

INFLUENCE OF TEACHER APPRAISAL ON LEARNERS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MITUBIRI EDUCATION ZONE, MURANG'A COUNTY, KENYA

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ABSTRACT

The fund the Kenya government directs towards the quality assurance department in the ministry of education is a clear and sure sign of the importance attached to the teachers' appraisal since the introduction of education that is subsidized in 2003. Therefore, this study drew up issues relevant to teachers' appraisal in education while particularly laying more emphasis to Mitubiri Education Zone. The study sought to assess the influence of appraisal of teachers' preparation of professional documents and to determine the influence of appraisal of teachers classroom management on learners' academic performance in public primary schools of Mitubiri Education Zone. The study was anchored on 'Supervision as Moral Action and theory of educational productivity. The study adopted a mixed method approach that involved the collection and analysis of qualitative as well as quantitative data. Data was collected using a structured questionnaire, interview schedule and document analysis in line with the study objectives. The target population comprised of 6 head teachers, 60 teachers, 2 quality assurance officers and 2365 class 1-8 learners from Mitubiri Education Zone. The researcher sampled 388 respondents. The study employed stratified sampling techniques in the selection of respondents to participate in the study. The sample size was made up of 52 teachers, 331 learners

randomly selected from class 4, 6 & 8 of the 3 schools, 3 head teachers, 2 quality assurance officers who were purposively selected making a total of 388 respondents. Analysis of data was done using descriptive statistics and presented in the form of frequencies as well as percentage tables with the help of SPSS (statistical packages for social sciences) version 23. On the other hand, qualitative data were transcribed and organized into themes that are under the objectives of the study and were reported narratively. The study concluded that the teachers are appraised on the preparation of professional documents that assist in improving learners academic performance to a large extent. The teachers' appraisal of the quality of the classroom management assists in improving learners' academic performance to a large extent by ensuring that the classroom environment is conducive for teaching and learning necessary for the achievement of the learners' academic achievement. The study recommends that the head teachers should engage in frequent checks on the teachers' professional documents. The appraisal of teachers on classroom management more frequently to ensure that the environment is conducive for teaching and learning necessary for the achievement of the learners' academic achievement.

Key Words: *preparation of professional documents, classroom management, learners' academic performance*

INTRODUCTION

The concept of appraisal is derived from the verb praise that is in regard to offering warm approval in the work being done or has been done. Other terms used to refer to the same concept include assessment as well as evaluation. Appraisal therefore is a process that is geared towards evaluating the performance of an employee against the prescribed performance standards (Grobler, 1993). The performance management in Kenya started in 1993 with an objective of

turning around the public service workforce in order to make it competitive as well as effective. The aim of the government is to provide effective and efficient performance as well as service delivery in the public sector. The teacher falls under the public service domain and the teachers' appraisal is intended to ensure that quality and sustainable education is offered in Kenya.

The teachers' appraisal emanates from the functions carried out by human beings in terms of decision making that results to value- judgment concerning the weakness and strength of performance that is achieved by making a comparison of the work performed with the preset performance standards as posits (Grobler, 1993). The evaluation accorded to the teacher is normally normative because of the value judgment accorded which in essence is evaluated in regard to explicit criteria of fairness plus it fulfills certain functions. The functions in question that are fulfilled by teacher evaluation are both summative and formative in nature. A formative function is in regard to the development of skills that are professional while summative functions are considered for selection as well as for promotion plus the grading of teachers.

Cincinnati District in the USA, for example, the performance of students is quite low as compared to the rest of the sub-urban areas in the surrounding areas (Malinowski, 2004). History has it that the district of Cincinnati has had school reforms activities that encompasses a new whole school designs, budgeting that is school based as well as teams that are in charge of running schools plus delivery of instructions. A positive relationship has been achieved in union management. A happens in other districts in the urban the state has put in place accountability programmes while public expectations have really been pressurizing the district to improve on the students' outcomes.

In Finland, for example, the positions held by teachers is only comparable to that of a municipal or even a national public servant where the selection of teachers is the prerogative of those in charge of schools (school leaders). The selection is normally done after the teachers acquire the required license to practice. The school leaders are in charge of all the policies that are requisite to enrichment of quality teaching that involves assessment and evaluation as well.

In France, the present type of teacher evaluation has been labeled 'not very fair' plus 'generating malaise as well as suffering', 'not efficient', 'not very efficient', and 'generating malaise and sometimes suffering' for evaluators in addition to the teachers that have been evaluated, for the reason that it has its basis on administrative procedures instead of a comprehensive scheme bearing a clear a comprehensive scheme that embraces improvement purpose. Teacher evaluation is assumed to be carried out on a very regular way as a fundamental part of the work as well as the duties of the teacher. Evaluation of teachers is done by a panel that is made up of the school manager plus an inspector (Pochard, 2008).

In South Africa, the blending of seventeen diverse departments of education into a sole non-racial department brought about significant policy modifications (Govender, 1997). The issue concerning time to convert legislation into practical legislation action by the public was evaded. However, real revolutionization, whether anticipated or not, is a representation of a very serious

as well collective issue exemplified by uncertainty as well as ambivalence and this requires time energy plus effort (Fullan, 2001).

In the Kenyan scenario, the performance management dates back to 1993 when the government of Kenya introduced the reforms in order to turn around the public service workforce to make it more competitive. The reforms were geared towards the improvement of the efficiency and effectiveness while reducing costs. The reform agenda was, therefore, three-phased and the first phase (1993-1998) dealt with cost confinement, the second phase (1998-2001) dwelt with performance improvement and the last phase (2002 onwards) tackled refinement, consolidation plus sustenance of reforms. The teachers' appraisal was not immediately affected owing to the resistance from the teachers' unions and it was not until 2016 when the teachers' service commission managed to introduce performance appraisal systems (PAS) a component of the performance management in the public service (KEMI, 2016). Therefore, formal procedures meant for the appraisal of teacher's performance are considered essential in addition to being logical by educators for accountability, best practice as well as quality improvement. Appraisal, according to Wehmeier (2004) is the act of ensuring that everything is done correctly plus safely.

In Kenya, the Ministry of Education (MOE) depicts appraisal as an endeavor to determine, as well as improve the quality of the work being done through other party intervention (Olembo et al., 1992). In a rejoinder, Olivia (1976) have conceptualized appraisal as a services accorded to teachers as individuals as well as in groups, as a way of rendering specialized help geared towards the improvement of instruction. needless to say, an appraisal helps in the improvement of teaching plus learning through a premeditated emphasis on ways and means of effecting excellence in the quality of instruction.

STATEMENT OF THE PROBLEM

In spite of the implications of the appraisal of teachers, it is argued that appraisal does add impetus to education quality for it to ensure that what ought to be done is done perfectly. Teachers' appraisal is more often considered as a way of making the service delivery effective and not fault-finding, rather it is an advisory avenue as purports the objectives of the performance management. The overseers of appraisal of teachers use a prescribed format assessment that involves seven areas that the teacher is supposed to observe in the course of service delivery. The purpose of the appraisal is solely meant for the improvement of education standards, however, teachers find the additional work more involving owing to the large classes that have emanated from the fact that the employer has not been consistent in employing teachers to replace those who have left the service for one reason or the other. Therefore, the teacher is overloaded and overwhelmed by the class population and the professional requisites. The fact that the officers in charge of quality assurance insist on professional documents when they visit schools, there is a possibility that the teacher is left with no option other than prepare during the time meant for teaching so that they may have the documents required by the appraisers. Lack of preparation carries penalties to the teacher thus preparation is possibly done at the expense of teaching and learning thus realization of poor performance by learners. The

study is directed in finding out if the appraisal of teachers and the academic performance have any correlation at all. Mitubiri zone in Murang'a being within the proximity is well known to the researcher prior to the introduction of the appraisal and the performance that was achieved then. Therefore, the performance pattern of Mitubiri Zone is of interest to the researcher and concern is the dwindling performance that raises questions hence the need to find out if the appraisal aspect has played any role in the downward trend of performance. The introduction of the teachers' appraisal in the year 2015 reveals that the performance of the schools in Mitubiri Education Zone took a downward trend. The performance index appears to take a very sharp drop. Low-performance lowers learners' self-esteem and may also be a source of stress to the parents. More so education is a very crucial element of human resource development thus the need to facilitate the academic performance of the learners. There is little evidence on the influence of teachers' appraisal on learners' academic performance management due to the limited research studies that have focused on the area. The study, therefore, sought to fill this gap by establishing the influence of teachers' appraisal on the academic performance of learners in Mitubiri Education Zone.

PURPOSE OF THE STUDY

The purpose of the study was to assess the influence of teachers' appraisal on learners' academic performance management in Mitubiri Education Zone.

OBJECTIVES OF THE STUDY

1. To assess the influence of appraisal of teachers' preparation of professional documents on academic performance in public primary schools in Mitubiri Education Zone.
2. To determine the influence of appraisal of teachers' classroom management on learners' academic performance in public primary schools in Mitubiri Education Zone.

EMPIRICAL LITERATURE

Kennedy (1987) in his research on the significance of teacher's preparation and planning to encourage better academic performance indicate that teachers who plan elaborately before conducting their lessons had their learners perform better than their counterparts who haphazardly hurry to class without planning. This study indicates that for students to perform better in exams, teachers must embrace proper preparation and planning before embarking on teaching. For this reason, teachers must be equipped with teaching documents such as lesson notes, schemes of work, lesson plans and so on in order to accomplish their teaching mission. The school head is tasked with the responsibility of ensuring that teachers have all the necessary documents before embarking on teaching.

Henry (1998) considers the classroom to be a ground-breaking instrument in arranging the frames of mind and sentiments of understudies. Based on observational research, Henry discovered that the ability in being an instructor is one of an educated ability to maintain moving conditions of control keenly as the work requests not the customary you-barely hear

anything at all sort of request but instead the sort of request in which the feelings of the kids are up to speed and composed towards the accomplishment of a particular objective. As teachers and students shift in their compelling qualities and practices, so the inclination or full of feeling tone of the homeroom setting for learning changes. Whatever the particular objectives of study hall guidance may be, the homeroom full of feeling tone can encourage or meddle with their achievement. In such a manner, legitimate study hall control and successful tone variety by the instructor upgrades understudies' scholarly presentation.

Taylor and Vlastos (2009) directed an appraisal which built up a hypothesis in regards to the connection among condition and structure inside the study hall. They alluded to the physical condition of the homeroom as the "quiet educational plan" and hold emphatically to the conviction that understanding the physical condition is fundamental to the effective instruction of students. Grade school study halls fill in as the principal setting for learning and advancement during adolescence. Experimental investigations directed by Reggio (2011) on spatial learning condition uncovered that space and furniture, seating game plans, and thickness are the areas that make up the spatial condition.

An appraisal directed in 2008 by Maxwell and Chmielewski on fundamentals of a decent learning condition announced that individual presentations have been referred to expand understudy confidence just as scholastic performance. On the theme of the acoustic condition, Shield and Dockrell (2003) succinctly expressed that poor study hall acoustics made a negative learning condition for understudies along these lines invalidating their presentation. Moreover, Rivlin and Weinstein (1978) pleasantly composed the point of clamor into two classifications: inner commotion and outer clamor. It was found that when inner commotion was superimposed with outer clamor, performance on homeroom assignments declined (Dockrell & Shield, 2004). Three focal discoveries were recorded in regard to warm conditions inside the setting of a study hall. In the first place, creating kids have an alternate arrangement of benchmarks for their optimal warm condition than grown-ups. Moreover, warm instigated pressure could modify the learning and development of kids. Ultimately, study hall temperature essentially influences youngsters' critical thinking capacities along these lines pondering contrarily their scholarly presentation (Harmon, 1953).

THEORETICAL LITERATURE

This particular study was anchored on 'Supervision as Moral Action' theory as espoused by Sergiovani and Strarrat (1998) and theory of educational productivity by Walberg's (1981). The theory advocates for professionalism as well as moral commitment to be the guiding force behind the school managers, teachers plus the QASO responsibility of offering quality education to the children placed under their care by the community. Teacher as well as their supervisors should not work just to conform to the government policies but rather should aim at accomplishing shared ideals, norms as well as values as espoused by the Supervision as Moral Action Theory. A deviation from the ideals advocated for by this theory will only bring failure to an education system that over the years, has been marred by various challenges that are characteristics of a developing country such as Kenya.

According to 'supervision as moral action' theory, professional and moral authority should be the driving force behind what teachers and supervisors should do and how the process of supervision should unfold. Both teachers and supervisors are seen as capable and willing to sacrifice self-interest for shared ideals; these ideals are viewed as intrinsic to the definition of teaching as a profession. Thus, commitments to these ideals become moral commitments while their neglect is a moral perversion of the profession. Sergiovanni and Starratt (1998) further expound that supervision takes its moral character from its close involvement with the intrinsic moral qualities of teaching and learning. According to supervision as moral action theory, the moral authority of the supervisor is joined with the moral authority of the teacher. It is in the same vein that QASO, in spite of the circumstances they are working in should resist being compromised by the school administrators and politicians and deliver their services bearing an egalitarian attitude.

Walberg's (1981) theory of educational productivity recognizes the significance of the domains of motivational orientations, self-managed learning techniques, and social/relational capacities in encouraging academic performance. As per the hypothesis understudies who are more motivated, who set learning objectives, and who are sorted out in their way to deal with work perform better in school. As per Zins et al. (2004) affirm that exploration connecting social, enthusiastic, and scholarly factors are adequately solid to propel the new term social, passionate, and scholastic learning. A focal test for analysts, instructors, and policymakers is to strengthen this association through-composed multiyear programming.

As per Haertel, Walberg and Weinstein (1983) classroom is a function of diminishing returns with four main elements. The ability of the learners and their motivation, the quality and quantity of teaching and learning and four strengthening or strong elements the social mental condition of the classroom, instruction stimulating conditions in the home and peers, and introduction to media communications. Every one of the basic components has all the earmarks of being vital however deficient for classroom learning; that is, each of the four of these elements seems required by at least a minimum level. It additionally creates the impression that the basic components may substitute, redress, or tradeoff for each other in reducing paces of return: for instance, tremendous amounts of time might be required for a moderate learning to happen if inspiration, capacity, or nature of guidance is negligible (Haertel et al., 1983).

Waxman and Huang (1996) observe that despite living in disadvantaged and risky environments, with a motivated teacher, certain children overcame and attained high levels of achievement, motivation, and performance. The theory therefore elaborates on the importance of teachers' appraisal on the performance of the learners.

RESEARCH METHODOLOGY

The study employed a mixed approach methodology. Since the study was based on an interpretive naturalistic approach (Johnson & Christensen, 2008), qualitative analysis was done. Mixed approach methodology upheld the strengths of quantitative and qualitative approaches and offsetting their weaknesses as well. The study utilized a cross-sectional

descriptive survey design as well as phenomenology design. As per Fraenkel and Wallen (2000) and McMillan (1991) collect information from a sample that has been drawn from a predestined population at a time. The research design was selected because the researcher only aimed at collecting data on the existing state of affairs from the target population without manipulating any variables (Kombo & Tromp, 2006). The cross-sectional descriptive survey design was suitable in the collection of qualitative as well as quantitative data. The target population was made up of six (6) head teachers, sixty teachers (60), 2 quality assurance officers and 2365 learners. The total population that formed the target population was 2433. The schools were chosen using a stratified sampling technique. Since only 3 primary schools were involved in the study the researcher resolved that all the headteachers from the sampled schools took part in the study, hence a sample of 3 headteachers was resolved. The study also involved the 2 QASO in the sub-county. The researcher used Krejcie and Morgan and Cohen Statistical Power analysis table to determine the sample size for teachers and pupils. Hence the sample size was 52 as adopted from Krejcie and Morgan and Cohen Statistical Power analysis table with the formula for the teachers. The sample size was 331 as adopted from Krejcie and Morgan and Cohen Statistical Power analysis table with the formula for the pupils. The following formula was used to determine the sample size for teachers and pupils.

$$n = \frac{x^2 * N * P (1 - P)}{(ME^2 * (N - 1) + (X^2 * P * (1 - p)))}$$

Therefore, the entire sampling matrix comprising of headteachers, teachers, QASO and pupils yielded a total of 388 respondents. The analyst utilized questionnaires and interview schedules. Quantitative and qualitative methods were used in data analysis. Descriptive statistics was used while analyzing quantitative data. Findings were presented using frequency tables and percentages. For qualitative data content analysis was used where the data was organized into themes and presented in prose form.

RESEARCH FINDINGS AND DISCUSSIONS

Appraisal in Teacher's Planning and Preparation of Professional Document

The study sought to assess the influence of appraisal of teachers' preparation of professional documents on academic performance in public primary schools.

The teachers were required to rate extent they agree with the subsequent statements on the influence of teachers' appraisal of the planning and preparation of professional documents on learners' academic performance. The rating was on a scale of 1-5 where 1 show strongly disagree, 2 disagree, 3 undecided, 4 agreed and 5 strongly agreed. From the likert scale statements, the majority of the teachers strongly agreed that they plan lessons before they go to class as illustrated by a mean of 4.57 and a standard deviation of 0.28. The teachers agreed that they are well equipped with teaching documents including lesson notes, schemes of work, lesson plans as demonstrated by a mean of 4.15, and a standard deviation of 0.28. As shown by the mean of 3.94 the teachers also agreed that the appraiser and the teachers make sure that

all the required professional records are kept. The teachers further agreed that sometimes they take up teaching time preparing professional records as shown by a mean of 3.64 and a standard deviation of 0.21 and that their school head ensures that they have all the necessary documents before embarking on teaching as demonstrated by a mean of 3.74 with a standard deviation of 0.27.

These findings indicate that for students to perform better in exams, teachers must embrace proper preparation and planning before embarking on teaching. Consistent sentiments were by Kennedy (1987) who in his research on the significance of teacher's preparation and planning to encourage better academic performance indicated that teachers who plan elaborately before conducting their lessons had their learners perform better than their counterparts who haphazardly hurry to class without planning.

The pupils were requested to state whether their teachers use teaching aids like the charts while teaching. The learners' responses show that a greater majority (98.6%) of the learners indicated that their teachers use teaching aids while teaching and only 1.4% indicated that their teachers do not use teaching aids while teaching. The findings imply that teachers use teaching resources while teaching. The study findings concur with the opinion of John (2000) that teachers' guides used in teaching predict the pupils' performance.

The study requested the learners to further indicate whether their teachers visibly refer to some documents as they teach. The majority of the learners indicated that their teachers visibly refer to some documents as they teach which 1.7% of the learners indicated that their teachers do not visibly refer to some documents as they teach. As opined by Kennedy (1987), teachers must be equipped with teaching documents such as lesson notes, schemes of work, lesson plans and so on in order to accomplish their teaching mission.

The researcher sought from the headteachers how they appraise teachers' planning and preparation of professional documents. The headteachers noted that they often check the documents prepared by the teachers and when not in a position to do so, they instruct the deputies to check the records. The headteachers noted that they appraise the teachers' lesson plans before they embark on the actual teaching from time to time. They further stated that their deputies do much of the appraisal of the lesson plans. The headteachers further noted that the appraisal of teachers' on lesson planning and preparation boost learners' academic performance to a large extent. The findings of the study conforms to the findings of Kennedy (1987) in his research on the significance of teacher's preparation and planning to encourage better academic performance which indicated that teachers who plan elaborately before conducting their lessons had their learners perform better.

From the interviews, the quality assurance and standards officers noted:

“I check on the appraising of teachers' lesson plans by the headteachers before they teach. I also visit the schools to check on the appraising of teachers by the headteachers on planning and preparation before they embark on the actual

teaching every term since the appraisal of teachers' planning and preparation on lesson planning and preparation boost learners' academic performance.''

Consistent with the study results, Shorrock, (1997) showed that there is a link between learner's performance and the teachers' nature of planning and preparation of the lessons.

Appraisal on Teacher's Classroom Management

The study obtained data in a bid to establish the influence of appraisal of teachers' classroom management on learners' academic performance in public primary schools. From the findings, the majority of the teachers agreed that the headmaster looks at the physical condition of study halls to make upgrades as illustrated by a mean of 4.17, appraisal on the quality of the classroom environment assists in improving learners' academic performance as demonstrated by a mean of 4.13 and that the condition of the classroom can encourage or meddle with the learners' achievement as shown by a mean of 4.02. The teachers further agreed that they manage the classroom arrangement and classroom physical space and that they set up and screen schedules for the smooth activity of the study hall and the proficient utilization of time as shown the mean 3.98 and 3.85 respectively 3.85.

The findings imply that the conditions of the classroom set the mood for teaching and learning. A good management classroom is essential to great guidance and enhances the pupils of commitment. Similar findings were established by Henry (1998) who discovered that the ability in organizing classroom as a teacher is one of the key capabilities to facilitate smooth teaching and learning. Henry argues that the classroom environment can encourage or meddle with the achievement of the learners. The findings were also consistent with those of Maxwell and Chmielewski (2008) who observed that decent learning condition expand learners' confidence that boost their performance.

Learners views on Appraisal of Teachers' Classroom Management

The learners were asked to indicate whether they observe the school management committee assess their classes. From the findings, 97.6% of the learners indicated that they observe the school management committee assess their classes while 2.4% refuted on observing the school management committee assess their classes. This denotes that the learners observe the school management committee assess their classes. The findings were supported by Danielson (2011) who opined that it is basic that educators and overseers altogether look at the physical condition of classrooms with an eye toward making upgrades that will facilitate the teaching and learning activities.

From the interviews, the head teachers noted they appraise the teachers on classroom management. They stated that this is done monthly. The head teachers further stated that the appraisal of the classroom management aid in boosting learners' academic performance to a large extent. They opined that the appraisal ensures that the environment is conducive for teaching and learning necessary for the achievement of the learners' academic achievement.

The findings supported those of Schneider (2002) who found that classroom management including the lighting improved scholastic outcomes and assumed a critical role in learners' accomplishment.

The findings from the interviewed quality assurance officers found that the officers appraise the classroom management. The officers appraise the adequacy of the classroom environment and the school at large at least once in every term. From the interviews, the officers also revealed that the appraisal on the classroom management helps in the improvement of the learners' academic performance to a great extent. These findings were similar to the sentiments given by Reggio (2011) who uncovered that space and furniture, seating game plans, and thickness are the areas that make up the classroom are crucial in attaining the expected performance of the learners.

Academic Performance

The teachers were required to rate the extent to which they agree with the subsequent statements on the learners' achievement and academic performance. The study results showed that the teachers strongly agreed that the assessment of learners through the examinations identifies the areas/topics that need improvement as illustrated by a mean of 4.53 and a standard deviation of 0.27, the quality of teaching and learning is supported by the appraisal program as demonstrated by a mean of 4.47 and a standard deviation of 0.26 and that time management provides adequate time for teaching and learning required for learners academic achievements as shown by a mean of 4.30 and a standard deviation 0.27. Similar sentiments were opined by Smith et al, (2001) that appraisal on time management and examination management enables the learners to achieve their academic performance.

The teachers agreed that the achievement of the learners is facilitated by the support of professional records/documents in teaching and learning and that the learners perform better in a conducive classroom environment as shown by a mean of 4.23 in each case. Consistently Kennedy (1987) found that teachers who plan elaborately before conducting their lessons had their learners perform better.

The teachers further agreed that the graduation rate is facilitated by the motivated teachers through the appraisal program as demonstrated by a mean of 3.68 and that the appraisal program enhances their satisfaction as illustrated by a mean of 3.66. The findings confirm that with the appropriate performance appraisal, teaching and learning is achieved and facilitates the performance of the learners. Consistently Turk and Roolaht (2007) reiterated that a smooth performance appraisal that satisfies the teachers' impacts on the learners' academic achievement.

CONCLUSIONS

The study concluded that the teachers are appraised on the preparation of professional documents. which assists in improving learner's academic performance to a large extent. The

that the lesson plans are appraised by the deputy headteachers, the headteachers and the subject heads. The teachers are well equipped with teaching documents including lesson notes, schemes of work, lesson plans, that the appraiser and the teachers make sure that all the required professional records are kept. It was concluded that sometimes the teachers take up teaching time preparing professional records.

The study concluded that the assessment of classroom management is done by the school management committee, the head teacher, and the teachers. The teacher's appraisal of the quality of the classroom management assists in improving learners' academic performance to a large extent by ensuring that the classroom environment is conducive for teaching and learning necessary for the achievement of the learners' academic achievement. The condition of the classroom can encourage or meddle with the learners' achievement thus the teachers manage the classroom arrangement and classroom physical space and set up and screen schedules for the smooth activity of the classrooms.

RECOMMENDATIONS

1. To improve the effective role of performance appraisal of the teacher's preparation of professional documents, the study recommends that the headteachers should engage in frequent checks on the teachers' professional documents.
2. The study established that appraisal on classroom management influenced learners' academic achievement. The study recommends that the appraisal of teachers on classroom management more frequently to ensure that the environment is conducive for teaching and learning necessary for the achievement of the learners' academic achievement.
3. The teachers service commission should ensure that the appraisal should be made learner-friendly as possible to make the appraisal more effective in facilitating learners academic performance. The learners should, therefore, be informed of the program to prevent confusion during the process.

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