

ABSTRACT

Influence of Teachers' Content Delivery on Pupils' Academic Performance in Public Primary Schools in Kenya 1. Introduction As per Harzing and Pinnington (2011), performance appraisals are popularly used as a tool to cooperate organizations to assess their employees. However, this tool can't act as ad-hoc but need supervision from staffs as well as various levels of management. As per Pulakos, Mueller-Hanson and O'Leary (2008), performance appraisal system always carry a significant impact for organizations. As per Deming (2000), if performance appraisal not used properly, it can able to create aggravation, annoyance and abridged inspiration. According to Cole (2004), to implement successfully, performance appraisal needs continuous involvement from managers. It is a complex process. The main aims of teaching are to provide true learning. The actual teaching is always focusing on the fact that what a student can learn. The outcome of teaching always directed towards the result of what student will learn. Not only mere learning, but the application power of students gets reflected through teaching. To judge the outcome of teaching various types of assessments are always helpful. To evaluate the actual learning methods, play a significant role (Danielson, 2011). As per Smith (1987), classroom activities give good assessment about the linkage between faculty and pupils. Various features of teaching get exposed through it. It is crucial to study the nature of classroom activities such that further discussions or decisions can be made from these (Richard, 2003). For instance, assessment of faculties from schools in Shanghai, China is not a single day activity. Rather, data collected from many activities throughout the session. Task of teachers, evaluation procedure, observation of tasks provided by the faculties are some of the examples (Zhang & Ng, 2015). Along with the assessment of teachers, evaluation of students has become an inseparable par. To understand the actual performance of students, teachers should check their understanding level, application-based capability. Not only judgment, but also providing feedback on a timely manner by faculties to students also creates an effective framework of assessment. Questioning technique has become a very popular way of assessing the understanding level of students. Some moderating factors like, perception or attitude of a pupil towards a teacher also effect the assessment. According to Colbeck, Cabrera, and Terenzini (2000), students who recognize gender equity from the teachers showed sense of responsibility towards self-learning methodology. They also succeeded in increasing their confidence level. Study

conducted by Volkwein and Cabrera (1998), showed evidence that students with more interaction with faculties are showing high performance in assessment or evaluation techniques.

