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## Influence of Appraisal on Teacher Innovativeness and Creativity in Teaching on Pupils' Academic Performance in Public Primary Schools in Bungoma West Sub County, Kenya

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### **Abstract:**

*The goal of any appraisal system is to assess and summarize past performance, and develop future work performance targets. On January 2016, the Teachers Service Commission introduced a fresh performance appraisal system public school teacher in Kenya. This study therefore was set to assess appraisal on teacher's innovativeness and creativity in teaching and the influence on pupil's academic performance in public primary schools in Bungoma West sub-County, Kenya. The research used a descriptive survey method with a target population of 725. The sample comprised of 1 school quality assurance Officer, 4 Curriculum Support Officers, 82 head teachers and 638 teachers. The sample size was determined using Krejcie and Morgan table for determining sample sizes. The study then adopted a stratified random sampling technique followed by simple random sampling to draw 35 head teachers and 105 teachers to form a total sample size of 140. The 4 Curriculum Support Officers and 1 school quality assurance Officer were purposively included in the study. The study used structured questionnaires, interview guides and content analysis as the main tools of data collection. The instruments were validated by the supervisors. Reliability of the instruments was determined through a pilot study of two schools and a Pearson correlation coefficient of 0.721 obtained and accepted as indicating that the instruments were reliable. The collected data was subjected to statistical analysis using the statistical package for social sciences version 20.0. Quantitative data was analyzed using frequencies and percentages. Qualitative data was analyzed as per themes and sub-themes and described using quotations. The study established that although high levels of teacher creativity was evident through improvisation using locally available resources; online educational materials that could influence academic performance were scanty. The study recommended that the Head teachers should be encouraged to reinforce the use of innovative ways of teaching to make learning more interesting and enjoyable. This can be done by supporting activities that are geared towards creativity enhancement. The government should also provide free internet connectivity in all public institutions of learning to ensure easy access to online educational reference materials.*

**Keywords:** Appraisal, creativity, innovativeness, academic performance

### **1. Introduction**

The ongoing pattern of structural developments and significant corporate world problems is an indication of the need for successful structures and processes. This is to promote and concentrate on progress to deliver a better service in order to attract consumers to compete with other businesses in the same sector. Growing global competition means that companies are more careful about the type and choice of strategies a company makes to remain relevant. In the corporate world, the wish to remain competitive led to the concept of the system of performance management (Armstrong 2003). Every organization has some goals, and to achieve those goals organizations hire people who can perform as per the standards to enable the organization achieve its mission and vision. But to keep records and to analyze performance, organizations need to follow a specific process which is known as 'performance appraisal'. In the 1800s, Robert Owen's Modern Lanark Textile Mills in Scotland used the earlier proof of a performance assessment method for the purpose of identifying employee performance at working hours (Grint 1993). At that time, it was used to punish bad performance as a disciplinary mechanism (Kennedy & Dresser 2001).

The phrase performance appraisal is frequently used interchangeably with performance assessment, examination or performance assessment. Davis (1995) says that the performance assessment is a collaborative process involving both the evaluator and the evaluated, defining common objectives that are in line with the institution's higher objectives. Moorhead and Griffin (1992) define performance assessment as an ongoing evaluation and feedback measurement process for each employee in order to understand their strengths and weakness. But the way businesses perform evaluations over the last 100 years has changed tremendously (Steve Brooks 2016). As a result, performance control

systems have increased that search for several feedback sources when measuring the performance of an employee. This is known as 360-degree feedback. The fairness of a performance evaluation system was recognized as a major influence on every organization's success (Choy Sang Long, 2013). The goal of the measurement of performance is not only to show the wrong areas, but also to decide where the plans are to take steps for achieving success (Armstrong, 2001). The European Quality Assurance Association of Higher Education (2005) noted that teachers are the single most important learning resources that are available to most students. As a result, it is crucial that people who teach are fully aware of the subject and have a full knowledge of it.

The Government of Kenya has developed an employee performance management system to respond to public service problems and improve the delivery of services, provide high quality, efficient and efficient service to cope with both domestic and external customers and achieve the national vision (GoK 2003). The Staff Management Directorate of Kenya (2002) stated that conducting an evaluation of staff performance on a regular basis would balance overload and/or load on employees to ensure adequate placement. Mzenge (1983) has shown that in Kenya, performance reports play a rather minor role in influencing decisions on overall human resources management. The assessment was based on personality features and there was not much emphasis on the actual work performance and the ability to achieve goals. Nyaoga et al (2010) concluded that the system does not rely on the serious formal purpose for which it was designed in its study of the effectiveness of the evaluation in Kenya's private universities. TPA should be constructed in view of the objectives of the evaluation program, according to Kagema (2018). The goal can be specific, including wage rise, training, promotion and transfer. In these regard, Teachers Service Commission (Kenya) instituted performance management for teachers in January 2016, with a view of giving response, refining communication, and expounding duties and tasks. Teacher appraisal is meant to monitor their job performance and by so doing recognize individual performance gaps, and where possible provide support for professional development.

## 2. Literature Review

Innovation ultimately means new concepts, new approaches, new methods or products which have value, according to Kampylis and Berke (2014). Innovation is almost always hard work, dedication and perseverance, as many good ideas are never achieved and created. Creativity is an active process that is important for creativity. It is a method of learning that involves both ability and a clear understanding of the contexts where creativity is applied. In order to recognize innovation, imagination must be considered as an innovation precursor. The method, effects and effects of initiatives to create and implement new and better ways of doing things are ingenuity and innovation at work. Innovation refers to the next step of applying innovations to improve processes, methods and goods. The innovation stage of this process refers to the creation of innovations. The person, work group, organization, or more than one level combined may be innovative and innovating, but they often lead to the recognizable benefits at one or more of them. For innovation to be carried out, one must think of a new concept that requires a certain degree of imagination and ability to take risks. The relation between creativity and innovation is seen as so closely related that the buildings are interchangeably used (Çokpekin & Knudsen, 2012).

A Chen study (2010) showed that creativity in teaching means teachers can be innovative, reflect, plan, use and implement new different teaching methods, consider individual learner differences and promote learning. Creative teachers should also show vividly and lively teaching methods that make pupils develop interest in learning. As far as innovation in teaching is concerned, one may wonder if creativity is characterized by design or nature. If it is primarily a 'natural' (genetic) feature, there may be limits to teaching and improving skills or different approaches are needed. It could be concluded that these skills are most likely learned if they were mainly 'nurture' work (beyond the formative years). The value of creativeness, with the conclusion that preparation and self-confidence lead to a very inventive effort, was explored in a study by Koellinger (2008).

Most scholars believe that creativity and innovation are crucial areas for assessing an organization's success or failure (Anderson, Potonik, & Zhou, 2014). At least, promoting creativity and innovation is not a choice for businesses to adapt to technological innovations, evolving climate and organization, competitors, evolving customer needs, global challenges and diversity (Egan 2005). Since innovation is the principal source of distinction and competitive advantage in the ever more dynamic and changing market world of the 21st century, students need to be better equipped with their skills in innovation (Lee & Benza 2015). The aim of the company is not merely to recognize innovation, but to be creative in thinking, processes and goods. Creative thinking is understood as high-quality thought and the art of solving problems with the power of imagination and reasoning, including side-thinking which makes it possible for man to see things differently and unusually (De Bono, 1970). Creativity encourages students to use their creativity to create ideas, questions and theories, experiment with possible solutions and to test their own ideas and ideas (Kaufman and Beghetto, 2009). In the 20th century innovation became more and more important as innovative and knowledge-based economies demand innovative goods, which bring benefits and happiness for their people. Important tools for the growth of such economies are people with innovative skills (Brady & Edelman, 2012). Educational thinkers and scholars believe each person has creative ability and education is responsible for fostering the creativity of students, to provide innovative human capital both domestically and globally for socioeconomic growth. Teachers play a vital part in cultivating student creativity and must become mindful of creativity in order to teach students in order to be content, well-rounded, well-adjusted creators who work well, give and contribute to others. They need a wide variety of fields and interdisciplinary skills and the opportunity to learn in innovation. De Bono (1970) and Moran (2010) argued that creative skills need to be built using innovative techniques and instruments. Furthermore, schools should provide teachers and students with innovative environments. (Moran, 2010; Starko, 2013). The learner of the 21st century needs qualities combine expertise, skills,

principles and methods that result in holistic learning outcomes that generate critical thinking thinkers, solvers of issues with dignity, autonomy, self-esteem that outweigh current practices that target cognitive achievements (Huitt, 2011). Survival in the 21<sup>st</sup> century will be very difficult, and without creativity it is not possible.

### 3. Methodology

#### 3.1. Research Design

This study assumed a descriptive survey design. The survey investigation is possibly the best way for researchers and other educators interested in gathering original data to characterize a population, according to Mugenda and Mugenda (1999), which is too big to study directly. The study obtained data from the respondents (head teachers, teachers, school quality assurance officers and curriculum support officers) on their views pertaining to teacher performance appraisal and learner's academic performance.

#### 3.2. Target Population

Population refers to a whole community of individuals, events or artifacts which have a common observable feature that the researcher considers (Mugenda & Mugenda, 2003). 82 public primary schools in Bungoma West, with 720 teachers, were the target population. Schools were divided into boys, girls and mixed according to gender. The sub-county consisted of 3 males, 2 girls and 77 public mixed primary schools. This study targeted 82 head teachers, 638 teachers, 4 Curriculum support officers and 1 quality assurance officer.

#### 3.3. Sampling Techniques and Sample Size

The researcher used a combination of stratified, simple random as well as purposive sampling techniques to get a representative sample. Stratified sampling has also been used to identify schools from each region within the sample. The categories selected from were; public boys, public girls and public mixed primary schools. There were 3 public boys and 2 public girls' primary schools in the sub county, and all were selected and purposively included in the study. Kombo and Tromp (2006) suggest that selecting a sample is pointless when the target population is too small and it is therefore preferable to pick the entire population in such a situation. A list of all schools in each zone was first drawn and random sampling using lottery method used to select a total of 30 mixed public primary schools from the 4 zones according to their proportional representation in the population. The 5 single gender public schools were purposively selected for the study, making a total of 35 schools. This categorization helped reduce bias in sampling and also assisted determine whether there were variations in views regarding appraisal and pupils' academic performance. All the head teachers of the 35 sampled schools were purposive selected for the study, and from each of the 35 identified schools 3 teachers were randomly selected based on their gender and readiness to participate.

Zone	Number of Schools	Sample Size	Percentage
Lwandanyi	24	11	45.8 %
Sirisia Urban	23	10	43.5%
Butonge	15	6	40%
Namwela	20	8	40%
Total	82	35	

Table 1: Sample Size per Zone

Respondents	Population size (N)	Sample size (n)	Percentage	Sampling Technique
Head Teachers	82	35	42.7	Simple random
Teachers	638	105	16.5	Simple random
Curriculum Support Officer	4	4	100	Census
School Quality Officer	1	1	100	Census
Total	725	145		

Table 2: Sample Grid  
Source: Researcher, 2019

#### 3.4. Instruments of Data Collection

Data was collected by use of three sets of instruments; content analysis, a self-scoring questionnaire for head teachers and teachers and an interview schedule for the Curriculum support officers and school quality assurance officer who supervise curriculum implementation and also appraise head teachers.

### 4. Results and Discussion

#### 4.1. Appraisal on Teachers Innovativeness, Creativity, ICT Integration and Pupils' Academic Performance

The research objective sought to determine how appraisal on teachers' innovativeness, creativity and ICT integration is influencing pupils' academic performance. This was done by examining the extent of compliance and use of

different aspects relating to innovation and creativity. The improvement was rated on the extent of preparation of teaching aids, accessing ICT educational materials, using varied teaching methods and improvising on locally available resources to enhance pupils understanding. The compliance scale ranged from (1) always, (2) sometimes (3) rarely and (4) never

Sno.	ITEM	1 (%)	2 (%)	3 (%)	4 (%)
1.	I prepare teaching aids for effective learner understanding	43.87	53.06	2.04	1.02
2.	I access online ICT educational materials for teaching	10.2	53.06	25.51	11.22
3.	I use varied teaching methods to enhance understanding	82.65	15.3	1.02	1.02
4.	I improvise and use locally available resources for effective learning.	66.32	31.63	1.02	1.02

Table 3: Aspects of Teacher Innovation and Creativity in Teaching  
ICT Compliant: Yes (79.6%) No (20.4%)

The findings in Table 3 revealed that 43.9% of respondents always prepared teaching aids to enhance learner understanding, 53.1% does it sometimes, and 2 % does it rarely. On accessing ICT educational materials online, 10.2% indicated they always did so, and 53.1 % indicated doing it sometimes. A majority (82.7%) indicated they always use varied teaching methods, and 66.3% said they always improvise by using locally available materials for effective teaching. The general finding was that 79.6 % of the respondents were digitally literate with the majority (50.8%) saying they always apply aspects of innovation and creativity in their teaching.

Item	Always	Sometimes	Rarely	Never
Frequency (%)	50.8	38.2	7.4	3.6

Table 4: Teachers Use of Creativity and Innovativeness in Teaching

Based on Table 3 the study revealed that 82.7% of teachers used varied teaching methods to enhance understanding, and 62.3% improvise using locally available resources. This agrees with Fuller *et al* (2009) who stated that organizations leadership must not only embrace innovation and creativity but fully operationalize it in a way that benefits performance. In addition, Kormla (2012) noted that the inventive leadership of teachers impacted pupils' academic performance in Ghana. However, access to online educational materials was very low, this could be due to poor internet connectivity since evidence showed that majority of the teachers (79.6%) were ICT compliant. A study by Makhanu (2010) on Head teachers' literacy in ICT, towards improving school academic performance in Kenya found that there was a statistical significance and positive link between the ability of teachers to use internet or email and school performance.

## 5. Conclusions

Based on the study's results, high levels of teacher creativity were evident through improvisation using locally available resources; online educational materials that could influence academic performance were scanty.

## 6. Recommendations

In view of the conclusions of this research, the study puts forward the following recommendations;

- The head teachers should be encouraged to reinforce the use of innovative ways of teaching to make learning more interesting and enjoyable. This can be done by supporting activities that are geared towards creativity enhancement.
- The government should also provide free internet connectivity in all public institutions of learning to ensure easy access to online educational reference materials.

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