THE EFFECTS OF PERFORMANCE APPRAISAL ON TEACHER DEVELOPMENT

(A case of secondary school teachers of Laikipia West district, Kenya.)

By

DAVID M. GICHUHI
D53/OL/13351/04

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF BUSINESS ADMINISTRATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN BUSINESS ADMINISTRATION.

KENYATTA UNIVERSITY

NOVEMBER 2008
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KENYATTA UNIVERSITY

NOVEMBER 2008
DECLARATION

This research proposal is my original work and has not been presented for a degree or any other award in any university.

David M. Gichuhi

Date

27/11/08

This project report has been presented for examination with my approval as university supervisor.

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1/12/08

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Kenyatta University

Chairman

Date

03.12.08

Department of Business Administration Gichuhi, David M.
The effects of performance appraisal

School of Business

Kenyatta University.
DEDICATION

To my wife Lucy, Sons Mark and Gad.

I appreciate the moral support you accorded me as I carried out this work.
ACKNOWLEDGEMENT

I am very grateful to Kenyatta University for giving me an opportunity to take my MBA Course.

I wish to extend my appreciation to my supervisor Dr. Namusonge who despite her tight schedule gave effective guidance to me.

I extend my sincere gratitude to my colleagues (Nakuru Centre MBA year 2004 class) for the moral support while undertaking the MBA Course.
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<thead>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<tr>
<td>KSSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
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<tr>
<td>KUPPET</td>
<td>Kenya Union of Post Primary Education Teachers</td>
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<td>MBO</td>
<td>Management by Objectives</td>
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<td>TSC</td>
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ABSTRACT

The purpose of this study was to get the effects of performance appraisal on teacher development. Beardwel et al (2004) asserts that the performance appraisal also serves as the mechanism for feeding back information to the manager about current levels of performance enabling him/her to identify and negotiate adjustments or further development needs.

Other specific objectives included proper training and training needs assessment, use of feedback to promote and reward, structural effects and relocation of staff and finally on teacher development. The study is considered important to various stakeholders including the teachers service Commission, School principals, the Ministry of Education and Teacher trade unions. The research adopted a descriptive research design and the population size was 393 that included teachers and principals from three regions. A sample size of 10% was drawn for the teachers and 30% for the principals, from the population; a systematic sampling technique was used to select the respondents.

Data was collected by use of questionnaire method which had both closed and open ended questions. Data was analyzed using descriptive statistics including frequency distribution tables and percentages. At the end of this study the researcher established the effects of performance appraisal on teacher development in Laikipia West district, Kenya. In addition to this it established how proper training needs assessment and training of staff, use of feedback to promote and reward and structural effects and relocation finally contribute to teacher development.

The findings of the study suggested that the performance appraisal activities were not very effective thus need to be improved. It also showed that proper training needs assessment and training of staff, use of feedback to promote and reward and structural effects and relocation contribute to teacher development.

The study came up with recommendations which include the increase in the number of times performance appraisal is done to make it more effective. A proper basis of the performance appraisal exercise and effective tools being established, it should also be made mandatory. In order to improve teacher development levels there should be sponsorship of teachers for education courses and be given an opportunity to go for in-service courses. There is need for opportunities to discuss individual performance appraisal results. Proper policies on relocation should be established and the basis should be the performance appraisal results.
DEFINITION OF TERMS

Appraisal System - The policies, process, methods and the people involved in appraising teachers.

Performance Appraisal - Evaluating an employee's current and/or past performance relative to his or her performance standards.

Performance - Is the degree of accomplishment of the tasks that make up a teacher's job. It is the ability of a teacher to carry out duties effectively and efficiently.

Principal - The administrative Head teacher in a Secondary School.

Result - Is the description of actual end states or goals, the final effects of strategy, a sum of performance.

Teacher Development - Is future oriented training, promotion, reward etc, focusing on the personal growth of the teacher.
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

Performance appraisal of some type is practiced in most organizations all over the world today. It is an almost universally accepted fact of organizational life although the approaches to and reasons for performance appraisal have changed in some ways. Thus performance appraisal is not new and many of the issues now being addressed are old ones. Beardwell et al (2005) points out that improving the performance of people in their existing jobs should be the principal aim of any active staff appraisal scheme. People go into an organization with the inclination to perform their appointed jobs. They then while in service with the organization undergo experiences which reduce their inclination to apply these capacities. A passive staff appraisal scheme maintains the initial level of ability and interest for the work to be done, whereas any active scheme adds to people’s capacity and inclination at work. They finally assert that organizations are increasingly turning to performance appraisal as an effective way of identifying the skills and behaviours required to meet business objectives.

Staff performance appraisals also help managers decide what increase or pay shall be given on grounds of merit and to determine the future use of an employee. For instance whether an employee shall remains in his/her job or be transferred, promoted, demoted or dismissed. They further help managers to indicate training needs, for instance, in areas of performance where improvement would occur, if appropriate training could be given and to motivate the employees to do better in their present
jobs. This is by giving employees knowledge of results, recognition of merit and the opportunity to discuss work with their managers (Torrington et al., 2004).

According to Dessler (2003) it is recognized globally that Human Resources are very important assets in every business organization. In Kenya most organizations, public and private put emphasis on Human Resources. A school is an organization that offers a specific service, that is education. According to Katumanga (2000) the role of teacher is very crucial in provision of quality education. As such teachers must be given opportunities for career development and upward mobility. A comprehensive appraisal system can provide the basis for key managerial decisions like training and development needs (Laurie, 2005). However most schools do not have appraisal systems for the teachers. Even where they are in place, they do not provide effective motivation of the teachers (Agesa, 2005). The end result has been poor performance in the teaching profession. Lack of an effective appraisal system for teachers has led to some of the poor performers get promoted leaving good performers.

According to Mwiria (2005) there has been interference by politicians, churches and parents on teachers' affairs including their promotion. Some schools have been mismanaged by school heads who assumed office through patronage (Chesos, 2005). In areas where appraisal systems are in place they are found to dwell on personality traits of the teacher. The ability to achieve goals is not emphasized while the system is confidential and does not give a chance for the teacher to know the contents of the evaluation report (Mzenge, 1983). Locher and Teel (1977) found that the three most common appraisal methods in general use are rating scale (56%), essay (25%) methods and results oriented or MBO methods (13%). The rating scale method offers
a high degree of structure for appraisals. Each employee trait or characteristic is rated on a scale that usually has several points ranging from "poor" to "excellent" or some similar arrangement. The traits assessed on these scales include employee attributes such as co-operation, communication ability, initiative, punctuality and technical competence.

The selected traits should be relevant to the appraisee's job. Some organizations have selected traits which are biased, unreasonable and results in legal action on the ground of discrimination. The rating scale method encourages equality in treatment for all appraisees and they are all subjected to the same basic process and rating criteria. In the case of essay method the appraiser prepares a written statement about the employee being appraised. The statement usually concentrates on describing specific strengths and weaknesses in job performance. It also suggests course of action to remedy the identified problem areas. The statement may be written and edited by the appraiser alone, or it be composed in collaboration with the appraisee. The essay method is good in that it is open-ended and flexible but can be subjective and this difficult to compare results of different individuals. Management by objectives method was first advocated in the 1950s. The aim is to seek to measure employee's performance by examining the extent to which predetermined work objectives have been met. The objectives are usually established jointly by the supervisor and subordinate. Once an objective is agreed, the employee is usually expected to do self-audit; that is, to identify the skills needed to achieve the objective. The method has an advantage in that it concentrates on actual outcomes. However research studies have shown that human being tend to lack the skills needed to do their own reality checking (Drucker, 1954).
Performance management can, therefore, be achieved in organizations through the power of measurement which is based on principles that, what gets measured gets done, if you do not measure results, you cannot tell success from failure. It also emphasizes that if you cannot reward it, and if you cannot reward results, you are probably rewarding failure. Further performance management emphasizes that if you cannot see success, you cannot learn from it, if you cannot recognize failure, you cannot correct it, and if you cannot demonstrate results, you cannot win public support (Government of Kenya Task Force Report, May 2004). Zairi (1998) adds that good performance management is therefore the one that provides quality information for the right people, reflects process visibility, focuses and targets core value added activity, helps corporate targets and reflects a culture of continuous improvement.

1.2 Problem statement.

Recent studies, Chesos, (2005); Education Watch (2004), and reports from media show that there lacks a systematic way in which teacher development is carried out. Preliminary observation by the researcher shows that many teachers are promoted without any reference to performance appraisal. Chesos (2005) quotes the assistant minister of education as having acknowledged that schools are mismanaged by school heads who were promoted through patronage. In other cases teachers are promoted based on the KESI courses attended, thus posing some biasness (Education Watch, 2004).

Gatemi (2004) in her studies on performance appraisals discovered that the appraisals were confidential reports prepared by heads of schools at the end of every year. Beardwell et al (2005) asserts that appraisal schemes are met by many employees with
distrust, suspicion and fear. This comes as a result of failure to use proper performance appraisal techniques by the supervisors.

The need for successful performance appraisal need not be emphasized. This is because available literature indicates that human resources form the most important and flexible asset in any organization. Hence effective management of this vital resource is paramount. To emphasize the importance of this resource, Wendell (1999) defined human capital as representing the human factor in the organization, the combined intelligence, skills and expertise that gives the organization distinct character. The study therefore intended to find out the effects of performance appraisal on teachers development. Specifically the study sought to find out whether there is any relationship between performance appraisal and teacher development aspects including promotion and training.

### 1.3 Objectives of the study

The objectives of the study included the following:

**Broad Objective**

To investigate the effects of Performance Appraisal on teacher development in Laikipia West District.

**Specific Objectives**

1. To find out the extent to which performance appraisal has affected training and training needs assessment and eventual development of teachers in Laikipia West District.
2. To find out the effect of Performance Appraisal on the use of feedback to promote and reward and eventual development of teachers in Laikipia District.

3. To find out the extent to which Performance Appraisal has on structural effects and reallocation of staff and eventual teacher development.

1.4 Research Questions

1. How has performance appraisal affected training and training needs assessment and eventual teacher development?

2. How has performance appraisal affected feedback in promotion and reward and subsequent teacher development?

3. What is the effect of performance appraisal on structural effects and reallocation of staff and subsequent teacher development?

1.5 Significance of the study

The outcome of this study will be of use to the following:­

The Teachers Service Commission will identify and consequently address some of the challenges that affect teacher development in secondary schools.

The school principals will learn from the study on better methods of appraising the teachers.

The teachers will benefit from an improved system of appraisal which will lead to improvement of their performance.

The findings would also be of interest to officials of ministry of education and other related ministries as they make decisions that affect teachers.

The general public will indirectly benefit from the improved performance by teachers.
The future researchers who may want to carry out more research on related fields will find the results helpful.

KNUT and KUPPET, the two teachers trade unions may use the information from the study as they address the teacher related issues with Teachers Service Commission, Ministry of Education and Ministry of Labour.

1.6 Scope of the study

The study focused on the effect the appraisal system in place has on teacher development in Laikipia District. Specifically it investigated the relationship between performance appraisal and teacher development. The study covered the three regions of Laikipia West District namely; Rumuruti, Nyahururu and Ngarua with a total population of 353 teachers and 40 principals.

1.7 Assumption of the study

The researcher made the following assumptions:-

1. That performance appraisal results were important in teacher development

2. That some form of teacher appraisal took place in secondary schools and Teachers Service Commission used information from such appraisals to make decisions affecting teachers.

3. That all respondents faithfully gave their honest opinions on the questions asked.
1.8 **Limitations of the study**

1. The study was conducted in one District and the results may not be easily generalized.

2. The District was quite expansive and movement to the sampled schools was a challenge.

3. The scope of the study covered only one aspect of employer and employee relationship to appraisal and assumed other factors that affect teacher development.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter deals with literature that has been reviewed and will continue to be reviewed for the purpose of the study. The literature is mainly on the effects of performance appraisal on teacher development. It covers areas such as training of staff, assessment of training needs, promotion and reward and structural effects and reallocation of staff.

2.1 Main Review/Past studies

2.1.1 Performance appraisal

Performance appraisal is the formal assessment and rating of individuals by their superiors usually at an annual review meeting. It has been discredited because too often it has been operated a top-down and largely bureaucratic system owned by the HR department rather than by line managers thus has been perceived by many as solely a means of exercising managerial control. It has tended to be backward looking, concentrating at what had been done wrong rather than looking forward to future development needs (Armstrong, 2006).

The push towards teamwork, continuous improvement, learning, and the like has caused many organizations to rethink their approach to appraisal. Some argue that performance appraisal discourages teamwork because it frequently focuses on individual achievement and produces self-focus rather than a team focus. Other contend that appraisals are useful only at extremes—highly effective or highly
ineffective employees thus are not useful for majority of the employees in the middle. The issue that appraisals focus on the short-term achievements rather than the long-term improvement and learning. Performance appraisal is at times too subjective or inconsistent that it creates a distance between the management and the employee rather than a team environment. However performance appraisal has two main purposes:

**Administrative purpose**- Appraisal programs provide the input that can be used for the entire range of HRM activities. Performance appraisal is also directly related to a number of HR functions, such as promotion, transfer and lay-off decisions. Performance appraisal data also helps in HR planning and also provides documentation for HRM actions.

**Developmental purpose**- Appraisal provides feedback essential for discussing the strengths and weaknesses as well as improving performance. Regardless of employee’s level of performance, the appraisal process provides an opportunity to identify issues for discussion, eliminate any potential problems, and set new goals for achieving high performance. A development approach to appraisal recognizes the purpose of the manager is to improve job behavior, not simply evaluate past performance.(Bohlander et al, 2005)

Beardwel et al (2004) asserts that the performance appraisal also serves as the mechanism for feeding back information to the manager about current levels of performance enabling him/her to identify and negotiate adjustments or further development needs. He finally adds that performance appraisal motivates employees by providing feedback on how they are doing and help supervisors to observe subordinates more closely and do a better coaching job.
Decenzo et al (2005) points out the following ways of carrying out appraisals which include:

**Peer appraisals** - Appraisal of employee by his or her peers are becoming more popular though it is said to be more accurate in the appraisal of employees.

**Rating committees** - An employee is appraised by his or her immediate supervisor and three or four other supervisors.

**Subordinate appraisals** - It takes place with the idea that subordinates can tell a great about the day-to-day behavior of their superiors; but the subordinates often participate in these processes reluctantly, fearing retaliation for unfavorable comments.

**Consultant appraisals** - A personnel specialist or outside consultant may complete some formal evaluation of an individual.

**Groups outside work** - Sometimes organizations ask individuals outside the immediate work situation to contribute to appraisal e.g. a group area sales managers might review the performance of the entire field sales force.

There is no universally best way to measure performance as performance appraisal data can be expected to serve many different functions and no one technique is always acceptable. The reasons for appraising performance determine what aspects of performance need to be measured. What is measured, in turn, dictates the appropriate technique for capturing performance data. Thus it is extremely important that performance appraisal designers and users clearly understand what purposes the performance appraisal system must serve.
Effective performance appraisal systems contain two basic systems operating in conjunction: an evaluation system and feedback systems. The main aim of the evaluation system is to identify the performance gap (if any). This gap is the shortfall that occurs when performance does not meet the standard set by the organization as acceptable. The aim of the feedback system is to inform the employee about job problems etc. From the organization's viewpoint, one of the most important reasons for having a system of performance appraisal is to establish and uphold the principle of accountability (North, 2006). One of the principal aims of performance appraisal is to make people accountable. The objective is to align responsibility and accountability at every organizational level. According to Bernadin and Russell (1998), all the attention paid to performance appraisal in general is testimony to its potentially pivotal role in influencing organizational performance and effectiveness. Most effective performance management systems recognizes that appraisals is not an end in itself; rather it is a critical component of a much broader set of human resource practices that should be clearly linked to business performance, personal and organizational development, corporate strategy and culture (Bernadin & Russell, 1998).

**Appraisal methods**

Certain techniques in performance appraisal have been found to yield better results than others: They include:-

**Encourage discussion**

Employees are likely to feel more satisfied with their appraisal results if they have the chance to talk freely and discuss their performance. It is also more likely that such employees will be better able to meet future performance goals. Employees are also
likely to feel that the appraisal process is fair if they are given a chance to talk about their performance. This is especially so when they are permitted to challenge and appeal against their evaluation (Greenberg, 1986).

(ii) **Constructive intention**

It is important that employees recognize that negative appraisal feedback is provided with constructive intention, i.e. to help them overcome present difficulties and improve their future performance. They will be less anxious about criticism and more likely to find it useful when they believe that the appraisers' intentions are helpful and constructive (Fedor et al, 1989). In contrast, Baron (1988) reported that destructive criticism which is vague or harshly presented will lead to problems such as anger, resentment, tension, work plan conflict, and poor performance.

(iii) **Appraiser credibility**

It is important that the appraiser be well informed and credible. Appraisers should feel comfortable with the techniques of appraisal and should be knowledgeable about the employee's job and performance. When these conditions exist, employees will express more acceptance of the appraisers' feedback and a greater willingness to change (Bannister, 1986).

The effects of appraisal and performance management system will be more positive if and when certain prescriptions are followed. These include precision in the definition and measurement, content and measurement of performance should derive from internal and external customers (Bernadin, 1998). Almost universally, where performance appraisal is conducted properly, both supervisors and subordinates have reported the experiences as beneficial and positive. For many employees an official
appraisal interview may be the only time they get to have exclusive, uninterrupted access to the supervisor. One employee of a large organization after his first formal performance appraisal noted “In twenty years of work, that’s the first time anyone has ever bothered to sit down and tell me how I’m doing. The value of this intense and purposeful interaction between a supervisor and subordinate should not be underestimated (North, 2006).

Other benefits include:-

**Motivation and satisfaction** — Performance appraisal can have a profound effect on levels of employee motivation and satisfaction for better as well as for worse. It provides employees with recognition for their work efforts. The power of social recognition as an incentive has been long noted. There is evidence that human beings will even prefer negative recognition in preference to no recognition at all (North, 2006).

**Employee Evaluation** — Evaluation is a legitimate and major objective of performance appraisal. It has been said that appraisal cannot serve the needs of evaluation and development at the same time. It must be one or the other. However there may be an acceptable middle ground, where the need to evaluate employees objectively and the need to encourage and develop them, can be balanced.

**Effective Workforce** — Performance appraisal is another important technique for developing an effective workforce. During performance appraisal a skillful manager gives feedback and praise concerning the acceptable element of the employee
performance. They also describe performance areas that need improvement. Employees can use this information to change their job performance (Richard, 2000).

**Common Mistake when appraising performance**

Where performance appraisal fails to work as well as it should, lack of support from the top levels of management is often cited as a major contributing reason. Opposition may be based on political motives, or simply ignorance or disbelief in the effectiveness of the appraisal process. It is crucial that top management believe in the value of appraisal and express their visible commitment to it. Those attempting to introduce performance appraisal, or even reform an existing system, must be acutely aware of the importance of political issues and symbolism in the success of such projects. These include:-

**Fear of failure**-Some appraisers' suspect that a poor appraisal result reflects badly upon them. Thus they may try to make their subordinates look good on paper. This may point to a problem in the organization culture. Appraisers may fear the possibility of repercussions i.e. for themselves and the appraised. According to Longenecker (1989), accuracy in performance appraisal is impossible to achieve since people play social and political games as they protect their own interests. A supervisor who has given an overly generous appraisal to a marginal performer might claim that the motive was the hope of encouraging a better performance. The appraiser may also give wrong results to avoid confrontation.

**Feedback seeking**-Larson (1989) has described a game played by poor performer. It occurs when the poor performer regularly seeks informal praise from his or her
supervisor at inappropriate moments. This may ambush the supervisor when he is not in a position to give a proper answer. The supervisor may end up providing a few encouraging words of support. This will later be used to defend any poor performed appraisal results which may make the supervisor to upgrade them.

**Employees participation**—Employees should participate with their supervisors in the creation of their performance goals and development plans. A plan where employees feel some degree of ownership is more likely to be accepted than one that is imposed. This does not mean employees do not desire guidance from their supervisors (North, 2006).

2.2.2 **Teacher Development**

Glatthorn (1998), defined teacher development as the professional growth a teacher achieves a result of gaining increased experience and examining his/her teaching systematically. Training is usually used to upgrade teachers, prepare them for new administrative roles, curriculum related and refresher courses. He further points out that teacher quality was a major factor contributing to improve learning outcomes of students and emphasized that it was both vital and appropriate that education and training of teachers should receive increasing attention from educational planners, managers and teachers.

Capacity development enables human resources in an organization to undertake assigned tasks with confidence. It also stated that it was an important part of organizational development as it ensured effective an efficient utilization of resources to achieve desired goals (Republic of Kenya Education sector support programme
Development is the skillful provision and organization of learning experiences in the workplace so that performance can be improved, work goals can be achieved, and that through enhancing the skills, knowledge, learning ability and that through enhancing the skills, knowledge, learning ability and enthusiasm at every level, there can be continuous organizational as well as individual growth. Recent interest in knowledge management, human capital and the learning organization and the establishment of the Investors in people Award are raising awareness of the need for employee development and benefits that flow from it (Beardwell et al 2004). Cole (2004) points out that the focus of development tends to be primarily on an organization future manpower requirement and on growth needs of individuals in the workplace. He adds that development is any learning activity which is directed towards future rather than present needs and which is concerned more with career growth than immediate performance.

The purpose of human resource development is to improve the intellectual and emotional abilities needed to handle greater responsibilities through formal and informal means. Therefore an effective management and career development programme must meet the needs of the organization. It is thus essential for the management to determine its needs and convert them to objectives in order to guide formulation of a program. The human resource stock in an organization should have the requisite technical and human skills to cover all positions and to meet its requirements. Employee development starts with identification of an employee’s development needs. Once the needs are clarified the development plan is formed which shows the overall objectives, program priorities and resource allocations and indicates who will be trained in what, by whom and when, the trainee is the matched
with training opportunities that occur then evaluation follows. The results of evaluation then go back to those who plan such future programmes. The problem in development include; inaccurate analysis, trying to substitute training for selection and encapsulated. (Monappa et al, 2002)

Dessler (2005) points out that when it comes to the purpose of training and development programs they are usually more similarities than differences across organizations. Employees everywhere rank to improve technical abilities as the main purpose for providing employees with training. In some organizations appraisal feedback is evaluative rather than developmental as the appraiser focuses on objectives, quantifiable results and the main objective is to improve performance rather than develop employers. ). Mutaho (2002) pointed out that schools are expected to improve the delivery of their services and the teachers being the ones who taught must be more equipped with new skills on service delivery of their services and the teachers being the ones who taught must be more equipped with new skills on service delivery and improvement programmes in their day to day management practices. Bolam (1982) stated that human resource development was concerned with ensuring an adequate supply of appropriately trained and prepared people’s general capability, resourcefulness, flexibility and capacity to change and self-development by schools and teachers in order to introduce new ideas and approaches.

Although a person may be successful in his current job the next level may require behaviors and skills that the current job does not demand. Unless the performance appraisal system allows management to determine if he/she has these attributes, mistakes in promotion decisions are inevitable (Cascio, 1986). There is need in training people to do what they already can do. Training is an appropriate solution to
job-problems for people who have deficiencies of knowledge or performance (Laird, 1985). Employees want jobs to be challenging, they want to derive personal meaning from their work. They need to know that they are using their abilities to do a good job of something that is genuinely important. In evaluating, the management can ensure that they are helping to achieve organizational objectives by making the individual jobs not only challenging, but also important (Kennard, 1996). Personal data analysis is usually used to define employee developmental needs, which can be identified during the periodic performance evaluation. Skills inventory can be developed which will also help in determining a persons need for training (Harris and Desimore, 1994).

Performance appraisal offers an excellent opportunity for a supervisor and subordinate to recognize and agree on individual training and development needs. During the discussion an employee's work performance, the presence or absence of work skills can become obvious. It can make the need for training more pressing and relevant by linking it clearly to performance outcomes and future career aspirations. According to Richard & Craig (1977) the objective of Performance Appraisal include validating selection techniques, identifying promotion potential and feedback and employee development, assessing training needs and allocation of organizational rewards. As such the decision for management is not whether to appraise but rather how to do so. Edwin (1987) noted that despite the multiplicity and complex nature of many training and educational programmes, most development occur in the job. But such development is slowed and less effective if the employee is not systematically appraised and fed back with the information concerning her/his quality of performance.
The role of a teacher is very crucial in provision of quality education. Thus they must be given opportunities for career development and upward mobility (Katumanga 2000). Gerald (2004) says that performance appraisal is the evaluation of individuals in terms of their job performance. Randell et al (1984) defined staff appraisal as any procedure which helps in collecting checking, sharing, giving and using of information collected from and about people at work for the purpose of adding to their performance at work. They have also noted that granting pay increase or giving promotion is a major purpose of any staff appraisal scheme to any organization. Sucha (2005) quotes the assistant minister of education saying that teachers who emerge best from interviews and competence tests would be published in the local media to check against nepotism and patronage (Daily Nation, 2005). This contrasts the role of performance appraisals in development of the teachers.

According to Tirop there are many exemplary teachers whose input is never recognized. They are usually demoralized and a new award created by the Kenyan Secondary Schools Head Association (KSSHA) will change this. Tirop notes that the current system of promotion used by the Teachers Service Commission over-looks performance and exceptional achievement of teachers. The system of interviewing teachers for promotion favors those who are able to express themselves fluently. It fails to award performance at classroom. Tirop suggests that teachers should be judged on their ability to produce impressive academic results. Hardwork, maintaining discipline among students, co-operation with fellow staff members and involvement in co-curricular activities (Daily Nation, 2007).
According to Dessler (2005) employers have a significant impact on employees’ careers development. Career developments involve the lifelong series of activities that contribute to a person’s career exploration, establishment, success and fulfillment. Dessler notes several career development practice including formal education, career orientation, performance appraisals, counseling, retirement preparation and succession planning. On importance of feedback, Dessler notes that employees who receive performance feed-back and have individual development plans tend to be comfortable in the firm they are working.

2.2.3 Proper training and training needs assessment

The training is defined as an organized procedure by which people acquired knowledge or skills for a definite purpose. Training is necessary for a teacher as it enables the acquisition of additional knowledge and skills that make a teacher better in his/her work. (Ministry of Education, Science and Technology, 1997). Beardwell et al (2004) defines training as the planned process to modify attitudes, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation is to develop abilities of the individual and to satisfy the current and future needs of the organization. The growing awareness of importance of training has been due to employers spending more in aggregate terms on training activities.

The teacher resources are one of the most important inputs in the education system and therefore efficient management and utilization of teachers was critical to the quality of learning outcomes and performance (Republic of Kenya Sessional paper 1, 2005). American federation of teachers (2006) pointed out that a school system’s most
important investment a school board administrators and parents can make in a school system is to ensure that teachers continue to learn. Okumbe (2001) asserts that training should enable the educational organization to increase its productivity, improves both quantity and quality of outputs, improves workers morale, satisfaction and motivation, reduce and prevent work related accident, reduces obsolescence among employees and created a sense of personal growth among employees. Thus from these benefits of in-services education and training, this study is concerned with teacher quality through their training and professional development.

Managers and HR staff should stay alert on the kinds of training that are needed, when they are needed, who needs them and the methods which will best deliver what is needed to employees. If an organization receives an excessive number of customer complaints, this is to suggest inadequate training. To make certain that the training is timely and focused on priority issues managers should approach assessment through the following:

Organizational analysis- It involves examination of the environment, strategies and resources of the organization to determine where training emphasis should be placed.

Task analysis - It involves determining what the content of a training program should be on the basis of a study of tasks and duties involved in the jobs.

Personal analysis- It involves determining which employees require training and equally those who do not.

(Bohlander et al, 2005)

Graham et al (2003) asserts that on assessment of training needs the first step is careful analysis of the job including setting of performance standards. The
performance now being attained by employees can sometimes be measured, but more often it is assessed through an appraisal scheme. Management by objectives shows a different technique by reviewing measurable performance in previously agreed key job areas thus any disparities between standards and performance level show possible arrangement. They add that the assessment of long term training needs is usually carried out by the whole company. By estimating the expansion or contraction of the labor force, what categories will be affected, the probable number leaving the organization and the present utilization of employees, it is possible to plan what kind of training will be required in future, when it should begin and how many present or new employees need to be trained. If financial or material resources are limited the analysis may also help to decide how many needs should be given priority.

2.2.4 Use of feedback to promote and reward

Once performance standards are established it is necessary to communicate these expectations, it should not be part of the employee's job to guess what is expected of them. An appraisal typically culminates in an appraisal interview. Here, supervisor and subordinate review the appraisal and make plans to remedy deficiencies and reinforce strengths. Interviews like these are potentially uncomfortable, since few people like to receive or give negative feedback. The interviewee must be informed of the date and time of the interview at least one week in advance. For such an interview to be successful they must be held in a relaxed atmosphere. The interview should cover among other things the extent to which the objectives of the job have been met, strengths and weakness in the performance, including factors which have influenced performance, subordinates career prospects and so on. The superior must let the subordinate know of the plans for the latter's development and agree on new set of
objectives for the year ahead. Notes on the interview should be entered on the appraisal form immediately after the interview (Dessler, 2005).

One of the principal purposes of performance appraisal is to provide a basis on which to discuss and plan for improvement. There is general agreement that a formal comprehensive appraisal should be conducted at least once a year but some people suggest that such discussion should take place more frequently. A case could be made against any rigid schedule of annual performance reviews. Formal comprehensive reviews should be supplemented by periodic reviews to help identify problems that hinder effective performance. There is also continuous monitoring of performance to check on deviations. The superior and the subordinate discuss the situation immediately so that corrective actions can be taken at once in order to prevent a small deviation from developing to a major problem (Koontz, 2003).

Schermerhorn (2002) defines a reward is a work outcome of positive value to the individual. Rewards are divided into extrinsic and intrinsic rewards. Extrinsic rewards are those that are externally administered, they are valued outcomes given to someone by another person usually a supervisor or higher level manager. They may include bonuses, promotions and time-offs. Intrinsic rewards are however self administered, they occur naturally as a person performs a task and are in this sense built directly into the job itself. The major sources of intrinsic rewards are feelings of competency, personal development and self control people experience at work.

Employees have different needs, what acts as a reinforcer for one may not work for another. Managers should use their knowledge of employee differences to individualize the rewards they can control such as pay, promotion, recognition,
desirable work assignment, autonomy, and participation. Managers need to make rewards contingent on performance. Rewarding factors other than performance will only reinforce those other factors. Important rewards such as pay increase and promotion should be given for the attainment of specific goals. Managers should also look for ways to increase visibility of rewards making them potentially motivating and thus aid in employee development (Robbins, 2005).

Dessler (2005) points out that in other organizations, performance appraisal feedback sessions are conducted by the superior of the person being appraised. There are many different ways to conduct appraisal interviews which include:

**Tell and sell** – the appraiser is a judge who persuades the employee to improve. The assumptions are that the employee wants to correct weakness that he will do so if told how and that the appraiser is a qualified judge.

**Tell and listen** – The appraiser is a judge who will listen the appraisee’s explanation and defense. The assumption is that these defensive feelings have to be released whereupon the subordinate will accept the advice and begin on a process of improvement.

**Problem solving** – The supervisor is a helper who tries to stimulate the employee’s growth and development. The emphasis is on learning why problems have occurred and in working out ways to deal with them.

The performance appraisal system in place for Teachers Service Commission staff is strictly confidential and the appraisees have no chance of knowing the contents of the evaluation report (Mzenge, 1983). Mzenge (1983) notes that the system dwells on personality trait while the ability to achieve goals has been given little emphasis. This
has led to negative attitude by the employees and as such the purpose of the evaluation is never achieved. An effective appraisal scheme can improve the future performance of staff (Laura 2005). A subjective performance evaluation affects employees negatively leading to poor performance (Nyamunga, 1999). According to Gerald (2004) one of the objectives of performance appraisal is to identify employees strength and weaknesses with the aim of discussing with him/her on how to improve.

Leslie and Lloyd (1993) stress that performance appraisal as a process involve giving a feedback to an employee on how well he/she is performing the job, with a purpose of establishing a plan for improvement. Richard (2000) notes that skillful managers give feedback and praise concerning the acceptable elements of the employees' performance. They also describe performance areas that need improvement. Employees can use this information to change their job performance.

Randell (1984) said that when assessments of performance are required, they should be carried out through technically sound procedures, such as behaviorally anchored rating scales or standardized psychological and attainment tests by thoroughly briefed and trained staff. Decenzo and Robbins (1996) argue that the importance of training, promotion, termination or transfer becomes clearer when based on valid data which is prescribed from the performance evaluation document.

2.2.5 Structural effects and reallocation of staff

An organization structure is a system of tasks, reporting relationship and communication channels that link together the work of a diverse individuals and group. It should both allocate task assignments through a division of labor and provide for coordination of performance results. Structure must be addressed in a
contingency fashion; as the environment and situations change, structure must often be changed. He adds that a formal structure is the structure of the organization in its official state, but behind it lies an informal structure which is a set of unofficial relationships among organizational members (Schermhorn, 2002).

To manage human resources in a constructive way it is at times necessary to transfer employees to other jobs, sometimes because of changed work requirements and sometimes because an employee is unhappy or dissatisfied in his or her present job. Transfers are used as a means of developing promising employees by giving them experience in several departments. In some companies it is the custom for the least satisfactory employees to be transferred from one department to another with the result that a transfer is regarded as discreditable, particularly if it occurs at short notice and without explanation. (Graham et al, 2003)

Gareth et al (2003) states that the outcome of organizing is the creation of an organizational structure, a formal structure of task and reporting relationships that coordinates and motivates members so that they work together to achieve organizational goals. They add that the organizational structure determines how an organization’s resources can be best used to provide better service. Another way to respond to a complex and changing organizational environment is to increase the complexity of the organizational structure and its control systems, to do this top manager assign various departments to deal with the various forces affecting the task and general environment. Thus managing the match between the organization and its environment so that organization structure responds well to the forces in the task and general environment is a vital management task.
2.3 Critical Review

A completely error-free performance appraisal is only an ideal, with all actual appraisals falling short of this ideal. However we can isolate a number of factors that insignificantly impede objective evaluation. (Decenzo, 1996). Some of the common forms of bias:

**Hallo effect**-Confronting an individual with an unfavorable evaluation of performance is often unpleasant. The appraiser may avoid unpleasantness by inflating the ratings.

**Horns effect**-Some raters pride themselves on being tough, emending executives. They equate low ratings with high standards. They believe that criticisms make a person better and they provide it. The appraiser stresses what was wrong. The result is the threat of a denied raise, demotion or discharge.

**Central tendency**-Appraisers award everyone average or above average evaluations.

**Regency bias**-full scale appraisers normally take place every six to twelve months. Behavior that occurred in the more distant past is forgotten and the appraisal is based upon the most recent behavior. Employees are encouraged to perform in an outstanding fashion in the last month or so before evaluation.

**Personal biases**-The appraiser may not like blacks or women and may evaluate them accordingly.

**Similarity error**-Evaluating employees based on the way the evaluator perceives himself or herself. For example the evaluator who perceives himself or herself as
aggressive may evaluate others by looking for aggressiveness. Those who demonstrate this characteristic tend to benefit while others are penalized.

There has been increasing criticism of appraisal system which attempts to measure personality characteristics such as intelligence, loyalty, commitment or drive. There is also increased emphasis on more job-related criteria and objectives. Finally more involvement of employees in their own appraisal and concentration on improving performance in the current job rather than assessing future potential has become common. (Coleman, 1997)

2.4 Summary and gaps to be filled by the study

In many companies appraisal is one way and usually it is never used to motivate the employee by reviewing his performance. A problem solving approach is usually recommended encouraging the subordinate to talk freely about his success and failures over the period. The self-criticism that may occur as this process is much more likely to lead to action by the subordinate to remedy his faults than criticism by the manager (Graham, 1994). Many of the studies that have been done in the past have focused their attention on appraisal of staff in educational institutions and business organizations. Little attention has been given to the studies of appraisals of teachers who play a vital role in the education sector which plays a major role in a country’s development. This study therefore collected information which will add to the literature there is on performance appraisal on teacher development.
2.5 Conceptual Framework

Performance appraisal

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Moderating variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper Training needs assessment &amp; training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of feedback to promote and reward.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural effects and reallocation of staff.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher development

Has led to

Figure 2.1 - Conceptual model of teacher performance appraisal

Source: Author (2020)
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, target population, data collection procedure and data analysis procedure.

3.1 Study Design

The study adopted a descriptive research design. According to Kothari (2000), descriptive research design is used when the problem has been defined specifically and where the researcher has certain issues to be described by the respondents about the problem. This is because the method is appropriate for collecting both descriptive and explanatory data on the topic of the study.

3.2 The Target Population

In this study the target population comprised of all teachers and principals in public schools in Laikipia West District of Rift Valley Province which consists of three regions namely: Nyahururu, Rumuruti and Ngarua. According to records in the District Education office (2007), there are 353 teachers and 40 principals.

Table 3.1 Target Population

<table>
<thead>
<tr>
<th>Region</th>
<th>Principals</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nyahururu</td>
<td>14</td>
<td>130</td>
<td>144</td>
</tr>
<tr>
<td>Rumuruti</td>
<td>10</td>
<td>83</td>
<td>93</td>
</tr>
<tr>
<td>Ngarua</td>
<td>16</td>
<td>140</td>
<td>156</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>353</td>
<td>393</td>
</tr>
</tbody>
</table>

Source: District Education Office, Laikipia West (2008)
3.3 Sampling Design

From the above population of 393, a sample of 10% for the teachers and a sample of 30% for the principals respectively were drawn by use of stratified random sampling. According to Mugenda & Mugenda (1999), a representative sample is one that is at least 10% of the population of interest. In addition, this sampling technique should be used when the population of interest is not homogeneous, in this particular case the population consisted of principals and teachers from three different regions. The sample of 35 teachers and 12 principals. The principals were used as the basis of the random selection of the schools from which the selection of teachers was done on an equal proportion from the respective schools. The sample was obtained as indicated in the following tables:

Table 3.2 Sample Design for teachers

<table>
<thead>
<tr>
<th>Region</th>
<th>Population Frequency</th>
<th>Sample ratio</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nyahururu</td>
<td>130</td>
<td>0.1</td>
<td>13</td>
</tr>
<tr>
<td>Rumuriti</td>
<td>83</td>
<td>0.1</td>
<td>8</td>
</tr>
<tr>
<td>Ngarua</td>
<td>140</td>
<td>0.1</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>353</td>
<td>0.1</td>
<td>35</td>
</tr>
</tbody>
</table>

Source: Author (2008)
Table 3.3 Sample Design for principals

<table>
<thead>
<tr>
<th>Region</th>
<th>Population</th>
<th>Frequency</th>
<th>Sample ratio</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nyahururu</td>
<td>14</td>
<td>0.3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Rumuriti</td>
<td>10</td>
<td>0.3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ngarua</td>
<td>16</td>
<td>0.3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>0.3</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author (2008)

3.4 Data Collection procedures

Data was collected mainly by use of questionnaire method. This was due to the size of the sample which is relatively large and also as it is time saving. The researcher made use of drop and pick method where the research tools were dropped and collected after been filled. The questionnaire had both open ended and closed questions.

3.5 Data Analysis

Data was analysed by use of descriptive statistics. The data was presented by use of frequency distribution tables, charts or percentages. There was the use of Excel to aid the analysis. Qualitative data was derived from the open-ended questions and described in theory.

3.6 Expected output

The study was expected to reveal the effects of performance appraisal on teacher development. The study also covered training, training needs assessment, the use of feedback to promote and reward structural effects and reallocation of staff to explain the topic of the study better.
4.0 DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents an analysis of the findings of the research. Several descriptive analyses were made to achieve the objective of the study which was: To find out the effect of performance appraisal on teacher development, a Case of Secondary schools in Laikipia District, Kenya. From the study population targets of 47 respondents, 33 respondents answered to the questionnaires comprising a 70% response rate.

4.2 Quantitative analysis

4.2.1 General Information

Table 4.1: Respondents Gender

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>23</td>
<td>70</td>
</tr>
<tr>
<td>FEMALE</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Study

The above table shows the findings on the respondents' gender. From the findings, the majority of the respondents were males as indicated by 70% of the response, while 30% were females. This shows that the majority of the respondents were male. This seems to suggest that the district is not well balanced as far as gender equality is concerned in the teacher distribution. The figure below can also be used to represent the above information.
The researcher also sought to investigate the duration which the respondents have served as teachers. From the above table, the majority of the respondents had served as teachers for 11-15 years as shown by 34%, 18% had served as teachers for 1-5 years and 24% had served as teachers for 6-10 years and 16 and above number of years. The chart below can also be used to represent the data in the table above;
The above table shows the findings on the respondents’ level of education. From the findings the researcher found that majority of the respondents were degree holders as shown by 79%, 7% were diploma holders, 14% had postgraduate degrees. This shows that most of the teachers are well educated in their respective areas. The chart below can also be used to represent the information above.
This general information was very important as it helped the researcher know how well the respondents were versed on the effects of performance appraisal on teacher development in their respective schools which depended mainly on their level of education and duration the respondents had served as teachers.

4.2.2 Performance appraisal

Table 4.4 Frequency of performance appraisal

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.OFTEN</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>OFTEN</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>FAIRLY OFTEN</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>RARELY</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>NEVER</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data
The researcher requested the respondents to indicate how often performance appraisal of staff is done at the schools. Table 4.22 show that the responses to this question had frequencies of 9% for very often, 18% indicating often, 21% for fairly often, 37% for rarely and 15% stating never. The majority of the respondents 37% suggested that the performance appraisal was done rarely. This means that it is not done that often to make so much contribution to teacher development. This information can also be shown by the figure below.

**Figure 4.4 Frequency of performance appraisal**

![Pie chart showing frequencies](image)

### Table 4.5 Effectiveness of performance appraisal

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>NO</td>
<td>19</td>
<td>58</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

The respondents were requested by the researcher to give their suggestions whether the performance appraisal exercise conducted at their respective schools was
effective. Table 4.5 shows that majority of the respondents as shown by 58% suggested that it was not effective, while 42% responded that the exercise was effective. This shows that most of the respondents do not view the performance appraisal as good enough to play its purpose. This information can also be depicted in the chart below.

**Figure 4.5 Effectiveness of performance appraisal**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.GREAT</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>GREAT</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>MODERATE</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td>LOW</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>V.LOW</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study
The respondents were asked the extent to which the performance appraisal exercise is effective. Table 4.6 shows that majority of the respondents, 43% indicated a moderate extent, 29% a great extent, 14% a low extent, 7% a very low extent and also 7% said to a very great extent. This means that most respondents view the performance appraisal exercise as being moderately effective thus much needs to be done. This information can also be depicted in the chart below.

**Figure 4.6 Extent to which the performance appraisal is effective**

![Pie chart showing the extent to which the performance appraisal is effective with percentages: V.GREAT 2%, GREAT 1%, MODERATE 1%, LOW 6%, V.LOW 6%]

### 4.2.3 Teacher Development

**Table 4.7 Provision of opportunities for development**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>19</td>
<td>58</td>
</tr>
<tr>
<td>NO</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study
The respondents were requested by the researcher to give their suggestions on whether teachers were provided opportunities for development. Table 4.7 shows that majority of the respondents as shown by 58% suggested that teachers were provided opportunities for development, while 42% said the teachers were not provided opportunities for development. The information can also be shown by the chart below.

Figure 4.7 Provision of opportunities for development

![Bar chart showing provision of opportunities for development]

Table 4.8 whether performance appraisal led to teacher development

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>18</td>
<td>55</td>
</tr>
<tr>
<td>NO</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

Respondents were requested by the researcher to give their suggestions whether teacher development is as a result of performance appraisal. Table 4.8 show majority
of the respondents as shown by 55% suggested that performance appraisal in the schools leads to teacher development, while 45% said that it did not.

Table 4.9  Extent to which performance appraisal led to teacher development

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.GREAT</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>GREAT</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>MODERATE</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>LOW</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>V.LOW</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

Respondents were requested by the researcher to give their suggestion on the extent to which the performance appraisal exercise at the schools led to teacher development. Table 4.9 show majority of the respondents as shown by 31% said to a moderate extent, 26% stated to a great extent, 16% stated to a very great extent, 16% stated to a low extent and finally 11% stated to a very low extent. From the findings it is clear that performance appraisal leads to teacher development in the schools. This information can also be shown by the chart below.
Figure 4.9 Extent to which performance appraisal leads to teacher development.

Table 4.10 Whether the school has done anything on teacher development

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>13</td>
<td>39</td>
</tr>
<tr>
<td>NO</td>
<td>20</td>
<td>61</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

Respondents were asked whether the school has done anything on teacher development. Table 4.10 show that majority of the respondents as shown by 61% answered No, while 31% stated that the school had done something to bring about teacher development. This shows that the schools have to do something to bring about teacher development.
4.2.4 Proper training and training needs assessment

Table 4.11 Properly trained staff

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>28</td>
<td>85</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

Table 4.11 shows the results on proper training and needs assessment. Respondents were requested to suggest whether the teachers in the schools were properly trained. Majority of the respondents as shown by 85% agreed, while 15% said No. This information can also be represented as in the chart below.

Figure 4.11 Properly trained staff
Table 4.12 Whether training of staff is a result of performance appraisal

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>NO</td>
<td>27</td>
<td>82</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

The study also sought to find out whether training of staff was a result of performance appraisal. Table 4.12 show majority of the respondents as shown by 82% responded by saying No, while 18% responded by saying Yes, that training of staff was a result of performance appraisal. These findings suggest that training of staff is not as a result of performance appraisal.

Table 4.13 Extent to which training is as a result of performance appraisal

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.GREAT</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>GREAT</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>MODERATE</td>
<td>3</td>
<td>49</td>
</tr>
<tr>
<td>LOW</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>V.LOW</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

The respondents who suggested that proper training was as a result of performance appraisal were asked the extent of the relationship. Table 4.13 shows majority of the respondents indicated by 49% stated to a moderate extent, 17% each for V.Great,
great and low and finally a null percentage for very low. This information can also be represented in the chart below.

Figure 4.13 Extent to which training is as a result of performance appraisal

Table 4.14 Feedback between the principal and teachers

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>18</td>
<td>55</td>
</tr>
<tr>
<td>NO</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

From the finding in the above, it was clear that there was feedback between the principal and teachers as shown by majority of the respondents indicated by 55%, while 45% of the respondents suggested that there was no feedback between the principal and the staff. This information can also be represented as in the chart below.
The respondents were asked by the researcher to give their views on whether performance appraisal improved the use of feedback in promotion and reward and thus subsequent teacher development in the schools. Majority of the respondents shown by 52% felt performance appraisal has improved the use of feedback, while 42% of the respondents felt that performance appraisal had not improved the use of feedback.
The respondents who suggested that performance appraisal has increased the use of feedback were requested to state the extent to which performance appraisal has increased the use of feedback. Table 4.16 shows that majority of the respondents as shown by 46% suggested to a moderate extent, 12% of the respondents stated to a very great extent, 18% of the respondents stated to a great extent, another 12% of the respondents stated to a low extent and a final 12% of the respondents suggested to a very low extent. This information can also be depicted as below.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.GREAT</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>GREAT</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>MODERATE</td>
<td>8</td>
<td>46</td>
</tr>
<tr>
<td>LOW</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>V.LOW</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study
4.2.6 Structural effects and reallocation of staff

Table 4.17 Whether performance appraisal has led to structural reorganization and relocation

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>13</td>
<td>39</td>
</tr>
<tr>
<td>NO</td>
<td>20</td>
<td>61</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Study

The respondents were requested to state whether performance appraisal has led to structural reorganization and relocation. Table 4.17 shows that majority of the respondents as shown by 61% of the respondents said that performance appraisal had not led to structural reorganization and relocation, while 31% of the respondents stated that it had brought about structural reorganization and relocation of staff. This information can also be shown by the chart below.
Figure 4.17 Whether performance appraisal has led to structural reorganization and relocation

Table 4.18 Extent to which performance appraisal has led to structural reorganization and relocation

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.GREAT</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>GREAT</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>MODERATE</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>LOW</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>V.LOW</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study

Table 4.18 shows findings on the extent that performance appraisal has led to structural reorganization and relocation of staff. From the table, majority of the respondents as shown by 46% of the respondents were of the view that the extent was to a moderate effect, 23% of the respondents suggested to a great extent, 8% of the
respondents stated the extent as very great, 15% of the respondents felt to a low extent, while 8% felt it was to a very low extent. This information can also be represented in the chart below.

Figure 4.18 Extent to which performance appraisal has led to structural reorganisation and relocation

4.3 Qualitative analysis

Qualitative analysis focuses on answers to open ended questions and any other relevant information. This was as shown below:

4.3.1 Effect of performance appraisal on teacher development

The respondents were requested by the researcher to give their suggestions on the effect of performance appraisal on teacher development. The respondents suggested that it brought about motivation, it makes teachers productive, it bring about innovative methods of teaching, examines causes of ineffectiveness and that it bring about curriculum implementation. Others added that it had brought about promotion
and modification of teaching methods. Others however suggested that it had brought no effect to teacher development.

4.3.2 Suggestions on performance appraisal to improve teacher development

The respondents were asked by the researcher to give their suggestions on what can be done on performance appraisal to improve teacher development. They suggested that performance appraisal should be done frequently; a proper basis of doing performance appraisal should be formulated and developing tools that can be adopted into many institutions. They added that performance appraisal should be made mandatory.

4.3.4 What the school has done on teacher development

The respondents were asked by the researcher to give their suggestions on what the school has done on development among its teachers. They stated that teachers were allowed to attend seminars and workshops and some were given recommendations for promotions.

4.3.5 What has to be done to improve the teacher development levels?

The respondents were asked by the researcher to give their suggestion on what needs to be done to increase teacher development levels. The respondents suggested in-service courses for the teachers and sponsoring of teachers for education courses.
4.3.6 Measures the school has taken to improve use of feedback in promotion and rewarding and subsequent teacher development.

The respondents were asked by the researcher to suggest what the schools have done to improve the use of feedback and promotion to lead to teacher development. The respondents stated regular staff meeting, discussing results with individual teacher and comments made at assemblies and at staff meeting on the teachers' achievements.

4.3.7 What has to be done on use of feedback to enhance teacher development?

The respondents were asked by the researcher to give their opinion on what needs to be done on use of feedback in promotion and reward to enhance teacher development. They suggested that teachers need to be recognized on their duties, they should be awarded certificates for their achievements, given recommendations for promotions and that the results of appraisals should be discussed with the individual teachers.

4.3.8 Existence of clear placements and reporting positions among staff.

The respondents were asked by the researcher whether there existed clear placements and reporting positions among staff. Most of the respondents answered that it was in existence due to the existence of clear definition of duties on placement and clear departments with heads.

4.3.9 What has to be done on structural effects and reallocation of staff to improve teacher development?

The respondents were asked by the researcher on what should be done on structural effects and relocation of staff to improve teacher development. Most of the
respondents stated that proper policies on appraisal should be established and that teachers should be allocated duties with regard to the appraisal results.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a summary of the findings, conclusions, recommendations of the study and areas that require further research. The broad objective was to determine the effects of performance appraisal on teacher development. The study was a descriptive survey design based on the following areas:

1. To find out the extent to which performance appraisal has affected training and training needs assessment and eventual development of teachers in Laikipia District.
2. To find out the effect of Performance Appraisal on the use of feedback to promote and reward and eventual development of teachers in Laikipia District.
3. To find out the extent to which Performance Appraisal has on structural effects and reallocation of staff and eventual teacher development.

Data was analyzed according to the objectives of the study. The aim of the study was to investigate the effects of performance appraisal on teacher development, a case of secondary school teachers in Laikipia West District. A profile of data from each of the respondents was compiled and subjected to analysis. The summary of the results were presented in the tables, charts and percentages.

5.2 Summary of the study

The study sought to establish the effects of performance appraisal on teacher development, a case of secondary school teachers in Laikipia West District. Chapter one of the study discusses the background of the study, problem statement, research
objectives and the research questions. It also outlines the significance of the study, assumptions, scope and limitations of the study.

Chapter two reviews some of the studies that were carried out over the years on the effects of performance appraisal on teacher development. The chapter discusses literature under the following headings: An overview of performance appraisal, teacher development, proper training and training needs assessment, feedback, structural effects and relocation of staff, critical review, summary of gaps to be filled by the study and the conceptual framework.

Chapter three contains the details on the methodology that was adopted for this study. The chapter particularly deals with the research design, target population, sampling design, data collection procedures and the instruments of analysis that were used.

Chapter four presents data analysis and interprets the data as per the responses obtained using the researchers' questionnaires which were administered to respondents in the secondary schools which were later collected. An analysis of the data is what followed.

Chapter five presents the summary of the study findings, conclusions and recommendations for further research. Further the chapter presents possible solutions towards making performance appraisal more effective so as to bring about teacher development.

5.3 **Answers to research Questions**

Research question 1 sought to establish how performance appraisal has brought about proper training and training needs assessment of staff and subsequent teacher development at the schools. Majority of the respondents as shown by 82% of the respondents felt that it has not brought about proper training and training needs
assessment of staff thus little effect on teacher development. Most of them stated that most of their training was due to their own personal initiatives and that academic seminars and sponsorship should be provided to the teachers to enhance their training.

Research question 2 sought to investigate how performance appraisal has improved the use of feedback in promotion and rewarding of teachers and subsequent teacher development at the schools. Majority of the respondents as shown by 52% of the respondents pointed out that performance appraisal has improved the use of feedback in promotion and rewarding of teachers at the schools and thus teacher development levels have subsequently been enhanced.

Research question 3 sought to establish the impact of performance appraisal on structural effects and reallocation of staff and subsequent teacher development. Majority of the respondents as shown by 61% felt that performance appraisal has not led to better structural effects and reallocation of staff within the schools and thus its effect on teacher development was not felt.

5.4 Conclusions

From the research, it is evident that performance appraisal influences teacher development, from the findings it had brought about motivation among the teachers, made the teachers productive, brought about innovative methods of teaching and curriculum implementation.

The study however concludes that performance appraisal has not been done at regular intervals. Structural relocations that have occurred have been a result of factors such as: promotions not mostly based on personal request, discipline due to the head
teacher recommendation among others. It seemed that there were no set policies on transfers.

It can be concluded that teachers are trained but do not attend in-service courses and are not given sponsorship for further studies. It can also be concluded that there is feedback between the teachers and the principal which enables communication on performance appraisal issues which eventually lead to teacher development. It can be concluded that performance appraisal of the teachers should be done continuously and feedback should be revealed and discussed between the teachers and the principals to enhance teacher development. Another conclusion is that although performance appraisal affects teacher development, the exercise is not well incorporated in the schools thus making it ineffective. Finally, teacher development is a function of many factors.

5.5 Recommendations

There is need to increase the number of times performance appraisal is done to make it more inclusive. A proper basis of the performance appraisal exercise and effective tools should be established, it should also be made mandatory. In order to improve teacher development levels there should be sponsorship of teachers for education courses and them given an opportunity to go for in-service courses.

There is need for meetings and communications among the teachers and the principals and discussion on the results of performance appraisal exercises at an individual level. Proper policies on relocation should be established and teachers’ relocations should be based on results of performance appraisal exercises.
5.6 Suggestions for further research

The study only focused on secondary schools in Laikipia West District. Further research should be done at secondary schools in other locations so as to get information that is more conclusive on the effects of performance appraisal on teacher development at schools in other locations.

Research should be conducted on other factors, beside performance appraisal that affect teacher development.
REFERENCES


APPENDIX I
QUESTIONNAIRE
SECTION A
INTRODUCTION

1. Sex (A) Male (B) Female

2. Department ..............................................................

3. Designation............................................................

4. Years Worked
   (A) 1-5   (B) 6-10   (C) 11-15   (D) 16 and above (Cross the appropriate answer)

5. Highest Education Level
   (A) Primary
   (B) Secondary
   (C) University
   (D) Postgraduate
   (E) Others (Specify).................................
SECTION B

PERFORMANCE APPRAISAL

1. How often is performance appraisal of staff done at the school?
   - □ Very often
   - □ Often
   - □ Fairly often
   - □ Rarely
   - □ Never

2. In your opinion is the exercise effective?
   - □ Yes
   - □ No

3. If yes, to what extent?
   - □ V.Great
   - □ Great
   - □ Moderate
   - □ Low
   - □ V.low

4. Are the performance appraisal tools appropriate?
   - □ Yes
   - □ No

5. Please Explain your answer,
   ........................................................................................................................................
   ........................................................................................................................................
6. What do you think is the effect of performance appraisal on teacher development?

7. What can be done on performance appraisal to improve teacher development?

8. Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically. Do you think teachers in this school are provided with opportunities for development?

☐ Yes
☐ No

9. Do you think performance appraisal in this school has led to teacher development?

☐ Yes
☐ No
10. If Yes , to what extent?
   - V.Great
   - Great
   - Moderate
   - Low
   - V.low

11. Please explain your answer.

12. Has the school done anything on development among its teachers?
   - Yes
   - No

13. If yes, give examples.

14. What can be done in this school to improve the teacher development levels?
SECTION D

PROPER TRAINING AND TRAINING NEEDS ASSESSMENT

15. Do you think teachers in this school are properly trained?
   □ Yes
   □ No

16. Do you think proper training of staff is as a result of performance appraisal?
   □ Yes
   □ No

17. If yes, to what extent
   □ V.Great
   □ Great
   □ Moderate
   □ Low
   □ V.low

18. Has performance appraisal improved training and training needs assessment and the subsequent teacher development?
   □ Yes
   □ No
19. Please explain your answer.

20. What can be done on training and training needs assessment to improve teacher development in this school?

SECTION E
FEEDBACK

21. Feedback involves the communication between the management and staff on their expectations and acting on any appraisal issues. Do you think there is feedback between the principal and other teachers?

☐ Yes
☐ No

22. Are there any measures that the school has in place to enhance feedback between the principal and the other teachers?

☐ Yes
☐ No
23. If yes, please give examples

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

24. Has performance appraisal improved the use of feedback in promotion and reward and subsequent teacher development in this school?

☐ Yes
☐ No

25. If yes, to what extent?

☐ V.Great
☐ Great
☐ Moderate
☐ Low
☐ V.low

26. What can further be done on use of feedback in promotion and reward to enhance teacher development in this school?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
SECTION F

STRUCTURAL EFFECTS AND REALLOCATION OF STAFF.

27. Performance appraisal helps in identifying not only the skills gaps but also the strengths of the employees. Has this exercise led to structural reorganisation and relocation?

☐ Yes
☐ No

28. If yes, to what extent?

☐ V.Great
☐ Great
☐ Moderate
☐ Low
☐ V.low

29. Do you think there is clear placements and reporting positions among the staff?

☐ Yes
☐ No

30. Please, Explain your answer,

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
31. Structural effects involves issues such as transfer and placements in other positions. What do you suggest should be done on structural effects and relocation of staff to improve teacher development?