

Effectiveness Of Teacher Performance Appraisal And Development On Students' Academic Achievements In Public Secondary Schools In Elgeyo Marakwet County, Kenya

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Abstract

The quality of education has been declining in Kenya national examinations which made the Teachers Service Commission to come up with an accountability tool for the teachers which led to introduction of teacher performance appraisal and development (TPAD). This study was aimed at examining the effectiveness of TPAD on students' academic achievement in public secondary schools in Elgeyo Marakwet County. The study specifically intended to analyze the effectiveness of teacher lesson observation planning on student academic achievements students' academic achievements. The study was informed by goal-setting theory by Okumbe, (2000). The study adopted mixed methods research design and used a mixed method approach in collecting and analyzing data. The study utilized a sample of 40 principals, 153 teachers, and 384 students drawn from four constituencies in Elgeyo Marakwet County. Stratified sampling was used to categorize schools into National, Extra County, County and Sub-County schools. Simple random sampling was used to select teachers and students from sampled schools while purposive sampling was used to select the national schools and principals from the selected schools. A structured questionnaire was used on teachers and students on a likert scale and an unstructured interview guide was administered to the principals. The two instruments were validated by expert researchers in the department of educational management and policy studies at the University of Eldoret. Descriptive statistics were made up of frequencies, percentages; means and standard deviation which were calculated and presented in tables and figures, and inferential statistics involving Pearson Correlation and Regression coefficients were calculated to test the research hypotheses. The study findings on lesson observation and students' academic achievements indicated that there is a positive weak correlation between lesson observation frequency/intensity and student academic achievements. A coefficient of 0.243 indicates that when lesson observation increases, there is a tendency for student academic achievement to improve, albeit not very strongly. The research findings will benefit the TSC in seeking for the best way of aligning TPAD practices to students' academic achievements. MOE, policy makers and teachers will be able to get the best out of the TPAD and assist in making future decisions pertaining to the education sector. The research study recommended regular awareness of TPAD practices in order to get the best out of these exercises.

Keywords: *Effectiveness, Teacher performance appraisal and development, Secondary education, Lesson observation*

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I. Introduction

Education is an essential and indispensable part of human life and that is why it is a constitutional right for every child to acquire good and quality education. Hettleman (2007) in his study entitled "not denying state kids a quality education" reiterated that education needs to be reinforced throughout life because the nation depends on it for competitive work force and cohesive citizenry. Issues relating to access to quality education in Kenya has been raised in Sessional Paper No. 1 of 2015 which underscores the government commitment to achieving Education for All (EFA) goals which were intended to be achieved in the year 2015 but to this far it is still in the process and the objectives of Millennium Development Goals (MGDs) by 2030 Ministry of Education Science and Technology (MOEST, 2005). Although Kenya has been trying to achieve these goals over the years through the introduction of free primary education and subsidized secondary education in 2003 and 2008 respectively, Recent studies show that the country is far from achieving them (Murunga, Kilaha & Wanyonyi, 2013).

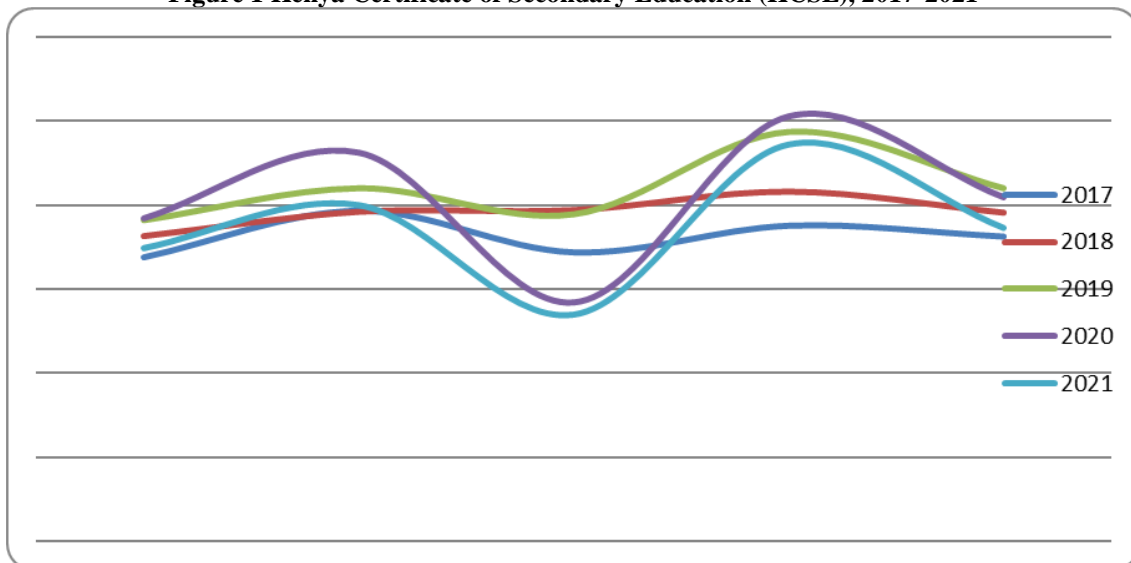
School effectiveness and improvement that lead to high academic performance could be attained by contribution of varied inputs (Lydia & Nasongo, 2009). Contrarily, there are other factors which lead to low academic achievements at Kenya Certificate of Secondary Education (KCSE). Legatio, Maaga, Sebego, Westhuizen, Mosoge, Neuwoudt & Steyn (2002) on their study on perception of stakeholders on causes of poor performance in grade 12 in South Africa cited major causes of poor performance in grade 12 examinations as including: inadequate physical facilities, insufficient human resource, lack of discipline and commitment, ineffective and unclear policies and failure to develop effective strategies to address unforeseen consequences.

Wanyama (2013) conducted a descriptive survey research. An investigation on school-based factors which influence students' performance at KCSE in Narok District revealed that the main school-based factors which influenced student performance were insufficient learning materials and some schools acknowledged that there was inadequate number of teachers in their schools. Research by Scarloss, Shapley, Yoon, Duncan & Lee (2007) showed that professional development for teachers contributes positively to learners' academic outcomes. To add to that other research studies report that teachers' experiences impact on students' academic performance (Carroll & Foster, 2013). On the contrary, studies by Kimani, Kara and Njagi (2013) indicated that there is no relationship between student outcomes and teacher experience in study carried out in Nyandarua County. According to studies carried out by Kane, Kerr & Pianta (2014) claim that teachers' behaviors like instructional quality, direct instruction and feedback are attributed to student learning outcomes which reduces after the first five years in teaching.

Teachers' efforts towards learners' performance can be determined by using the performance appraisal tool. Borg (2018) defined teacher appraisal as a formal way of reviewing performance, which is usually conducted by a school level supervisor to judge individual teacher performance. In New Zealand, the performance appraisal identified three levels of teacher development: Beginning classroom teacher is the first level, classroom teacher and experienced classroom teacher. According to (OECD, 2013) beginning classroom teacher is the level of teachers who have joined the profession and are given provision of two years of teaching; the second level considers three successful affirmations of teachers at the classroom level and the third level includes teachers who have experience of between 3-5 years. Performance of teachers in each of the three categories is based on established professional teaching standards. Further assessment carried out by the Education Research Office (ERO) in New Zealand (ERO, 2014) on approaches of appraising teachers showed that the system of appraisal was retained in the studied schools. Nevertheless, there was insufficient evidence that the appraisal systems significantly influence the learning outcomes of students. To add to this, the principals of schools under investigation were not conversant with the use of teacher appraisals to realize the result of the learners targeted.

Consequently, the policy on teachers' evaluation performance was introduced for the purpose of enhancing teaching standards through a systematic appraisal approach, where teachers were to be assessed on performance and to boast improvement of teacher profession for improved learners' results, (TSC, 2016). In Elgeyo Marakwet County the performance of students in national examinations is below average despite the implementation of TPAD as shown in figure 1 which has led to this study of effectiveness of teacher performance appraisal and development on students' academic performance.

Figure 1 Kenya Certificate of Secondary Education (KCSE), 2017-2021



Source: County Director of Education Elgeyo Marakwet County (CDE, EMC 2021)

These results are indications that for the last five years the county has been scoring an average mean score of 3.91 (CDE, EMC 2021) which is below the average score of 6.00 nationwide. Elgeyo Marakwet is a county with some parts prone to various challenges ranging from insecurity, poverty and landslides which affect schools which are intended to perform well as other schools in the country. For instance insecurity in Kerio Valley schools made the inhabitants of the area to flee the place making students to miss school and others drop out of school. Even though TPAD is intended to improve students' academic achievements in national examinations it is still not clear how effective teacher performance appraisal is on students' academic achievement which has warranted the need for this study. The study specifically sought to answer the following questions

1. What is the status of lesson observation in public secondary schools in Elgeyo Marakwet County?
2. What is the effectiveness of teacher lesson observation planning on students' academic achievements in public secondary schools in Elgeyo Marakwet County?

II. Research Methodology

Research Design

This study is a mixed methods research design which employed both qualitative and quantitative approaches. Research design provides precise guidance for constructing the research, addressing essential research questions and producing answers to research problems (Creswell, 2014, Kombo and Tromp, 2011).

Target Population

This study targeted 127 principals of public secondary schools, 1527 teachers and approximately 9358 form three and four students from public secondary schools in Elgeyo Marakwet County whose students had sat for national examinations for the last five years (2017-2021) (Basic education statistics, 2019). The choice of this population to participate in the study was based on the fact that the principals provide leadership on monitoring TPAD while the teachers are the ones implementing the TPAD and the students assess teachers when implementing TPAD in classrooms. The principals, teachers and students were therefore the most preferred to provide an assessment of the practices used in implementation of TPAD which promote education and eventually giving expected outcomes.

The students are the key beneficiaries of education programs being conducted in schools and ought to be directed in guiding the instruction and studying activities (ROK, 2014). The target population is intended to give the information required to fill the questions of research pertaining to the effectiveness of teacher performance appraisal and development on students' academic achievements. Private secondary schools were not included in the research because they are not assisted by the government under any circumstances. The target population is presented in Table 1

Table1 Target population

Sub-County	Principals	Teachers	Students
Keiyo North	30	392	2514
Keiyo South	41	438	2350
Marakwet East	20	286	2189
Marakwet West	36	411	2305
Total	127	1527	9358

Source: Elgeyo Marakwet County Education Office (2023)

Sample size and Sampling procedure

Sample size refers to the item count selected from the universe that constitute the sample and sampling procedure is the technique the researcher adopted in selecting items from the sample. Samples are necessary for establishing the representativeness of the sample for generalizability. Sample size and sampling design are instrumental in making decisions on sampling relating to cost (Sekaran, 2010).

Elgeyo Marakwet County comprises four constituencies namely; Keiyo South, Keiyo North, Marakwet East and Marakwet West. This county has 127 public secondary schools of which 90 are Sub-County, 19 are County, 16 are Extra-County, and 2 National schools. For the study to be manageable and representative, a formula was adopted to decide the sample size which was 30 percent as proposed by Kombo & Tromp (2011). The formula was applied to obtain 40 out of 127 schools which are 27 Sub-County, 6 County, 5 Extra County schools and the two national schools thus giving a total sample of 40 public secondary schools in the county. To get the 40 schools from the four sub-counties the researcher used stratified sampling method of selection where the schools were grouped in line with the categories of schools, purposive sample for the national schools since they are only two, also stratified sampling was used to get Extra County, County and Sub-County schools then simple random sampling to obtain individual schools for this inquiry. The selected schools had approximately 1527 teachers who were randomly selected. Ten percent of 1527 gave a figure of 153 teachers. Since principals

form part of the respondents in this study, 40 principals were selected purposively from the 40 schools sampled. The students were selected from a population of approximately 9358 form three and four students to form part of the respondents. The students' random sample was calculated using a random sample formula

Table 2 Sample Size

Sub County	Principals	Teachers	Students
Keiyo North	10	38	94
Keiyo South	12	40	110
Marakwet East	6	35	82
Marakwet West	12	40	98
Total Sample Size	40	153	384

Instrumentation

The study utilized three instruments namely: teachers response questionnaire, students response questionnaire and interview guide for principals' to collect data from teachers, students and principals respectively from the selected schools on the effectiveness of TPAD that is intended to improve instruction and learning leading to enhancement in student academic achievement in public secondary schools in Elgeyo Marakwet County. The tools were designed purposely for this inquiry pertaining to the TPAD practices selected for this research which involves: teacher lesson observation, teachers' adherence to deadlines, comprehensive learning environment and teacher professional development. Both questionnaires and interviews were used to get the insight to the above practices because one tool would not give sufficient information.

Teachers and Students Response Questionnaire

To collect quantitative data, the researcher used a structured questionnaire, the researcher chose the questionnaire because it is economical to use, easy to administer and analyze data (Orodho, 2009). The questionnaire comprises descriptions of TPAD practices used in public secondary schools to enhance education and eventually result in improvement in students' academic achievements. Two questionnaires were constructed and utilized to gather information from the sampled teachers and students from the forty public (40) secondary schools. The purpose for using teachers is that they are implementers of TPAD while students are the consumers of the TPAD for enhanced academic performance and also they countercheck the response of teachers. Questionnaire is advantageous because it saves time and enable collection of data from a large population and also less costly.

Principals' Interview Guide

Interviews were carried out to gather information from the sampled principals in the selected public secondary schools in the area of study. Seidman (2019) posits that the interview schedule assists in capturing verbal and non-verbal information which could be obtained through paying attention to participants being consistent in the interview process. This gives a wide understanding and discoveries on the inquiry. Mwangi (2009), postulates that interviews are aimed at giving an account from the participants on their involvement as commanders of a school. The interview guide assisted in complementing the questionnaire in gathering data in order to realize the goals of the study. The interview guide gives a chance for gathering data which is comprehensive and thorough, ascertains broad feedback rate and stimulates the naturalist of the circumstance because the researcher interacts one on one with the participants. The interview guide does not limit the inquirer to a particular question therefore enabling quick revision of the tool to get the emerging information and the inquiry carried out with an analytic mind.

Interview schedule has a disadvantage in that only few cases of individuals provide information meaning that data of an individual study may not be generalizable to the numerous inhabitants while in quantitative research, data is gathered from a bigger universe hence enabling generalizations to be made. The quality of research work of an individual researcher depends on the skill applied on collecting data. Severity is very hard to assert, judge and determine the volume of data making exploration and explanations which consumes time. In this study the head teachers were able to give their opinions and thoughts on TPAD as an innovation used in their institutions to enhance education leading to improvement in student results in national examinations. The inquirer had the opportunity of probing more on current issues regarding TPAD.

Validity of research instruments

According to Cohen et al (2018) validity refers to the degree to which a research tool gauges what it asserts to quantify. To ascertain the content relevance of the questionnaire and interview guide, the researcher gave the instruments to the supervisors and the researchers in the department of educational management at the University of Eldoret. The research items were examined and substantiated by making sure that they were coherent and sufficient to gather the required information and if they included complete parts of inquiry. The

questions and assertions were verified for their applicability with the exercises of TPAD which promote academic excellence and their consistency with the objectives of the study. The content validity depended on discretion of specialists in the study area. The study looked at the content validity and face validity.

Content validity is vital in research and includes effective measurement of various elements, behaviors and skills (Zohrabi, 2013). Content validity ensures that there is adequate representation of the set of items taken in the concept (Serakan, 2010). Taherdoost, (2016) narrates that content validity seeks to establish if the information collection instrument represents the content which is measurable and the instrument should be subjected to knowledgeable reviewers. Content validity considers getting contributions from experts and comments from the reviewers. Information from their report helped rewrite any unclear question and omitted those which were irrelevant. Varied research instruments were used to triangulate the findings and made them more valid.

Face validity refers to the assessment of the presentation and relevance of the instrument. It includes identification of research items relating to the appearance, relevance, and clarification. Specifically it assesses the style consistency, readability, formatting and the clarification of use of language in the tools (Taherdoost, 2016). Face validity was checked by the research experts in the school of education, department of management and policy studies. Construct validity was established by carrying out pilot study.

Reliability of the research instruments

Rezaee et al (2011) defined reliability as the extent to which a research instrument gives consistent results, that is if it gives steady measurements for a population, if executed separately at repeated times. Also, Creswell (2014) defines reliability as the degree to which a test measures consistently whatever it is measuring. An assessment tool is trustworthy if it yields dependable outcomes over a multiple trials (Orodho, 2009). To examine if the elements in the questionnaire were identical in meaning to the participants, give uniform information and assess time taken to execute the tools, pilot testing was implemented in two schools in Uasin Gishu County selected purposely which were not in the actual area of study but have the same characteristics as the ones in the main study area. The pilot study was intended at finding construct validity of the instruments. Then instruments were then revised. Re-testing was essential since it formed an assurance against the confusion in the tools and tested the truthfulness and genuinity of the study tools.

UNESCO (2005), allude that the aim of piloting is to establish if a questionnaire has been formulated in a way that will extract information needed from the respondents, allowing shortcomings in the questionnaire such as obscurities in expression of questions to be corrected, streamline language used, correct inappropriate responses categories for similar questions, it also involves examining whether items can be comprehended by the participants, are in the level of respondents and give a consistent gauge of respondents ability. The interview guide was also pretested on the principals and the items were revised accordingly after being validated.

Data collection methods and procedure

The researcher before embarking on data gathering acquired a clearance from the university, then applied for permit from National Commission for Science Technology and Innovation (NACOSTI) which was taken to the County Director of Education of Elgeyo Marakwet County so as to be given permission to carry out the study in the area and an introductory letter was then obtained to be given to the sampled principals of public secondary schools within Elgeyo Marakwet County. The permission allowed the investigator to collect data. Questionnaires were issued to the respondent teachers and the students as a way of getting their responses; an interview schedule was used when the researcher was collecting data from the head teachers to get their views on TPAD practices as an innovation by TSC. The researcher distributed the questionnaires to the respondents and collected them immediately after the exercise to ensure efficiency in collection of the data. The researcher was conducting interviews with the principals' concurrently and filled the interview guide. The information gathered was scrutinized exhaustively, coherently, and dependably (Mugenda, 2008).

Data analysis procedures

According to Kombo & Tromp (2006), Data analysis is a translation of gathered unprocessed data into important information. In this study data was analyzed both qualitatively and quantitatively. Mugenda (2008), states that after unprocessed data is gathered in the ground, it must be unmarked, encoded, fitted into a computer and examined. The researcher was able to make sense of the information from results gathered during analysis. The quantitative data was collected using teachers' and students' response questionnaires to give descriptive statistics, which were analyzed using statistical package for social sciences (SPSS) version 28 program which yielded percentages and frequencies that were represented in statistical tables and figures. The data was used to run inferential statistics and test the research hypotheses. The inferential statistics techniques included correlation and regression analysis. Correlation and regression analysis is highly appropriate and beneficial because it enables the study to explore relationships, understand the strength and direction of

relationships and building predictive models besides testing hypotheses. Correlation analysis allowed an examination of whether there is a statistical relationship between each element and specific educational outcomes. By calculating correlation coefficients, one comprehends not only if two variables are related but also the strength of the relationship and whether the relationship is positive (both increase and decrease together) or negative (one increase as the other decreases). Regression analysis is ideal for modeling the impact of multiple independent variables (teacher lesson observation, teacher deadline adherence, comprehensive learning environment, and teacher professional development) on a dependent variable (student academic achievement scores). Regression models allow for hypothesis testing regarding the significance of each factor. It can be determined whether changes in educational outcomes are statistically significant as a result of varying levels of teacher observation, meeting deadlines, learning environment and professional development thus supporting causal inferences under the right conditions.

The descriptive data in format of notes was acquired after questioning principals'. Descriptive data was scrutinized categorically whereby; responses were gathered into themes and the most prominent and frequent occurring response was assembled into the same themes as determined by the objectives. The first step of analyzing the quantitative data was to generate frequencies and percentages representing responses regarding the variables being tested. Second step was to reduce and organize the data where the researcher discarded all irrelevant results and used the valid result to populate the tables and generate the figures. Thirdly, the researcher used the frequencies and percentages to draw relevant tables that were used to summarize and present the study findings.

The researcher then drew conclusions from the voluminous information. The analysis mainly was on respondents' opinions pertaining to practices of TPAD and their influence on students' academic achievements. According to Mwangi (2009) through central coding procedure, the evolving classifications were assessed in comparison to established information and existing TPAD practices to recognize associations among groups and sub-groups. The main groups were determined and logically associated to the different groups from which evolving topics were orderly structured to match the objectives of the study. Likert scale was applied to measure the degree of agreement on some TPAD practices on students' academic achievements.

III. Findings

The analysis of effectiveness of teacher lesson observation planning on students' academic achievements in public secondary schools in Elgeyo Marakwet County, Kenya was analyzed in Table 3.

The study sought to find out if teachers are observed regularly. The findings indicate that 169(44.0%) of teachers at the sampled school are currently being observed while teaching. However, it is essential to admit that 215(56.0%) of teachers are yet to be observed. Majority of the students agreed that teachers' lesson observation improves teacher-learner contact, close interaction with content as well as checking of student notes. However, they acknowledged that teachers are rarely observed in majority of the schools. It is admitted that teacher lesson observation, increases teacher-student contact hours which in turn result in high academic achievements of learners. The teachers who are not observed reduce their interaction with learners leading to low academic achievements.

Table 3 Effectiveness of Teacher Lesson Observation on Students Academic Achievements Students were asked if the following activities were carried out in their schools and the responses were presented in the Table 3

	Items Observed	Carried out		Not carried out	
		N	%	N	%
5	Teachers are observed regularly while teaching which promote our learning achievements	169	44.0	215	56
6	Teachers' lesson attendance enhances our academic achievements.	376	97.9	8	2.1
7	During lesson observation teachers check our notes making us interact well with the content	331	86.2	53	13.8
8	Teachers give regular assignments during lesson observation that help us improve our academic achievements	369	96.1	15	3.9
9	While being observed the teachers attend to individual students leading to improvement in their academic achievements	141	36.8	242	63.2
10	During lesson observation teachers identify and nurture learners abilities resulting in high academic achievements	212	55.2	172	44.8

On whether lesson attendance enhances learners' academic achievements, the data gathered from the students indicates that teachers at school exhibit a high level of commitment to their profession since their attendance rate to lessons is impressive at 376(97.9%). This demonstrates their dedication and consistency in setting a positive example to the students and increasing student interaction with content being taught resulting in high academic achievements. Harris (2015) in his study acknowledged that classroom observation is essential

to enhancing effective instructional enhancement programs as well as positive academic achievements of learners. It is evident that classroom observations improve content delivery by the teachers and make improvements in weak areas which boost students' academic achievements.

The students were asked if teachers check their notes while being observed making them interact with the content. The analysis reveals that 331(86.2%) of teachers actively check student notes while being observed. This indicates a commendable effort in monitoring student progress and understanding. However, it is crucial to acknowledge the 53(13.8%) of teachers who do not engage in this practice, meaning that in some schools teachers teach without checking student notes and therefore they are unaware of what the students are doing and without notes students would not internalize the concepts taught resulting in failure in internal and external examinations. Through lesson observation students write notes which assist them to refer to and read during free time making them understand the concepts well. Encouraging all teachers to consistently review student notes can enhance the learning experience and help identify areas of improvement. The study also sought to establish whether teachers give regular assignments to students during lesson observation. The data demonstrate that 369(96.1%) of students at school are given regular assignments during lesson observation which help them improve their academic achievements. This shows a positive effort to stimulate active learning. Nevertheless, the small percentage 15(3.9%) of students who do not receive assignments should be addressed to ensure equal opportunities for all. Assignments serve as an effective tool for reinforcing concepts and promoting student engagement making teachers accountable to the teaching process thus resulting in high academic achievements of learners. This result concur with the findings by Yarema (2010) while studying mathematics teachers opinions of liability testing disclosed by means of lesson observation revealed that lesson observation makes teachers take into consideration students learning process, an area that requires significant attention.

Students were asked if teachers attend to individual learners during lesson observation and the findings showed that only 141(36.8%) of teachers while being observed actively attend to individual students leading to improvement in their academic achievements while the majority 242(63.2%), do not provide personalized attention. It is imperative to address this gap, as individual attention can greatly enhance students' understanding, motivation, and overall academic achievements. Recognizing and catering to the unique abilities of each learner is crucial for their holistic development. On whether teachers identify learners abilities while being observed. The analysis indicates that 212(55.2%) of teachers actively identified learners abilities. However, there is opportunity for improvement, as 172(44.8%) of teachers do not follow up on their learners to identify and nurture their potential in academic achievements. Encouraging all teachers to adopt ways of identifying and nurturing learner abilities can foster a more inclusive and supportive learning environment and student engagement, it is evident that schools have several strengths to build upon.

The high attendance rate of teachers, regular checking of student notes, and the provision of assignments showcase the commitment of educators in their profession. However, areas such as teacher observations, individual student attention, and identification of learner abilities required further attention and improvement. This results are in line with the finding by Usman (2015), while studying past, present and future of educational system noted that regular instructional supervision techniques using sound supervision strategies such as checking notebooks of students, visiting classroom/ inspection by administrators of the school, examine lesson plans and notes written by teachers and inspecting record keeping of teachers have correlation with teachers' performance and student academic achievements in secondary schools. Observation of teaching practices plays a vital role in ensuring quality education. De Garuwe (2012) noted that national authorities depend on school supervision systems in monitoring the quality of schools with respect to academic performance of learners in national examinations. Increasing the frequency of observing teachers can offer significant feedback and opportunities for professional growth.

Correlation of Teacher Lesson Observation planning and Student Academic Achievements

One of the focal points of the research was the relationship between lesson observation and student academic achievements. The study sought to test the null hypothesis, H_{01} : There is no statistically significant relationship between teacher lesson observation and students' academic achievements in public secondary schools in Elgeyo Marakwet County. To find out whether the relationship was significant, the Pearson's correlation coefficient was done and the analysis revealed that there is a weak positive correlation of 0.242 between these two variables. Though the correlation is weak it is statistically significant at $P=0.003$. This suggests that effective lesson observation practices are linked to enhanced learners academic achievements, emphasizing the importance of this aspect within TPAD. The reported correlation results indicate a relationship between the variable "lesson observation" and "student academic achievements." Here is a breakdown of what the results imply:

Pearson Correlation Coefficient ($r = 0.242$): This value suggests a positive but weak correlation between lesson observation frequency/intensity and student academic achievements. A coefficient of 0.242 indicates that as lesson observation increases, there is a tendency for student academic achievement to improve

slightly. The p-value is a statistical measure that helps to determine the significance of the results obtained from a hypothesis test. In this case, a p-value of 0.003 indicates that the results are statistically significant. This means that the probability of observing this correlation by chance (if there were no actual correlation) is very low (0.3%). Generally, a p-value less than 0.05 (5%) is considered statistically significant.

Table 5 Correlation between Teacher Lesson Observation and Student Academic Achievements

		Lesson Observation	Student Academic Achievements
Lesson Observation	Pearson Correlation	1	.242**
	Sig. (2-tailed)		0.003
	N	151	151
Student academic achievements	Pearson Correlation	.242**	1
	Sig. (2-tailed)	0.003	
	N	151	153

From these results, it can be concluded that there is a weak positive relationship between the frequency or quality of lesson observations and improvements in student academic achievement. Additionally, A p-value=0.003 implies that the relationship is statistically significant. This implies that schools that implement regular and thorough lesson observations may see a positive impact on student academic achievements supporting the value of this practice in educational settings.

IV. Conclusion

The findings on teacher lesson observation and students academic achievement revealed a statistically significant weak positive correlation between these two variables. This suggests that effective lesson observation practices are associated with improved student academic achievements, emphasizing the importance of this aspect within TPAD. This model supports the conclusion that more frequent or thorough lesson observations are associated with slightly better academic achievements highlighting the relevance of this practice in educational system.

V. Recommendation

The Teachers Service Commission should ensure that proper lesson observation is carried out in schools more frequently as opposed to once in a term to ensure that teachers get feedback in time and improve on areas which require attention thus promoting learners engagement and enhanced academic achievements.

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