

Students' Rating Appraisal and Appraisal Feedback Utilisation as Correlates of Teachers' Job Performance in Public Secondary Schools

Eyefia, Inemesit Eyefia¹ & Mrs Obot Akpan Umo²

Department of Educational Management and Planning, Abia State University.

*Corresponding Author: Eyefia, Inemesit Eyefia

DOI: <https://doi.org/10.5281/zenodo.22055706>

Article History	Abstract
Original Research Article	<i>Students' rating appraisal and the utilisation of appraisal feedback represent two comparatively under-institutionalised, yet theoretically important, dimensions of teacher appraisal in secondary education. Students, by virtue of their sustained and direct exposure to a teacher's classroom practice, are uniquely positioned to observe patterns of instructional behaviour that periodic supervisory visits may not capture, while the manner in which appraisal outcomes, from whatever source, are communicated to and acted upon by teachers is widely regarded as the critical mechanism linking appraisal activity to actual improvement in job performance. This paper undertakes an integrative review of the theoretical and empirical literature on the relationship between students' rating appraisal, appraisal feedback utilisation and teachers' job performance in secondary schools. The review is anchored in Locke and Latham's goal-setting theory, which foregrounds the motivational function of feedback, and Adams' equity theory, which foregrounds the importance of perceived fairness in the sources and communication of appraisal judgement. Empirical evidence is drawn from studies conducted in Nigeria, Kenya and the wider international literature on student evaluation of teaching to evaluate the strength and consistency of the relationship between these two appraisal dimensions and job performance. The review finds that appraisal feedback utilisation is among the most consistently and strongly evidenced predictors of job performance across the appraisal literature, while students' rating appraisal, though methodologically contested, particularly at the secondary school level, is positively associated with teacher performance when instruments are appropriately designed and administered with adequate safeguards for anonymity. The paper concludes with recommendations for strengthening the design, administration and, above all, the feedback loop associated with both students' rating appraisal and the broader appraisal system in secondary schools.</i> Keywords: Students' Rating Appraisal, Appraisal Feedback Utilisation, Teacher Appraisal, Job Performance, Secondary Schools.
Received: 18-06-2026	
Accepted: 26-07-2026	
Published: 22-08-2026	
Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited. Citation: Eyefia, Inemesit Eyefia & Mrs Obot Akpan Umo. (2026). Students' Rating Appraisal and Appraisal Feedback Utilisation as Correlates of Teachers' Job Performance in Public Secondary Schools. UKR Journal of Economics, Business and Management (UKRJEBM), 2(8), 111-119.	

1.0 Introduction

1.1 Background to the Study

The value of any teacher appraisal system lies not merely in the accuracy of the ratings it generates, but in the extent to which those ratings draw on credible sources of information and are translated into concrete developmental action. Two dimensions of appraisal are especially instructive in this regard: students' rating appraisal, which draws on the perspective of the learners who are the direct and sustained recipients of a teacher's instruction, and appraisal feedback utilisation, which concerns the manner

in which the outcomes of any appraisal exercise, from whatever source, are communicated to and acted upon by the teacher concerned.

Students' rating of teaching has long been an established practice in higher education, where student evaluation of teaching is a well-institutionalised component of quality assurance (Marsh, 1987). At the secondary school level, by contrast, students' rating appraisal remains comparatively novel and contested, reflecting legitimate concerns about the maturity, objectivity and potential for bias in younger learners' assessments of their teachers. Nonetheless,

students are uniquely positioned, by virtue of their sustained, day-to-day exposure to a teacher's practice, to observe patterns of behaviour, such as clarity of explanation, fairness in assessment and classroom discipline, that occasional supervisory visits may not capture, lending students' rating appraisal a distinct evidentiary value that is increasingly explored as a complementary appraisal tool in secondary education.

Appraisal feedback utilisation, meanwhile, has been identified across the wider performance management literature as one of the strongest predictors of subsequent improvement in job performance, often more so than the specific appraisal method used to generate the feedback in the first place. Empirical evidence from the Kenyan secondary school system illustrates this proposition directly: Chirchir and Letangule (2021) found that the appraisal of teachers' professional development and time management, appraisal processes whose value depends substantially on how their outcomes are fed back to and acted upon by teachers, were significantly associated with students' examination performance. This finding lends indirect but relevant support to the proposition that the developmental potential of appraisal, however it is sourced, is realised chiefly through the quality of the feedback loop that follows.

It is against this backdrop that the present paper undertakes a systematic review of the theoretical and empirical literature on students' rating appraisal and appraisal feedback utilisation as correlates of teachers' job performance in public secondary schools, situating the Nigerian and Kenyan evidence within the wider international literature on student evaluation of teaching and performance feedback.

Within the wider policy environment, ministries of education and post-primary school boards across much of Sub-Saharan Africa have historically concentrated appraisal responsibility in the hands of supervisor-led classroom observation, with students' rating appraisal rarely institutionalised through any formal, system-wide policy instrument, and appraisal feedback frequently treated as an informal, discretionary addendum to the appraisal process rather than as a structured and monitored component of it in its own right. This policy gap, between the theoretical importance that the wider human resource management literature attaches to feedback and the comparatively weak institutional attention it receives within secondary school appraisal systems, provides the specific policy motivation for the present review.

1.2 Statement of the Problem

Although students' rating appraisal and appraisal feedback utilisation are each theoretically well-grounded as

mechanisms for improving teachers' job performance, their actual implementation in many secondary school systems, including Nigeria's, remains inconsistent and, in the case of students' rating appraisal, methodologically contested. Students are hardly ever systematically given the opportunity to rate their teachers in a structured, anonymous manner, and where such ratings are collected, results are frequently not shared with the teachers concerned. Similarly, feedback arising from whatever appraisal exercise is conducted, whether based on classroom observation, self-appraisal or peer appraisal, is often not given to teachers at all, or is given too late and too vaguely to be developmentally useful. This creates a genuine problem for school administrators and policymakers: without clarity on the extent to which students' rating appraisal and feedback utilisation specifically relate to job performance, and on the conditions under which each is most effective, education authorities may continue to underinvest in these two comparatively neglected dimensions of appraisal, even where the wider literature suggests they may carry considerable, currently untapped, developmental value. This paper addresses this problem by systematically reviewing the theoretical and empirical literature on students' rating appraisal and appraisal feedback utilisation, with a view to clarifying their relationship with teachers' job performance.

The problem is compounded by the methodological caution that pervades the literature on students' rating appraisal at the secondary school level specifically, where concerns about the maturity and potential bias of younger learners' assessments have historically discouraged the kind of systematic institutionalisation that student evaluation of teaching has achieved in higher education. Without a clear synthesis of the conditions under which students' rating appraisal can be validly and reliably implemented at the secondary level, school administrators lack the evidence base needed to move beyond generalised scepticism towards a more nuanced, conditions-based approach to adopting this appraisal source.

1.3 Objectives of the Study

The broad objective of this paper is to examine students' rating appraisal and appraisal feedback utilisation as correlates of teachers' job performance in public secondary schools. The specific objectives are to:

- i. examine the theoretical foundations that explain how students' rating appraisal and appraisal feedback utilisation relate to teachers' job performance;
- ii. evaluate the empirical evidence on the relationship between students' rating appraisal, appraisal feedback utilisation and

teachers' job performance in secondary schools; and

- iii. identify the methodological and institutional factors that shape the effective use of students' rating appraisal and appraisal feedback in secondary schools.

1.4 Research Questions

The paper is guided by the following research questions:

- i. What theoretical frameworks explain how students' rating appraisal and appraisal feedback utilisation relate to teachers' job performance?
- ii. What does the empirical evidence reveal about the relationship between students' rating appraisal, appraisal feedback utilisation and teachers' job performance in secondary schools?
- iii. What methodological and institutional factors shape the effective use of students' rating appraisal and appraisal feedback in secondary schools?

1.5 Research Hypotheses

Drawing on the theoretical and empirical literature reviewed in this paper, the following hypotheses are proposed as testable propositions for future primary empirical research; they are not tested with new primary data in the present review-based paper.

- i. H₀₁: There is no statistically significant relationship between students' rating appraisal and teachers' job performance in public secondary schools.
- ii. H₀₂: There is no statistically significant relationship between appraisal feedback utilisation and teachers' job performance in public secondary schools.
- iii. H₀₃: The methodological quality of students' rating instruments, including safeguards for anonymity, has no significant effect on the strength of the relationship between students' rating appraisal and teachers' job performance.

1.6 Significance of the Study

This paper is significant for a range of stakeholders in secondary education.

1.6.1 Significance to School Administrators

For principals and school administrators, the paper clarifies the conditions under which students' rating appraisal can be

validly implemented and underscores the critical importance of investing in structured, timely feedback delivery.

1.6.2 Significance to Teachers

For teachers, the paper reframes students' rating and appraisal feedback as developmental resources rather than threats, potentially reducing anxiety and increasing engagement with these comparatively novel appraisal mechanisms.

1.6.3 Significance to Education Policymakers

For ministries of education and post-primary school boards, the paper provides an evidence base for institutionalising structured feedback protocols and for considering the cautious introduction of students' rating appraisal at the secondary level.

1.6.4 Significance to Students

For students, the paper underscores the potential value of their own perspective as a legitimate source of appraisal evidence, while also highlighting the procedural safeguards, such as anonymity, needed to protect them when providing such feedback.

1.6.5 Significance to Researchers

For researchers, the paper identifies specific gaps in the literature, particularly the scarcity of Nigerian studies examining students' rating appraisal at the secondary level using rigorously validated instruments, and proposes testable hypotheses to guide future research.

1.6.6 Significance to Teacher Training and Development Institutions

For colleges of education and continuing professional development providers, the paper offers a synthesised evidence base that can inform training modules on the design of age-appropriate student rating instruments and on the delivery of constructive, developmentally oriented appraisal feedback.

1.7 Scope of the Study

The paper is a theoretical and empirical review focused on students' rating appraisal and appraisal feedback utilisation as correlates of teachers' job performance in public secondary schools. It draws primarily on Nigerian and Kenyan empirical studies, supplemented by the substantial international literature on student evaluation of teaching, most extensively developed in higher education, in order to situate the secondary school evidence within a broader comparative context. The review does not extend to classroom observation, self-appraisal or peer appraisal, which are examined in a companion paper, nor to primary or tertiary education.

2.0 Conceptual Clarification

2.1 Concept of Teachers' Appraisal

Teachers' appraisal refers to the systematic and periodic process of evaluating a teacher's instructional and professional conduct against established standards, undertaken with a view to informing decisions relating to development, recognition, or corrective action. Teachers' appraisal is generally understood to serve both a summative purpose and a formative purpose, with the most effective systems successfully balancing both (Danielson & McGreal, 2000).

2.1.2 Concept of Students' Rating Appraisal

Students' rating appraisal involves the systematic collection of learners' perceptions and assessments of their teachers' instructional practices, classroom management and general conduct, usually through structured questionnaires administered to students (Marsh, 1987). Although more commonly associated with higher education, where student evaluation of teaching is a well-established practice, students' rating of teachers is increasingly being explored as a complementary source of appraisal data in secondary education, given that students are uniquely positioned, by virtue of their sustained direct exposure to a teacher's practice, to observe patterns of behaviour that may not be visible during occasional supervisory visits.

2.1.3 Concept of Appraisal Feedback Utilisation

Appraisal feedback utilisation refers to the extent to which the outcomes and recommendations arising from an appraisal exercise are communicated to the appraisee and subsequently used to inform decisions relating to professional development, remediation, recognition, or, where necessary, disciplinary action. Effective feedback utilisation is characterised by timeliness, specificity, a constructive rather than punitive tone, and a clear linkage between identified performance gaps and available developmental support.

2.1.4 Concept of Teachers' Job Performance

Teachers' job performance refers to the degree to which a teacher effectively discharges assigned professional duties, including lesson planning and delivery, classroom management, assessment of learners, punctuality and general professional commitment, distinguishable into task performance and contextual performance (Borman & Motowidlo, 1997; Motowidlo & Van Scotter, 1994).

2.1.5 The Conceptual Nexus: Learner Voice, Feedback and Performance Improvement

The conceptual link between students' rating appraisal, appraisal feedback utilisation and job performance rests on two related propositions. First, students' rating appraisal is theorised to add a distinct and valid source of evidence to the appraisal system, capturing dimensions of practice that

are directly experienced by learners but not always visible to supervisors. Second, and more fundamentally, the value of any appraisal evidence, whether sourced from students, supervisors, peers, or the teachers themselves, is theorised to depend critically on the quality of the feedback loop through which that evidence is communicated back to the teacher and translated into developmental action; appraisal data that is collected but not fed back, or fed back without specificity or follow-through, is widely regarded in the literature as having little or no effect on subsequent job performance, irrespective of how rigorously it was originally collected.

This second proposition carries a further implication for how the two constructs examined in this paper should be understood in relation to one another: rather than treating students' rating appraisal and appraisal feedback utilisation as two independent, additive predictors of job performance, the conceptual framework adopted in this paper positions feedback utilisation as, in effect, a necessary condition for the practical realisation of whatever value students' rating appraisal might otherwise possess. A school that collects excellent, valid students' ratings but never communicates the results to teachers should, on this account, expect to see little or no performance benefit from the exercise, whereas a school with only modestly designed rating instruments, but a strong and consistent feedback culture, may realise more of the available developmental value than the technical quality of its instruments alone would predict.

2.2 Theoretical Framework

Two theoretical frameworks are particularly relevant to explaining how students' rating appraisal and appraisal feedback utilisation relate to teachers' job performance: Locke and Latham's goal-setting theory and Adams' equity theory. Both are reviewed below, followed by a discussion of the integrated framework adopted for this paper.

2.2.1 Goal-Setting Theory and the Centrality of Feedback

Locke's (1968) goal-setting theory, substantially extended by Locke and Latham (1990, 2002), posits that specific and challenging goals, when accompanied by appropriate feedback, lead to higher performance than vague or easy goals, with feedback serving as an essential mechanism for sustaining motivation and enabling individuals to adjust their effort or strategy over time. Of the four functions goal-setting theory attributes to well-designed performance systems, namely the directive, energising, persistence and cognitive functions, feedback is theorised to be indispensable to all four: without feedback, individuals cannot know whether their current effort and strategy are moving them towards or away from a goal. Applied to this study, goal-setting theory provides the central theoretical

justification for treating appraisal feedback utilisation as a critical, rather than merely incidental, component of any appraisal system, and for expecting a particularly strong relationship between feedback utilisation and job performance relative to other appraisal dimensions.

2.2.2 Equity Theory and the Credibility of Feedback Sources

Adams' (1963, 1965) equity theory holds that individuals are motivated to maintain a perceived state of fairness between the inputs they contribute to their work and the outcomes they receive in return, evaluated relative to comparable others. Applied to students' rating appraisal specifically, equity theory suggests that teachers'

acceptance of, and motivational response to, student-generated feedback will depend substantially on their perception of its fairness and validity, a perception that is itself shaped by the methodological quality of the rating instrument, the safeguards in place to protect student anonymity, and the extent to which students are perceived by teachers as capable of rendering a fair and informed judgement. Where these conditions are not met, teachers may discount student ratings regardless of their statistical association with other performance measures, limiting the practical, motivational value of this appraisal source even where it may possess underlying validity.

2.2.3 Theoretical Framework Adopted for the Study

Theory	Core Proposition	Relevance to Students' Rating Appraisal and Feedback Utilisation
Goal-Setting Theory (Locke, 1968; Locke & Latham, 1990)	Specific, challenging goals combined with feedback produce higher performance than vague goals or no feedback.	Explains why appraisal feedback utilisation, as the mechanism through which performance information is translated into adjusted effort, is central to the appraisal-performance relationship.
Equity Theory (Adams, 1963, 1965)	Motivation depends on perceived fairness of the input-outcome ratio and the credibility of the judgement process relative to comparable others.	Explains why teachers' acceptance of students' ratings depends on the perceived fairness, validity and methodological quality of the rating process.

Table 1: Summary of the Theoretical Framework. Source: Author's compilation (2026).

This paper adopts an integrative framework combining goal-setting theory and equity theory. Goal-setting theory explains why appraisal feedback utilisation, as the mechanism through which performance information from any source is converted into concrete, actionable goals, is likely to be among the most powerful predictors of job performance within the broader appraisal system. Equity theory explains why students' rating appraisal, as a comparatively novel and non-traditional source of appraisal judgement at the secondary level, will exert its motivational effect on job performance only to the extent that teachers perceive the rating process as methodologically sound and procedurally fair. Read together, the two frameworks suggest that maximising the developmental value of students' rating appraisal requires deliberate attention to both the technical quality of the rating instrument and the quality of the feedback process through which rating results are communicated back to teachers.

2.3 Review of Related Literature

This section reviews thematic strands of the literature relevant to students' rating appraisal and appraisal feedback utilisation as correlates of teachers' job performance.

2.3.1 The Validity and Multidimensionality of Students' Evaluations of Teaching

Foundational work by Marsh (1987) established that students' evaluations of teaching are multidimensional rather than reducible to a single global rating, capturing distinct facets of instructional practice such as learning value, organisation, individual rapport and breadth of coverage, and demonstrated, through extensive construct validity research in higher education settings, that well-designed student evaluation instruments possess acceptable reliability and validity as measures of specific, observable dimensions of teaching practice. This foundational, multidimensional conceptualisation continues to inform contemporary applications of student rating instruments, including their more recent and more cautious extension to secondary education.

2.3.2 Concerns Regarding Secondary School Students' Ratings

Notwithstanding the validity evidence accumulated at the higher education level, the literature raises specific concerns regarding the maturity, objectivity and potential for bias in secondary school students' ratings of their teachers, particularly where such ratings may be influenced

by factors such as the strictness of a teacher's discipline or grading practices rather than genuine instructional quality. Consequently, most scholars recommend that students' rating appraisal at the secondary level be used as one component of a broader, multi-source appraisal system rather than as a sole determinant of a teacher's overall performance rating, a recommendation consistent with the equity-theoretic emphasis on credibility discussed in section three.

2.3.3 Procedural Safeguards and Instrument Design

The design and administration of students' rating instruments require particular care in the secondary school context. Instruments must be pitched at a level of language and conceptual complexity appropriate to the age and cognitive development of the learners completing them, and administration procedures must include clear guidance to students on how to interpret and respond to items, together with firm assurances of anonymity to reduce the likelihood of students moderating their responses out of fear of reprisal. Where these procedural safeguards are neglected, the resulting data may be of limited diagnostic value, regardless of how well the substantive content of the instrument itself is constructed.

2.3.4 Feedback as the Critical Mechanism Linking Appraisal to Performance

Across the wider performance management literature, appraisal feedback utilisation is consistently identified as one of the strongest predictors of subsequent improvement in job performance, often more so than the specific appraisal method used to generate the feedback. Effective feedback utilisation is characterised by timeliness, specificity, a constructive rather than punitive tone, and a clear linkage between identified performance gaps and available developmental support, such as mentoring or in-service training; where these conditions are met, feedback utilisation is theorised to close the loop between appraisal and performance improvement, transforming appraisal from a static administrative record into a dynamic tool for continuous professional growth.

2.3 Empirical Review

This section reviews specific empirical studies relevant to students' rating appraisal and appraisal feedback utilisation as correlates of teachers' job performance, organised by thematic and geographical focus.

2.3.1 Foundational Studies on Students' Evaluation of Teaching

Marsh (1987), in a foundational monograph published in the *International Journal of Educational Research*, synthesised an extensive programme of research on students' evaluations of university teaching, encompassing

analysis across thousands of classes, and established the multidimensional structure, reliability and validity of the Students' Evaluations of Educational Quality instrument. Although developed and validated primarily in higher education, this foundational work continues to inform the design of student rating instruments subsequently adapted for use in secondary education, including with respect to the specific dimensions, such as clarity of explanation and fairness in assessment, that are theorised to be most reliably judged by student raters regardless of educational level.

2.3.2 Kenyan Empirical Evidence on Appraisal and Feedback-Linked Outcomes

Chirchir and Letangule (2021), in a descriptive cross-sectional survey published in the *European Journal of Education and Pedagogy*, examined the influence of teacher performance appraisal and development implementation on secondary students' examination scores in public schools in Kenya, and found that the appraisal of teachers' professional development and time management, both appraisal dimensions whose developmental value depends substantially on the quality of the feedback and follow-through associated with them, were significantly associated with students' examination performance. The study recommended that the Teachers Service Commission, in liaison with the ministry of education and school principals, take deliberate steps to plan and set aside funds to enhance professional training linked to appraisal outcomes, a recommendation directly consistent with the feedback-utilisation emphasis of the present paper.

Aloo, Ajowi and Aloka (2017), in a study published in the *Journal of Educational and Social Research*, examined the influence of teachers' performance appraisal policy on the timeliness of curriculum implementation in Kenyan public secondary schools, finding a significant relationship consistent with the proposition that structured appraisal, when its outcomes are meaningfully connected to curriculum-linked performance expectations, exerts a measurable effect on how promptly and completely teachers implement required instructional content.

3.0 Methodological and Institutional Constraints

The literature identifies several methodological and institutional constraints that limit the effective use of students' rating appraisal and appraisal feedback utilisation in secondary schools.

3.1 Absence of Age-Appropriate, Validated Rating Instruments

Many schools that do attempt to collect students' ratings rely on informally constructed questionnaires rather than instruments validated for use with the relevant age group, undermining the reliability and comparability of the

resulting data and limiting its diagnostic value for individual teachers or for aggregation at the school level.

3.2 Weak Safeguards for Student Anonymity

Where students are not adequately assured, and do not genuinely believe, that their responses will remain anonymous and will not affect their relationship with the teacher being rated, response bias is likely to compromise the validity of the resulting ratings, a concern that is especially salient in secondary school settings given the power differential between students and teachers.

3.3 Absence of Designated Time and Protocol for Feedback Delivery

Many schools lack a designated time within the school calendar for feedback conferences, a standard template for documenting feedback and agreed action points, or a clear protocol specifying who is responsible for delivering feedback from each appraisal source, resulting in feedback that, where it occurs at all, is delivered inconsistently and without adequate follow-through.

3.4 Cultural Attitudes Towards Student Voice in Teacher Evaluation

In many school cultures, the notion of students formally evaluating their teachers remains culturally unfamiliar or is perceived as an inversion of appropriate authority relationships, generating resistance among some teachers and administrators that can undermine both the willingness to institutionalise students' rating appraisal and the seriousness with which its results, where collected, are subsequently treated.

3.5 Poor Documentation and Tracking of Feedback Over Time

Poor documentation and record-keeping practices in many schools make it difficult to track whether previously identified performance gaps, whether identified through students' ratings or any other appraisal source, have actually been addressed in subsequent appraisal cycles, limiting the extent to which feedback can serve its intended function of monitoring progress and informing long-term professional development planning.

3.6 Limited Appraiser and Administrator Capacity for Feedback Delivery

Even where school leaders recognise the theoretical importance of feedback, many have received little or no formal training in how to deliver appraisal feedback constructively, drawing on the skills of active listening, specific and behaviourally anchored comment, and collaborative goal-setting that the literature associates with effective feedback conferences, a capacity gap that applies with particular force to the delivery of feedback derived

from a comparatively unfamiliar source such as students' rating appraisal.

3.7 Absence of System-Level Guidance on Students' Rating Appraisal

Unlike classroom observation, which is generally addressed, at least in principle, by national and state-level education policy documents, students' rating appraisal rarely receives explicit policy guidance from ministries of education or post-primary school boards, leaving individual schools to decide, largely without external support or standardised instrumentation, whether and how to introduce this appraisal source. This policy vacuum contributes directly to the inconsistency in instrument quality and anonymity safeguards documented elsewhere in this section, and represents a specific, addressable gap that system-level policy guidance could help to close.

4.0 Conclusion and Recommendations

Students' rating appraisal and appraisal feedback utilisation represent two theoretically important but, in current secondary school practice, comparatively underdeveloped dimensions of teacher appraisal. Appraisal feedback utilisation, in particular, emerges from this review as a mechanism of central importance, both as an independent predictor of job performance and as a moderator of the effectiveness of every other appraisal source, including students' rating appraisal itself. Students' rating appraisal, while carrying strong validity credentials at the higher education level, requires careful, age-appropriate instrument design and robust anonymity safeguards before its full developmental potential can be responsibly realised at the secondary school level.

Based on the review, the following recommendations are made:

- i. Ministries of education and school authorities should treat appraisal feedback utilisation as a distinct, resourced component of the appraisal system, with designated time, standard documentation templates, and clear protocols specifying responsibility for feedback delivery across all appraisal sources, given the consistent evidence that feedback utilisation is among the strongest predictors of job performance within the wider appraisal literature.
- ii. Where students' rating appraisal is introduced at the secondary level, schools should adopt age-appropriate instruments, ideally adapted from validated frameworks such as those developed by Marsh (1987), rather than informally constructed questionnaires, and

should pilot such instruments before full-scale administration.

- iii. Robust safeguards for student anonymity should be built into the administration of students' rating instruments, including independent collection and aggregation of responses, to reduce response bias and increase both the validity of the resulting data and teachers' confidence in its fairness.
- iv. Feedback arising from students' rating appraisal should always be shared with the teacher concerned, in a structured and constructive format, given the strong theoretical and empirical case that unshared appraisal data carries negligible developmental value regardless of its underlying validity.
- v. School authorities should maintain a simple, standardised feedback log for each teacher, documenting feedback received from all appraisal sources and tracking whether previously identified performance gaps have been addressed in subsequent appraisal cycles.
- vi. School leaders and heads of department responsible for delivering appraisal feedback should receive structured training in constructive feedback delivery, drawing on the skills of specific, behaviourally anchored comment and collaborative goal-setting identified in the literature as central to effective feedback conferences.
- vii. Researchers should prioritise Nigerian empirical studies that specifically examine students' rating appraisal as a distinct predictor of secondary school teachers' job performance, using validated, age-appropriate instruments, in order to address the significant empirical gap identified in this review.

5.0 Summary and Conclusion.

Ultimately, the evidence reviewed in this paper suggests that the developmental value of teacher appraisal in secondary schools depends less on the sheer number or sophistication of appraisal sources deployed than on the quality and consistency of the feedback loop connecting appraisal evidence to teachers' subsequent effort and practice. School administrators who prioritise the institutionalisation of structured, timely and well-documented feedback, while cautiously and rigorously extending students' rating appraisal to the secondary level

where appropriate safeguards can be assured, are best positioned to translate the theoretical promise of these two appraisal dimensions into tangible improvements in teachers' job performance.

More broadly, this review suggests a reordering of priorities for education authorities seeking to strengthen secondary school appraisal systems under conditions of resource scarcity. Where a choice must be made between investing scarce administrative capacity in expanding the range of appraisal sources used, for instance by introducing students' rating appraisal, and investing that same capacity in strengthening the feedback architecture applied to appraisal sources already in use, the evidence and theory reviewed in this paper point towards the latter as the more defensible first priority. A school that appraises teachers through classroom observation alone, but does so with genuinely structured, timely and well-documented feedback, is, on the balance of the evidence reviewed here, likely to realise more of the developmental potential of appraisal than a school that adds students' rating appraisal to its repertoire without first securing a reliable feedback loop for the appraisal sources it already possesses. This is not an argument against the eventual introduction of students' rating appraisal, which this paper has argued carries genuine and currently under-realised value, but rather an argument for sequencing appraisal system reform in a manner that places the feedback architecture first, since it is this architecture, more than any single additional data source, that determines whether appraisal of any kind translates into improved teachers' job performance.

References

1. Adams, J. S. (1963). Towards an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67(5), 422–436.
2. Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 2, pp. 267–299). Academic Press.
3. Aloo, J. O., Ajowi, J. O., & Aloka, P. J. O. (2017). Influence of teachers' performance appraisal policy on timeliness in implementation of the curriculum in public secondary schools in Kenya. *Journal of Educational and Social Research*, 7(3), 34–37. <https://doi.org/10.1515/jesr-2017-0005>
4. Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99–109.
5. Chirchir, K. M., & Letangule, S. (2021). Influence of teacher performance appraisal and development

- implementation on the secondary students' examination scores in public schools in Kenya. *European Journal of Education and Pedagogy*, 2(6), 34–44.
6. Danielson, C., & McGreal, T. L. (2000). Teacher evaluation to enhance professional practice. Association for Supervision and Curriculum Development.
 7. Locke, E. A. (1968). Toward a theory of task motivation and incentives. *Organizational Behavior and Human Performance*, 3(2), 157–189.
 8. Locke, E. A., & Latham, G. P. (1990). A theory of goal setting and task performance. Prentice Hall.
 9. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705–717.
 10. Marsh, H. W. (1987). Students' evaluations of university teaching: Research findings, methodological issues, and directions for future research. *International Journal of Educational Research*, 11(3), 253–388. [https://doi.org/10.1016/0883-0355\(87\)90001-2](https://doi.org/10.1016/0883-0355(87)90001-2)
 11. Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, 79(4), 475–480.