

HEADTEACHERS' ROLE IN PERFORMANCE APPRAISAL ON TEACHERS PERFORMANCE IN GANZE SUB-COUNTY

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Abstract: The purpose of the study was to establish Head teachers' role on performance appraisal on teachers' performance in Ganze Sub-County. The study adopted descriptive research design with quantitative approaches, where 106 public primary schools were targeted. The study used Slovene's formulae in determining 84 respondents of the study. The study used structured questionnaires using Likert scale on all the variables. The study used SPSS version 24, where descriptive and inferential statistics was used. The study used SPSS version 24, where descriptive and inferential statistics was used. Out of the 84 questionnaires, distributed by the researcher, only 67 questionnaires were returned. The analysis showed that there was a positive and significant between professional development and teachers' performance ($\beta=0.214$; $p=0.009$). The study concluded that performance appraisal practices (Professional Development) significantly contributes to the teachers' performance in public primary schools Ganze Sub-County. The study recommended that head teachers should therefore be encouraged to encourage to develop themselves professionally for it's the main contributor. This can be done by the school management organizing for workshops and seminars for teachers to enlighten them on the advantages of adopting innovative ways and creativity in teaching, supporting activities that are geared towards innovation enhancement.

Keywords: Appraisal, Development, Headteachers' Performance, Role, Teachers.

1. INTRODUCTION

Teacher's performance entails the effectiveness of the teacher based on students' performance results, lesson attendance, communication skills, syllabus coverage, professional knowledge, decision making, interpersonal skills and classroom management (TSC, 2008). Jonyo and Owuor (2017) asserts that ineffective supervision and evaluation system in public schools have led to teachers' dissatisfaction, besides the low levels of numeracy and literacy among students and even teachers' failure to understand the curriculum. While, Didinya, Ouda and Ndanu (2018), opined that teachers' performance appraisal plays a critical role in the quality of education.). Performance appraisal is a systematic and objective way of judging the relative worth or ability of an employee in performing their job. This emphasis on two aspects: systematic and objective. The appraisal is systematic when it evaluates all performances in the same manner. Utilizing the same approaches to that appraisal of different persons is comparable. Appraisal has objectivity when it is trying to eliminate human biases and prejudices (Amstrong, 2013).

The purpose of performance appraisal according to Bruns (2015) is to measure and judge performance, to relate individual performance to the organizational goals, to foster the increasing competence and growth of subordinate, to stimulate the subordinate motivation, to enhance communication between superior and subordinates, to serve as a basis for judgment about salary and promotions and to serve as a device for organizational control and integration. The administration of performance appraisal should however be fair. The performance appraisal process can be a practical tool for employee motivation and development when employees perceive their performance appraisals as accurate and fair (Messer and White, 2016).

The processes inherent in these systems and the performance appraisal outcomes themselves can have an important influence on employees' reactions toward their work, their supervisors, and their organization as a whole

The Kenya government introduced performance management in 2003 as part of its public-sector reform programme.

In 2016, Teachers Service Commission (TSC) rolled out Performance Contracting for Head of Institutions (PC) and Teacher Performance Appraisal and Development (TPAD) for all teachers.

The TSC Annual Report 2015/2016 further institutionalized and rolled out the Performance Contracting (PC) and Teacher Performance Appraisal and Development (TPAD) system for heads of institutions and teachers to enhance effectiveness in curriculum implementation for improved learning outcomes (TSC, 2016).

According to the TSC Annual report 2014/2015, the Commission secured a two-year grant (2013-2015) for TEPIK. This project was jointly implemented by Teachers Service Commission and British Council. The project facilitated the revision of the Code of Regulations for Teachers and the Code of Conduct and Ethics which have been published. The grants were also used to sensitize teachers on the provisions of the codes distributed to all public institutions across the country.

Report from Ganze Sub County education office indicates that performance in KCPE has been fluctuating. This is evidenced by KCPE results available in the office of Sub County Director of Education (SCDE) Ganze. For the last 5 years the performance of public primary schools in Ganze Sub County was as follow: in 2013 the sub county got a mean score of 216, in 2014 a mean score of 259, in 2015 a mean score of 225, in 2016 a mean score of 263 and in 2017 a mean score of 253 (SCDE 2018). The fluctuation in KCPE results has necessitated the need to conduct the study in Ganze Sub County.

The researcher adopted a descriptive research design involving quantitative approaches. The descriptive design was the most appropriate since it described head teachers' role on the performance appraisal in relation to teachers' performance in public primary schools in Ganze, by collecting quantifiable data. of the school.

This study adopted probability sampling technique since the population and location of public primary schools is known.

1.2 Statement of the Problem

Globally, teachers' performance appraisals are a common practice in the nation's public schools; 98% of public-school teachers reported that they had been formally evaluated at least one time in the schools in which they are currently teaching.

further reports that only 4% of teachers reported that their scores on tests were considered in evaluating their teaching performance, and 19% said that portfolios of their work were evaluated. Ganze Sub-County KCPE performance has been generally low and is therefore representative enough of many other similar Sub-Counties in Kenya which continuously have posted low results. The pupils performances are a reflection of the teacher's performance and specifically how performance appraisal strategies of the teachers are handled by the school management, TSC and the Ministry of Education. The study acknowledged that the real situation on the ground is that teachers are not engaged in professional development.

From the ideal and the real situation, the study seeks to investigate the role of headteachers' on performance appraisal on teacher's performance in Ganze Sub-County.

1.3 Research Objectives.

- i. To examine the role of head teachers' in professional development on teachers' performance in Ganze Sub-County.

2. LITERATURE REVIEW

A study by Nzambi (2015) found out that head teachers' promote teachers' professional development by using supervision and colleagues to train teachers on instructional practices. Other methods include allowing and encouraging teachers to undertake private studies, using external sources such as college courses, district level workshops and consultants.

Sergiovanni and Starrat (2015) study describe instructional supervision as opportunities provided to teachers for developing their capacities towards contributing for students' academic performance. Building strong team of teacher leaders is one of the important roles of the head teachers. The principals who support teacher development cultivates capacity for leadership who in turn promote leadership among many teachers.

A study by Blasé and Blasé (2014) provided a list of strategies and principals used to promote professional development that increased teachers' use of reflectively informed behaviors such as; emphasizing the study of collaboration among teachers, developing coaching relationship and applying principles of adult learning to staff development. A study by Kwakman (2013) indicated that Keeping up is a core responsibility of professionals, as the professional knowledge base underlying professional work does rely on the input of new information since it is subject to continuous improvement. The main aim of reading is keeping up to date with new insights and developments influencing the professional field such as new subject matter, new teaching methods and manuals, new pedagogical approaches.

According to Adeolu (2015), for organized training such as workshop to be effective, the principal must ensure that it is well planned and the participants are sufficiently informed of the purpose and what they have to bring to the workshop. An important advantage of a workshop is the exchange of knowledge among the participants. It should be encouraged as a means of improving teachers' skills, competencies and enhancing their professional growth.

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A study by Kalule and Bochamma (2013), states that, to improve student achievement teachers must improve their instructional practices. As professionals involved in a constantly evolving decision making context within their practices, teachers must pursue professional development activities throughout their career to develop their expertise.

Komba and Nkumbi (2016) conducted a study on teacher professional development in Tanzania: perceptions and practices. The purpose of the study was to analyze the perceptions and practices of teacher professional development by head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee in six school districts. Majority of respondents perceived teacher professional development as being important because it improved the teacher professionally, academically and technically. However, most respondents thought it was inadequately supported and motivated by the principals.

Simatwa (2017) conducted a study on induction needs of beginning teachers in public primary schools in Kenya. The purpose of the study was to investigate induction needs of beginning teachers in public primary schools in Bungoma East and North districts. The findings of the study showed that beginning teachers should be inducted in the following areas: knowledge of school policies; how to adapt rapidly in new work environment, classroom management; operation of team work and time management. It was also found out that there was need to hold induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers.

A study by Olembo, Wanga and Karagu (2015) indicated that the school principal has a vital role to plan for seminars and workshops on teaching methods, assessment of students or on test setting. These activities equip teachers with relevant knowledge and competence in their subject area. Planning by the school principals on supervisory activities becomes a basis for monitoring and evaluating teachers' actual performance. Kerei (2017) carried out a study on the survey of factors affecting staff development in public secondary schools in Kajiado Central District. The study findings showed that teachers generally agreed that staff development programs were minimal in the district. Among the factors which hindered staff development in Kajiado central district included: poor infrastructure, poor connectivity to the urban centres, non-supportive administration, lack of funds and teachers' unwillingness to attend training

3. RESEARCH METHODOLOGY

The study adopted a descriptive research design involving quantitative approaches. The descriptive design was the most appropriate since it described head teachers' role on the performance appraisal in relation to teachers' performance in public primary schools in Ganze, by collecting quantifiable data (Kothari, 2013)

This study adopted probability sampling technique since the population and location of public primary schools is known.

Simple random sampling was used to select a sample of 84 head teachers from 84 public primary schools was selected on the basis of the Yamen's formula. A questionnaire was developed to capture the various variables under study and for the independent variables. Once the questionnaires were received from the respondents, they were coded according to each variable of the study to ensure accuracy during analysis and they were then be edited for completeness and consistency. The data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 21.0 which were given simplified reliable and elaborate information. The collected data was analyzed using both inferential and descriptive statistics, where descriptive statistics were included: frequencies, mean, standard deviation and percentages, while inferential statistics were included: Coefficient of Determination, Pearson Correlation, ANOVA and Regression Coefficients. After the data is analyzed, results, conclusions and recommendations were made based on the findings.

The researcher sought to obtain information that described the phenomena (head teachers' role on the performance appraisal in relation to teachers' performance) that existed at the time of study, and inferences was drawn to explain the nature of relationship between the study variables. The descriptive design was also appropriate because it enabled the researcher to use quantitative approaches.

Descriptive design has been successfully employed by different authors for studies on performance appraisal such as (Alubbe, 2015; Mwai & Muchanje, 2018, Mwai, 2018; Kareithi, 2018; Thuba, 2018). Descriptive were particularly useful in understanding the characteristics of organizations that follow certain common practices and they were undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation (Sekaran & Bougie, 2013)

4. RESULTS AND DISCUSSIONS

According to Zikmund, Carr and Griffin (2012), a response rate of more than 70% is adequate for the study, hence a response rate of 79.8% was found adequate for this research. Based on the previous studies related on the topic Wangui (2018)

Table 1: Response Rate

Response	Frequency	Percentage%
Returned Questionnaires	67	79.8%
Unreturned Questionnaires	14	21.2%
Total	100	100%

The objective of the study was to establish the effect of head teachers' role on professional development on teachers' performance. Hence, the respondents were asked to indicate the extent in which they agree with the following statements.

The researcher sought to determine the mean and standard deviation on the various statements on each study variable. The following scale was used: Strongly Agree=5, Agree =4, Uncertain=3, Disagree=2 and Strongly Disagree=1.

Table 2: Professional Development

Statements	Mean	Std Deviation
Teachers' attend training programmes willingly	3.273	1.603
Head teacher encourages teachers to undertake private studies, using external sources such as college courses.	3.723	1.263
Teacher professional development improves professionally, academically and technically.	3.644	1.486
Head teacher organizes induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers.	3.558	1.391

Head teacher organises workshop as a means of improving teachers' skills, competencies and enhancing their professional growth	3.481	1.464
There are inadequate resources to organize teachers' training	3.526	1.325
Overall Mean	3.534	1.212

The table 2 showed that the respondents agreed that head teacher encourages teachers to undertake private studies, using external sources such as college courses with (M=3.723; SD=1.263) and they agreed that teacher professional development improves professionally, academically and technically with (M=3.644; SD=1.486). The respondents also agreed that head teacher organizes induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers with (M=3.558; SD=1.391) and they also agreed that there are inadequate resources to organize teachers' training with (M=3.526; SD=1.325). They also agreed that head teacher organises workshop as a means of improving teachers' skills, competencies and enhancing their professional growth with (M=3.481; SD=1.464) and they finally agreed that teachers' attend training programmes willingly with (M=3.273; SD=1.603). On the overall mean of 3.534 and standard deviation of 1.212, implied that majority of the respondents agreed that the head teachers' role teachers' professional development affects teachers' performance and there was a high variation from the mean since standard deviation was greater than 1.

Correlation and regression analysis showed that professional Development and teachers performance in public primary schools in Ganze Sub-County were positively and significantly related. They also showed that a unit increase in professional development would lead to a significant improvement on teachers' performance. The study also showed that teachers' attend training programmes willingly and headteachers encourages them to undertake private studies, using external sources such as college courses. The study further showed that teacher professional development improves professionally, academically and technically and head teacher organizes induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers. It was also established that head teacher organises workshop as a means of improving teachers' skills, competencies and enhancing their professional growth and there were inadequate resources to organize teachers' training.

Normality Tests

Shapiro Wilk was used to test normality distribution of the data because it can handle sample sizes as large as 2000. This study adopted Shapiro-Wilk test owing to its higher power compared with Kolmogorov-Smirnov test as recommended by Ghasemi and Zahedisl (2012). If the p-value is greater than 0.05 significance level, the residuals are considered as normally distributed. If it is below 0.05, the data significantly deviate from a normal distribution.

Table 3: Shapiro-Wilk Test

Variable	Statistics	Df	Sig
Teachers' Professional Development	.971	67	.884
Teachers' Performance	.961	67	.396

The test statistics of the variables are shown in the Table 3 where Shapiro Wilk test performed showed that the p-values range from 0.396 - 0.884 which were greater than 0.05, hence the data was normally distributed thus meeting the regression model assumption.

Multi-Collinearity Test

According to William et al., (2013), multicollinearity refers to the presence of correlations between the predictor variables. In severe cases of perfect correlations between predictor variables, multicollinearity can imply that a unique least squares solution to a regression analysis cannot be computed (Field, 2009). Multicollinearity inflates the standard errors and confidence intervals leading to unstable estimates of the coefficients for individual predictors (Belsley et al., 2010). Multicollinearity was assessed in this study using the variance inflation factors (VIF) and tolerance values. According to Field (2009) VIF values in excess of 10 is an indication of the presence of Multicollinearity. Mernard (2015) further adds that tolerance values below 0.2 are worthy of concern and this was the adopted threshold for this study.

Table 4: Multi-Collinearity and Linearity Tests

Variable	Correlations			Collinearity Statistics	
	Zero-Order	Partial	Part	Tolerance	VIF
Teacher’s Motivation and Reward	.691	.239	.086	.477	2.096
Teachers’ Professional Development	.724	.196	.070	.408	2.451
Goal Setting Practices	.812	.778	.427	.400	2.000
Performance Feedback Practices	.561	.237	.085	.714	1.401

The results in Table 4 present tolerance values and variance inflation factors results and were established to be less than 0.2 and 10 respectively and thus according to Field (2019) indicates that there is no Multicollinearity and the proposed models in chapter three was valid.

Pearson Correlation between independent and Dependent Variables

Pearson correlation analysis was carried out to test the theoretical proposition regarding relationships between independent and dependent among the variables. This was also carried out to establish if there existed a linear relationship between independent and dependent variable. The values are interpreted between 0 (no relationship) and 1 (perfect relationship). Also, the relationship is considered weak when $r = \pm 0.1$ to ± 0.29 , while the relationship is considered medium when $r = \pm 0.30$ to ± 0.49 , and when r is ± 0.50 and above, the relationship can be considered strong.

Table 5: Pearson Correlation

	Y	X
Teachers’ Performance (Y)	Pearson Correlation 1 Sig (2-tailed)	
Teachers’ Professional Development	Pearson Correlation .269**	.027 1

* Correlation is significant at the 0.05 level (2-tailed).
 ** Correlation is significant at the 0.01 level (2-tailed).

On the relationship between teachers’ performance and teachers’ professional development, it was determined that ($r=0.027$; $p=0.020$), which implied there existed a very weak relationship between the two variables and the relationship was statistically significant since the p -value < 0.05 , this corroborates the findings of Olembo, Wanga and Karagu (2015), who established that, the school principal has a vital role to plan for seminars and workshops on teaching methods.

Regression coefficient

A regression coefficient was carried out in order to explain the nature and relationship between the independent variables and dependent variable.

Table 6: Regression coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.681	.513		1.329	.190
Professional Development	.214	.080	.316	2.703	.009

a. Dependent Variable: Teachers’ Performance;

Based on the regression coefficient table, the specific regression equation in chapter three becomes:

$$Y = 0.681 + 0.214X$$

Where $Y =$ Teachers’ Performance and $X =$ Professional Development Table 6 The analysis showed that there was a positive and significant between professional development and teachers’ performance ($\beta=0.214$; $p=0.009$), which means that a unit increase in professional development will lead to significant 21.2% improvement in teachers performance. This findings can be supported by Adeolu (2015), who established that teachers’ workshops is a means of improving teachers’ skills , competencies and enhancing their professional growth.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

Correlation and regression analysis showed that professional development and teachers performance in public primary schools in Ganze Sub-County were positively and significantly related. They also showed that a unit increase in professional development would lead to a significant improvement on teachers' performance. The study also showed that teachers' attend training programmes willingly and headteachers encourages them to undertake private studies, using external sources such as college courses. The study further showed that teacher professional development improves professionally, academically and technically and head teacher organizes induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers. It was also established that head teacher organises workshop as a means of improving teachers' skills, competencies and enhancing their professional growth and there were inadequate resources to organize teachers' training. Based on the analysis and study findings it can be concluded that performance appraisal practices (professional development) significantly contributes to the teachers' performance in public primary schools in Ganze Sub-County. The study also concludes that an improvement of each performance appraisal would lead to teachers' performance in Ganze Sub-County

6. RECOMMENDATION

The study further recommends that teachers should be provided with study leaves or design other appropriate times that can allow a reasonable number of them enhancing their professional knowledge and application. Appropriate ways of funding should be made available by the TSC to teachers in order to enhance their professional knowledge and application. The head teachers should therefore be encouraged to reinforce the use of innovative ways of teaching by teachers in education.

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