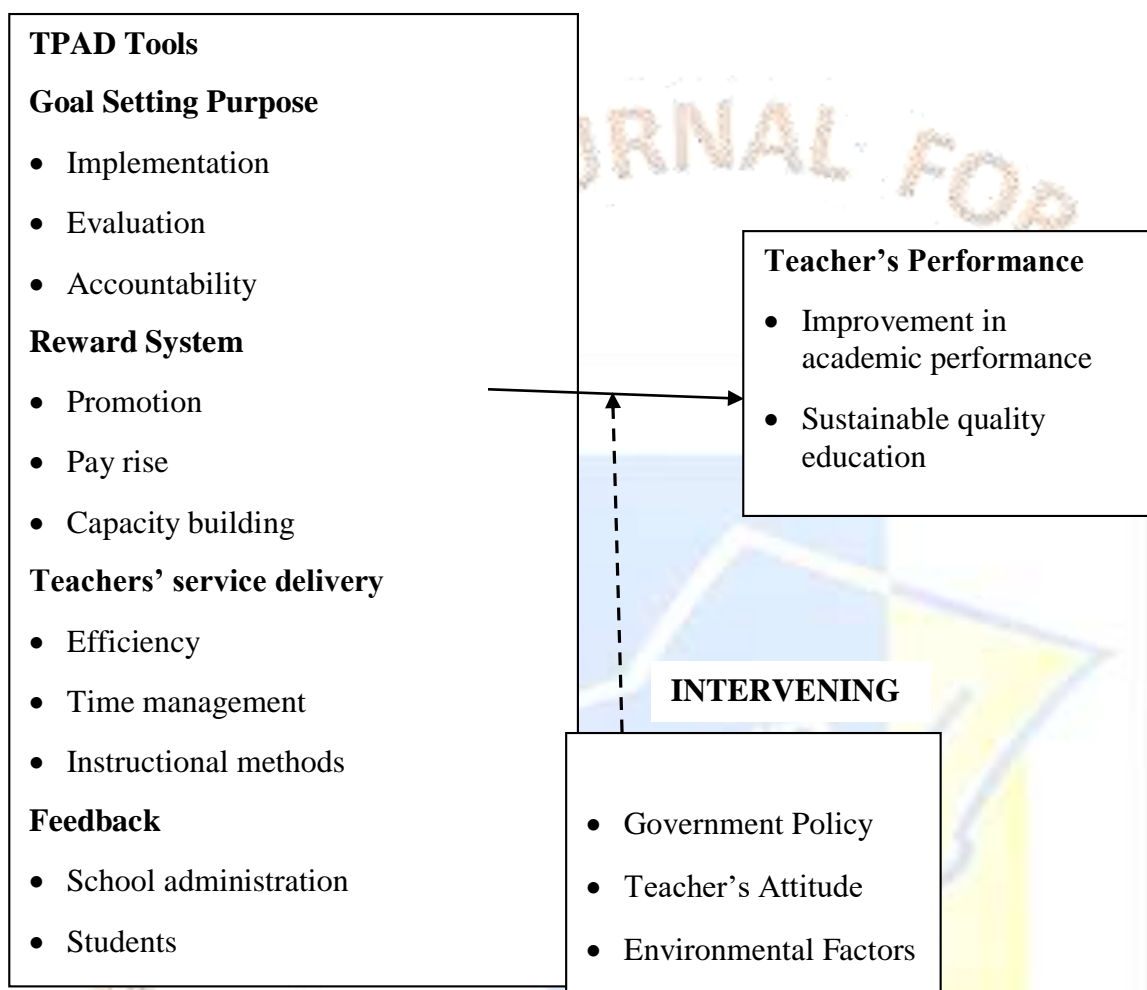


Figure 2.1

Conceptual Framework

RESERCH METHODOLOGY

Merrian and Tisdell (2016) highlighted research methodology to be procedures or techniques used in the identification, selection, processing and analysis of information on a given topic. Mixed methods methodology was applied for this study since both qualitative and quantitative data was collected. This research methodology is extremely appropriate since it uses the data mixing method, which enables the researcher to provide a more comprehensive understanding of the issue than would be possible if only one data set were employed. In quantitative approach, the researcher collected data using questionnaires from the respondents in an unbiased way from teachers and parents' representatives. In qualitative approach, data was collected from head teachers

and Sub-County director using interview schedules. The investigator described and analyzed the words grounded on the study objectives.

RESULTS AND DISCUSSIONS

In the Mvita sub-county of Mombasa County, the study set out to learn how respondents felt about creating goals for the evaluation of teacher performance appraisal development tools. The frequency distributions, means, and standard deviations of the numerous assertions and findings shown in Table 7 below were used to make this determination.

Table 7: Descriptive statistics for Goal setting

| | 1 | 2 | 3 | 4 | 5 | Mean | Std |
|--|-------|-------|-------|-------|-------|-------|-------|
| | % | | | | | Dev | |
| All teachers set goals at the beginning of every term | 4 | 0 | 12 | 48 | 42 | 3.8% | 0.0% |
| | 3.8% | 0.0% | 11.4% | 45.3% | 39.6% | 4.21 | 0.789 |
| Teachers set equal number of goals | 30 | 61 | 15 | 0 | 0 | 28.3% | 57.5% |
| | 28.3% | 57.5% | 14.2% | 0.0% | 0.0% | 1.86 | 0.637 |
| Teachers always achieve the goals set | 37 | 51 | 14 | 4 | 0 | 34.9% | 48.1% |
| | 34.9% | 48.1% | 13.2% | 3.4% | 0.0% | 1.86 | 0.786 |
| Setting goals has helped teachers improve teaching methodologies | 0 | 0 | 5 | 55 | 46 | 0.0% | 0.0% |
| | 0.0% | 0.0% | 4.7% | 51.9% | 43.4% | 4.39 | 0.579 |
| Setting goals gives teacher a sense of direction | 1 | 0 | 6 | 50 | 49 | 0.9% | 0.0% |
| | 0.9% | 0.0% | 5.7% | 47.2% | 46.2% | 4.39 | 0.641 |

Key: 1=strongly disagree, 2= disagree, 3 = undecided, 4 = agree, and 5 =strongly agree.

The frequency distributions were a result of the respondents' differing opinions on the various goals for teacher performance in Mombasa County's Mvita Sub-County. When asked whether all teachers set goals at the beginning of every term, the respondents responded differently that is 48 (45.3%) and 42 (39.6%) agreed and strongly agreed respectively. 12 (11.4%) and 4 (3.8%) disagreed and strongly disagreed that indeed all teachers don't set goals at the beginning of every term. Further, when asked that teachers set equal number of goals, the respondents had mixed views. Strongly disagreed and disagreed had 30 (28.3%) and 61 (57.5%) respectively while 15 (14.2%) remained neutral. Whether teachers achieve the goals set, 37 (34.9%) and 5148.1% in totality disagreed. Only 4 (3.4%) agreed and 14 (13.2%) remained neutral. In addition, when asked whether setting goals has helped teachers improve teaching methodology; 55 (51.9%) and 46 (43.4%) agreed and strongly agreed respectively and 5 (4.7%) were undecided. When asked if setting goals gives teachers sense of direction, 50 (47.2%) and 49 (46.2%) in totality agreed, 6 (5.7%) remained neutral while 1 (0.9%) disagreed in totality.

The mean scores and standard deviation for each statement in the goal-setting matrix were calculated to reflect the range of opinions and degree of agreement for each statement. For mean scores between 1.50 and 3.49, there was a strong tendency to disagree, while for mean scores between 3.50 and 4.50, there was a tendency to agree. According to the standard deviations, there was disagreement when the standard deviation was greater than 1 and moderate agreement when it was between 0.50 and 0.99. The mean scores for three statements showed strong tendency agree since were between 3.50 and 4.50. Means for two statements showed the strong tendency to disagree. Standard deviation for all statements interpreted showed moderate level of consensus since they all below one (1). These findings were in agreement with the research findings of a study which was conducted in a Malaysian urban school Ong, Ismail, & Pei, (2021) which found that goal setting had a positive significant impact on teacher efficiency.

From the findings of the interview carried out from the parent representatives and Sub-County director of education, it is evident that introduction of TPAD tool as an evaluation to improve the performance of teachers in classroom has not reaped much. Parent representatives rated the performance of teachers to be below average as there was no improvement in academic performance in the last 3 years in Mvita Sub County. They agreed that teachers set goals every beginning of the term but not all teachers meet the targets due to other underlying factors such as interruption of school learning program, teachers' shortage etc. that influence the effectiveness of TPAD policy implementation. This shows that there must be something to be done by the government for the TPAD tool to realize its objective. One Parent representative from school D noted, *"The issue of goal setting by teachers and achievement of the set goals entails proper motivation of teachers through good remuneration, provision of good working conditions which the government of Kenya through the TSC has not fully actualized. The teachers cannot achieve much unless the government gets serious in its mandate as the main stakeholder of ensuring proper learning process take place."* The interviewees were in agreement that the attainment of the goals depends on one's abilities and the availability of resources. The findings are in agreement with the findings of the research done by Locke and Latham (2019) which found that setting clear and definite goals by employees make them more productive in the area of their responsibilities. The Sub-County director of education also noted that goal setting by teachers every term and their achievement play a fundamental role in teacher performance which agree with the quantitative findings that there is positive relationship between goal setting and teacher performance.

CONCLUSIONS

The study's findings indicated that none of the independent variables had a significant value below 0.05, indicating that none of them had any real influence. The study found that goal setting has a substantial impact on teachers' performance in determining the influence of goal setting. The study found that raising goal-setting in each unit led to an improvement in teachers' effectiveness.

RECOMMENDATIONS

Regarding goal-setting, the report suggests that the government (TSC) urge all instructors to do so at the start of each learning session, term, or academic year.

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