

Influence of Appraisal of Teachers' Portfolios on Teacher Productivity in Public Secondary Schools in Makueni County, Kenya

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Abstract

Statement of the Problem: Appraisal of teachers' portfolios plays a significant role in ensuring improved classroom pedagogy, syllabus coverage and teacher productivity in public secondary schools. However, in Makueni County, the situation is different with teacher productivity in public secondary schools being low.

Purpose of the Study: the purpose of this study was to assess the influence of appraisal of teachers' portfolios on teacher productivity in public secondary schools in Makueni County, Kenya.

Methodology: A mixed methodology and concurrent triangulation research design were adopted. The target population comprised 393 principals and 3420 teachers from the 393 public secondary schools in Makueni County totaling 3813 respondents from which a sample of 362 respondents was calculated using Yamane's formula. Stratified sampling was used to select all public secondary schools in all the nine sub-counties in Makueni County. From each sub-County, at least four schools were selected using simple random sampling. Simple random sampling was applied to select 39 principals considering schools that have registered high and low academic grades for the last five years. A total of 323 teachers were selected using a simple random method. A questionnaire was used to collect data from teachers whereas interview guides were used to gather qualitative data from principals. Data analysis began by identifying common themes. Qualitative data were analyzed thematically based on study objectives and presented in narrative forms. Quantitative data were analyzed inferentially using Pearson's Product Moment Correlation and multiple linear regression analysis using the statistical package for social sciences (version 27) and presented using tables.

Findings: The study established teacher productivity has been low. This is characterized by untimely syllabus coverage which has occasioned low academic performance in public secondary schools. It is also evident that, despite appreciating the noble role of teachers' portfolios, appraisal of the same is rarely undertaken.

Recommendations: The study recommends that the Ministry of Education should organize workshops to sensitize teachers on the essence of keeping the right portfolios is crucial in the teaching profession.

Keywords: Appraisal of teachers' portfolios, teacher productivity, public secondary schools.

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I. Introduction

Teachers are at the heart of the learning process and strongly influence both the quality of education that children receive at school and eventually their learning outcomes. However, to achieve their educational objectives, performance appraisal of their portfolios ought to be conducted regularly. Secondary school teacher portfolios take many different forms and serve many different purposes. According to Robinson and Kakela (2018), they can range from a binder filled with examples of secondary school students and secondary school teacher work including documented parent contacts, tests and quizzes, lesson plans, and secondary school students' samples to a few structured items that document particular aspects of the secondary school teacher's year. Although these collections of work may contain very different items and may be constructed in various ways, their purpose determines their structure.

Tests and students' grades constitute a bigger part of teachers' portfolios to be appraised at all times. For example, Range, Scherz, Holt and Young (2018), in a study carried out in the United States, asserted that a portfolio whose purpose is to evaluate secondary school student's assessment and learning in a classroom would contain samples of teacher-made tests, quizzes and assignments, logs of secondary school students' grades and samples of secondary school students work and other information about the teacher's effectiveness. On the other hand, Range *et al.* (2018) indicated that a portfolio whose purpose is to advance professional growth would

contain a certification of coursework and professional development activities and other documents that represent a teacher's learning and reflection.

Given these findings, Toch and Rothman (2019), in a study conducted in New Zealand, advocated the use of the portfolio as a way of dealing with the complexity and individuality of teaching. In addition to self, peer, and administrative appraisals using one of several methods, students' essays, lab reports, and other evidence of secondary school students' learning could be included in the teacher's portfolio (Toch & Rothman, 2019). In other words, the contents of the teacher's portfolio are limited only by the creativity of the secondary school teacher.

A study conducted in Latin America by Nor, Pihie and Ali (2020) described portfolios as being goal-based, containing samples of work, documenting evidence of growth over some time, and allowing for reflection, feedback, and improvement while remaining flexible and versatile. Rucinski and Diersling (2020) wrote that teacher portfolios are a collection of information about a teacher's practice.

A portfolio can include lesson plans, students' work, teacher's notes, videotapes of classes, and even formal appraisals. This implies that the portfolio can exhibit what is taught, how it is taught, changes in teaching style, the rigor in a teacher's academic standards, secondary school students' impressions of the teacher and their learning, and how the teacher's colleagues view the secondary school teacher's work. A multiyear study of a small secondary school introducing the use of portfolios as part of a new appraisal system in Zimbabwe was conducted by Balan, Manko and Phillips (2017) to determine the efficacy of portfolios in the appraisal of teacher performance both for accountability and professional development purposes. The portfolio system was found to be particularly useful in documenting teacher productivity in the areas of assessment and professionalism; ones not readily observable during classroom visits by administrators. Balan *et al.* (2017) noted that based on summative appraisal results, the introduction of portfolios assisted administrators in making finer distinctions about the quality of teacher performance.

Survey and focus group data indicated that teachers and administrators viewed portfolios as fair and accurate measures of performance but had concerns about their feasibility given the time demands of development (Balan *et al.*, 2017). Portfolios were found to support the accountability purposes of teacher performance appraisal practices. However, further research is needed to delineate the conditions under which portfolios can be used to foster professional development. Gregory and Ripski (2018), in a study conducted in Morocco, noted that carefully conceptualized, portfolios not only present a window on teaching and learning, but can promote growth by providing a textured picture of teaching and learning as they unfold over time, enabling secondary school students and teachers to examine, discuss, and reflect on their performance.

In most secondary schools in Kenya, although the specific form for a teaching portfolio can differ from one secondary school to another, most portfolios contain some combination of teaching artifacts, written reflections, an introductory section where a teacher's philosophy and goals are broadly described, and a concluding section that shows evidence of ongoing professional development and, if available, formal appraisals. Kinyua (2021) revealed that teachers' portfolios that are used to make personnel decisions tend to come under a higher level of scrutiny than if the intended use is professional growth. This scrutiny is due to the importance of the consequences involved in using portfolios for personnel decisions and has resulted in several concerns.

The most often cited areas of concern are the flexibility and subjectivity of the portfolio. In Makueni County, teachers' portfolios are regarded as a tool for assessing the ability of teachers to interact with other education stakeholders such as parents, whether they prepare question banks, safely store students' grades and prepare professional instruments such as schemes of work, records of work and lesson plans as well as lesson notes (Kinyua, 2021). That is, teachers' portfolios provide an excellent vehicle for the consideration of processes and the development of related skills. Portfolios are frequently included with other types of authentic assessments because they move away from telling a secondary school student's story through test scores and, instead, focus on a meaningful collection of secondary school students' performance and meaningful reflection and appraisal of that work. However, using teaching portfolios effectively in the appraisal of teaching, both to inform and improve practice and for making personnel decisions, has its own set of problems. Kinyua (2021) has not indicated how secondary schools review a portfolio and what kind of rationale arguments are made in reaching final assessments of the quality of teaching documented therein.

Statement of the Problem

Appraisal of teachers' portfolios plays a significant role in ensuring improved classroom pedagogy, syllabus coverage and teacher productivity in public secondary schools. However, in Makueni County, the situation is different with teacher productivity in many public secondary schools being low. Many teachers are unable to meet set deadlines and do not complete syllabi in time which has occasioned low performance of their students in national examinations. Kimayu (2018) also reports that in public secondary schools, 59.3% of their

students register low grades in national examinations. The government through the teachers' service commission has implemented several initiatives to address the problem of teacher productivity by introducing specific procedures for appraising teachers' portfolios. However, the effectiveness of these practices in enhancing teacher productivity has not been fully interrogated, hence the study.

Objectives of the Study

The study was guided by the following objectives:

- i. To assess the status of teacher productivity in public secondary schools in Makueni County.
- ii. To determine the extent to which appraisal of teachers' portfolios influences their productivity in public secondary schools in Makueni County.

Theoretical Framework

This study was guided by teacher evaluation theory which was postulated by Shadish, Cook and Leviton (2001). Teacher performance appraisal theories are largely prescriptive and offer a set of rules, prescriptions, prohibitions, and guiding frameworks that specify what a good or proper teacher performance appraisal practice is and how such appraisal should be done. Teacher performance appraisal practices theory has become a central thread in the social fabric of appraisal of the teaching profession. The study was also guided by the educational production function (EPF) theory (Hanushek, 2000). One of the premises of this theory is that teacher productivity is impacted by a set of activities adopted by schools. The theory associates diverse inputs affecting teacher productivity such as teacher performance appraisal practices and learning environments with measured outputs. In this study, teacher productivity (syllabus coverage and students' performance in K.C.S.E) as a function was expressed in relation to the appraisal of teachers' participation in co-curricular activities. This theory was represented as $E = f(X_1)$ whereby: E is the teacher productivity and X_1 is the appraisal of teachers' participation in CCA's.

These theories were suitable in this study in that they underscore the fact that, once the performance appraisal practices focus on what is to be appraised from teachers and the appraiser, as well as the appraisee, agree on the targets that can be achieved within a certain timeframe, it is expected that the appraiser demands the appraisee (the teacher) to commit themselves to activities (inputs) that may lead to the implementation of performance appraisal system in schools. The appraiser can then engage the teacher at the end of the appraisal process and determine, through measurable indicators, the extent to which the set targets (productivity) were achieved. In this way, the teacher evaluation theory (performance appraisal) may relate well with the education production function theory (productivity). The performance appraisal practices must be spelt out first, agreed upon between the appraiser and the appraisee which may lead to the appraisee actively participating in the teaching and learning process with full knowledge that the productivity was measured on performance.

II. Research Methodology

A mixed methodology and concurrent triangulation research design were adopted. The target population comprised 393 principals and 3420 teachers from the 393 public secondary schools in Makueni County totaling 3813 respondents from which a sample of 362 respondents was calculated using Yamane's formula.

Stratified sampling was used to select all public secondary schools in all the nine sub-counties in Makueni County. From each sub-County, at least four schools were selected using simple random sampling. Simple random sampling was applied to select 39 principals considering schools that have registered high and low academic grades for the last five years. A total of 323 teachers were selected using a simple random method. A questionnaire was used to collect data from teachers whereas interview guides were used to gather qualitative data from principals. Data analysis began by identifying common themes. Qualitative data were analyzed thematically based on study objectives and presented in narrative forms. Quantitative data were analyzed inferentially using Pearson's Product Moment Correlation and multiple linear regression analysis using the statistical package for social sciences (version 27) and presented using tables.

III. Results and Discussions

This section presents the findings of the study based on the objective. It also outlines the methods of presentation of the study findings and discussions.

Response Rates

In this study, 323 questionnaires were administered to teachers out of which 296 questionnaires were filled and returned. At the same time, the researcher also interviewed 31 principals. This yielded response rates as shown in Table 1;

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	39	31	79.5
Teachers	323	296	91.6
Total	362	327	90.3

Table 1 shows that principals registered a response rate of 79.5% whereas teachers registered 91.6% as the response rate. On average, this yielded a response rate of 90.3%, which affirmed the assertions of Creswell (2014) that a response rate above 75.0% is adequate and of suitable levels to allow for the generalization of the outcomes to the target population.

Status of Teacher Productivity in Public Secondary Schools

The study sought to assess teacher productivity in public secondary schools in Makueni County. This was measured by assessing how often teachers covered the syllabus in time and students' K.C.S.E performance (mean points) between 2018 and 2022. Descriptive data were collected from the sampled teachers and results are shown in table 2.

Table 2: Frequency of Syllabus Coverage by Teachers in Public Secondary Schools

Frequency of Timely Syllabus Coverage by Teachers	Number of Teachers	
	F	%
Often	25	29.4
Rarely	47	55.3
Never	13	15.3

Table 2 shows that 29.4% often cover the syllabus in time, 55.3 % rarely whereas 15.3% never do. During the interviews, principals also stated that most teachers do not cover the syllabus in time. Principal, p1, noted;

In my school, I have had cases where teachers do not cover the syllabus in time to accord students adequate time for revision.

These findings corroborate the assertions of Hofman and V.E Hofman (2015) that, in the Netherlands, a performing or a competent teacher is regarded as one who can cover syllabus in time and teach a particular subject very well that is, one who perceives his or her teaching competence and believe that they can exert a positive effect on students' achievement. Having collected and analyzed data on syllabus coverage, the researcher further sought to assess the status of performance in K.C.S.E for the last five years (2018-2022) as an indicator of teacher productivity. Results are shown in table 3;

Table 3: K.C.S.E Performance in Public Secondary Schools in Makueni County (Mean Scores) between 2018 and 2022

K.C.S.E Results in Mean Score (Points)	Years of Examination				
	2018	2019	2020	2021	2022
	%	%	%	%	%
1-2.9 points (poor)	40.2	43.5	44.2	47.3	48.9
3-4.9 points (below average)	36.9	35.1	34.9	33.5	32.5
5-6.9 points (fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (excellent)	2.2	1.9	1.8	1.7	1.6

Table 3 shows that, in 2018, 40.2% of the secondary schools had mean points ranging between 1-2.9 in K.C.S.E, 36.9% scored between 3-4.9 points, 15.4% scored between 5-6.9 points, 5.3% scored between 7-9 points whereas only a paltry 2.2% of the secondary schools scored between 9-11.9 points in K.C.S.E.

In the subsequent years, the performance has been on a declining trend. For example, from Table 4.5, 43.5% of secondary schools scored between 1-2.9 points in 2019, 35.1% scored between 3-5 points, 15.1% scored between 5-7 points, 4.4% scored between 7-8.9 points whereas 1.9% scored between 9-11.9 points in K.C.S.E. In 2020, 44.2% of secondary schools registered between 1-3 points in K.C.S.E, 34.9% scored between 3-5 points, 14.8% scored between 5-7 points, 4.3% scored between 7-8.9 points whereas 1.8% scored between 9-11.9 points. Table 4.5 further shows that, in 2021, 47.3% of secondary schools scored between 1-2.9 mean points in K.C.S.E, 33.5% scored between 3-4.9 mean points, 13.7% scored between 5-6.9 mean points, 3.8% scored between 7-8.9 mean points while 1.7% scored between 9-11.9 mean points in K.C.S.E. In a similar trend, 48.9% of the secondary schools scored between 1-3 mean points, 32.5% scored between 3-4.9 mean points,

13.4% scored between 5-6.9 mean points, 3.6% registered between 7-8.9 mean points whereas 1.6% registered between 9-11.9 mean points in K.C.S.E in 2022.

These findings corroborate the findings of a study carried out in Makueni County by Kimayu (2018) who also established that, in public secondary schools, 59.3% of their students register low grades in national examinations. This is also consistent with the findings of a report by M.O.E (2023) that the performance of students in Makueni County in K.C.S.E has been on a downward trend. These findings point to the fact that instances of low productivity among teachers in public secondary schools have become a problem. Many teachers do not cover the syllabus in time which has occasioned low academic performance in national examinations.

Appraisal of Teacher Portfolios and Teacher Productivity in Public Secondary Schools

The study sought to establish the influence of appraisal of teachers' portfolios on their productivity in public secondary schools. Results are shown in table 4;

Table 4: Teachers' Views on the Influence of Appraisal of Teachers' Portfolios on their Productivity in Public Secondary Schools

Test Items	Ratings				
	SA	A	U	D	SD
	%	%	%	%	%
Evaluating whether teachers keep parents' and students' contact enhances their productivity	4.4	5.4	9.1	36.5	44.6
Evaluating the kinds of tests that teachers prepare improves their productivity	40.2	42.6	6.8	5.7	4.7
Evaluating students' grades is often appraised and improves teacher productivity	39.9	43.6	10.5	1.4	4.7
Evaluating teachers' schemes of work and lesson plans improves their productivity	43.2	37.8	8.4	4.1	8.1

Table 4 reveals that 13(4.4%) of the teachers strongly agreed with the view that evaluating whether teachers keep parents' and students' contact enhances their productivity as did 16(5.4%) who agreed, 27(9.1%) were undecided, 108(36.5%) disagreed whereas 132(44.6%) strongly disagreed. These findings are inconsistent with the findings of a study carried out in Makueni County by Kinyua (2021) which revealed that teachers' portfolios are regarded as a tool for assessing the ability of teachers to interact with other education stakeholders such as parents. This implies that, in many public secondary schools, teachers' ability to keep contact with parents and other education stakeholders has not been regarded as a key step towards improving their productivity.

The study found that 119(40.2%) of the teachers strongly agreed with the view that evaluating the kinds of tests which teachers prepare improves their productivity with 126(42.6%) being in agreement, 20(6.8%) were undecided, 17(5.7%) disagreed whereas 14(4.7%) strongly disagreed. Table 4.16 shows that 118(39.9%) of the teachers strongly agreed that evaluating students' grades is often appraised and improves teacher productivity while more than half, 129(43.6%), were in agreement, 31(10.5%) were undecided, 4(1.4%) disagreed whereas 14(4.7%) strongly disagreed. These findings corroborate the findings of a study conducted in Makueni County by Kinyua (2021) which revealed that school heads are tasked to appraise teachers' ability to prepare question banks, safely store students' grades and whether they prepare professional instruments such as schemes of work, records of work and lesson plans as well as lesson notes. These findings also corroborate the findings of a study carried out in the United States of America by Range et al (2018) found that a portfolio whose purpose is to evaluate secondary school student's assessment and learning in a classroom would contain samples of teacher-made tests, quizzes and assignments, logs of secondary school students' grades and samples of secondary school students work and other information about the teacher's effectiveness.

The study found that 123(43.2%) of the teachers strongly agreed with the view that evaluating teachers' schemes of work and lesson plans improves their productivity while 112(37.8%) agreed, 25(8.4%) were undecided, 12(4.1%) disagreed whereas 24(8.1%) strongly disagreed. These findings support the findings of a study conducted in Latin America by Nor et al (2020) described portfolios as being goal-based, containing samples of work, documenting evidence of growth over some time, and allowing for reflection, feedback, and improvement while remaining flexible and versatile.

This further lends credence to the assertions of Rucinski and Diersling (2020) that teacher portfolios are a collection of information about a teacher's practice. A portfolio can include lesson plans, students' work, teacher's notes, videotapes of classes, and even formal appraisals. This implies that, by appraising teachers' portfolios, it is easy to exhibit what they teach, how they teach, changes in their teaching style, the rigor in a teacher's academic standards, secondary school students' impressions of the teacher and their learning, and how their colleagues view their work. These findings further indicate that carefully conceptualized, portfolios not

only present a window on teaching and learning, but can promote growth by providing a textured picture of teaching and learning as they unfold over time, enabling secondary school students and teachers to examine, discuss, and reflect on their performance.

These findings further affirm the fact that assessment of communication between teachers and parents is observed to motivate teachers and thus enhance their productivity. Such a relationship besides academic motivation yields such fruits as enhancing discipline and reducing the number of school dropouts. In other words, student engagement in schools is continuously shaped by their relationships with adults and their schooling environment. That is, schools apart from fostering the cognitive development of learners, ensure that they grow emotionally and socially.

Inferential Analysis

To further ascertain the relationship between appraisal of teachers' portfolios and their productivity, data were collected from the sampled 31 public secondary schools on how often (very often = 5, often = 4, sometimes = 3, rarely = 2 and never = 1) principals appraise teachers' portfolios in relation to K.C.S.E performance for the last five years (2018-2022). Results are shown in table 5;

Table 5: Frequency of Principals' Appraisal of Teachers' Portfolios and K.C.S.E Performance in Public Secondary Schools (2018-2022)

Frequency of Appraisal of Teachers' Portfolios	K.C.S.E Performance (Meanscores)				
	2018	2019	2020	2021	2022
1	4.723	4.724	4.643	4.17	4.52
2	2.5	2.68	2.805	2.24	2.34
1	2.003	2.245	2.179	2.27	2.30
2	3.1	3.15	3.118	2.77	2.29
1	3.140	4.320	3.710	4.010	4.020
1	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
1	3.720	3.485	3.420	3.615	3.424
1	3.877	4.64	4.464	4.10	5.200
4	3.95	4.066	4.0984	3.09	3.09
5	7.789	8.031	8.7588	8.26	8.36
4	7.497	7.519	7.4704	6.74	7.10
2	5.481	4.814	4.819	4.84	4.18
3	6.413	7.231	7.0604	6.19	6.16
4	7.753	7.601	6.928	6.113	6.5
2	7.376	8.109	8.738	8.2777	8.9206
1	2.135	2	2.0984	2.35	2.333
5	6.02	7.46	7.59	7.6	7.8
2	2.22	1.97	2.37	2.42	2.235
1	3.767	4.235	4.925	4.2	4.824
5	3.767	3.539	4.743	3.772	3.872
1	4.100	4.058	4.342	3.45	3.589
2	3.34	3.64	3.93	3.3	3.180
5	5.658	5.733	6.159	4.822	5.532
3	4.280	5.698	5.843	4.1	4.369
3	2.851	2.855	3.963	2.906	2.816
2	4.216	4.681	5.584	4.82	5.560
3	4.706	5.242	5.228	5.141	4.984
4	6.448	6.889	6.705	6.285	6.630

Table 5 shows that, in public secondary schools where principals regularly appraise teachers' portfolios, K.C.S.E performance is high. This implies that frequent appraisal of whether teachers keep parents' and students' contacts, the kinds of tests teachers prepare, how teachers grade students as well as schemes of work and lesson plans has a direct bearing on academic performance in public secondary schools. The above data was run through Pearson's Product Moment Correlation test analysis and the results are shown in Table 5:

Table 6: Relationship between Frequency of Principals' Appraisal of Teachers' Portfolios and K.C.S.E Performance in Public Secondary Schools (2018-2022)

		X1	B	C	D	E	F
X1	Pearson Correlation	1	.613**	.593**	.618**	.557**	.510**
	Sig. (2-tailed)		.000	.000	.000	.001	.003
	N	31	31	31	31	31	31
B	Pearson Correlation	.613**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	31	31	31	31	31	31
C	Pearson Correlation	.593**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	31	31	31	31	31	31
D	Pearson Correlation	.618**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	31	31	31	31	31	31
E	Pearson Correlation	.557**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.001	.000	.000	.000		.000
	N	31	31	31	31	31	31
F	Pearson Correlation	.510**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.003	.000	.000	.000	.000	
	N	31	31	31	31	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

Key: X1- Frequency of Principals' Appraisal of Teachers' Portfolios; B, C, D, E and F-Students' Performance in K.C.S.E (Mean Scores) for the Years 2018 to 2022 respectively.

Table 6 shows the results of the Pearson Product Moment correlation test analysis, which revealed significant positive correlations between principals' appraisal of teachers' portfolios and teacher productivity in terms of K.C.S.E performance. The correlation coefficients were $r_1 = 0.613$, $r_2 = 0.593$, $r_3 = 0.618$, $r_4 = 0.557$ and $r_5 = 0.510$ with corresponding p-values of 0.000, 0.000, 0.000, 0.001 and 0.003 respectively. These findings indicate that there is a statistically significant influence of principals' appraisal of teachers' portfolios and teacher productivity manifested through improved students' academic performance in K.C.S.E.

Thematic Analysis

During the interviews, the principals, however, indicated that they always appraise teachers' portfolios as a way of enhancing their productivity. Principal, p2, noted;

In my secondary school, I assess whether teachers have and keep contact with parents and how often they communicate with them to discuss matters affecting their children. I check the kind of tests they prepare for students and students' grades. I also check whether they prepare schemes of work and lesson plans.

Unlike the quantitative findings, these views support the viewpoints held by Range et al (2018) that appraising teachers' portfolios is important since it helps evaluate students' learning. This is because it contains samples of teacher-made tests, quizzes and assignments, logs of students' grades and samples of secondary school students' work and other information about the teacher's effectiveness. In other words, it includes teachers' lesson plans, students' work, teacher's notes, videotapes of classes, and even formal appraisals. In summary, these mixed findings affirm the fact that, by appraising teachers' portfolios, it becomes easy and feasible to note what is being taught, how it is taught, how teachers change their teaching style, the rigor in a teacher's academic standards, students' impressions of the teacher and their learning as well as how their colleagues view their work.

IV. Summary of Findings and Conclusions

From the study findings, it is evident that teacher productivity has been low. This is characterized by untimely syllabus coverage which has occasioned low academic performance in public secondary schools. It is also evident that, despite appreciating the noble role of portfolios, appraisal of the same is rarely undertaken.

V. Recommendations

The study recommends that the Ministry of Education should organize workshops to sensitize teachers on the essence of keeping the right portfolios since this is crucial in the teaching profession.

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