FACTORS AFFECTING THE TEACHER PERFORMANCE APPRAISAL SYSTEM: A CASE OF PUBLIC SECONDARY SCHOOLS IN MOMBASA DISTRICT

BY

DATCHE A. EVELYNE
D53/CE/5485/03

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS IN CONFORMITY WITH THE REQUIREMENT FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA) OF KENYATTA UNIVERSITY

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OCTOBER 2007
DECLARATION

This research project is my original work and has never been submitted for a degree in any other university.

Signed Datche A. Evelyn D53/CE/5485/03

Date 18/10/07

This research project has been submitted for examination with my approval as the university supervisor.

Signed Dr. Otube Khayota Senior lecturer Department of Business Administration, Kenyatta University.

Date 25/10/07

This research project has been submitted with my approval as chairman, department of business administration.

Signed Mr. D.K. Ngaba Chairman, Dept. of Business Admin.

Date 07/12/07
ABSTRACT

In the work environment, there is the inevitable practice of performance appraisal whether formal or informal. Research evidence also point out that in most admired organizations, employee performance appraisal is a vital and vigorous management tool. (http://www.hrdirectory.org/hr-articles/employee-performance-appraisals.php)

While performance appraisal has been the focus considerable research for almost a century, this research has resulted in very few recommendations about designing and implementing appraisal and performance management systems whose goal is performance improvement. Most research carried out is on performance measurement issues with little interest to motivational appraisals that focus on employees’ performance improvement. The Teachers Service Commission has over the years has continued to appraise its employees—the teachers. This appraisal has however been cited by research as exhibiting weaknesses, thus calling for redress.

This study sought to evaluate the factors affecting performance appraisal system adopted by the Teacher Service Commission for secondary school teachers in public schools and recommend for improvements. The research was carried out across public secondary schools in Mombasa District, where secondary school teachers were expected to fill in questionnaires on the existing performance appraisal process.

The data collected was analyzed using descriptive statistics and finalized with the help package for social sciences (SPSS). Data analyzed was presented using tables, frequency distribution, and percentages charts and graphs.

Research findings indicate that the performance appraisal system in public secondary schools is affected by lack of involvement of teachers in setting performance standards, lack of feedback at the end of appraisal process as well as no follow up to reward performing employees or train non performance to improve performance index. Based on the findings researcher has suggested that teachers should be more in setting the performance standards which they are expected to achieve, feedback should be given soon after appraisal and training of appraisers or hiring specialized personnel to carry out the appraisal if it is to be effective.
ACKNOWLEDGEMENT

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DEDICATION

This project is dedicated to my dear husband and friend Edwin, for his unfailing love, support and encouragement. I also dedicate this work to my three children, Jude, Cynthia, and Bob who had to bear with my absence when away pursuing the study.

A special dedication to my parents who have continually encouraged me to go after my childhood dream.
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CHAPTER ONE
INTRODUCTION
1.1 BACKGROUND TO THE STUDY
In today's increasingly competitive market place, organizations are constantly under pressure to improve their performance. It has long been recognized that talented, motivated and focused workforce is key to achieving high performance and gaining competitive advantage. By investing in relevant, well planned and executed people initiative, organizations can make significant improvements to their bottom line. Performance management or appraisal is one of the areas an organization can use to unlock the full potential of their people. Wendel (2003) refers to performance appraisal and review as the formal, systematic assessment of how well employees are performing their jobs in relation to established standards and the dialogue about assessment with employees.

Modern performance appraisal maybe defined as a structured formal interaction between a subordinate and a supervisor that usually takes the form of a periodic interview, in which the work performance of the subordinate is examined and discussed with a view to identifying weakness and strengths as well as opportunities for improvement and skills development. (http://www.performance-appraisal.com/intro.htm). According to Waston and Creamer (1997) performance appraisal can be viewed as the process of assessing and recording staff performance for the purpose of making judgment about staff that leads to decisions. The system is highly interactive involving personnel at all levels in differing degrees in determining job expectations, writing job descriptions, selecting relevant
appraisal criteria, developing assessment tools and procedures and collecting and interpreting results.

The history of performance appraisal can be traced to the early 20th century, to Taylor’s pioneering time and motion studies. It was however seen as a distinct and formal management procedure used in evaluation of work performance during the Second World War. Yet in broader sense the practice of appraisal is a very ancient art. In the scale of things historical, it might well lay claim to being the world’s second oldest profession! Dulewicz (1989) supports this by saying “There is a basic human tendency to make judgments about oneself”. Appraisal thus seems both inevitable and universal in the absence of a carefully structured system of appraisal; people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily.

Traditionally, performance appraisals were seen as simple methods of income justification. That is appraisal was used to decide whether or not the salary or wage of an individual employee was justified. The system was firmly linked to material outcomes. If an employee’s performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Little if any consideration was given to developmental possibilities of appraisal. This approach to appraisal sometimes succeeded in getting the results that were intended, but more often than not, it failed leading to its rejection by 1950’s.

Torrington and Hall (2005) acknowledge that traditional performance appraisal systems have provided a formalized process to review the performance of employees. They are
typically designed on a central basis usually by the HR function and require each line manager and employee to take part in a performance review meeting. Elaborate forms are often completed as a record of the process, but these are not living documents, as they are generally stored in the archives of the HR department and the issue of performance is often neglected until the next round of performance review meetings. The general model of performance appraisal as it is known today began in the 1950's in the United States where its potential usefulness as a tool for motivation and development was gradually recognized (http://www.performance-appraisal/into.htm) performance appraisal and review has since gained popularity over the years because of its perceived effect on motivation and performance. In America's best-run and most admired organizations, employees' performance appraisal is virtual and vigorous management tool. No other management process has as much influence on individuals' career and work lives Dick (2004).

The Directorate of personnel management (DPM) provides policy directions in human resource management and development. They advice on appropriate organizational structures, and initiate reform measures, for enhancing service delivery in the civil service. It is with this regard that performance appraisal of teachers in public schools who are part of civil service, was introduced to the T.S.C with set guidelines on the staff appraisal report.

The Teachers Service Commission (TSC) was established under the TSC Act Cap 212 of the laws of Kenya (Legal notice no. 2 of 1976). Its functions include registration of all
teachers, recruitment remuneration, promotion, transfer and discipline of teachers in all public schools and tertiary institutions.

According to the TSC code of regulation for teachers, performance appraisal under Regulation 29 indicates that; each Head Teacher shall be required to submit staff appraisal reports on each teacher in the school at least once a year in a prescribed form, whereby reports on teachers in post – primary institutions are to be submitted to the Provincial Director of Education (PDE) or Director of City Education or District Education Officer. It also states that the Head teacher must meet and discuss the contents of the report with the appraisee. If the report is adverse the appraisee should be counseled. In addition the Head teacher may submit a report on a teacher if he or she finds it necessary in the course of the year. All staff appraisal should be received by the concerned (PDE, DEO...) not later than March of the following year. T.S.C currently has about 240,000 teachers in public primary, secondary and tertiary institutions. It also has 2,400 staff in its secretariat.

Mombasa district has a population of 46 secondary schools of which 23 are public. Public schools are further categorized into provincial and district schools. The public schools are headed by head teachers who are employees of the Teachers Service Commission (TSC). The commission except for a few employed by schools Board of Governors (B.O.G) also employs most of the teachers.
1.2 STATEMENT OF THE PROBLEM

From the background to the study, it is evident that the T.S.C appraises its employees. While this is the case, a survey done across public secondary schools in Mombasa District indicate that the appraisal is but an annual ritual where standardized forms are hurriedly filled and in some instances not filled at all, then copies of the forms sent to the headquarters and nothing done in line with the appraisal until the following year when the ritual is repeated. Critical aspects of the appraisal such as performance standards, monitoring or even feedback that lead to effective appraisals are overlooked.

Odhiambo (2005) researched on Teacher appraisal; the experience of Kenyan secondary school teachers. His findings indicate that the teacher appraisal policies and practices in Kenyan Secondary schools exhibit weaknesses which need to be urgently addressed if teacher appraisal is to be used to improve quality of teaching and education in Kenya (http://emeraldinsight.com Retrieved 8/9/2007). His findings are further supported by the Kenya Anti-corruption Commission (KAC) who did an investigation recently into the operations of the Teacher Service Commission (TSC) and recommended that the commission should institute a performance appraisal system with clearly set standards. (Saturday Nation August 11, 2007).

This study therefore sought to identify the factors that affect the teacher performance appraisal system in public secondary schools and recommendations for an improved system.
1.3 OBJECTIVES OF THE STUDY

The general objective of this project was to identify the factors that affect the teacher performance appraisal system used in public secondary schools in Mombasa District. Specifically, the study aimed to;

a) Identify factors considered when setting performance standards for teachers in public secondary schools in Mombasa District.

b) Assess the effect of monitoring on the effectiveness of teacher appraisal process in public secondary schools in Mombasa District.

c) Assess how the delivery of the performance appraisal affects the effectiveness of P.A in public secondary schools in Mombasa District.

d) Assess the effect of feedback on the teacher performance appraisal of public secondary schools in Mombasa District.

1.4 RESEARCH QUESTIONS

a) What factors are considered when setting performance standards for teachers in public secondary schools in Mombasa District?

b) What effect has monitoring on the effectiveness of teacher performance appraisal system?

c) How does delivery of the performance appraisal affect its effectiveness?

d) What effect has the feedback on the performance appraisal process?
1.5 SIGNIFICANCE OF THE STUDY

The results of this project may be used by;

**Directorate of Personnel Management (DPM):** They will be able to use the findings to enhance the quality of public secondary education in Kenya, by using the suggestions from teachers on ways of improving the existing P.A system.

**Teacher Service Commission (TSC):** The employers of the secondary school teachers, to enhance the quality of Kenyan secondary school education through effective performance appraisal system of its employees – the teachers, by taking appropriate measures to correct anomalies identified by the study.

**Public Secondary Schools:** Especially those in Mombasa District, on which the study was based to understand the strengths and weaknesses of the present appraisal process and how to make it effective for improved teacher performance and hence the performance of schools.

**Future researchers:** Researchers and scholars interested in the topic and results of this study as a basis for future studies.

1.6 SCOPE OF THE STUDY

This study focused on the factors affecting the performance appraisal of teachers in public secondary schools in Kenya. The study was limited to the 23 secondary schools in Mombasa District. The secondary school teachers who are appraised annually by the TSC will raise the research data needed for this study.
2.1 INTRODUCTION

This chapter reviews literature pertinent to performance appraisal. It explores two models of performance appraisals—traditional and modern. It further presents the performance appraisal process as an ongoing system which if well used could lead to improved performance.

2.2 MAIN REVIEW OF PAST STUDIES

Published and unpublished data give evidence to a lot of researches on the subject of performance appraisal. Most of the research studies were on methods used to rate appraisees. Noe and Gottschalk (1986) studied 153 school administrators to test the degree to which raters used similar methods of combining information, and whether rater agreement was based on job relevant inputs or on shared bias. They reported that overall ratings from different sources varied because different rater groups attached higher relative weights to the job related performance dimensions that were most salient to them.

Research on sex/gender of rater or rate effects on performance appraisal has however yielded conflicting results. For example no sex / gender effects were reported in field settings where job analysis was used to develop a task based performance appraisal instrument. According to Thompson & Thompson (1985) no gender differences were reported when rating familiar tasks in work situations where feedback was available. Shore & Thoraton (1986) conversely argued that students tended to give women professors higher ratings than their male counterparts. Dobbins et al. (1988) found out
that raters holding traditional stereotypes of women tended to be less accurate when ratings were made for administrative purposes. In an experimental setting, Benedict & Levine (1988) demonstrated that females were more often with poor performers and delayed performance appraisals and feedback sessions more than males did.

On rating errors and accuracy, much of recent researches have examined and critiqued competing methods of measuring halo. Murphy and Bolzer (1986) reported that halo was associated with greater accuracy and speculated that this may be due to categorization schemes that correctly classify the relevant behavioral information and eliminate noise. Murphy and Bolzer (1989) concluded, based on meta-analytic results that the correlation between rating errors and accuracy was very near zero, and therefore error measured were not good indicators of rating accuracy.

Researches on appraisal feedback, in early 1988 reported that self generated feedback (versus supervisory – generated and general feedback) was positively related to performance. This agrees with Banister’s (1986) experimental results concluding that source credibility and message content influenced recipient response to feedback. Becker and Klimoski (1989) reported that feedback from supervisors led to increased performance, but feedback from self and peers did not.

The above analyzed research was carried out on performance appraisal outside Kenya. It is therefore important that researches in Kenya on the performance appraisal be analyzed and their context be reviewed.
Gichira (2001) carried out a study on employee performance management practices in the private security services industry; his findings indicate that employee performance management practices are applied in the industry and that the results of the performance management systems are used in making a variety of human resource interventions and employment decisions.

Ngolovoi (2001) did research on perceived social and psychological effects of performance appraisal in selected international donor organizations in Kenya, the results indicated that performance appraisal brings about increased confidence levels among employees, rivalry between the management and employees dissatisfaction and eagerness to find out how they are related by their supervisors.

Obiye (2002) researched on preferred methods, ratees and uses of performance appraisal by employees in selected tertiary public institutions in Nairobi. He found that most employees preferred to be rated by supervisors and appraisal results used for training and development.

Mwendwa (2005) looked at factors affecting staff performance appraisals in the hospitality industry-A case of five star hotels in Nairobi. Odhiambo (2005) also did a study on the Teacher performance appraisal; the experience of the Kenyan secondary school teachers. His findings indicate that the teacher appraisal policies and practices in Kenyan secondary schools exhibit weaknesses which needed to be urgently addressed if the appraisal is to be used to improve the quality of teacher and hence education in Kenya.
From the reviewed literature it is evident that traditional performance appraisals don't improve performance and may actually backfire. They argue that most performance appraisal systems neither motivate nor guide employees' development. Furthermore they cause conflict between supervisors and their subordinates and lead to dysfunctional behavior.

2.3.1 THE CONCEPT OF PERFORMANCE APPRAISAL

Wendel (2003) defined performance appraisal and review as a formal, systematic assessment of how well employees are performing their jobs in relation to established standards and the dialogue about that assessment with employees involved. Graham and Bennet (1998) state that performance appraisal is the judgment of an employee's performance in a job based on consideration other than productivity alone. He goes on to say that it may sometimes be referred to as merit rating more frequently when its sole objective is to discriminate between employees in granting increases in wages or salaries. Nzuve (1997) support the above definitions by stating that employee performance appraisal is a formalized review of the way in which an employee has been performing on the job and usually conducted on a regular basis of six months to one year.

Performance appraisals are essential for the effective management and evaluation of staff. According to Armstrong (1998), Employee performance appraisal or management is increasingly becoming an integrated human resource strategy that seeks to create a shared vision of the purpose aims and values of the organization. It also seeks to help each individual employee to understand and recognize their part in contributing to them, and in
so doing to manage and enhance the performance of both individuals and the organization.

Neale (1991) regarded performance management as a holistic system within the context of business planning and strategy. He suggests that: "Individual objectives are dealt with as part of the objectives of the organization as a whole. Managers are encouraged to coach, counsel and train people to improve their performance".

From time to time, it is useful to summarize and rate employee performance. This helps with comparing performance over time or across a set of employees. Rating means evaluating employee or group performance against the elements and standards in an employee’s performance plan. Performance rating is based on work performed during the entire appraisal period. Many managers are reportedly uncomfortable in the role of judge. This attitude is evidenced by performance appraisals, which are often months overdue. The results of such problems are that appraisal schemes have often either been abandoned or become hurried and meaningless once-yearly ritual as spelt out by MC Gregor (1972). In addition literature abounds pointing out that traditional performance appraisals do not work. Heathfield (2001) among other management theorists have argued that traditional performance appraisals should be scrapped all together. Nevertheless, there is a general consensus that formal performance appraisals are an important and integral part of any organization today as Cleveland et al. (1989) and Murphy (1995) advice.
In fact performance appraisals of all types are effective if they are conducted properly and better still if the appraisal process is clearly explained to and agreed by the people involved. (http://www.businessballs.com/performance-appraisal.htm). Well-prepared and well-conducted performance appraisals provide unique opportunities to help appraisees and managers improve and develop, and thereby the organizations for whom they work.

2.3.2 OBJECTIVES OF EMPLOYEE PERFORMANCE APPRAISAL

Generally speaking, the objectives of performance appraisal can be grouped into two that is evaluation goals and developmental goals. The basic purpose of employee performance appraisal according to Nzuve (2003) is to evaluate as comprehensively and objectively as possible with the help of the full knowledge and understanding of the job content, the employees performance in that job. This evaluation should reveal strengths and weaknesses of the personnel indicating areas which training, transfer or recruitment is needed. The appraisal should also provide feedback about effectiveness of that supervision.

Quoting from Michael Beer, Wendel (2002) outlines the evaluation goals of performance appraisal as; giving feedback to employees so that they know where they stand; developing valid data for any pay and promotion decisions and lastly helping the manager to make retention and discharged decisions. On the other hand coaching and developmental goals include counseling and coaching employees in order to improve their performance and develop future potential; develop commitment to the organization through discussion of career opportunities and career planning; motivating employees
through recognition and support; strengthening superior – subordinate relations and diagnosing individual and organizational problems.

Josh Greenberg (2004) warns that, doing performance appraisal without clear objectives in advance is a recipe for disagreement, argument and poor morale. He relates performance objectives to a roadmap that gives guidelines to a given destination. He elaborates that clear and detailed employee performance objectives play a crucial role in helping companies perform to their business plan and achieve their strategic goals. Performance objectives also play a major role in defining the end results expected through your staff’s hard work and dedication. Performance objectives are a necessity in setting clear goals for employees. The criteria for a well-documented performance objective can be acronymed as SMARTS; that is it should be specific, measurable, accountable, realistic, time-bound and strategically linked.
2.3.3 PERFORMANCE APPRAISAL PROCESS

Common blue prints for performance management system include four-phase model; performance planning, ongoing coaching and feedback, appraisal of accomplishments and identifying areas of accomplishments and identifying areas of improvement. Typically these elements follow an annual cycle as noted by Marentette (2000). The cycle as illustrated below begins with the planning process to set expectations for both the employee and the employer throughout the year. The employee’s performance is then guided through ongoing coaching and feedback. Towards the end of the cycle the employees’ performance is evaluated. Finally this evaluation is shared with the employee to help improve his or her performance.

Figure 2.1 Performance management system.

Source: Society for Human Resource Management Survey Report, 2000 Pg. 27
Employee performance appraisals that function well and lead to expected results are not merely an annual event, but an ongoing process that follow a four phase model. Grote (2004) outline the phases as; Employee performance planning, Performance execution, performance assessment and performance review.

2.4.1 Setting Performance Standards

A key component of the performance appraisal process is the creation of specific performance criteria or competencies. These performance standards must be developed, defined and communicated to the incumbent with performance monitored against those standards throughout the year. In the first phase of performance planning, the manager meets with each person of the employee performance appraisal process. In this hour-long session they discuss the “How” and the “What” of the job. How the person will do the job and what results the person will achieve over the next twelve months. They also discuss the individuals' developments plans. In this phase the performance standards are set. Performance standards are management expression of performance thresholds, requirements or expectations that employees must meet to be appraised at a particular level of performance.

The performance standards are viewed as benchmarks against which performance will be measured. As Davis (1985) puts it, employees must know what they need to do to perform their job successfully. Getting employees involved in the planning process helps them to understand the goals of the organization, what needs to be done, why it is done and how well it should be done. Planning the employees’ performance standards include establishing performance elements which are measurable, verifiable, equitable and
achievable. Stebbler and Robinson (1995) To be effective performance standards should relate to the desired performance of each job. Knowledge of these standards is collected through job analysis. It also requires dependable job measures, which are rating used to evaluate performance.

The discussion between Manager and Subordinate at this phase immediately generates improved employee performance because people will know exactly what's expected of them and as the manager you have just earned the right to hold people accountable at the end of the year by making your expectations of them clear from the start.

2.4.2 Performance monitoring

Once developed and communicated, the standards may need to be modified. In some cases, they are revised as a result of feedback from the incumbent. This is especially true in the case of a newly created position or for specific business units or departments. These standards may also be subject to change as the position evolves.

Over the course of the year, employee performance should be focused on achieving the goals, objectives, and key responsibilities of the job. The manager provides coaching and feedback to the individual to increase the probability of success and creates the conditions that motivate and resolve any performance problems that may arise. For performance appraisal to be effective, there should be monitoring, whereby performance is measured and feedback provided to employees. Monitoring well means, consistently measuring and providing ongoing feedback to employees and workgroups on their progress towards reaching their goals.
Ongoing monitoring provides the supervisor with opportunity to check how well employees are meeting pre-determined standards and to make changes to unrealistic, problematic standards. By monitoring continually, supervisors can identify acceptable performance at anytime during the appraisal period and provide assistance to address such performance rather than wait until the end of the period. Glen (1990) affirms that "one minute rewarding and one minute reprimanding" should be equally major parts of a manager’s job. Midway through the year both employee and supervisor meet to review the individuals’ progress towards the plans and goals discussed in the first phase. Employee may seek out coaching or ask for feedback from manager to enhance achievement of goals.

2.4.3 Delivering the performance appraisal

As time for employee performance appraisal approaches, the manager reflects on how well the subordinate has performed over the course of the year, assembles various forms and paper work and fills them out. The manager may also recommend a change in individuals compensation based on the quality of work done by the individual. Best practice calls for the manager to review the completed forms by employee before discussing it. According to Scott (2001), the best performance appraisal will be perceived as a disaster if the manager does not deliver it effectively. A "one on one" dialogue between the manager and employee is critical. The review should be conducted in a quiet place with plenty of uninterrupted time set aside for true dialogue not soliloquy by the manager.
The manager and the subordinate meet, usually for an hour to review the employee performance appraisal form created by manager and that of the subordinate. The manager and the subordinate talk honestly about how well she performed over the past twelve months. At the end of the appraisal discussion, the main points covered and the action agreed should be summarized, records and above all followed up. Effective feedback should be specific, timely and positively presented. Stebbler and Robinson (1995) notes that feedback is most effective in reinforcing or improving work performance when the employee has confidence in the basis of that feedback.

2.4.4 Feedback

During the assessment and review phase, strengths, weaknesses, success and areas needing improvement are identified. The performance appraisal system should focus on the strengths and accomplishments of staff, rather than their faults and failures. It should in turn lead to a plan for future development and progress of the individual. Developing in this instance means increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work progress or any other method. Providing employees with training and developmental opportunities encourage good performance, strengthens, job related skills and competences and help employees keep up with changes in the workplace such as introduction of new technology or methods.

From the literature reviewed it is evident that performance appraisal should work as a system with one phase leading to the next and as a cycle where the process has to be ongoing and end only to start again. James (1998) concludes by saying that performance
appraisal has its roots in three well substantiated psychological principles, whereby people work, learn and achieve more, when they are given adequate feedback as to how they are performing; involved in setting of tasks and goals and when they are given clear and attainable goals.

It is important that a successful performance appraisal should establish dialogue and lead to an improvement in manager-staff relationships. Wetzel (1987) sees performance appraisal as a power sharing exercise. To succeed it must be a co-operative, constructive endeavor with input by both staff and managers.

2.5.0 CRITICAL REVIEW

There are many respected sources who have expressed doubts about the validity and reliability of performance appraisal. Some have even suggested that the process is so inherently flawed that it maybe impossible to perfect it. Derven (1990) however assert that there are also scholars who strongly advocate for it. Some view it as potentially the most crucial aspect of organizational life Lawrie (1990) between these two extremes life various schools of belief, while all endorse the use of appraisal, there are many different opinions on how and when to apply it. The process of appraising employees is made difficult by the fact that the criteria of effective and ineffective performance are frequently hard to define. The areas of performance for which a single individual is responsible for are often unclear and evaluations tend often to be based not on measurements of actual performance but on the perceptions and judgments of an individual’s immediate supervisor. It is assumed that the performance appraisal system has been designed so that it is legally defensible and not discriminatory in any way.
Benardin et al. (1987) and Cascio et al. (1981) advised. All that said and done, performance appraisals administered without explanation or consultations and conducted poorly will be counterproductive and a waste of everyone’s time. While well-prepared, well-conducted performance appraisals provide unique opportunities to help appraisees and managers improve and develop and thereby also organizations for which they work.

2.6 SUMMARY AND GAPS TO BE FILLED BY THE STUDY.

The study done by Odhiambo (2005) on Teacher Appraisal: The Experiences of Kenyan secondary school Teachers found out that the practices and policies in Kenya secondary schools exhibit weaknesses. This study, intends to establish some of those practices or factors that may cause such weaknesses on the appraisal process. It further intends to seek teacher recommendations on ways of improving the appraisal system to make it more effective.
FIG. 2.2: CONCEPTUAL FRAMEWORK

FACTORS AFFECTING

- PERFORMANCE STANDARDS
- PERFORMANCE MONITORING
- DELIVERY OF THE PERFORMANCE APPRAISAL
- FEEDBACK

Source: Researcher (2007)
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 INTRODUCTION
This chapter discusses the research design, target population, data collection methods and analysis techniques that were used in carrying out the research.

3.1 RESEARCH DESIGN
This study adopted a descriptive study design. Kerlinger (1969) points out that descriptive study is not only restricted to fact finding but often may result in formulation of important principles of knowledge and solutions. The secondary school teachers described the P.A system as it is currently practiced in their schools; at the same time suggested areas for improvement.

3.2 TARGET POPULATION
The population of this study consisted of all the 505 teaching staff in the 23 public secondary schools in Mombasa District. List of schools was obtained from the District Education Office – Mombasa (refer to attached list of schools). Both Head teachers as appraisers and teachers as appraisees were expected to give information on the factors affecting performance appraisal system. The public secondary schools in Mombasa district are categorized as shown in the Table 3.1.
Table 3.1 Classification of schools.

<table>
<thead>
<tr>
<th>Classification of schools</th>
<th>No. of schools</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>2</td>
<td>68</td>
</tr>
<tr>
<td>District</td>
<td>21</td>
<td>437</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>505</td>
</tr>
</tbody>
</table>

3.3 SAMPLING DESIGN

The study utilized stratified proportionate sampling to select the respondents from each category of schools. A random sample of 30% was drawn from the total population of teachers from each of the two categories. A list of teachers in each school was used to select the first, fourth, seventh and every consequent fourth until desired sample was arrived at. All the 23 principals were also part of the sample. This sample was desirable to give fair results as it is considered representative of the teachers in those categories as shown below.

Table 3.2 Population of teachers in relation to sample size.

<table>
<thead>
<tr>
<th>Classification of schools</th>
<th>Population of teachers</th>
<th>Percentage</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>68</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>District</td>
<td>437</td>
<td>30</td>
<td>131</td>
</tr>
<tr>
<td>Total</td>
<td>527</td>
<td>30</td>
<td>151</td>
</tr>
</tbody>
</table>
3.4 DATA COLLECTION

The research used primary data. This was collected through the use of a questionnaire that was personally administered to the respondents by the researcher. A semi structured questionnaire divided into two parts; on the demographic profiles of the respondents in one part, and the second to consist of closed and open-ended questions to capture information on the factors affecting teacher performance appraisal system in response to research questions.

3.5 DATA ANALYSIS

Data was checked for completeness and accuracy of recording of the responses in the questionnaires. The filled questionnaires were then assigned numbers and then entered into a computer programme. Descriptive statistics was then used to analyze data. Data analysis was finalized with the help of statistical package for social sciences (SPSS) to come up with frequency tables and percentages. SPSS was then used to finalise the analysis for more accurate results and save on time used in analysis. Findings were then summarized into a report and conclusions made.

3.6 ANTICIPATED OUTPUT

By the end of the project, the researcher anticipated that public secondary schools do not adhere to the important elements that lead to successful performance appraisals. Those that make good use of the performance appraisal process as a tool to improve teacher performance would then record a marked improvement in the overall schools academic performance and vice versa.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 INTRODUCTION

This chapter presents the results of the analysis and findings of the research study obtained from teachers in public secondary schools in Mombasa district. The findings are presented in form of tables, frequency distribution percentages and graph.

4.2 QUANTITATIVE ANALYSIS

4.2.0 Distribution and demographic profile of respondents

Table 4.2.0: The distribution of respondents per school

<table>
<thead>
<tr>
<th>School</th>
<th>Targeted response</th>
<th>Actual Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shimo la tewa</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Coast Girls</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Star of the sea</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Likoni Secondary</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Mombasa Sec for P/H</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Sacred heart</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Serani Boys</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Sharrif Nassir</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Khamis High</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Tudor Day</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Miritini Sec</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Mbaraki Girls</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Moi Forces Academy</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Changamwe Sec</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Tononoka Sec</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Mtongwe Girls</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Shikaadabu Sec</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Mvita Boys</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>164</strong></td>
<td><strong>129</strong></td>
</tr>
</tbody>
</table>
From Table 3, 129 responded to the questionnaire from 17 out of 23 public secondary schools in Mombasa District. 18 questionnaires were rejected due to incompleteness or inconsistency in answering questions. Data was primarily analyzed based on 111 questionnaires.

Table 4.2.1: Distribution of respondents by gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>30.6</td>
</tr>
<tr>
<td>Female</td>
<td>77</td>
<td>69.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>111</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.2.1 Distribution of respondents by gender:

The above shows the total frequency and percentage for male and female respondents. From the preceding majority of the teachers in public secondary schools in Mombasa district were female, who accounted for 69.4%. The male accounted for 30.6%.
Table: 4.2.2  distribution of respondents by age groups

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>6</td>
<td>5.5</td>
</tr>
<tr>
<td>25-30</td>
<td>10</td>
<td>9.1</td>
</tr>
<tr>
<td>30-35</td>
<td>16</td>
<td>14.5</td>
</tr>
<tr>
<td>35-45</td>
<td>65</td>
<td>59.1</td>
</tr>
<tr>
<td>Above 45</td>
<td>13</td>
<td>11.8</td>
</tr>
</tbody>
</table>

Fig. 4.2.2 Age Comparison Graph

The above shows the summary of different age categories of teachers in public Secondary schools in Mombasa District. It also shows that majority of the respondents were aged between 35-45 years. The oldest, (above 45 years) accounts for only 11.8%. The youngest aged below 25 years is accounted for by 5.5%.
The above table shows the number and percentage of respondents based on academic qualification. Majority of the teachers are university graduates accounting for up to 72%. O’level and A’ level respondents accounts for only 1.8% respectively.
Table: 4.2.4 Distribution of respondents according to duration of service

<table>
<thead>
<tr>
<th>Length of service (Yrs)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>5 to 10</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>10 to 15</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>15 to 20</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>above 20</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2.4 Distribution of respondents according to duration of service

The illustrations above show the number of years that the respondents have worked in public Secondary schools. Majority of the teachers have worked for between 15-20 years accounting for 32%. Most experienced respondents who have worked for more than 20 years account for 11% of the total respondents.
Table 4.2.5 Current positions held by respondents in schools.

<table>
<thead>
<tr>
<th>Position</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>8</td>
<td>7.2</td>
</tr>
<tr>
<td>Deputy H/teacher</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>Head of Department</td>
<td>19</td>
<td>17.1</td>
</tr>
<tr>
<td>others</td>
<td>76</td>
<td>68.5</td>
</tr>
<tr>
<td>Non respondents</td>
<td>4</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Figure 4.2.5 Current positions held by respondents in schools.

From the above various positions held by teachers in public Secondary schools, the highest frequency of respondents is that of others, that is normal class teachers accounting for 69% while head teachers accounted for only 7%.
Table 4.2.7. Graph of school category

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>28</td>
<td>25.2</td>
</tr>
<tr>
<td>District</td>
<td>83</td>
<td>74.8</td>
</tr>
<tr>
<td>others</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Fig 4.2.7. Graph of school category

From the above illustrations, majority of the respondents hailed from district schools. This accounts for 83 out of the total respondents. Only 28 respondents were from provincial schools.
4.3 Performance Standards.

The respondents were asked if they were involved in setting performance standard, their response were as follows

<table>
<thead>
<tr>
<th>Involved</th>
<th>89</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not involved</td>
<td>22</td>
</tr>
</tbody>
</table>

The above illustrates that the involvement of the respondents in setting performance standards, only 20% indicated that they were actively involved. Otherwise, the remaining 8 indicated that they were not involved in setting performance standards.
On the question on how the respondents felt about the performance standards set, the responses were as shown below

Table 4.3.2 Performance standards rating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>30</td>
<td>27.0</td>
</tr>
<tr>
<td>Normal</td>
<td>77</td>
<td>69.4</td>
</tr>
<tr>
<td>Below Average</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>111</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Figure 4.3.2 Performance standards rating.

The above illustrates the respondents' opinion concerning the performance standards rating. It shows that the majority rates the standards as "Normal". 30 of the respondents indicate that the standards setting are "High". Indicates "Average" while 2 were not sure.
4.3.3 Performance Monitoring.

The responses were asked if performance monitoring was done in the course of the year, and their response are illustrated by the table and chart below.

**Table: 4.3.3 Performance Monitoring**

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>96</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
</tr>
</tbody>
</table>

**Fig. 4.3.3 Performance Monitoring**

Concerning the performance monitoring, 86% indicates that it is done in the course of the year while 14% says that the monitoring is not done at all.
4.3.4 Teachers Rating of performance Monitoring

Teachers were asked to respond to the question on how they would describe the performance monitoring done.

Table: 4.3.4 Teachers Rating of performance Monitoring

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very closely</td>
<td>18</td>
</tr>
<tr>
<td>Closely</td>
<td>69</td>
</tr>
<tr>
<td>Not closely</td>
<td>18</td>
</tr>
<tr>
<td>Hardly</td>
<td>5</td>
</tr>
</tbody>
</table>

Figure 4.3.4 Rating of performance monitoring.

The figure above shows response on how closely the performance is done, respondents had different opinions as indicated on the above chart. 16% indicated “Very closely” same as those indicated otherwise. 63% indicated “closely”. Only 5% said hardly was there any monitoring.
4.3.5 DELIVERY OF THE APPRAISAL

The teachers' response on how often the performance assessment was carried out within the year is illustrated as below.

Table 4.3.5 Frequency of performance assessment.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>62</td>
<td>59.6</td>
</tr>
<tr>
<td>Semi-annually</td>
<td>12</td>
<td>11.5</td>
</tr>
<tr>
<td>Quarterly</td>
<td>12</td>
<td>11.5</td>
</tr>
<tr>
<td>Others</td>
<td>18</td>
<td>17.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>104</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Out of the 104 who responded on how often the performance assessment is done. 59% of the respondents indicated that it is done annually, those who indicated annually and quarterly tallied at 12%. Others (about 71%) indicated is done inconsistently or rarely.
4.3.6 Dialogue between teachers and supervisors.

On whether dialogue was encouraged between the supervisor and the teacher during the appraisal process the responses were as follows

Table 4.3.6: Dialogue between Teachers and Supervisors during appraisal

<table>
<thead>
<tr>
<th>Encouraged</th>
<th>74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not encouraged</td>
<td>34</td>
</tr>
</tbody>
</table>

Figure 4.3.6 Dialogue between teachers and supervisors.

Out of the 111-targeted respondents, 108 responded to this question, 74 indicated that dialogue is usually encouraged between teachers and the supervisors during performance appraisal. However, 34 respondents had a different opinion as they indicated that no dialogue was encouraged.
4.3.7 If Feedback is given at the end of the appraisal process

Teachers response as to whether feedback was given at the end of the appraisal process is reflected in the illustrations below.

Table 4.3.7 If Feedback is given at the end of the appraisal process

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>60</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
</tr>
</tbody>
</table>

Fig. 4.3.7 Whether feedback is given after appraisal

Out of the targeted respondents, 60, which accounted for about 52% indicated that feedback is not received immediately after the appraisal process. Otherwise, 44% indicated that they received a feedback. However, 4% were not even sure of the response they could give.
4.3.7 Level of teacher’s satisfaction with the PA process

Teachers’ response as to whether they were satisfied with the existing performance appraisal in their schools were answered as follows:

Table 4.3.7 Level of teacher’s satisfaction with the PA process

<table>
<thead>
<tr>
<th>Are teachers satisfied with P.A process?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
</tr>
<tr>
<td>No</td>
<td>64</td>
</tr>
<tr>
<td>Not sure</td>
<td>2</td>
</tr>
</tbody>
</table>

In the above, majority indicated that, they were not satisfied with the way performance appraisal process is carried. They accounted 64 participants (57%). 41% of the totals respondents said they were satisfied while 2% were not decided.
4.4 QUALITATIVE ANALYSIS

Of the teachers interviewed, 80% indicated that they were not involved in setting of performance standards while 20% of the respondents explained their role as follows:

- Actual setting of performance standards for their departments.
- Were consulted on setting of performance standards
- Commented on current performance and set the way forward.
- Reacted at departmental meetings during the setting of performance standards.
- Set their class or subject targets
- Gave suggestion on how performance can be improved.
- Identified and worked hard to achieve their objectives.
- Monitored implementation of standards especially head teachers and heads of departments.
- Checked on teachers performance records and discussed how best to improve the standards.

On how to improve the existing performance standards, the respondents recommended the following;

- Provide feedback after appraisals.
- There should be dialogue between appraisee and appraiser during evaluation.
- Ensure follow-up that is if feedback shows training needs to improve performance it should be done.
- Train head teachers and heads of departments if appraisal is to be effective.
- Evaluation report to be filled by both teacher and head teacher.
- More teachers to be employed to increase performance index.
• Follow up must be closely monitored.
• Appraisals should access much more than academic standards
• Head teacher should not write confidential after appraisals as this may entail bias.
• Formulate standardized appraisals system for public secondary schools to ensure uniformity.
• Employ professional to do appraisals as head teachers already overloaded.

4.5 SUMMARY OF DATA ANALYSIS

Data analysis revealed that performance appraisal system in public secondary schools in Mombasa is done annually. It however noted that teachers who do not hold positions in leadership are not involved in setting performance standards. Evaluation is done through filed reports for teachers, however no feedback or follow-up is made thereafter.
CHAPTER FIVE
SUMMARY OF MAJOR FINDINGS, CONCLUSION, RECOMMENDATIONS

5.1 INTRODUCTION
This chapter discusses the major findings, conclusions and recommendation in line with the objectives of the study. The objectives being:

a) Identify factors considered when setting performance standards for teachers in public secondary schools in Mombasa district.
b) Assess the effect of monitoring on the effectiveness of teacher appraisal process in public secondary schools in Mombasa district.
c) Assess how delivery of the performance appraisal affected its effectiveness.
d) Assess the effect of feedback on teacher performance appraisal in public secondary schools in Mombasa District.

The study was basically a census survey. A questionnaire of structured and unstructured questions was used to collect data. A total of 129 responded from 17 schools out of the total 23 in the district. 18 questionnaires were rejected due to incompleteness or inconsistency in answering questions. Data was primarily analyzed by use of descriptive statistical measures like use of table, frequency distribution, percentages charts and graphs.
5.2 RESEARCH FINDINGS

The study findings indicated that most public secondary schools in Mombasa district carried out performance appraisal. It also revealed that the setting of performance standards was mainly a preserve of the head teachers and heads of department. While the teachers formed a majority of the school members their participation in the setting of performance standard was low. The performance standards were set mostly at the beginning of the year and were rated as normal and achievable by the teachers. The teachers lack of involvement in setting of the performance standard could therefore be seen as a weakness which affects the entire performance appraisal system.

In line with the second objective it was revealed that performance monitoring was done and that it was done “closely.” This is viewed as a positive element in the appraisal system; however when close monitoring is done through out the year it may interfere with the teachers level of independence and may therefore be viewed as oppressive.

Thirdly, delivery of performance appraisal was done annually. This involves completing of structured forms by the teachers and at times by their head teachers. Most teachers indicated that dialogue was encouraged during the appraisal however this was later contradicted as they recommended that dialogue should be encouraged during appraisals.

On the last objective on feedback and follow-up after appraisals majority felt that feedback was not relayed after the performance appraisal process. This will affect the appraisal system as it is noted that feedback is most effective in reinforcing or improving performance of employees when it is specific timely and positively presented.
5.3 CONCLUSION

The survey revealed that teachers in public secondary school carry out performance appraisal annually. However they were not fully involved in setting the performance standards for which they were to implement. It also revealed that close monitoring was done in the course of the year to ensure achievement of the performance standards. Despite most respondents saying that dialogue was encouraged, it was high on most recommendation suggesting it may not have been effectively done. The performance appraisal forms filled however did not receive and neither feedback nor follow-up to improve non-performance or otherwise reward those who had performed well.

5.4 RECOMMENDATIONS

The variables that may affect the effectiveness of performance appraisal system in public secondary are likely to be lack of involvement of the teachers in setting the performance standards, lack of dialogue between the supervisors and appraisees in the course of appraisal failure to relay feedback after the appraisal process and most important, no follow-up to improve non-performance in terms of training to improve skills or reward performance standards, lack of dialogue between the supervisors and appraisees in the course of appraisals failure to relay feedback after the appraisal process and most important, no follow-up to improve non-performance in terms of training to improve skills or reward performing employees to boost them morale. The recommendations for an effective appraisals system will therefore include:- Teachers should be involved in the setting of performance standards because they will know exactly what is expected of them and the manager can hold them accountable at the end of the year as they were involved from the start. More dialogue should be encouraged precisely a one to one
dialogue between the employee and supervisor is critical. Provide feedback after appraisal—people work, learn and achieve more when they are given adequate feedback as to how they are performing. Recruit qualified personnel to handle performance appraisal or train the existing appraisers to encourage effective appraisal.

5.5 SUGGESTION FOR FURTHER STUDY

In the process of carrying out this research, a number of issues arose that needs further research.

- Future research could be done to establish factors affecting performance appraisal in private secondary schools as this study was only limited to public secondary schools in Mombasa District.

- Research could also be done on why the Teachers’ Service Commission has failed to address the above factors, while in most organizations the performance appraisal system is reviewed over the years and qualified people employed to carry out the process—that is Human Resource Personnel.
REFERENCES

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URL: http://humanresources.about.com

Marentette, O. (2000). Performance management systems: A vital Key to retention
www.personneldecisions.com f/6 research.


47
Mwendwa, B. M (2005) Factors affecting staff performance appraisals in the hospitality industry - A case of five star hotels in Nairobi (MBA Project K.U)


Dear Respondent,

I am a postgraduate student at Kenyatta University pursuing a Masters’ degree in Business Administration. I am required to undertake a research project as part fulfillment of this programme.

My research topic is Factors affecting the teacher performance appraisal system – A case of public secondary schools in Mombasa District.

I have prepared a questionnaire to help in data collection. I am therefore kindly requesting you to complete the attached questionnaire to the best of your knowledge. The information requested is purely for academic purposes and will be treated in strict confidence.

Thank you in advance for your co-operation.

Yours Sincerely,

E. A. Datche
(Researcher)
SECTION I; PERSONAL INFORMATION

1. Your gender (Please tick appropriately)
   - [ ] Male
   - [ ] Female

2. Please tick against one of the spaces to show your age bracket.
   - [ ] Below 25 years
   - [ ] 25-30 years
   - [ ] 30-35 years
   - [ ] 35 - 45 years
   - [ ] above 45 years

3. Please tick against one of the boxes to show your highest academic qualification achieved.
   - [ ] ‘O’ Level
   - [ ] ‘A’ Level
   - [ ] Diploma
   - [ ] University
   - [ ] Any other, please specify

4. Please show how long you have been working with your current employer.
   - [ ] Less than 5 years
   - [ ] 5 - 10 years
   - [ ] 10 - 15 years
   - [ ] 15 - 20 years
   - [ ] More than 20 years
5. Which leadership position do you hold in your school?

- Head teacher
- Deputy Head teacher
- Head of Department
- Any other, please specify

7. Please specify the category in which your school is classified.

- Provincial
- District
- Other, please specify

SECTION II: PERFORMANCE STANDARDS

8. Who sets performance standards for the teacher in your school?

- Head teacher
- Head of Department
- Teacher/self
- Any other, please specify

9. When are the performance standards set?

- Beginning of year
- After K.C.S.E results are released
- Middle of the year
- Any other, please specify
10. Are you involved in the setting of the performance standards?

[ ] NO  [ ] YES

11. If yes, please explain your role.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. How would you describe the performance standards set?

[ ] High  [ ] Normal  [ ] Below average

[ ] Other, please specify __________________________

SECTION III: PERFORMANCE MONITORING

13. Is performance monitoring done in the course of the year to enhance achievement of performance goals?

[ ] Yes  [ ] No

14. How would you describe the performance monitoring?

[ ] Very closely

[ ] Closely

[ ] Not closely

[ ] Hardly

SECTION IV: DELIVERING APPRAISAL

15. How often is performance assessment or evaluation of teachers done in your school?

[ ] Annually  [ ] Semi-annually  [ ] Quarterly  [ ] other,
16. Is dialogue encouraged between supervisor and the teacher during the appraisal?

☐ Yes

☐ No

17. At the end of appraisal period, who fills in the evaluation report?

☐ Head teacher

☐ Teacher

☐ Head teacher and teacher

☐ Any other, please specify __________________________

SECTION V: FEEDBACK

18. Is feedback given at the end of the appraisal process?

☐ Yes

☐ No

19. Are you satisfied with existing P.A process in your school?

☐ Yes

☐ No

20. If your answer to 19 is NO, Please recommend two ways of improving the Performance appraisal system, to make it more effective.

________________________________________________________________________

________________________________________________________________________
APPENDIX III

WORK PLAN

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION (WEEKS)</th>
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<tbody>
<tr>
<td>PILOT STUDY</td>
<td>TWO</td>
</tr>
<tr>
<td>ADJUSTMENTS</td>
<td>ONE</td>
</tr>
<tr>
<td>DATA COLLECTION</td>
<td>FOUR</td>
</tr>
<tr>
<td>DATA CODING</td>
<td>FOUR</td>
</tr>
<tr>
<td>DATA CODING</td>
<td>THREE</td>
</tr>
<tr>
<td>DATA CODING</td>
<td>THREE</td>
</tr>
<tr>
<td>REPORT WRITING</td>
<td>ONE</td>
</tr>
<tr>
<td>PROOF READING AND EDITING</td>
<td>TWO WEEKS</td>
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<tr>
<td>COMPILATION</td>
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<tr>
<td>SUBMISSION</td>
<td>DEC 2007</td>
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SCHEDULE OF ACTIVITIES

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<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
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<td>1  2  3 4</td>
<td>1  2  3 4</td>
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<tr>
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<tr>
<td>REPORT WRITING</td>
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<tr>
<td>PROOF READING &amp; EDITING</td>
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<tr>
<td>COMPILATION</td>
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<td></td>
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<tr>
<td>SUBMISSION</td>
<td>OCT</td>
<td></td>
<td>2007</td>
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## APPENDIX IV

### BUDGET

<table>
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<th>Item</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Typing questionnaire and cover letters</td>
<td>1,000</td>
</tr>
<tr>
<td>Photocopies of Questionnaire and cover letters</td>
<td>1,000</td>
</tr>
<tr>
<td>Transport to and from firms</td>
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</tr>
<tr>
<td>Analysis of data</td>
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</tr>
<tr>
<td>Typing the proposal and producing copies</td>
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<tr>
<td>Binding proposal</td>
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<tr>
<td>Other miscellaneous expenses</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30,000</strong></td>
</tr>
</tbody>
</table>
## LIST OF PUBLIC SECONDARY SCHOOLS IN MOMBASA DISTRICT

1. Shimo La Tewa  
2. Mama Ngina  
3. Alidina Visram  
4. Coast Girls  
5. Star of the Sea  
6. Likoni Sec  
7. Mombasa Sec. For P/Handicapped  
8. Sacred Heart  
9. Serani Boys  
10. St. Charles Lwanga  
11. Shariff Nassir  
12. Khamis High  
13. Tudor Day  
14. Miritini Sec  
15. Mbaraki Girls  
16. Moi Forces Academy  
17. Changamwe Sec.  
18. Tononoka Sec.  
19. Kajembe Sec.  
20. Sheikh Al Farsy Girls Sec.  
21. Mvita Boys Sec.  
22. Mtongwe Girls Sec.  
23. Shikaadabu Sec.  

Source; Provincial Director of Education (PDE’S) Office – Coast Province.
To: TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: RECOMMENDATION FOR EVELYNE DATCHÉ
REG. NO. D53/CE/5485/03

This is to confirm that the above named is an MBA student undertaking Human Resource Management Option, in Business Administration Department, School of Business, Kenyatta University.

Datché has successfully completed her coursework and is now embarking on her Research Work which is a requirement for the a word of the Degree.

Any assistance accorded to her will be highly appreciated.

For more information about the student, please contact this office.

Thank you

KENYATTA UNIVERSITY LIBRARY

MS. FARIDA ABDULI
MBA COORDINATOR
Datche A. Evelyn
Kenyatta University
P.O. Box 43844
NAIROBI

Dear Madam

RE: RESEARCH AUTHORIZATION

Reference is made to your application for authority to carry out research on, ‘Performance Appraisal of Teachers: A Case of Selected Secondary Schools in Mombasa District’

This is to inform you that you have been authorized to collect data at the Teachers Service Commission for a period ending 30th May 2007.

It is noted that the information obtained will enable you to write your M.B.A. Research Proposal as required by the University.

You are advised to report to the Secretary Teachers Service Commission before embarking on your research project.

Yours faithfully

A. W. MWORIA (MRS)
FOR: PERMANENT SECRETARY

Copy to:

The Secretary
Teachers Service Commission
NAIROBI

26th April 2007