

ABSTRACT

Performance appraisal is one of the basic tools that make workers to be very effective and active at work. If the system of teacher performance appraisal is properly designed and implemented, it is believed to have favorable consequences in the professional development of teachers and ultimately the academic performance of learners. But when it is simply allowed to happen, it becomes haphazard, unsystematic, a source of conflict between appraisers and appraises, and a source of inaccurate performance data that lead to subjective personnel decisions. Other studies have cited absence of feedback, lack of participation and ineffective criteria in employee performance appraisal process as the major source of poor performance. A through scrutiny of most schools in Kisumu west sub-county reveal a poor performance for the last four consecutive years from 2012 to 2016 with a mean of 5.60, 5.34, 5.30, 5.56 and 4.88 respectively. It is not clear whether teacher performance appraisal has an impact on teacher performance. Hence the purpose of this study is to investigate the impact of performance appraisal on teacher performance in Kisumu west sub-county Kenya guided by the following specific objectives; to establish the impact of performance appraisal process on teacher performance, to establish the impact of performance appraisal methods on teacher performance and to establish the impact of feedback on teacher performance. The study will be guided by goal setting theory and will adopt inferential research design. A total of 273 teachers in public secondary school will be involved of which 55 will be sampled using stratified random sampling method. Data will be analyzed using descriptive statistics; mean, percentages, standard deviation and frequency and presented using tables, and charts. Test retest and content validity index methods will be used to ensure reliability and validity respectively. The finding of this study will avail baseline information upon which future plans of ministry of education could be founded.