Evaluation of the Effectiveness of Teacher Performance Appraisal on Professional Documentation in Public Secondary Schools in Gatanga Sub-County, Murang'a County, Kenya

George Kang'ethe Maina[1*], Dr. Robert Kamau[2], Dr. Reuben Kenei[3] & Dr. Ruth Thinguri[4]

[1-4]Mount Kenya University, Thika, Kenya. Corresponding Author Email: mainageorgek@gmail.com[*]
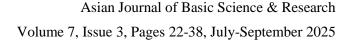
ABSTRACT

Despite the importance of teacher, appraisal some contend that because of the way it is implemented, it falls short of expectations for stimulating curriculum implementation, which eventually shows up as low education performance. This study aimed at assessing how well teachers' appraisals on preparation of professional documentation affected the way the curriculum is implemented in public secondary schools in Kenya's Gatanga Sub-County and how documentation affects curriculum implementation in public secondary schools in Gatanga Sub-County. The research was directed by cognitive learning theories and documents used in the Gatanga Sub-County's public secondary schools' curriculum implementation. Taylor's Performance Monitoring Theory and cognitive theories of learning served as the study's guiding principles. The study used a contemporaneous triangulation research design with a mixed methodologies approach. 2282 (Krejcie and Morgan, 1970) respondents—42 principals, 811 teachers, 420 BOM members, 1008 PA Representatives, and one education officer in the Sub-County—was the study's target group. The researcher sampled 375 respondents—42 principals, 811 teachers, 42 BOM chairmen, 88 PA representatives, and one education officer—using the purposive sampling approach. The primary means of gathering data for the project was organized into teacher questionnaires and principal and Sub-County Education officer interview guides. The research instruments' piloting was in the nearby Kiambu County, 10% of the sample size was used for the research instruments' pilot study. The split-half approach was used to assess the instruments' reliability; if a correlation coefficient (r) of 0.78 is found, it was considered that the instruments are reliable. To assess the clarity of the research tool questions, content validity was assessed by supervisors and experts. The audit trail, which looks at the facts, processes, choices, and final product documentation, will show credibility and dependability. Descriptive statistics was used to analyze the quantitative data and display the results in tables; coefficient correlation was used to provide the inferential statistics, and themes and subthemes was used to analyze the qualitative data. Qualitative data was analyzed according to themes and sub-themes and presented narratively, while quantitative data was analyzed using descriptive statistics and shown in tables. Inferential statistics was provided through coefficient correlation.

Keywords: Curriculum; Data; Implementation; Evaluation; Performance; Documentation; Appraisal; Evaluation; Policies; Objectives.

1.0. Introduction

Education is widely acknowledged by both developed and developing countries as a promising means of enabling individuals to lead better and more productive lives and as a catalyst for both national and global economic progress. However, there have been problems such as rising teacher absenteeism, which lowers the standard of curriculum implementation as a whole. As a result, this has opened the door for quality control procedures like teacher appraisal, which aim to improve the teacher appraisals as a way to raise the bar and improve the caliber of implementation (Sikandar & Ghazanfar, 2019). Teacher appraisal is a measure used by several governments throughout the world to assess educational performance in different educational systems. According to Jaafar and Salim (2019), a well-designed appraisal system has the potential to have positive effects on teachers' work satisfaction, learners' academic progress, and professional growth.

The world over, interest in teacher appraisal has grown. According to Flores (2012), the notion is seen crucial for promoting the professional growth of educators and elevating the standard of education in general. Across the world, teacher appraisal has been used for many years in nations like the United States, Australia, New Zealand, and Britain. The approach is thought to be essential for raising educational standards (Zhang & Ng, 2017). Appraisal was put forth as a means of defending workers' pay in the 1940s, during World War II. Based on the tangible result, it was considered a merit rating. In the past, more output was linked to better compensation, and vice versa. The idea

was first identified as a practical method for controlling employee rewards through salary increases in the 1950s. These days, evaluations are an essential component of many businesses (Asiago & Gathii, 2014).

The commission added that it would supervise the execution of the teacher performance appraisal system, which calls for school directors to have an oversight function, and that rewards would be mentioned from time to time. In addition, the commission stated in a statement that the analysis of the appraisal reports will establish the necessity for corrective actions and training (Mwai, & Muchanje, 2018).

Appraisal improves the acceptability and humanity of teacher evaluation. Common synonyms for appraisal are assessment and appraisal. Teacher appraisal is a human decision-making process based on data comparing actual job performance with set performance standards. It begins with a value judgment about how good or poor a given work performance is (Grobler, 1993).
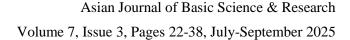
The fact that a value judgment is made makes teacher appraisal normative in character. This value judgment should always serve a specific purpose and be measured against clear fairness standards. Teacher appraisal has two primary purposes: one is formative, assisting in the development of professional teaching skills, and the other is summative, serving as a basis for selection, grading, and promotion.

The average student per class in Cincinnati, USA, is higher compared to the other suburban counties (Milanowski, 2004). Cincinnati has a history of implementing school reform initiatives, such as implementing teams to oversee schools and provide instruction, as well as new whole-school designs and school-based budgeting. Overall, the union-management relationship has been good. The county is under pressure to improve student performance, just like many other urban counties, as a result of public expectations and governmental accountability initiatives. In response to the antiquated teacher performance rating system and ambitious goals for increasing student attainment, the County developed a new teacher assessment and appraisal system for the 1998–1999 school year, along with a knowledge- and skill-based pay structure. The Framework for Teaching's several teaching criteria serve as the foundation for the appraisal technique (Danielson, 1996).

Four performance levels are described for each criterion by a series of behaviorally anchored appraisal scales known as rubrics: inadequate, basic, proficient, and distinction. The departmental targets and objectives created by the subject teachers serve as the two main sources of evidence used in the rubrics used to evaluate and appraise teachers. Teachers in Finland hold roles that are equivalent to those of municipal or national public workers. After the necessary license is secured, school administrators are in charge of hiring teachers and overseeing any other rules that are thought to be essential to improving the caliber of instruction, including teacher appraisal.

Finland is a good illustration of this, as there was no equivalent external system put in place after the "teachers and school inspection and supervision" system was disbanded in 1990. As a result, teacher assessment and evaluation now cooperate with other policies that are unique to each school. The Finnish system of teacher rating and assessment is distinguished by its extremely high degree of faith in school and teacher competence and professionalism as a foundation to improve teaching quality.

Thus, one of the most important methods of professional optimization is thought to be teacher self-appraisal and appraisal. In addition, school leaders play a critical role in helping teachers reflect on their own practices and in

creating an environment where high standards are evaluated in light of the unique difficulties and circumstances of each school. Most schools have instituted yearly conferences between school administrators and instructors to assess the achievement of the personal goals they established the previous year and to create new goals (UNESCO, 2007 as cited in Isore, 2009).

The French teacher appraisal and appraisal system is often described as "not very fair," "not very efficient," and "generating malaise and sometimes suffering" for both appraisers and appraisees, because it is based on administrative procedures rather than a comprehensive scheme with a clear improvement purpose. Completing teacher appraisals on a regular basis is a crucial part of a teacher's work and duties. Secondary level teachers are evaluated by a panel consisting of the inspector and the principal of the school. However, there were many times when the suggested regular evaluation fell short of expectations.
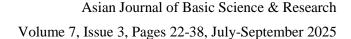
First off, the inspectors' availability determines the appraisal frequency, which is not legally set. This raises questions about the system's efficacy and fairness because, although operating under the same guidelines, teachers receive evaluation at different periods. In secondary school, the average time between two appraisals is 6-7 years, which is considered an excessively long period. Furthermore, there is such a burden that questions about the feedback's worth may be raised.

Between 350 and 400 teachers are within the inspector's jurisdiction, which is too many for the feedback to have a meaningful impact on teachers' practices. Consequently, the inspectors themselves express a sense of malaise and annoyance with the appraisal process, primarily due to their perception that they have minimal influence over teaching practices and are unable to advance their competencies and abilities for improving instruction. Occasionally, their position is de facto limited in order to curb abuses within the industry. An interview with the teacher is conducted after a teaching session is observed to obtain evidence about the teacher's methods (Pochard 2008 as referenced in Isore, 2009).

There won't be a problem with the public's lack of time to put legislation into practice—especially because public servants are government employees. However, whether intended or not, genuine change is a significant problem that affects the whole community and is marked by ambiguity and uncertainty (Fullan, 2001). It also takes time, effort, and resources. The Integrated Quality Management System is a recently implemented policy innovation aimed at improving the process by which South African schools deliver high-quality education (IQMS).

Information is provided to IQMS by Schedule 1 of the Employment of Educators Act (EEA) No. 76 of 1998. The Education Labour Relations Council (ELRC) is mandated by Resolution 8 of 2003 to reach a consensus about the integration of quality management programs, such as the Developmental Appraisal System (DAS), Performance Management System (PMS), and Whole School Appraisal (WSE). According to the Republic of Botswana (1977), the White Paper No. 1 of 1977, Education for Kagisano (social peace), and the first Commission on Education of 1975 both suggested educational reforms aimed at improving the quality of the nation's educational system.

The Commission came to the conclusion that better supervision was necessary to support schools in raising the caliber of instruction in order to strengthen the educational system (Hopkin, 1997). In 1988, the government released a White Paper on Teacher Job Appraisal. This emphasized how instructors must be subjected to ongoing

evaluation in order to be considered for pay increases and promotions across performance levels (Habangaan, 1998).

Industrial action would result from teacher organizations' and unions' vehement rejection of the compensation-appraisal relationship (Motswakae, 1990). As a result of the Job Appraisal exercise and the problems that occurred, a new instrument named "Teacher Performance Appraisal: Form TMS 3/4" would be produced in 1992 (Republic of Botswana, 1994). Teacher organizations and unions fiercely opposed the tool, which attempted to present a credible, comprehensive, and non-threatening method that would allow teachers to advance their professional growth between appraisal and pay. This opposition led to industrial action (Motswakae, 1990).

A new tool called "Teacher Performance Appraisal: Form TMS 3/4" was released in 1992 as a result of the Job Appraisal exercise and the issues that followed (Republic of Botswana, 1994). The tool sought to present a credible, all-encompassing, and non-threatening method that would provide teachers with the chance to advance their professional growth.
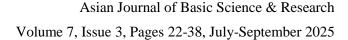
Educators in Kenya believe that established processes for evaluating teachers' performance are reasonable and necessary for best practices, accountability, and quality enhancement. Wehmeier (2004) defined evaluation as the process of ensuring that everything is carried out safely and appropriately. The aspect of educational administration known as appraisal is thought to be focused on increasing the efficacy of instruction. When assessment is conducted in a school setting, the events that occur within the classroom serve as the basis and source of data. The Principal receives a detailed outline of the duties and responsibilities of every employee in the school through the appraisal process. Through appraisal, the Principal can assess how well the long- and short-term plans' stated policies, objectives, actions, and events are implemented.

Thus, assessment is an essential part of school administration that includes staff management practices that are acceptable and successful in order to focus staff members' efforts on the community's intended educational goals.

As an administrative function, it helps with monitoring discipline, punctuality, and transitioning the workplace (school) from outdated to more contemporary methods of operation. According to Olembo et al. (1992), the Ministry of Education in Kenya defines evaluation as an effort to determine, uphold, and enhance the caliber of work completed through the use of third-party intervention. According to Olivia (1976), the purpose of appraisal is to provide teachers—individually and collectively—with specific assistance in order to improve instruction. Appraisal enhances instruction by firmly focusing on strategies for fostering excellence in the caliber of teaching.

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It is expected that assessment improves education by deliberately concentrating on methods for encouraging teaching quality. As a management tactic, it ought to offer secondary school administrators professional support to encourage and convince educators to maintain or improve the services they offer students. Through evaluation, teachers are guided and motivated to strive toward the desired learning goals and objectives.

For the teaching and learning process to be successful, an appropriate appraisal technique is required (Mbiti, 1974). Okumbe (1999) asserts that evaluation is an administrative strategy used to motivate teachers to become more effective and productive instructors. Still, most schools have performed poorly since performance appraisal was introduced, and the TSC has often expressed reservations about the way it has been carried out.

The main goal of teacher evaluation in Murang'a County is to help instructors grow so they can provide better services to students in the classroom. The role that supervision plays in stimulating teachers to play significant roles aiming at excellence in exams lowers the likelihood of teacher burnout. Principals can better coordinate, maintain, and enhance the high standards of teaching and learning in their schools with the help of instructional appraisal.

Educational institutions aim to impart knowledge that supports students' mental, emotional, social, and spiritual development in addition to equipping them with the economic skills required for active participation in society's advancement (Maranya, 2001). However, it is a good idea to keep in mind that a school's workers, or its human resources, are its most significant asset. Teachers use their relevant experiences, skills, and good attitudes toward the profession to raise the quality of academic achievement in the schools to high and respectable levels (Mbiti, 1974). This combination is achieved through instructional appraisal, which is why the researcher was motivated to begin this study. The main goal of teacher evaluation in Gatanga Sub-county is to help teachers grow so they can provide better services to students in the classroom. Nevertheless, an examination of the majority of the Gatanga Sub-county's schools indicates a long-term tendency of kids performing poorly. Records accessible at the SCEO's office (2018) demonstrate the Sub-county's diminishing performance over the last four years in terms of mean score, which serves as evidence of this. These figures also show that since the start in 2016, performance has significantly decreased.

The question raised by this data is what is causing the performance fall, given that improving academic performance and standards in schools was the main goal of the AP program's introduction. The study's primary focus is the employer's public complaint on the field officers' (CDE and Quality Assurance Team) actions, which were observed to be impeding the implementation process. Research is now required since supervisors' primary responsibility is to monitor the status of instructor evaluations on students' academic performance (The Daily Nation Newspaper, March 17, 2018). Therefore, the goal of the current study is to ascertain how well teacher evaluations affect the way curricula are implemented in public secondary schools in Kenya's Gatanga Sub-County.

1.1. Objectives of the study

The objectives of the study are as follows:

1) To determine whether teacher professional development has a positive or negative impact in curriculum implementation.

2) To ascertain how well teachers employ teaching and learning materials when implementing the curriculum.

3) To evaluate how well methodologies and activities for classroom education affect the execution of the curriculum.

4) To evaluate the efficiency of teachers' documentation.

1.2. Statement of the problem

Teachers are in charge of facilitating the teaching and learning activities that are expected to take place in a school and are accountable for educating students in accordance with the curriculum's established objectives. Teacher performance appraisals form the basis for assessing teachers' performance with the aim of ensuring that the goals of an educational system are being fulfilled. The decreasing academic performance of Murang'a County children in the KCSE raises questions about the teaching and learning process, notwithstanding the TSC's intricate teacher performance grading system.

1.3. Purpose of the study

The study's goal was to evaluate the role of professional documentation by teachers in Kenya's Gatanga Sub-County and Murang'a County in and the effect on curriculum implementation and their performance reviews for public secondary schools.
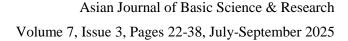
2.0. Literature Review

2.1. Introduction

2.1.1. Concept of Teacher Appraisal

The most significant factors influencing education quality and its contribution to national development are unquestionably the caliber, aptitude, and character of teachers (Indian Education Commission 1964–66). Effective teaching and learning, according to Mac Gilchist (1997), are like a contract between the instructor and the student. According to Tucker et al. (2002)'s examination of factors influencing educational outcomes, teachers have been shown to have the greatest impact on students' academic achievement within the school. According to OECD (2009), improving teaching effectiveness is possibly the course of action that will result in significant outcomes in education (Barber & Mourshed, 2007).

Teachers are the ones closest to the students when it comes to mentorship and instruction in the classroom. Since physical punishment is not permitted in educational institutions, counseling has been a typical treatment for disruptive behavior in schools (Adhulas, 2002). Instructors now act as counselors, helping students deal through psychological and emotional problems that may result from engaging in inappropriate behavior, such bullying, among other things. According to Wehmeier (2004), a teacher's job as a guidance counselor in the classroom is to assume accountability, make sure that pupils follow instructions, and guarantee that all work is done in a safe and proper manner. A certain amount of classroom discipline is necessary, according to Barton, Coley, and Wenglinsky (1998), to create an environment where students can learn. This is because misbehavior on the part of students disrupts the teaching and learning process and undermines even the well-planned lessons. According to Lewis, Romi, Qui, 13 and Katz (2005), disciplining tactics used by instructors have been shown to be an effective means of fostering students' feeling of accountability in the classroom.

The relevance of teachers' competency in the areas of curriculum preparation and execution has been emphasized more and more as a result of global reforms to the teaching profession and formal teacher education. A considerably more complex combination of characteristics than one's professional preparation define an excellent teacher. Along

with a variety of organizing, planning, teaching, and evaluation abilities, it also consists of dispositions. Features including experience duration and kind, subject and pedagogical knowledge levels, teaching style, repertory, and student perceptions and knowledge all affect the planning approach used (Zahorik, 1970). Many educators rely on implicit knowledge, intuition, and broad objectives to guide their lesson planning and delivery. The most successful instructors prioritize their students' learning and are student-focused, even if this means defying preconceived notions, going against what they have been taught in the past, or just doing what is easier or more comfortable for them. When organizing their lesson plans, teachers carefully weigh their options, selecting the tactics and resources that will meet their students' requirements and their learning objectives for a given unit of study (Susanne M., Wilson, and Penelope, 2006).

Suzanne, Wilson-Folden, Robert, Ferrini, and Joan (2001) discovered a positive relationship between subject-matter preparation and instructors' performance in the classroom when studying theories of learning and teaching global restructuring of the teaching profession and formal teacher education.
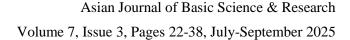
2.1.2. Concept of Curriculum Implementation

According to Jackson and Schuler (2003), referenced in Ahmed (2010), performance evaluation is a technique used to assess an employee's work performance. The process of examining each employee's tasks and responsibilities and assessing the job's worth in relation to other positions in the company and in accordance with specified criteria is known as performance appraisal. Staff assessment, according to Randell (1984), is the process of observing and discussing an employee's present performance in a position with the goal of raising that level of performance. According to Okumbe (2001), performance appraisal is the process of making decisions regarding a person's past and current performance in light of their workplace and potential going forward.

Giving instructors the chance to enhance their performance competencies and evaluating their work performance as thoroughly and impartially as feasible are the two main goals of the teacher appraisal system (TSC, 2000). According to the predetermined curriculum, the teaching standards specify what is expected of a person entrusted with assisting children and adolescents in elementary and secondary schools (TPAD, 2016). The purpose of the study was to determine how performance reviews affected instruction and learning in secondary schools located in Murang'a County. According to studies on teachers' involvement in improving teaching and learning in Nigerian secondary schools, Yuguda and Yunos (2014) found a few explanations can cause teachers' performance levels to decline. These include inadequate pay, a poor career structure, little potential for promotion, poor school facilities, a lenient disciplinary policy, a drab principal, and unfavorable views on the part of the students about their professions.

Numerous studies on the frequency of teacher evaluations in educational institutions have been conducted in African countries. Maliehe (2011) investigated the strategies employed by South African schools in Bahlaloga to oversee their teachers' performance. A survey approach was employed in the study, which comprised 85 instructors and 12 administrators from 23 schools in the Bahlaloga Circuit.

According to the study's findings, 42% of principals reported evaluating teachers once a term, while only 6% reported doing so once a year. The frequency of teacher evaluations and academic accomplishment are correlated,

according to Maliehe's (2011) research, with schools that evaluate their teachers frequently reporting higher academic achievement.

Performance reviews are meant to document the quality of teachers' work, help them improve, and hold them accountable for their actions (Stronge, 2012). Stronge (2012) discussed how a strong teacher appraisal system consists of the three Cs: collaboration, commitment, and communication. Together, these components have the power to transform the evaluation process into an insightful discussion on the most effective ways to teach kids.

Examining how appraisers and appraises view the appraisal process and their interaction is crucial for developing a high-quality appraisal system (Chow, 2002). The effectiveness of an appraisal process is determined by the manner in which administrators and schools implement policies, as well as by the characteristics and goals of the appraisal system itself (Flores, 2009). An essential instrument for promoting the enhancement of instruction and learning is performance appraisal. According to Piggott-Irvine (2003), both the appraiser and the appraisee should take into account transparency and confidentiality as crucial components of a successful appraisal system.
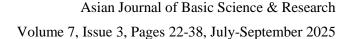
Instructors who are involved in the system's development are more likely to be responsive to performance standards, comprehend the procedure and results of the appraisal process, and be more invested in the system (Kelly, 2008). Day (2005) acknowledges the value of critical reflection and self-evaluation for teachers' professional growth and development, including reflection on, within, and regarding their teaching practice. According to Okumbe (1999), evaluation is an administrative tactic meant to encourage educators to be more productive and successful teachers.

Many performance appraisal schemes employ standards to assess and direct the growth of teachers (Kennedy, 2010). Teaching standards provide an overview of what a teacher should know and be able to do (Celik, 2011).

Seven performance competency domains are covered by the Teachers Performance Appraisal Document (TPAD, 2015), which outlines essential teaching requirements. Under each criteria, teachers are expected to demonstrate particular performance qualities that will enhance learning outcomes. The performance competency areas are built upon the three domains of professional knowledge, practice, and involvement in the teaching and learning process (TPAD Manual, 2016). The teaching standards define what is expected of a person entrusted with supporting kids and teenagers in elementary and secondary schools in line with the preset curriculum (TPAD, 2016). Finding out how performance reviews impacted teaching and learning in secondary schools in Murang'a County was the aim of the research.

2.1.3. Teachers documentation on Curriculum implementation

These are auxiliary materials that the teacher utilizes to organize, execute, and evaluate the process of teaching and learning. These include work schemes, work logs, and lesson plans. Their goal is to make learning and teaching more effective. Schemes of work offer a thorough explanation of the syllabus in terms of lessons, weeks, terms, and year with the aim of supporting structured and systematic instruction. The work plan is derived from the syllabus. It describes how each class's syllabus information was covered on a weekly, termly, and annual basis. A lesson plan, which outlines the subjects that need to be covered by the end of the class, is derived from the program of work. A lesson plan is necessary for effective teaching because it gives the teacher the ability to concentrate on the content to

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be covered and the best way to teach it, avoiding ambiguity and irrelevance; organize the content to be taught ahead of time; make the most of the opportunity to visualize and conceptualize the teaching strategies in advance; and select and create appropriate assessment methods. The lesson plan outlines the techniques used to carry out the lesson, the teaching and learning resources to be used, and the specific learning objectives for the lesson, which should be quantifiable and stated in simple, understandable language.

After instructing, the instructor assesses the lesson in the remarks section, noting whether it was delivered successfully and whether any problems were encountered. Remedial action is then suggested and scheduled in the event that the instructional objectives were not sufficiently fulfilled. When it comes to selecting the methods and content that was to support both their instructional goals and the requirements of their students for a particular unit of teaching, teachers must carefully consider all of their alternatives (Susanne, 2006).

A record of work is a document into which the instructor enters all the specifics of the work they have been teaching each day. Each teacher makes their own entries following each lesson. A record of work guarantees the teacher's accountability and transparency for the work they cover, maintains the continuity of instruction for a given class, and makes it easier for a new teacher to figure out where to begin. The time frame, the amount of work completed, any comments, the teacher's name, and their signature should all be included in a record of work. Teachers are expected to manage their teaching time by attending staff meetings, other school events, and classes on a regular basis, as well as by adhering to the school schedule (TPAD Manual, 2016). Being on time for reports is one of the time management metrics.

Monitoring and advising on education standards based on all pertinent aspects is one of the duties of Kenya's quality, assurance, and standards authorities. (Handbook for Educational Institution Inspection, 2000) Various fields such as sports, games, theater, music, science congress, scouting/girl guides, academic performance, environmental education, health care and nutrition, student welfare, student provision, and best use of available resources are all covered by standard performance indicators. Teachers are required to organize and supervise extracurricular activities and life skills projects in order to identify and support students' unique qualities and assist them in realizing their full potential.

This is demonstrated by the availability of co-curricular activity schedules, a membership lists, certificates of participation at different levels, evidence of awards, officiating, coaching, and co-curricular activity training (TPAD, 2016). Resources and organizational structures should be designed with the idea that professional development and education are lifetime endeavors for all teachers. To prepare the teaching corps for its constantly changing roles and to ensure that teachers have the skills required in a knowledge-based society, both excellent initial teacher education and a thoughtfully planned process of ongoing professional development are critical. Teachers must always be refining their profession through in-service training and other academic endeavors in order to stay current with the always changing landscape of teaching and learning. Teachers, legislators, and the general public all agree that educational systems should produce graduates who are competent in the core subjects, have the social and emotional skills to collaborate effectively with people from different backgrounds, lead healthy lifestyles, and act with responsibility and decency (Greenberg, 2003).Wang and Walberg (2004) state that rather

than learning alone, students are more likely to study in groups—with their teachers, peers, and family support. If our children, youth, and adult learners are to realize their full potential, contribute to a world-class economy, and grow as persons, cooperation between providers of education, training, and related services is crucial (HMIE, 2007).

It is widely acknowledged by educators, policymakers, and members of the public that graduates of educational programs should be proficient in the fundamental subjects, possess the social and emotional competencies to work well with individuals from diverse backgrounds, maintain a healthy lifestyle, and behave responsibly and decently (Greenberg, 2003).

2.2. Theoretical Framework

Numerous critical tasks, such as job assessments, talent management, training and development, financial incentives, employee safety, and performance reviews, are handled by the human resources department on behalf of organizations. Business managers and academics who study human resource practices say that performance evaluation, also known as employee performance appraisal, is the most significant practice in the industry and is crucial to the success of organizations (Boswell & Boudreau, 2002; Coens & Jenkins, 2000; Erdogan, Kraimer & Liden, 2001).

Organizations utilize performance appraisal for a variety of reasons since they think that the process of assessment and feedback will enhance operations. The company, the manager, and the employee can all gain from a well-designed and implemented performance review process (Coens & Jenkins, 2000). Any organization that wants to increase performance and implement effective human resource management practices must have access to a valid and accurate performance appraisal (Longenecker & Fink, 2007).

2.2.1. Taylor's Performance Monitoring Theory

Theory of Performance Monitoring According to Taylors (2002), performance management gives an organization the tools to measure important success variables. Continuous performance monitoring is necessary for effective management in order to generate data that can be utilized to evaluate the success or failure of specific tactics. Realistic performance improvement can only be attained when management is well-informed on existing performance. Finding key performance indicators (KPIs) that will allow management to evaluate the advancement of any activity is crucial in order to achieve this goal. It should be mentioned that efforts to guarantee the achievement of institutional goals are included in performance management, which includes performance appraisal.

As indicators of the study's independent variable, classroom observation, teacher target setting, and teacher documentation are among the important performance indicators for teacher performance appraisals.

2.2.2. Jean Piaget and Vygotsky's Proposed Cognitive Theory

Scholars such as Jean Piaget (1896–1980) and Vygotsky (1896–1934) put forth cognitive theories of learning. Cognitive theories of learning state that learning is the process of drawing connections between new information and prior knowledge. Past knowledge is therefore essential to the learning process. Cognitive theories of learning postulate that humans make connections between concepts and make decisions based on their past experiences and

knowledge. Learning can be partially defined as the process of taking in, arranging, and classifying information in memory, then retrieving it to be applied when and where it is appropriate.

First, an appraisal of teachers' planning and preparation, which includes lesson planning, displaying topic and pedagogy expertise, and demonstrating knowledge of students setting instructional outcomes, is one of the components that had been characterized as independent variables. Second, showcasing resource expertise while creating clear directions and student assessments. Depending on how they were applied, these planning and preparation qualities of teachers were expected to have a favorable or negative impact on the implementation of the curriculum. The conceptual framework includes teacher appraisals of their classroom instruction (service delivery) as the third independent variable. These comprise everything that happens in the classroom. These consist of: the various instructional strategies teachers use to transfer knowledge to students; and student-teacher communication during the teaching and learning process. By interacting with students in a courteous way, employing a variety of teaching strategies like questioning and discussion tactics, and regularly evaluating pupils, the teacher sets the pace for learning in the classroom. The last independent variable examines the documentation found while keeping an eye on how well the teachers' performance reviews are being implemented. It was anticipated that these characteristics would improve the classroom climate and impact students' academic achievements.

Value-added models are very promising since they can clearly show a relationship between a teacher's and students' academic performance. Compared to other methods, value-added analysis may be better able to isolate the percentage of student learning improvement that can be directly attributable to a particular teacher. Because value-added procedures are more objective and can take into account non-school factors like poverty or family background, its proponents argue that they offer a more acceptable foundation for evaluating teacher effectiveness (Cristopher, 2011).

A value-added approach documents how instructors affect students' learning. To provide information on learning gains, appropriate learner performance measures are chosen based on the learner's ability level, grade level, and content area. Performance measurements include, but are not limited to, test results. The teacher systematically gathers, assesses, and uses relevant data throughout the academic year to monitor students' academic achievement, guide instructional tactics and content, and quickly and constructively deliver feedback to parents and students. The study sought to determine the impact of target setting on teaching and learning in Murang'a County. Professional development and teacher preparation are strongly correlated.

3.0. Methodology and Design

3.1. Introduction

This section discusses the methodology used for the study. Target population, sampling strategy, equipment validity and dependability, data collecting and analysis techniques, and research design are all covered.

3.2. Research Methodology

A mixed research technique was utilized to assess how teacher appraisal affects curriculum implementation in public secondary schools in Gatanga Sub-county, Murang'a County. A hybrid research strategy, combining

qualitative and quantitative methods, was used for this study. Consequently, the results of this study was presented in both formats. According to Creswell (2009), mixed research technique is most suited for social studies because it combines the strengths of qualitative and quantitative methodologies, neither of which can adequately address this complexity on its own.

3.3. Research Design

The concurrent triangulation design was used in the study. According to Kothari (2004), a triangulation research is a methodology for gathering data that involves characterizing the traits of a certain person or group. Concurrent triangulation design has several benefits, such as the ease with which associations between variables and comparisons can be established, as well as the ability to administer questionnaires or interview a sample of people. Data about people's attitudes, behaviors, and beliefs as well as any other kind of education or societal issue can be gathered using it (Orodho & Kombo, 2002). The researcher believes that the concurrent triangulation approach is appropriate for this study because it allows inferences to be reached about particular characteristics, attitudes, or behaviors of the population by making generalizations from a sample to the population (Kombo & Tromp, 2006). In order to gather quantitative firsthand data on the efficacy of teachers' evaluations on curriculum implementation, this researcher will use a concurrent triangulation approach with secondary school students, teachers, and principals in the Gatanga Sub-county of Murang'a County.

4.0. Conclusion

The study's findings indicated that teachers appraisal on professional documentation positively affect the performance of students. Where teachers are appraised the institutions perform better compared to the others.

The study explored the role of teacher documentation in enhancing curriculum implementation in public secondary schools in Gatanga Sub-County, Murang'a County. The findings revealed that teacher documentation, which includes lesson planning, record-keeping of students' progress, assessment records, and instructional materials documentation, plays a vital role in supporting curriculum delivery. Descriptive statistics showed that respondents generally agreed on the importance of these documentation practices, with mean scores indicating a positive impact on students' academic performance and overall curriculum implementation.

However, despite the recognition of its importance, the study found that the effectiveness of current documentation practices is somewhat limited. The inferential statistics confirmed that while teacher documentation significantly influences curriculum implementation, there is room for improvement. The relatively moderate mean scores suggest that documentation practices are not consistently applied or was lack the depth needed to fully support the teaching and learning process. Enhancing the quality and consistency of teacher documentation could lead to more effective curriculum implementation and improved student outcomes.

5.0. Recommendations for Further Studies

a. Future research should focus on several areas to build on the findings of this study. Investigating the impact of professional development on specific teaching areas or subjects could provide more targeted insights into how these programs affect different aspects of teaching and learning.

b. Further exploration of the effectiveness of various resource management practices and their impact on curriculum implementation is also recommended. Research in this area could identify best practices and strategies for optimal resource utilization.

c. Longitudinal studies evaluating the long-term effects of different instructional strategies on student performance and curriculum implementation would provide deeper insights into the sustainability and effectiveness of these methods.

d. Additionally, evaluating the effectiveness of various performance appraisal systems and their impact on teacher performance and curriculum implementation is crucial. This research should focus on identifying best practices and solutions to common challenges in performance appraisals to improve the overall effectiveness of these systems.

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