

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

This study was compelled by the fact that performance in national examinations in Elgeyo Marakwet County has been poor despite the implementation of teacher performance appraisal and development (TPAD). This study was aimed at examining the effectiveness of teacher performance appraisal and development (TPAD) on students' academic achievement in public secondary schools in Elgeyo Marakwet County. The study investigated the effectiveness of teachers adherence to deadlines plan on 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. The study was guided by a pragmatic paradigm which applies the use of a mixed method approach in collection and analysis of data. 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 showed that there is a weak positive correlation ($r=0.051$) between the teachers adherence to deadlines and student academic achievement, underlined by p -value (0.533). This finding suggests that the relationship is not statistically significant. 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 recommended that schools should strike a balance between other engagements of the teachers and students academic work so that timely feedback is provided to the learners for enhanced academic achievements.

Keywords: *Effectiveness, Public Secondary Schools, Teacher Performance Appraisal and Development, Students Academic Achievements, Teachers Adherence to Deadlines.*

Date of Submission: 15-09-2024

Date of Acceptance: 25-09-2024

I. Background To The Study

Teacher appraisal is a formal way of reviewing performance, which is usually conducted by a school level supervisor to judge individual teacher performance (Borg, 2018). Teachers' efforts towards learners' performance can be determined by using the performance appraisal tool. 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.

Appraisal performance for teachers in the USA adopted three levels of professional development distinguishably: newly recruited teachers, experienced teachers and experienced teachers who require support (Charlotte & Mc- Greal, 2000). Studies by Chaplil, Gill, Thomson & Miller (2014) on measurement of teacher performance using Research- based Inclusive System of Evaluation (RISE) yielded dependable outcomes. RISE regards teaching under four domains of planning and preparation, classroom management, instructional strategy and professional responsibilities (Danielson, 2013). Using student survey named 7Cs to assess the teacher effectiveness gave dependable results in the inquiry on Measures of Effective Teaching (MET) (Bill & Melinda Gates Foundation, 2012). Moreover, Value Added Models (VAM) was utilized in a successful way to resolve the teachers' efforts in giving improvement in learners' marks in local curriculum- based assessments for a period of up to three years (Johnson, Lipscomb, Gill; Booker & Bruce 2012). Irrespective of using of RISE, 7Cs and VAM estimates showing reliability in teachers' effectiveness, there are certain disadvantages that arouse for instance some elements of RISE and 7Cs may not significantly be correlated with VAM estimates, but it does not compromise their validity (Chaplin, et al 2014). Despite this, less literature has given the practicality of it in appraising teachers around the world. By contrast, the Bill and Melinda Gates Foundation (MET, 2009-2013) carried out an inquiry on where the learners who used a tripod survey were assessed on quality of teaching. The ratings of learners were associated with lesson study ratings by expertise (Kane, et al 2014). The reliability of tripod student ratings was high compared to value added test scores and lesson observation by the experts (Ferguson, Philips, Rowley, Friedlander, 2015).

MET conceptualized Teaching in tripod 7Cs structure that constitutes elements which are heavily backed up by the inquiry leading to teaching efficiency. The elements of tripod 7Cs structure are furthermore categorized into three parts; the starting five elements support personal support that is care and confer give personal growth while captivate, clarify and consolidate furnish the learner with curricula. Challenge and classroom observation management form 'press' (Ferguson, et al 2015) as presented in the Table 1

In South Africa, teaching quality is generally low notwithstanding the efforts made by its government and the private sector according to Centre for Development and Enterprise (CDE, 2015). The Integrated Strategy Planning Framework for Teacher Education and Development (ISPFTED, 2011-2021) also called plans separates the appraisal for enhancement of the teacher from appraisal for remunerations and safety progression. The appraisal system was avoided by lack of harmony on implementation between teachers' and the government (CDE, 2015).

The government of Kenya committed itself in ensuring that student' learning results improved by putting in place certain strategies of quality issues such as assessment and introducing appropriate development programs to boost teachers' pedagogical skills (Republic of Kenya, 2014). 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).

Table 1The Influence of teaching beyond standardized test score

Element	Narration
Care	Emotionally supportive and interested teachers in students
Confer	Teachers welcoming and engaging students as well as appreciating their perspectives.
Captivate	Teachers who make learning interesting and relevant
Clarify	Teachers, who clarify concepts, give enlightening feedback and make lessons understandable by clearing up confusion.
Consolidate	Educators who outline and incorporate learning
Challenge	Tutors who pressure students to think rigorously and to persevere when going through difficulty.
Classroom management	Creating a cooperative classroom environment with respectful on task behavior.

Source: Ferguson et al (2015)

In Elgeyo Marakwet County the performance of students in national examinations is still poor despite the implementation of TPAD as shown in figure 1 which has led to this study on effectiveness of teacher performance appraisal and development on students' academic performance.

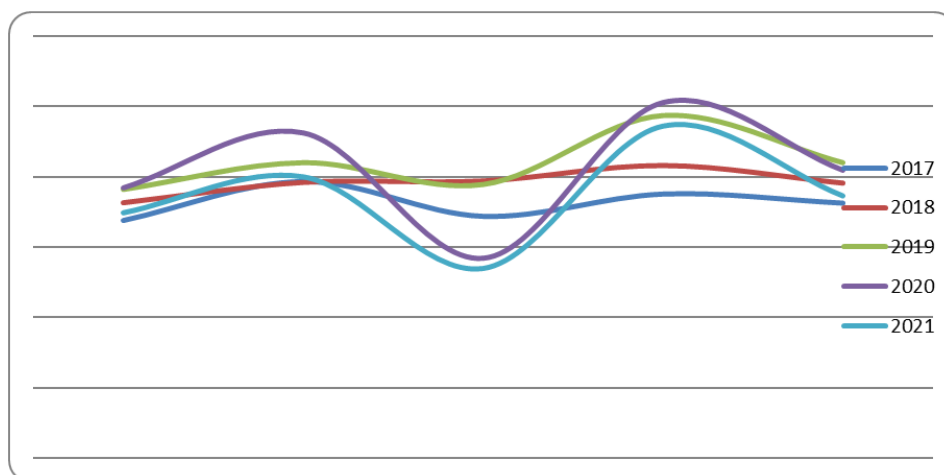


Figure 1 Kenya Certificate of Secondary Education (KCSE), 2017-2021
Source: County Director of Education Elgeyo Marakwet County (CDE, EMC 2021)

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 objective of this study was to analyze the effectiveness of teachers' adherence to deadlines on students' academic achievements. Time is a treasured commodity which should be well planned for in order to bring about good results and effective utilization of this resource. The time plan is the one which makes, changes, creates, decorates, maintains, develops, strengthens and succeeds the present and secures the future of the people and the nation. Time plan fixes each and every obstacle and impediment of any kind and notion with its orientation. If time is used well in line with the necessity and requisite of the matter and phenomena, then every sector of the economy of a nation would develop successfully.

Planning time is a valuable asset that is available to all people and institutions which is supposed to be understood by all and managed well for the success of an individual and institution. When time is not used well it becomes wasted and once gone cannot be recovered. Adherence to time is a careful control of the time used on a given activity so as to increase effectiveness, productivity and skill (Sevari and Kandy, 2011). Efficient time use assist a person to carry out more work within a short time which provide a lot of free time thus leading to individualized learning and focusing with less or no stress and enhancing success in one's career (Mercanlioglu, 2010, Oyuga, Raburu, Peter, 2016). The ability to use time well determines the chances of success, for academic success of the learners both the teacher and the student has to keep time.

TPAD ensures daily maintenance of teachers' attendance register in the school for the purpose of making teachers accountable and as a proof of their performance in school activities. Keeping teachers' records helps in tracking the teachers on lesson attendance, lesson missed and lesson recovered which is the core mandate of the teachers in school. Teachers have the task of diagnosing students' attitudes and feelings rendered by their behavior as a way of responding to the surroundings of the classroom. Kelly (2008) acknowledges that one of the crucial parts of teaching begins long before the teachers start any lesson, planning, developing and organizing instruction. Also teachers take time recording student scores, taking roll calls and following through all necessary housekeeping and record- keeping tasks and in addition managing student conduct. Therefore, this study aimed at answering the question: what is the effectiveness of teacher's adherence to deadlines 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 innovation 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 2

Table 2 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 3 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 (40) public 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 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 planning 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 innovations 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.

Effectiveness of Teachers' Adherence to Deadlines plan on Students' Academic Achievements

The objective of this research was to investigate the effectiveness of teachers' adherence to deadlines on students' academic achievements in public secondary schools. The results were analyzed and presented in Table 4, the study sought to find out whether Teachers timely reporting for duty has improved students' academic achievements. The findings revealed that a significant majority of teachers at schools demonstrate punctuality by reporting to school on time 136 (88.9%) of teachers adhered to observing punctuality and doing their work at the right time, which is commendable as it sets a positive example for students and contributes to a well-functioning educational environment. On the other hand a small number 15(9.8%) do not observe time showing that there are teachers who are not serious in reporting to work on time or even some teachers might be having problems which need to be addressed by the employer. 2(1.3%) were undecided meaning they do not realize the importance of reporting to work on time. This findings conform with studies conducted by Faisal, et al (2016) on relationship of appraisal of time management with teachers performance that reiterates that monitoring and evaluation of teacher's time when entering and leaving school enables them to plan their school work thus being able to have a lot of time to update their notes, reduce time wasted while attending lesson and also while being away from work place.

Table 4 Teachers Adherence to Deadlines and Student's Academic Achievements

Statement	Disagree		Undecided		Agree		Mn	SD
	N	N %	N	N %	N	N %		
Teachers timely reporting for duty has improved student's academic achievements	15	9.8	2	1.3	136	88.9	2.79	0.60
Teachers timely preparation of schemes of work and lesson plans improves students' academic achievements	74	48.4	9	5.9	70	45.8	1.97	0.97
Teachers' giving students assignment and tests and checking and marking on time has enhanced students' academic achievements	51	33.3	0	0.0	102	66.7	2.33	0.95
Principals' monitoring of duties and assignments given to teachers regularly assist in improving students academic achievements	59	38.6	3	2.0	91	59.5	2.21	0.97
Teachers accomplishing their assigned tasks within stipulated time has aided in students academic achievements	85	40.5	6	3.9	62	55.6	2.15	0.97
Teachers keep students' progress records and make follow up on students' academic achievements daily	20	13.1	2	1.3	131	85.6	2.73	0.68
Principals conducting monitoring and evaluation of teachers' performance on a regular basis has impacted positively on students' academic achievements	90	58.8	11	7.2	52	34.0	1.75	0.93
Monitoring frequently on the implementation of the resolutions made during staff meeting has improved students academic achievements	71	46.4	5	3.3	77	50.3	2.04	0.99

On whether teachers' timely preparation of schemes of work and lesson plans improves students' academic achievements, the findings indicates that most of the teachers disagree at 74(48.4%), 9(5.9%) were undecided whereas 70(45.8%) were in agreement that timely preparation of schemes of work and lesson plans improves students' academic achievements. This result conforms to findings by Munguti, & Kanyanjua (2017)

on time management behavior among secondary schools personnel which showed that majority of teachers and students do not report to school during opening day, most of the teachers write their schemes of work long after school has opened, attend classes without lesson plans and assemblies take long consuming classroom time.

One hundred and two (102, 66.7%) of the respondents agreed that teachers giving students assignments and tests and checking and marking on time has enhanced student academic achievements while 51(33.3%) disagreed. Ensuring timely feedback can greatly benefit students by allowing them to address areas of improvement promptly leading to improved academic achievements. Consistency and adherence to marking schedules are important for maintaining fairness and efficiency in the evaluation process. Timely grading of exams and assignments is crucial for providing feedback to students and facilitating their learning progress. When learners are given feedback on time they can be able to identify their weaknesses and rectify earlier which leads to academic improvement. This finding is in agreement with findings by Jenaabadi et al (2016) while studying the effects of time management on students test anxiety acknowledges that proper use of time on a particular activity is associated with low anxiety and high academic performance for students.

The study sought to establish whether principals' monitoring of duties and assignments given to teachers regularly assist in improving students' academic achievements. The findings indicate that 91(59.5%) of respondents agreed while 59(38.6%) disagreed and 3(2.0%) were undecided. This is an indication that principals should be carrying out regular monitoring of duties assigned to teachers for close supervision.

The study further sought to establish whether teachers accomplishing their assigned tasks within stipulated time has aided in student academic achievement. The findings show that most of the respondents 85(55.6%) disagreed while 62 (40.5%) were in agreement and 6(3.9%) were undecided meaning that they were not certain of the importance of accomplishing their tasks within the required time. The finding shows that teachers are unable to accomplish their assigned tasks within the stipulated time meaning they have other activities to carry out apart from classroom engagements. These finding is in line with finding of Galang & Arrozal (2011) on promoting teacher efficiency in meeting deadlines which shows that teachers find it difficult to adhere to timelines because of the other requirements apart from accomplishing their daily routine as classroom teachers. This contributes to poor academic achievements of learners.

The study sought to investigate whether teachers keep students' progress records and make follow up on students' academic achievements daily. The findings revealed that 131(85.6%) of the respondents agreed, 20(13.1%) disagreed and 2(1.3%) were undecided. The study shows that frequent follow up of learners progress assist learners get feedback on their academic progress making them work on weak areas therefore enhancing their academic achievements. Encouraging all teachers to actively follow up on student progress can enhance student accountability and academic growth resulting in good academic achievements.

Concerning the statement on whether principals conducting monitoring and evaluation of teacher's performance on a regular basis has impacted positively on students' academic achievements. The findings showed that a significant number of respondents 52(34.0%) agreed while a majority of them 90(58.8%) disagreed and 11(7.2%) remained undecided. This is an indication that some principals are not carrying out monitoring of teachers performance in their schools because of a lot of activities they carry out in school. This calls for more sensitization in the part of principals on the Importance of monitoring and evaluation of teachers' performance.

Seventy seven (50.3%) of the respondents agreed that frequent monitoring on conducting of resolutions made during staff meetings has improved student academic achievements. 71(46.4%) disagreed while 5(3.3%) were undecided. This indicates that when resolutions passed during staff meeting are monitored it tend to impact on students' academic achievements positively. The study further sought to establish whether teachers adhering to deadlines improve students' academic achievements. The findings revealed that majority of the respondents 129(84.3%) agreed while 17(11.1%) disagreed and 7(4.6%) were undecided. This result shows that some teachers are not aware of the importance of keeping time in every assigned activity. It is important to uphold time in all activities carried out by teachers. This finding is in line with findings by Kayode and Ayodele (2015) which states that time management skills of teachers may improve students' academic achievements.

Correlation of Teacher Adherence to Deadlines and Students Academic Achievements

The study investigated the relationship between teachers' adherence to deadlines and the academic achievements of their students. The study sought to test the null hypothesis, H_{02} : There is no statistically significant relationship between teachers adherence to deadlines 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 it revealed a very weak linear relationship ($r=0.051$) between the punctuality of teachers in meeting educational deadlines and students' academic achievements, underlined by a p-value (0.533). This finding suggests that when teachers consistently meet deadlines for tasks, there tends to be no improvement in student achievements, showing that other than teachers meeting deadlines there are other

underlying factors which affect students' academic achievements. The correlation analysis was presented in Table 5

Table 5 Correlation between Teachers Adherence to Deadlines and Students' Academic Achievements

		Teacher upholding deadlines	Student academic performance
Teacher upholding deadlines	Pearson Correlation	1	0.051
	Sig. (2-tailed)		-0.533
	N	151	151
Student academic performance	Pearson Correlation	0.051	1
	Sig. (2-tailed)	-0.533	
	N	151	153
**. Correlation is significant at the 0.01 level (2-tailed).			

Principals' interviews corroborated the quantitative findings, generally praising the punctuality of teachers' and its positive effects on school operations and student modeling. However, challenges such as unforeseen events and overlapping duties were noted, which could detract teachers from the ideal of perfect punctuality. These insights suggest that as majority of teachers are capable of meeting deadlines effectively, there is still a need for improved support systems to handle the complexities of school environments, which could further enhance the overall educational achievement.

The study sought to find out the correlation between the "Teacher Adherence to Deadlines" variable and "Student Academic Achievements. The correlation analysis between the two variables produced a Pearson correlation coefficient (r) as 0.051, indicating a weak relationship between the consistency of teachers in meeting deadlines and the academic achievements of students. This relationship implies that when teachers adhere more strictly to deadlines in their educational tasks, there tends to be a small corresponding improvement in student achievements. Additionally, the p-value of 0.533 provides that no statistical significance for these variables, suggesting that the observed correlation is highly likely to be due to random chance. The study showed that there is no statistical relationship between teachers' adherence to deadline and students' academic achievement.

Relationship between Teachers Adherence to Deadlines and Students Academic Achievements

The simple regression analysis examining the relationship between "teachers' Adherence to deadlines" as an independent variable and "students' academic achievements" as the dependent variable has revealed insightful outcomes, the analysis shows a correlation coefficient (R) of 0.051, showing a weak association between the punctuality and deadline adherence of tutors and the learners academic achievements. This correlation suggests that teachers who consistently meet their deadlines may contribute slightly to the academic success of their students. Moreover, the coefficient of determination (R Square) is 0.003, which means that about 0.3% of the variation in student academic achievements can be considered by the variable of teachers upholding deadlines.

Table 6 Summary Model of effectiveness of Teachers' Adherence to Deadlines and Students Academic Achievements

R	R Square	Adjusted R Square	Std. Error of the Estimate
.051 ^a	0.003	-0.004	6.21867
Predictors: (Constant), Teacher Adherence to deadlines			

The findings shows no statistical significance at p-value of 0.533, which strongly indicates that the likelihood of these results occurring by probability is high. This extremely high p-value suggests no reliable correlation between the observed phenomena, The regression model analyzing the effectiveness of "teachers' adherence to deadlines" on "student academic achievements" presents no significant statistical results. The model includes a constant (intercept) of 43.247, suggesting that there were no influence from the teachers' adherence to deadlines on student academic achievements. The regression coefficient for "teacher adherence to deadlines" is 1.103, which indicates no effect, such that for every unit increase in the adherence to deadlines by teachers, there is no predicted improvement in student academic achievement holding other factors constant.

The p-value of 0.533 associated with this coefficient indicates no significant statistical result. This suggests that there is need for more scrutiny on discipline shown by teachers in meeting deadlines and its importance on enhancing learners' academic achievements.

Table 7 Coefficient Table of Model between Teacher Upholding Deadlines and Students' Academic Achievements

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	43.247	4.096		10.559	0.000
Teacher upholding deadlines	1.103	1.765	0.051	0.625	0.533

a. Dependent Variable: Student academic performance (Mean grade, 2017-2021)

From the Table 7 the relationship between teacher adherence to deadlines and student academic achievements, the simple regression equation model is given by:

Student Academic Performance=43.247+1.103×Teacher Adherence to Deadlines

A high coefficient of 1.103 was found for teacher adherence to deadlines (p-value=0.533). This implies that when teachers consistently meet deadlines, student academic achievements do not change.

The results of the correlation and regression analysis both provide no significant evidence against the null hypothesis. The p-value indicates that the observed correlation is highly likely to have occurred under the null hypothesis of no relationship. Therefore, the research conclusively demonstrates no statistically significant relationship between the punctuality of teachers in adhering to educational deadlines and the academic achievements of students in Elgeyo Marakwet County. Thus, the hypothesis H₀₂: There is no statistically significant relationship between teachers adherence to deadlines and students' academic achievements is not rejected and conclusion made that there is no statistically significant relationship between teachers adherence to deadlines and students' academic achievements. Despite this evidence there is need for effective time management and deadline adherence among teachers as a critical component of appraisal system aimed at enhancing student success. As such, it is recommended that schools and educational administrators continue to emphasize and support the rigorous observance of deadlines by teachers to foster an environment conducive to improve student learning outcomes.

The study findings in Table 7 above are corroborated by the interview responses from the head teachers. The Principal's responses on whether teachers meet deadlines in their duties revealed that majority of the tutors in different schools report to school daily which is encouraging. When asked whether teachers meet deadlines, one of the Principal coded 002, from a national school recalled:

"Yes, our teachers generally meet their deadlines for all their duties. We emphasize the importance of time management in our training sessions and provide the necessary tools and support for our staff to effectively manage their responsibilities. This discipline not only streamlines our operations but also models good behavior for our students."

However, one Principal coded 003 from a sub county school had this to say concerning teachers meeting deadlines:

"While we strive for punctuality, there are instances where some teachers face challenges in meeting deadlines. This often relates to unforeseen circumstances such as sudden student needs or overlapping responsibilities. We are continuously working on improving our scheduling and support systems to mitigate these issues."

This is a scenario where teachers participate in multiple activities, and which usually occur at the same time, which makes them too busy to complete other assignments concerning instruction and its related activities such as assessments, which are the core mandates of an academic institution. These activities include staff meetings, parent meetings, career guidance, guidance and counseling, co-curriculum activities, games and discipline which take most of the teachers' time affecting learning activities and slowing down feedback processes which in turn affect students' performance (Galang and Arroza, 2011).

The busy schedules of the teachers have negatively impacted on the checking of students' notes, assignment and marking of examinations on a regular basis. This is a problem since most of the tutors do not meet deadlines because of the aforementioned activities assigned to them which make it difficult for them to accomplish their work within the prescribed time frame. This implies that learners do not get immediate feedback on whatever they are doing which makes them not to rectify the mistakes earlier and this is carried forward to the period of examinations where students perform poorly.

III. Conclusion

The conclusion based on the findings on teacher's adherence to deadlines and students' academic achievements which revealed minimal correlation between the punctuality of teachers in meeting educational deadlines and students' academic achievements. This finding concluded that when teachers consistently meet

deadlines for tasks, there tends to be no improvement in student achievements, highlighting the need for proper scrutiny into the role of time management in educational settings.

IV. Recommendations

The study shows that there is insignificant relationship between teachers adherence to deadline and student academic achievements; therefore the study recommended a need for schools to strike a balance between other engagements of the teachers and students academic work so that timely feedback is provided to the learners for enhanced academic achievements.

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