INFLUENCE OF PERFORMANCE APPRAISAL ON TEACHER MOTIVATION IN PUBLIC PRIMARY SCHOOLS IN NAKURU COUNTY, KENYA

MWAI JANE

E55/NKU/CE/28339/2015

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION, KENYATTA UNIVERSITY

NOVEMBER, 2018
DECLARATION

Declaration by Candidate:

I declare that this research project is my original work and has not been presented in any other university for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text and data (including spoken words) have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance and in line with anti-plagiarism regulations.

Mwai Jane
Date
E55/NKU/CE/2839/2015

Declaration by Supervisor:

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

Dr. Peter Nyaga Muchanje
Date
Lecturer, Department of Educational Management, Policy and Curriculum Studies
School of Education, Kenyatta University
DEDICATION

This project is dedicated to my entire family for the support they gave me during my period of study.
ACKNOWLEDGEMENT

First and foremost, I thank and give glory to God for the good health, strength and wisdom that He granted me throughout my study. I also sincerely acknowledge my supervisor Dr. Peter Nyaga Muchanje for his extreme patience and willingness to devote his valuable time to work on my project and make sure that it is well aligned. His input cannot go unappreciated. I also thank the staff of the Department of Educational, Management, Policy and Curriculum Studies of Kenyatta University for offering their support during my period of study.

I cannot forget to appreciate and thank my fellow students especially Benson Njuguna for the healthy discussions we had and their constructive comments and suggestions.

Special thanks to my family members. I appreciate the support I got from my husband Col (rtd) Patroba Bob Yugi for his continued encouragement whenever I was down. Lastly, I am grateful to Mr. Moses Ndegwa for sharing his expertise in making sure that the project was well published.
# TABLE OF CONTENTS

DECLARATION .......................................................................................................................... ii  
DEDICATION ............................................................................................................................ iii  
ACKNOWLEDGEMENT ........................................................................................................... iv  
TABLE OF CONTENTS .......................................................................................................... v  
LIST OF TABLES .................................................................................................................. ix  
LIST OF FIGURES ................................................................................................................ x  
ABBREVIATIONS AND ACRONYMS ................................................................................... xi  
ABSTRACT .............................................................................................................................. xii

## CHAPTER ONE: INTRODUCTION ................................................................. 1

1.1 Background to the Study .................................................................................. 1  
1.2 Statement of the Problem .............................................................................. 12  
1.3 Purpose of the Study ...................................................................................... 13  
1.4 Objectives of the Study .................................................................................. 14  
1.5 Research Questions ......................................................................................... 14  
1.6 Significance of the Study ................................................................................ 14  
1.7 Limitations of the Study .................................................................................. 15  
1.8 Delimitations of the Study ............................................................................. 16  
1.9 Assumptions of the Study ................................................................................ 16  
1.10 Theoretical Framework .................................................................................. 17  
1.11 Conceptual Framework .................................................................................. 20  
1.12 Definition of Operational Terms .................................................................... 22

## CHAPTER TWO: LITERATURE REVIEW .................................................... 23

2.1 Introduction ......................................................................................................... 23  
2.2 Empirical Review ............................................................................................. 23  
   2.2.1 Concept of Performance Appraisal ............................................................. 23  
   2.2.2 Factors Affecting Employees Compliance with Performance Appraisal ................................................................. 26  
   2.2.3 Perception of Employees Towards Performance Appraisal ........... 28
2.2.4 Influence of Performance Appraisal Participation on Teacher Motivation ................................................................. 30
2.2.4.1 Teachers’ Participation in Setting of Targets .................. 31
2.2.5 Influence of Performance Appraisal Evaluation on teacher Motivation ................................................................. 33
2.2.6 Influence of Performance Appraisal Feedback on Teacher Motivation ................................................................. 35
2.2.7 Research Gaps ................................................................. 37
2.3 Summary of review of related literature ............................. 38

CHAPTER THREE: RESEARCH METHODOLOGY ..................... 39
3.1 Introduction .................................................................... 39
3.2 Research Design ............................................................. 39
3.3 Location of Study ........................................................... 40
3.4 Target Population .......................................................... 40
3.5 Sampling Techniques and Sample Size ............................. 41
3.6 Research Instruments ..................................................... 42
3.7 Questionnaires .............................................................. 42
3.8 Piloting Study .................................................................. 44
3.8.1 Validity of the Instruments .......................................... 44
3.8.2 Reliability of the Instruments ...................................... 45
3.9 Data Collection Procedure ............................................. 45
3.10 Data Analysis Techniques ............................................. 46
3.11 Logistical and Ethical Considerations .............................. 46

CHAPTER FOUR: PRESENTATION OF DATA, INTERPRETATION AND ANALYSIS ................................................................. 47
4.1 Introduction .................................................................... 47
4.2 Response Rate ............................................................... 47
4.3 Demographic Characteristics of Respondents .................... 47
4.3.1 Position of Respondents ............................................ 48
4.3.2 Zone of School Location ............................................ 48
4.3.3 Gender of Respondents ............................................. 49
4.3.4 Cross tabulation of Position of Respondent and Cumulative Length of Time in Current Position .......................................................... 49
4.3.5 Highest Professional Qualification .................................................. 51
4.3.6 Attendance of Seminar/Workshop on Performance Appraisal ............ 52
4.4 Schools’ Compliance Status with Performance Appraisal Indicators ........ 52
4.5 Influence of Performance Appraisal Participation on Teacher Motivation .... 59
4.6 Influence of Performance Appraisal Evaluation on Teacher Motivation ..... 63
4.7 Influence of Performance Appraisal Feedback on Teacher Motivation ....... 69
4.8 Correlation Analysis ............................................................................. 77

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS ........................................................................................................... 80
5.1 Introduction .......................................................................................... 80
5.2 Summary of Findings ............................................................................ 80
  5.2.1 Schools’ Compliance Status with Performance Appraisal Indicators in the TPAD ................................................................. 80
  5.2.2 Influence of Performance Appraisal Participation on Teacher Motivation ................................................................. 81
  5.2.3 Influence of Performance Appraisal Evaluation on Teacher Motivation ............................................................................. 82
  5.2.4 Influence of Performance Appraisal Feedback on Teacher Motivation ............................................................................. 83
5.3 Conclusion of the Study ......................................................................... 84
5.4 Recommendations of the Study .............................................................. 84
5.5 Suggestions for Further Studies ............................................................. 85

REFERENCES ............................................................................................. 86

APPENDICES ............................................................................................... 92
APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS ......................... 92
APPENDIX II: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS .......... 96
APPENDIX III: QUESTIONNAIRE FOR TEACHERS ................................. 100
APPENDIX IV: TABLE FOR DETERMINATION OF SAMPLE SIZE ......... 104
APPENDIX V: RESEARCH AUTHORIZATION FROM NACOSTI ........105
APPENDIX VI: RESEARCH PERMIT ..................................................106
APPENDIX VII: RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION ..............................................107
APPENDIX VIII: RESEARCH AUTHORIZATION FROM COUNTY COMMISSION .................................................................108
# LIST OF TABLES

Table 3.1: Sample Size for the Study ................................................................. 42  
Table 4.1: Distribution by Position of Respondents ........................................ 48  
Table 4.2: Distribution by Zone of School Location ....................................... 49  
Table 4.3: Distribution by Gender of Respondents ....................................... 49  
Table 4.4: Cross tabulation of Position of Respondent and Cumulative Length of Time in Current Position ................................................................. 50  
Table 4.5: Distribution by Highest Professional Qualification ......................... 51  
Table 4.6: Distribution by Attendance to Seminar/Workshop on Performance Appraisal ........................................................................................................ 52  
Table 4.7: Frequency Distributions for School’s Compliance Status with Performance Appraisal Indicators in the TPAD ......................... 54  
Table 4.8: Means and Standard Deviations for School’s Compliance Status with Performance Appraisal Indicators in the TPAD ................. 56  
Table 4.9: Frequency Distributions for Performance Appraisal participation .... 59  
Table 4.10: Means and Standard Deviations of Performance Appraisal participation ........................................................................................................ 61  
Table 4.11: Frequency Distributions for Performance Appraisal Evaluation .... 64  
Table 4.12: Means and Standard Deviations for Performance Appraisal Evaluation ........................................................................................................ 66  
Table 4.13: Frequency Distribution for Performance Appraisal Feedback ....... 71  
Table 4.14: Means and Standard Deviations for Performance Appraisal Feedback ........................................................................................................ 74  
Table 4.15: Pearson Correlation Coefficients .................................................. 78
LIST OF FIGURES

Figure 1.1: Conceptual Framework................................................................. 20
**ABBREVIATIONS AND ACRONYMS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APER</td>
<td>Annual Performance and Evaluation Report</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>PA</td>
<td>Performance Appraisal</td>
</tr>
<tr>
<td>PAS</td>
<td>Performance Appraisal System</td>
</tr>
<tr>
<td>SCDE</td>
<td>Sub-County Director of Education</td>
</tr>
<tr>
<td>TPAD</td>
<td>Teacher Performance Appraisal and Development</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
</tbody>
</table>
ABSTRACT

This study sought to investigate the influence of Performance appraisal on teachers’ motivation using a case of public primary schools in Gilgil Sub-county, Nakuru County in Kenya. The specific objectives included to establish the schools’ compliance status with performance appraisal indicators in the teachers’ appraisal and development tool by Teachers Service Commission; find out the influence of performance appraisal on teacher perception on their motivation; determine the influence of performance appraisal evaluation on teacher motivation; and to establish the influence of performance appraisal feedback on teacher motivation. The study used descriptive survey research design with the targeted population comprising of 70 head teachers, 70 deputy head teachers and 651 teachers in all the 70 public primary schools in Gilgil Sub-county, Nakuru County. The total sample size was 360 respondents. Their characteristics included demography, position at work, gender, qualifications, length of stay at the position and their attendance to workshops. Questionnaires were used as research instruments to collect data and they were piloted in three public primary schools in the same sub-county but which were not included in the final sample. The Cronbach Alpha with a minimum threshold of 0.7 was used for checking internal consistency of the instruments. The overall reliability of the head teachers’ questionnaire was 0.83, deputy head teachers 0.76 while teachers 0.89 which was above the minimum threshold of 0.70 thus the questionnaires were deemed acceptable for the research. The collected data was coded electronically and entered in the Statistical Package for Social Sciences version 22 for analysis. The data was then analyzed using descriptive statistics such as frequencies, means, standard deviations and percentages. The results were presented using frequency distribution tables. Correlation analysis was used for inferential statistics. The study found that schools’ compliance status with Performance Appraisal Indicators in the Teacher Performance Appraisal and Development tool is fairly and positively correlated with performance appraisal and performance appraisal feedback, and is strongly and positively correlated with performance appraisal evaluation. Performance appraisal evaluation and performance appraisal participation were also found to be fairly and positively correlated, as were performance appraisal feedback and performance appraisal participation. The research established that a strong positive correlation was found between performance appraisal and performance appraisal evaluation.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Aguinis (2009) defines Performance Appraisal (P.A.) as an ongoing process used for identifying, measuring and developing an individual’s performance in accordance with an organization’s strategic goal. Okumbe (2001) on the other hand defines performance appraisal as the process of arriving at a judgment about an individual’s past or present performance against the background of their environment and their future potential for the organization. Birgen (2007) too defines P.A as a process of review of teachers by school head teachers, deputy head teachers and other senior teachers of individual competencies, performance and professional needs. Birgen summarizes the purpose of appraisal interviews as meant to plan, identify problems and examine possible opportunities related to the job, improve communication between the school management and the staff, identify potential possibilities for promotion or transfer, and lastly, identify training and development needs.

Performance appraisal is also defined as a structural, formal interaction between a subordinate and superior that usually takes the form of a periodic interview (annual or semiannual) in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (McNamara, 1999). From these definitions, performance appraisal can thus be said to be the process of evaluating an employee’s performance with an intention of identifying and addressing any observed gaps systematically, through a negotiated platform.
Okumbe (1998) asserts that P.A helps in evaluating how a worker succeeds in his/her present job and this is important for estimating how well they will perform in the future. This will assist the employees in understanding what is expected of them by the employer. They can therefore use the P.A tool to carry out self-assessment and evaluation and be able to improve on their weak areas. Kandie (2008) affirms that P.A is conducted for the purpose of obtaining information that would enable the management make personal decisions such as identifying training needs, promotion, transfer, salary increments, motivation and counseling. Kandie (2010) also argues that for proper identification of weaknesses of a teacher, P.A process should be flexible, collaborative, consultative, participatory and periodical. It should be done frequently and on set period of time.

In Kenya, the Teachers Service Commission (TSC) introduced an open performance appraisal system for teachers to strengthen supervision and to continuously monitor their performance in curriculum implementation at the institutional level. According to TSC (2016) the appraisal system is intended to provide feedback, improve communication, and clarify roles and responsibilities. This performance appraisal has been running since January 2016 and is implemented in all public schools through the Teacher Performance Appraisal and Development (TPAD) tool. There are seven P.A indicators that the TPAD tool addresses which include:

i. Professional knowledge and application

ii. Time management

iii. Innovation and creativity in teaching

iv. Learner protection, safety and discipline and teacher conduct

v. Promotion of co-curricular activities
vi. Professional development

vii. Collaboration with parents and stakeholders

Each competency area has got marks accorded to it. The teacher thus is evaluated in all these aspects in order to realize behavioural change so as to achieve the set objectives hence high performance.

Performance appraisal system is meant to motivate teachers to perform highly because of the rewards attached to it like promotion, higher grade, and higher position of responsibility, salary increase and recognition by the employer. It is supposed to enhance both intrinsic and extrinsic motivation in a teacher. Intrinsic motivation is enhanced by the setting of targets which teachers feel that they must achieve. Extrinsic motivation is enhanced by the rewards the teachers are likely to get after performing well. Okumbe (1998) defines motivation as a process that starts with physiological and psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive. Baterman and Snell (2004) describe motivation as forces that energize, direct and sustain a person’s effort. P.A of teachers is thus intended to influence drive in them that will enhance their performance and focus in promoting quality education in learners.

Motivation is important because it directs and regulates behaviour of people and also drives, energizes and sustains behaviour. Teachers’ behaviour can only change, for better performance, when they have proper knowledge about P.A process and understand it better. According to Fredrick Herzberg (1959) in his hygiene theory of motivation or dual theory factor; the things that motivate workers include, achievement, recognition, responsibility, growth and the work itself. Herzberg
further notes that other factors that motivate workers include; feeling of accomplishment of assigned tasks, regular feedback on their performance in form of recognition, conducive environment and even changing the nature of job.

Even though the government and the Teachers Service Commission introduced P.A in Kenya’s educational institutions with intent of improving academic performance of learners through teachers improved performance, teachers seem to lack full knowledge of P.A and do not understand the P.A Indicators that are being addressed by the TPAD tool. This is because the process was introduced abruptly. There are several issues that need to be addressed urgently by the concerned stakeholders for P.A to achieve its intended purpose since they hinder the effectiveness and efficiency of the programme hence teachers demotivation.

Different versions concerning the origin of performance appraisal have emerged. (Prince 2000: 184) argues that performance appraisals are rooted in Fredrick Winslow Taylor’s time and motion study just as do many other human resource management tools dating from the beginning of the 20th century. Fredrick Taylor’s P.A was to relate rewards and outcomes (production) and to decide whether or not the employee’s salary was justified. Low production resulted to deduction of salary. Most sources suggest that P.A began as far back as World War I when Walter Dill Scott was credited with coming up with P.A which was personality based system, Murphy and Cleveland (1995). Scott then convinced the American army to adopt it in evaluating its officers and enlisted men. The practice was then entrenched and used by companies in connection with layoffs and in 1950s it became an established and accepted practice in many organizations. In 1957 McGregor rejected Scott’s P.A. system because of the unease surrounding its use of personality based rating
and advocated for a more participative and performance based approach. In 1960, the use of P.A developed greatly due to the introduction of management by objectives (M.B.O.) which was proposed by Peter Drucker in his book “The Practice of Management” published in 1954 (Lopes, 2009).

Even though various versions have emerged about the evolution of P.A globally, different versions have also emerged about its purpose as summarized by Birgen (2007) as being for identifying workers weaknesses and strengths and also for training needs. Other purposes may also include layoffs of workers, promotion, and justification of wages, demotion, recognition and upgrading to higher rank of responsibility. These aspects leave out the human aspects like employees’ morale and job satisfaction which may go a long way in motivating the employees (teachers).

In Japan, P.A was formulated between 1920s and 1930s. It was modeled on the American P.A system. Endo (1994) contends that the present Japanese P.A is different from that of USA even though it was modeled from it. To him, performance appraisal is primarily for making wage and salary adjustments, making decisions on promotion, analysis of job evaluation, for evaluation of production for clerical workers and discrimination of employment. Endo (1994) also affirms that the results of P.A in Japan are adjusted and forced to fit into a predetermined distribution pattern. The results are fed back to the employees subjected to the appraisal for P.A and in evaluation, Japan uses rating scale. In Japan, P.A is mainly used by the private firms and rarely used by the government officers. The fact that P.A is used to discriminate workers, has led to their negative perception about it and
also the fact that it is not mainly used by the government may also have discouraged most of the organizations from using it.

In Brazil, the use of P.A was authorized by the Federal Constitution in 1990, Brazil Federal Constitution Law no. 8, 112, 11 December, (1990). It was meant to acquire job stability in the public service and also to justify payment of performance based compensation for a group of job categories. The payments are monthly bonuses known as performance related pay which is made to individuals at 20% and the institution at 80%, since there are both individual and institutional targets. Institutional targets are based on global and intermediate targets. It is important to note that during this period employees carry out individual evaluations and are also appraised by other members and feedback is given to individuals. Those who perform insufficiently are taken for training. Failure to improve after probation of 3 years, an employee loses the job. Brazil, (2008), Law no. 11, 784, 19 December and Brazil (2009) Law no 11, 907.

The competency areas employees are presently evaluated on include; teamwork, skills, labour productivity, methodology and techniques of carrying out activities, commitment to work and compliance with the procedures and rules in performance of duties of the position an employee holds. Brazil, Presidency of the Republic, civil cabinet (2010) Decree no. 7, 133, 19 March.

It is also important to note that in Brazil P.As are not essential for career advancement or improvement and remuneration, holding only a medium importance. It uses performance related pay to a slightly lower extent. Due to bureaucracy in Brazil P.A has a low focus on results and low managerial authority
which is due to the administrative constructions over human resources, a state that is now being addressed both by the local and state level, (OECD 2012). To improve P.A system in Brazil, in 1995 the Brazilian government came up with a guiding plan to reform the state apparatus known as the Bresser Reform produced by the newly created ministry of Federal Administration and State Reform that specified the objectives and guidelines for redefining Brazil administration. (OECD 2010). The Bresser Reform aimed at reforming the public administration structure, to emphasize the quality and productivity of public service. The reform led the government to use bonuses based on performance which enabled the adoption of differentiated pay for more qualified staff and allowed the adjustment in the remuneration of those careers without the grant of linear adjustments for the whole public administration (Salgado, 2007).

Citing from the case of Brazil it is evident that PA does not require a lot of bureaucracy since bureaucracy affects results and also interferes with the employees’ motivation. It is also important to note that Brazil’s P.A system is not very clear because not all job categories are appraised. From this research it is also clear evident that there is also another remuneration system used in Brazil. This confuses the employees and makes its P.A lack leveled playground hence employees demotivation. It is therefore necessary that all workers be appraised and the appraisal feedback to be used to set workers’ salaries after promotion.

In Nigeria, open performance appraisal was introduced as a method of stock taking of an individual’s performance. It was done periodically or annually. Gilbert (2010) asserts that before 1979 Nigerian government used confidential reporting system where the appraisal was done in secret and the appraisees were not informed of the
results or outcomes of the evaluation. Like all other countries that used confidential report, the appraisees were denied information on their performance and had nothing to improve on, thus; unimproved performance. Due to the challenges that confidential appraisal report faced, the government in 1979 introduced Annual Performance Evaluation Reporting (APER). Mustafa (2008) confirms that APER evaluated employees work on ethics, skills and capacities for the suitability of promotion and training, a fact that is refuted by Edu, (2010). Edu confirms that job appointments and promotions may not necessarily be based on competency and qualifications. They may be due to other factors like political affiliation, nepotism, tribalism and favoritism, things that also affect P.A programmes in almost all the African countries as revealed by studies. This may influence the perception and motivation of workers negatively. Nigerian’s Public Service Review Report of 2004 confirms that APER system is unreliable, cumbersome, complicated, lacks objectivity and that the measures are not quantifiable appraisal system, which is coupled with challenges, is definitely an ineffective and inefficient process which should not be relied upon since it can lead to negative perception and demotivation of employees. Lack of P.A feedback as the case of Nigeria also leaves the appraisees guessing where their weaknesses and strengths are. This state can worry the appraisee resulting to demotivation.

Regionally, in Tanzania, performance appraisal system is meant for three purposes; for remedial, maintenance and development. (Mbegu, 2004), P.A is to make employees take up responsibilities for their performance so as to enable continuous improvement of service delivery and contribute to the vision and mission of their organization. Even though P.A is meant to improve service delivery, it can only do it
through setting of targets which enhances employees’ intrinsic motivation. The government of Tanzania is placing emphasis on results oriented performance appraisal. It is also trying to restore meritocracy which has been eroded due to the country’s socialist of equality ideal and how it practically came to affect opportunities for job employment and promotion. Its performance appraisal system is currently ‘open’ whereby it can take different forms. P.A in Tanzania enables the public service managers to reward good performance, eliminate sanctions and take remedial actions against those who do not perform as expected (Debra, 2007: 76).

In Uganda, performance appraisal is used as a tool to establish the achievement of set targets. The Ugandan government believes that P.A helps in identifying the performance gaps and development needs of an individual employee. It recommends participatory approach to P.A process. Uganda’s employees are evaluated on many aspects which include; knowledge and skills, planning, organization and coordination, leadership, decision making, team work, initiative, communication, result orientation, integrity, human resource management, financial management, time management, customer care and loyalty, as contained in the (Staff performance appraisal form for the public service Uganda government standing order section A – C.), as designed by Ugandan government.

However, the government officers resent the idea of P.A measurement because they have either not learnt how to do it well or lack commitment and proper training. This resentment leads to adopting poor performance benchmarks that remain on paper and is not implemented (Olum, 2004: 17). Even though, P.As are embraced by almost all the countries of the world, they also have got far reaching challenges in their implementations that may result to employees’ demotivation.
In Kenya’s education sector, before the introduction of open performance appraisal system, there was the Annual Confidential Report (ACR) which was secretly filled by the head teachers. It lacked teachers ‘participation, was not consultative, had no targets and feedback which are very vital aspects of motivation. It was therefore ineffective and inefficient. In 2016, the Ministry of Education Science and Technology (MoEST) and the TSC introduced open performance appraisal in public primary schools so as to enhance accountability, quality improvement and best practice.

In contrast to ACR, P.A is participatory, consultative, has targets and competency areas to be evaluated. Ratings are also clearly stated. Maranya (2001), contends that educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually apart from equipping them with economic skills for full participation in the development of the society. It is therefore meant to motivate teachers so as to play significant roles aimed at excellence in all the P.A indicators in the TPAD, a fact that Okumbe, (1999) contends with. Okumbe considers P.A as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity.

According to TSC (2016) P.A is seen as the only way of making sure that all the programmes of the schools are done correctly and achievements realized. It helps the head teacher to evaluate the extent to which goals, objectives and programmes are effectively and efficiently carried out. As an aspect of administration P.A assists in evaluating the teachers on the P.A indicators contained in the TPAD. Olembo, Wanga and Kiragu (1992) argue that Kenya’s MoEST portrays appraisal as an attempt, through a second party intervention to ascertain, maintain and improve
quality of work done. It is therefore a role that is supposed to be carried out by the administrators of the schools.

Like all public primary schools in Kenya, schools in Gilgil sub-county, the aim of P.A is to stimulate and influence teachers to improve their performance and that of the institutions hence ensuring quality education. Performance appraisal is an easier and better way of carrying out both instructional and institutional supervision. It is therefore supposed to stimulate and influence employees’ motivation to perform. This study seeks to investigate and establish whether the latter applies in public primary schools in Gilgil Sub-county, Nakuru County, Kenya.

Teachers’ compliance with P.A programme is supposed to play a very important role in its application. Since it is a new phenomenon in the teaching profession, teachers would be having divided perceptions with some having negative while others positive perceptions. Agesa (2009) contends that negative perception exists where the appraisees are uncomfortable, distressed and as a result P.A has been a potential cause of tension between the appraisers and the appraisees. It is important to note that tension influences the teachers behaviour negatively thus interfering with their self-esteem and ego. This may result to teachers’ negative perception and non-compliance with P.A indicators. This study wishes to establish the compliance status of the schools with P.A indicators by TSC.

P.A programme is a participatory exercise where both the appraiser and the appraisee exchange information. Wong on Wing, B. Guo L and LuiG. (2010) see participation in P.A processes as a conduit of exchange through which employees are able to provide information to their supervisors. Collaboration, consultation and
sharing of information freely enhance employees’ motivation since they feel part and parcel of the whole programme making them own it. The main purpose of P.A programme is to evaluate the employees’ work against the set targets or the objectives of the institution on the P.A indicators contained in the TPAD tool. Evaluation of the employees helps both the employer and the employee in making proper decision on what to improve on, whereby improvement of any nature encourages teachers and motivates them to work harder and achieve the set targets.

It is important that after evaluation the appraiser gives a formal feedback to the appraisee. This will make them aware of their competency gaps and improve on them. This also enhances job satisfaction hence teacher motivation, a fact that OECD (2009) affirms. OECD states that P.A feedback has a strong influence on teachers, increasing job satisfaction and improving the level of the teachers’ performance. This study thus sought to find out the influence of P.A variables such as compliance, perception, evaluation and feedback on teacher motivation using the case of public primary schools in Gilgil Sub-County, Nakuru County, Kenya.

1.2 Statement of the Problem

Performance appraisal has a positive relationship to performance. This relationship has made the government of Kenya through TSC to introduce Performance Appraisal (P.A.) in all public institutions of learning to boost teachers’ performance and productivity. Although the cited importance is evident in policy and theory, teachers seem to have a problem with P.A in regard to induction, lack of knowledge as regards to its implementation process and effectiveness to bring positive change in performance hence their motivation. Previous researchers have found strong relationship between performance appraisal and motivation. Others such as Okumbe
(2001) view P.A as an administrative strategy aimed at stimulating employees towards greater effectiveness and productivity while some like Wong et al, (2010) see P.A as a conduit of exchange through which employees are able to provide work performance information to their supervisors.

For these reasons, there is no doubt that P.A helps both the employer and the employee in making proper decision on what to improve on in employee’s work performance. Improved performance in turn encourages employees and motivates them work harder and achieve the set targets. All said and done, there have been limited studies on P.A that can relate to motivation of teachers to perform. This study therefore intends to fill this gap in knowledge by seeking to investigate the influence of P.A on teacher motivation using a case of public primary schools in Gilgil Sub-County, Nakuru County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of performance appraisal on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County, Kenya. This was to be enhanced through determining the schools’ compliance status with P.A indicators, teachers’ perceptions about P.A, and performance appraisal evaluation and performance appraisal feedback on teachers’ motivation.
1.4 Objectives of the Study

i) To establish the influence of schools’ compliance status with the Performance Appraisal Indicators in the TPAD by TSC in regard to teacher motivation.

ii) To find out the influence of P.A on teachers’ perceptions on their motivation.

iii) To determine the influence of performance appraisal evaluation on teacher motivation.

iv) To establish the influence of performance appraisal feedback on teacher motivation.

1.5 Research Questions

i) What is the schools’ compliance status with the Performance Appraisal Indicators in the TPAD by TSC?

ii) What is the influence of performance appraisal on teachers’ perceptions on their motivation?

iii) What is the influence of performance appraisal evaluation on teacher motivation?

iv) What is the influence of performance appraisal feedback on teacher motivation?

1.6 Significance of the Study

The findings of the research provide other researchers with useful knowledge on the subject under study. Secondly, the study contributes to the academic career of the researcher and enlarges the researcher’s experience on the area of study. Thirdly, the research findings are also hoped to be used by all the stakeholders involved in performance appraisal processes to improve its application so as to enhance teacher motivation in public primary schools, globally, regionally and nationally so as to
enhance academic performance of the learners. Fourthly, the study is also expected to help the Ministry of Education Science and Technology (MoEST) and TSC to come up with realistic policies regarding the management of performance appraisal in all public primary schools in the country. Lastly, the findings of the study are to contribute to the existing theories on the management of teachers teaching in public primary schools and that of performance appraisal.

1.7 Limitations of the Study

According to Best and Kaln (2008), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their applications to other situations. The following were the limitations of this study:

i) The problem under study was new to Kenyan context because there were no other studies relating to TSC and P.A and P.A indictors since it just started in 2016 (TSC, 2016). The researcher therefore solved this limitation by referring to other comparable studies in other sectors of education in Kenya and globally as contained in literature review.

ii) Some of the information that the respondents gave could have been biased thus lacking truthfulness. This could have been due to ignorance about the process, attempting to portray themselves or their institutions favorable or due to fear of victimization. This therefore called for sensitization of the respondents by the researcher of importance of giving accurate information and also ensuring them of confidentiality. The researcher also corrected this limitation by having responses from different categories of respondents.
1.8 Delimitations of the Study

According to Orodho and Kombo (2002), delimitations refer to the boundaries of the study. The study delimited itself to investigating the influence of P.A in public primary schools in Gilgil Sub County, Nakuru County, Kenya. The research was also carried out only one Sub County out of the nine sub counties of Nakuru County, Kenya. For more reliable and conclusive results, the study should have been carried out in all the public primary schools in Nakuru County. The study was concerned with P.A because TSC rolled out the programme in January 2016 to strengthen supervision and to continuously monitor teachers’ performance in curriculum implementation at the institutional levels. It is therefore an ongoing process. Public primary schools in Gilgil Sub-County, Nakuru County were targeted because just like in all the public schools in Kenya, P.A process is compulsory.

1.9 Assumptions of the Study

This study was guided by the following assumptions; All teachers in all public primary schools comply with performance appraisal process in their respective schools and that the process is well known to them; the respondents cooperate with the researcher and give the correct and truthful information; the researcher does not know the perception of the respondents in public primary schools in Gilgil Sub-County, Nakuru county; performance appraisal of teachers as per the aspects of the TPAD motivate teachers; the research tools which were used for the study were able to measure appropriately and adequately the variables under investigation.
1.10 Theoretical Framework

This study was guided by David McClelland’s theory of motivation also referred to as the Learned Needs Theory (LND) (McClelland, 1961). This theory is advanced from Maslow’s theory of needs. It helps to identify the dominant motivators in individuals, which enable setting of goals. It also provides a system of providing feedback, motivation and rewards. This theory identified needs that motivate people as achievement, affiliation and power.

The need of achievement is characterized by strong orientation towards accomplishment, success and goal attainment by the employees. It is premised on the following: That people have strong desires to set and accomplish challenging goals; usually they take calculated risks to accomplish their goals; and they like to receive regular feedback on their progress and achievements. The performance appraisal programme by TSC is anchored on these premises and aims at creating an effective and efficient teacher who sets high targets and achieves them systematically.

Affiliation according to McClelland is a strong desire to be liked by other people. In a school set up a teacher can achieve likeability if he is effective and efficient in his work. A teacher with high need for affiliation is ever present at work, performs better, works without or with minimal supervision and supports the administration for the achievement of the school’s set goals. It is therefore important to note that a teacher who is accepted and recognized is normally motivated and performs to their best which is the intent of P.A.
Power on the other hand is noted by McClelland (1961) as the desire to influence and control others. A teacher who is effective and efficient is likely to be promoted to higher ranks of responsibility. With power, an effective teacher can influence others to perform and achieve which is the ultimate aim of introducing P.A in public education sector in Kenya.

It may therefore be concluded that a teacher with these needs is a motivated teacher who is able to appraise himself without any problem. More importantly, motivated teachers will not have issues with P.A evaluation. They will accept it and own it with ease and therefore the theory was relevant to the study. This study thus aims at investigating how P.A process is influencing teacher motivation in Kenyan public sector today so that corrective measures may be taken where applicable. The results may be used to enhance the acceptability of P.A process by teachers, their motivation and ultimately improvement of performance in education among public primary schools that has been on the decline.

David McClelland acquired needs theory has got both strengths and weaknesses. Its major strength is that it assists the administrator in knowing how to deal with different groups of employees according to their acquired needs and fixing them in the type of responsibilities they can do to their best and be successful. These acquired motivational needs when possessed by employees (teachers) are likely to enhance production or performance in a school set up. According to Wagner and Swanson (1979), those employees who have strong desire for power are more successful than those with lower desire for power. The two researchers attribute the success of higher power needs employees (teachers) to their ability to create a
greater sense of responsibility and team spirit in their organization since they are motivated hence quality education.

One of its major weaknesses is that it can lead to division of employees (teachers) on the basis of their achievements that is high and low achievers. This can erode teamwork which is a vital requirement for the success of any institution of learning. Second weakness is that this theory has left out other aspects that are likely to motivate employees like job security, job satisfaction, employees’ morale, administrators leadership styles, conducive working atmosphere and availability of resources. McClelland is therefore not exhaustive in this aspect of motivation.

Jurkiewkz, M. and Brown (1998) assert that this theory may serve little purpose in the public sector since in this sector employees are being motivated by job security and stability, teamwork and worthwhile service to the society, while monetary rewards, prestige and design for challenge and autonomy. This is a major weakness that calls for a remedy since P.A. is mainly used in the public sector. It is also important to mention that those employees who have strong desire to be liked or loved (affiliation) may cause the managers to violate the policies, rules and regulations for implementing P.A. or of the institution in order to favour or be fair to them even when the situation calls for rightful decision or firmness. Uncalled for fairness or favour may lead to groupings with others for while others against the administration hence tension among the employees hence demotivation of employees. Another very obvious weakness of this theory is that those employees (teachers) who are motivated because of the need for power may relax and sit back ones they have acquired the power they wanted.
With these needs having been acquired by the employees (teachers) their motivation will be enhanced leading to their compliance with the P.A. implementation, positive perception, acceptance of P.A. evaluation and feedback with ease. Their knowledge in P.A. process will also improve. All this will lead to quality education.

1.11 Conceptual Framework

A conceptual framework is a diagrammatic presentation of concepts or variables that illustrate the interconnections between the independent, extraneous and dependent variables (Oso & Onen, 2009). Figure 1.1 exhibits the conceptual framework showing the interrelationship between variables in this study.

![Conceptual Framework Diagram]

**Independent Variables**
- **Performance Appraisal**
  - Compliance with PA Indicators
  - Teachers’ Perceptions on P.A
  - P.A evaluation
  - Feedback from P.A

**Dependent Variables**
- **Teacher Motivation**
  - Teacher preparedness
  - Effective time management
  - Integration of ICTs & other learner centred methods
  - Enhanced learner safety
  - Enhanced learner performance

**Intervening Variables**
- Existing performance management policies
- Management commitment to TPAD
- School managers’ leadership styles

Figure 1.1: Conceptual Framework
The conceptual framework above exhibits that an effective performance appraisal process with an inclusive evaluation and objective feedback which are viewed in this study as the Independent Variables (IVs) may lead to teacher motivation in form of being prepared with essential professional documents; ensuring effective time management; use of ICTs and other learner centered methods during teaching; enhancing learner safety and overall learner performance, aspects that are viewed as the Dependent Variables (DVs) in this study. The intervening variables which may affect the findings of the study include: adherence to the existing performance management policies, management commitment to P.A indicators in the TPAD and school managers’ leadership styles. These variables will be controlled by holding them constant during the study.
1.12 Definition of Operational Terms

**Appraisal**
Refers to the analysis of an individual’s performance in their own environment.

**Appraise**
Refers to a formal judgement about the worth of the teachers’ work after discussing it with them.

**Appraisee**
Refers to the teacher who is being appraised.

**Appraiser**
It is the person who is carrying the act of appraising.

**Assessment**
It is the process that is used to show whether or not there is a change in behaviour after interaction with a given content or experience.

**Compliance**
It is accepting to do something as directed by someone or something.

**Evaluation**
It is the process of checking the extent to which the set objectives have been achieved.

**Feedback**
It is a formal or written report on how well or badly a job has been done.

**Influence**
It refers to the ability to cause change in someone or on something.

**Motivation**
Something that affects behaviour of a person in pursuing a certain goal or outcome.

**Performance**
It is how best work is done based on the set objectives and goals.

**Performance appraisal**
It is a process of evaluating or assessing a person’s performance based on the set target and one’s own environment.

**Performance appraisal form**
Is a document or a tool containing performance ratings, P.A indicators and spaces for filling the scores.

**Respondent**
A teacher who fills the questionnaire either as a head teacher, deputy head teacher, senior teacher, teacher or education personnel.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presented a review of related literature under the following: Concept of performance appraisal; the objectives under study which are also the independent variables which included schools’ compliance with P.A indicators; teachers’ perceptions towards P.A; performance appraisal evaluation and performance appraisal feedback on teachers’ motivation which was also viewed as the dependent variable. It also featured the research gaps and summary of the related literature reviewed. At the end, research gaps and summary of the literature reviewed is presented.

2.2 Empirical Review

2.2.1 Concept of Performance Appraisal

An important part of managing people is to let them know how they are performing. This can be achieved through a systematic procedure of employee’s performance evaluation, referred to as performance appraisal. Okumbe (2001) defines performance appraisal (P.A) as the process of arriving at judgement about an individual's past or present performance against the background of their work environment and their future potential for the organization.

Pathania, Kumar and Pathak (2011) state that performance appraisal is primarily used as a device to measure the standards set by the management of its employees. It entails a process of assessing, summarizing and developing the work of an employee on both qualitative as well as quantitative terms. Normally, immediate senior or
some expert does the performance appraisal of an employee using various rating systems employed in order to recognize the potentials and deficiencies of an employee. Performance appraisal has been considered as the most significant and indispensable tool of an organization. It is highly useful in making decisions regarding various personal aspects such as promotion and merit increase. Performance measures also link information gathering and decision-making process that provide a basis for judging the effectiveness of personnel's functions.

Daft (2008) asserts that organizations, schools included, are constantly changing in attempt to become market driven. For instance, performance appraisals are crucial for career and succession development, they provide a recognized and recorded assessment of an individual routine and sketch for potential enlargement (Jabeen, 2011). Yee and Chen (2009) on the other hand contend that performance appraisal evaluates employees’ present and previous output within laid down standards, but it also provides feedback on employees’ performance in order to motivate and to improve on their job performance and satisfaction.

Performance appraisal is therefore indispensible for the effectual supervision of staff (Jabeen, 2011). It is an important factor in identifying the people’s talents and capacities and its results can make them aware of advancements, plans and goals (Hamis, 2010). In addition, employees’ involvement in target setting makes them to be intrinsically motivated because of the value it provides them, for instance, a feeling of accomplishment or sense of personal satisfaction (Wong, et al, 2010).

Involvement in target setting is seen as an interaction between the leader and the follower in the context of leadership; which Spillane (2006) describes as a system of
practice comprised of a collection of interacting components. Taking part in P.A process is thus seen as a conduit of exchange through which employees are able to provide information to their superiors and for superiors to utilize the information (Wong et al., 2010). There are various reasons for performance appraisal but its most important aspect is the assessment of the workers (teachers) training requirements so as to enable them improve their performance, hence motivation.

In Kenya, the Teachers Service Commission (TSC) which is the constitutional body that is mandated to employ and manage teachers in public schools introduced an open performance appraisal system for teachers in January 2016 to strengthen supervision and to continuously monitor their performance in curriculum implementation at the institutional level (TSC, 2016). TSC notes that the appraisal system shall be used to provide feedback, improve communication, and clarify roles and responsibilities. It goes on to state that the Commission shall in administering the performance appraisal system: require heads of institutions to provide oversight role in the performance appraisal for the teachers in their respective institutions; use performance appraisal reports for purposes of promotion, deployment and other rewards as may be prescribed from time to time; identify training needs and take corrective measures in cases of unsatisfactory performance; and develop and review criteria, guidelines and tools for performance appraisal from time to time, which shall be accessible in the Commission’s website or as the Commission may advise. TSC further notes that the purpose of this performance appraisal will be to review and improve teaching standards through a systemic appraisal approach, with a view to evaluate teachers’ performance and promote professional development for enhanced learning out comes.
2.2.2 Factors Affecting Employees Compliance with Performance Appraisal

Hedge and Teachout (2000) conducted a study to examine the predictors of compliance with performance appraisal by employees and supervisors. The study found out that trust associated with ratters and the appraisal process were significant predictors of appraisal compliance for both job incumbents and supervisors.

Similarly, Mani (2002) carried out a study to examine employees’ attitude related to appraisal. The study established that trust in supervisors was important for determining satisfaction with the appraisal system. Execution of performance appraisal and the evaluation process means that underlying assumptions to performance appraisal exist. Davis and Landa (1999) in their study found out that, during the evaluation process, the absence of fair procedures increases distress because the results of performance appraisal are essentially outside the control of the employee.

Beletskiy (2011) asserts that the way as well as the frequency of conducting performance appraisal in an entity determines the appraisal effectiveness. For instance, the nature of design characteristics used influences employees’ perception on the process of performance appraisal. This influences the visibility, validity and fairness of performance appraisal practices thus affecting the effectiveness of the appraisal in determining performance standards, core competencies, and communicating the standards and competencies to employees.

A study was conducted to investigate what individuals considered as the most decisive factor in a ‘particularly fair or unfair performance evaluation’. The study used an open-ended questionnaire. The findings from the study by Greenberg (2006)
revealed that well trained appraisers have the ability to make an accurate evaluation of subordinates’ performance. This results to an important influence on fairness perceptions. Training of appraisers has an effect on effectiveness of performance appraisal. It should explain how the judges interpret any normative data that they are given. Since errors are well-ingrained habits, Tziner and Kopelman (2002) state that extensive training is necessary for avoiding such errors. Therefore, the training should provide trainees with broad opportunities to practice the specified skills, provide trainees with feedback on their practice appraisal performance, and that a comprehensive acquaintance with the appropriate behaviours to be observed.

Kemunto (2013) conducted a study on perceived factors affecting the effectiveness of performance appraisal at the Teachers’ Service Commission in Kenya. Her study found out that there are seven main factors that affect the effectiveness of performance appraisal at TSC. They include: lack of knowledge of appraisee, lack of clarity on the parameters used, lack of communication to enhance feedback on performance, lack of feedback, personal differences between the appraisers and the appraisees, modern and complicated appraisal systems and collective responsibility in organizational activities.

Boswell and Boudreau (2000) observe that the attitude of employees about the performance appraisal practices determines the effectiveness of the appraisal process. The staffs’ perceptions of fairness of the appraisal practices are very critical aspects that contribute to effectiveness of the performance appraisal process. In scenarios where the performance practices are seen and believed to be partial and extraneous, subordinates become dissatisfied with the performance appraisal process. Given that subordinates’ reaction to performance appraisal practices plays a
significant role in the acceptance and effectiveness of the performance appraisal process, severe dissatisfaction and perceptions of unfairness and inequality in the ratings may lead to the failure of performance appraisal leading to teacher demotivation.

2.2.3 Perception of Employees Towards Performance Appraisal

Perception refers simply to the attitude of somebody on something. Perception can be positive or negative depending on one’s feelings about the thing in question. Negative perception according to Agesa (2009) exists on performance appraisal where the teachers being appraised are uncomfortable, distressed and as a result it becomes a potential cause of tension between the appraiser and the appraisee. It also happens when there is no trust making them believe that they may not benefit from the process. When there is no trust, teachers will also not be able to share or reveal their weaknesses since they may feel that the process is carried out to victimize them. It can also be due to job insecurity or uncertainty which occurs when the teacher does not understand the P.A process. This affects them making them demotivated and a demotivated teacher will therefore not perform and achieve the set goals.

To solve the problem of negative teacher perception the Ministry of Education (2000a) advises that the appraiser needs to have discussions with the appraisees so as to lay the foundation for appraisal. Discussions will make the appraisees have confidence so that they can share openly and even question the appraiser on areas they are not clear with.
Agesa (2009) also argues that performance appraisal in schools is often based upon the head teacher’s perception of the teachers’ performance and therefore teachers are evaluated subjectively rather than objectively. When evaluation of teachers is done this way then it is influenced by several aspects which include; the teacher’s past weaknesses or successes, relations between the appraiser and appraisee, likeability of the appraisee by the appraiser and any other factors that the appraiser may perceive applicable. This kind of evaluation will influence the perception of the teacher negatively or positively depending on which side the teacher belongs, thus resulting to a demotivated or motivated teacher.

Biswanath (2010) notes that matters discussed during the P.A process should be treated with confidentiality and not as a means of making comparisons against other teachers because the discussion of the evaluation can have both negative as well as positive motivational consequences on the teachers depending on how it is handled. This makes it a very sensitive matter that requires a lot of involvement by all and also its handling should be in a friendly way so that teachers can have positive perception about it.

It is therefore important to note that for positive perception of teachers to be realized several aspects must be considered which include, teacher involvement, conducive working environment, mutual trust and making the appraisal process objective and not subjective. The appraiser must also be neutral when carrying out the process. In addition, there should be a clear policy on P.A and teachers should be made to understand the process fully so as to enhance their perception. Confidentiality must also be enhanced. This research therefore aimed at establishing the perception of teachers on P.A and the reasons for the perceptions they hold. The findings may be
instrumental in supporting a P.A process that is acceptable by all sides and one that facilitates performance improvement on the side of the teacher.

2.2.4 Influence of Performance Appraisal Participation on Teacher Motivation

Birgen (2007) notes that individual teachers are held accountable for the achievement of the targets so that appraisal evaluates how well the teacher has done his job when compared to set target. If this is the case then all teachers must be involved right from the beginning of the process since they cannot be accountable for what they have not participated in setting. Teachers should therefore be motivated in setting targets and standards, measuring performance and taking appropriate action to improve performance by using all the resources available collectively.

Kamuri (2012) suggests that P.A should be done in an environment where the teacher and the employer work together to determine measures for evaluating each of the objectives. On the same note, this strengthens the trust and the relationship between the two thus enhancing teacher’s motivation. During the appraisal process every teacher must be actively involved and be informed throughout the process. Teachers’ involvement in P.A process makes them own the process and be part of it therefore enhancing their intrinsic motivation that is to result into improved performance. If the aspects for performance appraisal are not available then the teacher is likely to be demotivated.

Importantly, increased teachers’ involvement in P.A process is positively related to appraisees’ job satisfaction and their acceptance to the appraisal system (Cawley et
al 1998, cited in Kelly et al 2008). Teachers who are involved in developing the appraisal system are more likely to be aware and accept performance expectations, understand better the appraisal process and outcome and are committed to the appraisal system (Cawley, Keeping and Levy 1998, cited in Kelly et al 2008). This is a fact that has been refuted by (Schultz and Schultz 2010) who asserts that performance appraisals have no positive rating from the employees and that they should not participate in them.

In addition, Mutua (2005) observes that although P.A influences employees’ work output, it does not necessarily improve the quality of work. The questions that arise from this assertion then are, if performance appraisals do not improve quality of work by the employees, then why are stakeholders complying with them? Does complying with P.A have any influence on teacher motivation? This study aimed to find answers to these questions by determining whether or not complying with P.A process has influence on teacher motivation and which was the most important aspect for improvement of quality of education.

**2.2.4.1 Teachers’ Participation in Setting of Targets**

Target setting is a process whereby the appraiser interacts with the appraisee through discussion in order to come up with what to be achieved (target) by the end of a given period of time, be it termly or annually while considering the working environment and other factors that influence performance. These other factors may include availability of resources, leadership styles, the nature of the learners and the teachers’ experience.
Spillane (2006) describes the process of target setting in performance appraisal as interaction between the leader and his followers in the context of leadership. Spillane further describes it as a system of practice comprised of a collection of interacting component. Targets are expectations which are to be achieved and it is therefore the responsibility of each and every stakeholder to see into it that the set targets are realized. Expectations of school leaders therefore is to achieve change and play a key role in influencing the motivation and capacity of teachers thus appraising, monitoring and evaluating performance is indispensible (Pont, Nusche, and Moorman 2009). Even though they affirm this, the TSC has left the heads of institutions out of the process thus hindering them from performing their key roles of influencing the motivation and capacity of teachers since they do not appraise them.

It is therefore a realization by all institutional leaders and employers that without set targets then the workers (teachers) may not be able to know what is expected of them and therefore nothing to evaluate them on. According to Locke and Latham (2002), target or goal setting and reflection have been found to have a powerful impact on action. This is a fact that is reaffirmed by Timperley, (2011). He insists that target setting is central to the development of a self-regulated learning, capacity and this assists teachers to identify what they need to do to improve their practices.

Setting targets and thriving to improve on the practices so as to achieve the set objectives is a sign of intrinsic motivation. The teachers are driven by the set targets and what is expected of them and not the incentives they may get after achievement of the set target. Target setting therefore should be an interactive activity between the teacher and the appraiser. This will bring harmony and a feeling of mutual
involvement in the whole process of performance appraisal and in turn, educational performance will get a boost of goodwill from the teacher.

2.2.5 Influence of Performance Appraisal Evaluation on teacher motivation

Evaluation is the process of assessing habits and quality of workers. It involves critical and careful analysis of the person in all areas or aspects of concern. For a teacher, the aspects to be evaluated include lesson organization, class control, instructional and co-curricular activities, time management, resource management and utilization, innovation and creativity, teachers’ interpersonal relationship with the learners, parents and all the stakeholders and also the teachers’ discipline.

According to Aquinis (2009), performance appraisal evaluation may involve both formative and summative aspects. Formative aspects focus on developing performance such as career development, professional learning and feedback. Summative aspects on the other hand evaluate performance for career progression, possible promotion or demotion and termination purposes.

According to Danielson and Greal (2009), when performance appraisal evaluation is used both for accountability and instructional improvement, and in turn it identifies and enhances teaching quality, it may therefore be considered the ideal quality assurance mechanism. Additionally, research carried by OECD (2009b) in Australia acknowledges that: Raising teaching performance is perhaps the policy direction most likely to lead to substantial gain in student learning. Therefore, it is essential to know the strengths of the teacher and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve the effectiveness of teaching and learning and raises educational standards. Moreover, according to Zbar, Marshall and Power
an effective performance appraisal evaluation assists in meeting the set objectives by holding the teachers accountable, addressing underperformance and enhancing performance and practice.

It is important to note that performance appraisal evaluation process provides scope for teachers and school heads to make informed decisions about teaching performance and may assist in identifying future areas for growth and development of the learners, the teachers and the institution. Proper or informed decision making if properly or not properly managed may result to teacher motivation or demotivation respectively. More importantly, performance appraisal evaluation may also help the teachers to evaluate themselves and be able to identify their shortfalls and factors leading to the shortfalls and improve on them. This can only happen if the teachers know what is expected of them and how to improve their performance for their own good and that of the institution (Danielson & Greal, 2009 and Zbar et al., 2007).

Stronge and Tuckers (2003) contend that teachers have confidence in the performance appraisal evaluation and that the involvement of multiple evaluators and sources of evidence is essential to appraisal systems credibility. In relation to their findings, it is clear that a lot and diverse range of evaluations is required so as to ensure the effectiveness of performance appraisal and to determine its credibility and its motivational consequences on the teachers.

On the strength of Stronge and Tuckers findings, the MoEST (2009) advises that during performance appraisal, the teacher should be treated as a stakeholder who works in a collaborative way and becomes as good as possible. Therefore the
process must be conducted in a professional way and by people who are respected for their competence and good relations. The findings and comments must be communicated in a kind and respectful manner that can have positive impact on teacher motivation.

Even if there is evidence from researchers that teachers have confidence in the performance appraisal, other researchers have also found out that the process of performance appraisal evaluation does not motivate teachers. Darling Hammond (2013) asserts that teacher evaluation and appraisal systems do little to help teachers improve. This may indicate that performance appraisal evaluation does not influence teacher motivation so as to enhance quality of teaching or lead to long lasting change (Kamener, 2012). It is due to these contradicting findings that the current study seeks to establish whether or not performance appraisal evaluation has influence on teacher motivation in performance.

2.2.6 Influence of Performance Appraisal Feedback on Teacher Motivation

Performance appraisal feedback involves a teacher being given or provided with written feedback against their goals since the scores are indicated in the TPAD and new objectives set for the next review. Reasonable time and a relaxed environment should be set to discuss the performance appraisal feedback. Wango (2010) asserts that during performance appraisal feedback, the appraisers must be clear in explaining their judgements concerning the strengths and weaknesses so that teachers identify how to improve their work.

Improved work or good performance makes the teacher confident and have a feeling of being worth thus becoming motivated and able to realize the set objectives.
According to OECD (2009), performance appraisal feedback has a strong influence on teachers increasing job satisfaction and improving teaching practice. Performance appraisal needs to provide feedback to teachers about their professional practice and offer opportunities for improvement. When the feedback is constructive and objective, the teacher takes it positively and is able to correct the shortfalls found during the evaluation session. A positive teacher will always strive to perform, achieve and also be readily willing to correct the shortfalls noted.

Many performance appraisal systems have failed to inform teachers of what needs to be improved on. A study by Welsberg, Sexton, Mulhern and Keeling (2009) found out that P.A makes the teachers to lack what to improve on due to unawareness caused by lack of feedback. Donalson and Donalson (2012) report that teachers need constructive feedback from skilled practitioners in order to improve their teaching. Research also revealed that feedback is often not a common occurrence in schools (OECD, 2009a and Zatynski, 2012). This therefore means that there is no frequent, active teacher involvement on performance appraisal, an area that this study is also interested in establishing.

Robins (2006), notes that managers are often uncomfortable discussing performance weaknesses directly with employees. Given that almost every employee could stand to improve in some areas, managers fear a confrontation when presenting negative feedback. Robins adds that many employees tend to become defensive when their weaknesses are pointed out instead of accepting the feedback constructively and as a basis for correction. The current study seeks to establish the role of performance appraisal feedback on teachers’ motivation.
2.2.7 Research Gaps

From the empirical studies conducted by other researchers, research gaps emerge which the current study sought to fill. The study by Hedge and Teachout (2000) to examine the predictors of compliance with performance appraisal by employees and supervisors presented contextual gap because it was not conducted in Kenya. The study also presented conceptual gaps since it did not focus on the same variables which the current study focuses on. Similarly studies by Davis and Landa (1999), Mani (2002) and OECD (2009), also presented conceptual gaps as they focused on different variables from the current study.

The study by Greenberg (2006) presented contextual, methodological and conceptual gaps which the current study sought to fill. There was a contextual gap since the geographical area was different from the current study. The study presented a methodological gap by using a qualitative approach with open ended items while the current study used a quantitative approach with structured questionnaires. The study variables in the study were not similar to the ones in the current study.

The study by Kemunto (2013) filled the contextual gaps that exist in the field of performance appraisal studies in Kenyan education sector. However, it focused on the effectiveness of P.A while this study focused on the influence of P.A on motivation. There are limited studies on P.A that can relate to motivation of teachers to perform. This study therefore intended to fill this gap in knowledge by seeking to investigate the influence of P.A on teacher motivation using a case of public primary schools in Gilgil Sub-County, Nakuru County, Kenya.
2.3 Summary of review of related literature

This literature review shows clearly that performance appraisal can be effective if properly introduced leading to teacher motivation. It can also be ineffective if improperly applied into the education system which may lead to teacher demotivation. Research carried out in Australia and articulated in the Australian journal on Teacher Education by TALIs (2009), affirms that P.A works very well when it is made part of the system.

For Kenyan education sector to benefit from performance appraisal that leverage teachers’ performance management and have it work effectively, then the gaps about its influence on teachers’ motivation must be addressed appropriately, so that quality of education may be enhanced and embraced by all the stakeholders in the education sector. This was achieved through finding answers to the following research questions that guided this study: what is the schools’ compliance status with Performance Appraisal Indicators in the TPAD introduced by TSC? What is the influence of P.A on teachers’ perceptions on their motivation? What is the influence of P.A evaluation on teachers’ motivation? and what is the influence of P.A feedback on teachers’ motivation?.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives an account on research design, location of the study, target population, sample and sampling procedures, research instruments, piloting, data collection procedure and data analysis techniques methods that will be used in the study.

3.2 Research Design

The term research design refers to the way a study is planned and conducted and the procedures and techniques used to either test a research hypothesis or answer the research questions (Ngau, 2004). This study adopted a descriptive survey research design. The design sought to obtain answers to questions by describing the nature of existing circumstances using analysed samples to make generalizations about the entire population under study (Kerlinger, 1973).

In a descriptive survey research design, information is collected from respondents about their experiences and opinions about a particular topic under study in order to generalize the findings to the population that the sample is intended to represent (Borg & Gall, 2003). This design is the most appropriate for obtaining factual and attitudinal information or for research questions about self-reported beliefs, opinions, characteristics and present or past behaviours (David & Sutton, 2004). The study surveyed a sample of public primary schools in Gilgil Sub-County, Nakuru County so as to describe the influence of performance appraisal on teacher motivation. Descriptive survey research design was suitable for this study because
its aim was to collect information from the sampled respondents on their experiences and opinions about the influence of performance appraisal on teacher motivation in order to generalize the findings to the targeted population of teachers in public primary schools in Kenya.

3.3 Location of Study
The study was carried out in Gilgil Sub-County, Nakuru County. The rationale for conducting the study in the Sub-County was that just like in the other areas of the country; performance appraisal exercise for teachers had been going on for four school terms since January 2016 when it begun. The study was thus interested in finding out the influence that this performance management programme introduced by TSC was having on teacher motivation to improve educational standards in this location, just as it was initially intended.

3.4 Target Population
The target population comprised of all individuals and objects that the researcher could reasonably generalize findings to (Cooper & Schindler, 2006; Mugenda, 2008). The study targeted all the 651 teachers in public primary schools in Gilgil Sub-County, Nakuru County. Gilgil Sub-County has 70 public primary schools spread within its three zones. The zones are Mbaruk with 22; Karunga with 22 and Elementaita with 26. The three zones have 251; 200; and 200 teachers respectively. The study also targeted the 70 head teachers and the 70 deputy heads in all these 70 public primary schools. The head teachers and their deputies were required to give their experiences and opinions as appraisees and appraisers while the teachers gave their experiences and opinions as appraisees.
3.5 Sampling Techniques and Sample Size

Krejcie and Morgan (1970) table for determining sample size was used to determine the sample of schools which were all mixed public day schools and teachers. According to this table found in appendix VI, a target population (N) of 70 schools required a representative sample (n) of 59 while a target population (N) of 651 teachers required a representative sample (n) of 242.

As regards to sampling, firstly the deputy head teachers and the head teachers of the 59 schools in the sample were selected using purposive sampling technique, thus giving a total number of 59 deputy heads and 59 head teachers. This sampling technique was adopted here because the two school administrators are critical for the success of performance appraisal process of teachers in their roles as appraisers and arbitrators respectively.

Secondly, proportional allocation method was used to allocate the schools and teachers samples among respective zones (strata). Orodho (2009) observes that in this method, each stratum contributes to the sample a number that is proportional to its size in the population. In order to obtain the corresponding category of the samples, a sampling fraction was calculated and then multiplied by each category of the population. For a simple random sample, the sampling fraction equals the probability of any member of the population being selected for the sample and is defined by the equation; \( f = \frac{n}{N} \)

Where

\( f = \) Sampling fraction; \( n = \) Sample; \( N = \) Population
Thus the sampling fraction for the schools is calculated as:

\[ f = \frac{59}{70} \]

\[ f = 0.842 \]

And for the teachers:

\[ f = \frac{242}{651} \]

\[ f = 0.3717 \]

After the multiplication of the sampling fraction with respective schools and teachers samples, the study sample appeared as shown on Table 3.1.

<table>
<thead>
<tr>
<th>Category/Zones</th>
<th>Mbaruk</th>
<th>Karunga</th>
<th>Elementaita</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td>Deputy Head Teachers</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>59</td>
</tr>
<tr>
<td>Teachers</td>
<td>94</td>
<td>74</td>
<td>74</td>
<td>242</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>151</strong></td>
<td><strong>131</strong></td>
<td><strong>133</strong></td>
<td><strong>360</strong></td>
</tr>
</tbody>
</table>

The final selection of schools and teachers samples was done through systematic sampling technique and simple random sampling (folding of papers) respectively.

### 3.6 Research Instruments

Questionnaires were used as research instruments to collect the data for the study.

### 3.7 Questionnaires

The researcher designed questionnaires to collect information from head teachers, deputy head teachers and teachers. The questionnaires comprised of two sections which included section A and B. Section A gathered information of the respondents
which included gender, cumulative length of service and professional qualifications. Section B covered the research objectives whose items were contained in Likert and Likert scale which included the following: strongly disagree, disagree, undecided, agree and strongly agree. According to Kombo and Tromp (2006), questionnaires facilitate the collection of information from a large sample and diverse regions. The questionnaire instruments were preferred for this study because they allowed greater uniformity of questions, hence ensured greater comparability of the information elicited by each set. The three sets of questionnaires to be constructed included:

i) **Questionnaires for Head Teachers**: These sought to establish their perceptions about their schools’ compliance with Performance Appraisal Indicators in the TPAD; perceptions on the influence of performance appraisal on teacher motivation; perceptions on the influence of performance appraisal evaluation on teacher motivation; and lastly perceptions on the influence of performance appraisal feedback on teacher motivation.

ii) **Questionnaires for Deputy Head Teachers**: These sought to establish their perceptions about their schools’ compliance with Performance Appraisal Indicators in the TPAD; perceptions on the influence of performance appraisal on teacher motivation; perceptions on the influence of performance appraisal evaluation on teacher motivation; and lastly perceptions on the influence of performance appraisal feedback on teacher motivation.

iii) **Questionnaires for Teachers**: These sought to establish their perceptions about their schools’ compliance with Performance Appraisal Indicators in the TPAD; perceptions on the influence of performance appraisal on teacher motivation; perceptions on the influence of performance appraisal evaluation
on teacher motivation; and lastly perceptions on the influence of performance appraisal feedback on teacher motivation.

3.8  Piloting Study

Before visiting the selected schools for data collection, the questionnaires were piloted in three schools each drawn from the three zones (strata) in Gilgil Sub-County. The schools where piloting was conducted were not included in the final sample of the study. The pilot group constituted 59 (7.45%) respondents that included three head teachers, three deputy head teachers and 53 teachers. A pilot sample of between 1% and 10% of the target population of the study was considered acceptable (Mugenda & Mugenda, 2003).

3.8.1 Validity of the Instruments

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. Thus, content validity is a non-statistical method used to validate the content employed in the research instrument. Firstly, the researcher went through the instruments and compared their content with the set objectives to ensure that they contained all the information that address the study objectives. Secondly, the researcher discussed with her supervisor as well as other experts and authorities (in the area of performance appraisal and its role in employees’ motivation), about content validity of the instruments and thereafter incorporated recommendations and inputs given so as to improve on the instruments validity.
3.8.2 Reliability of the Instruments

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. After conducting the pilot study as described in section 3.7, the reliability coefficient was estimated by computing Cronbach alpha coefficient. The overall reliability coefficient of the head teachers’ questionnaire was 0.83, deputy head teachers 0.76 while teachers 0.89. Reliability coefficient of 0.70 or above was acceptable for the research (Frankel & Wallen, 2002). Cronbach Alpha was the most appropriate method for use when the items are weighted or the rating scale is summated (Gliem & Gliem, 2003).

3.9 Data Collection Procedure

The researcher obtained a letter of introduction from the university and then visited the National Commission for Science, Technology and Innovation (NACOSTI) to obtain a research permit. She then reported to Nakuru County Director of Education for permission before proceeding to book appointments with the head teachers of the sampled schools. During the visit, the researcher interacted and developed a rapport with the head teachers of respective schools while at the same time explaining to them the purpose of her study. After acquiring permission from head teachers, the researcher then went on to sample the other respondents using the techniques explained in 3.4 above and also explained to them the purpose of her study before administering and collecting the filled instruments.
3.10 Data Analysis Techniques

After collecting the data, the responses were coded electronically and then entered into the Statistical Package for Social Sciences (SPSS) version 22 computer program for analysis. The collected data was analyzed using descriptive statistics such as; frequencies, means, standard deviations and percentages. Correlation analysis was used for inferential statistics. Qualitative data obtained from the open-ended questions was analyzed according to themes based on the study objectives and the research questions and thereafter, inferences and conclusions drawn. The analyzed data was presented using tables.

3.11 Logistical and Ethical Considerations

According to Gray (2004), the central ethical issue surrounding data collection through interviews is that the participants should not be harmed or damaged in any way by the research. Therefore, there should be cordial relationship between the researcher and the respondents. On the same strength the information collected from the respondents should be treated with privacy and confidentiality it deserves. The respondents were requested to give consent before engaging them. No information was leaked out without the consent of the concerned respondent.
CHAPTER FOUR

PRESENTATION OF DATA, INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter examines the research findings as per the research objectives and contains the data analysis. Data analysis was undertaken using both descriptive and inferential statistics. The descriptive statistics includes the means, standard deviations and frequency distributions while the inferential statistics were undertaken using correlation analysis.

4.2 Response Rate

The researcher distributed 360 questionnaires to the respondents who included head teachers, deputy head teachers and teachers. Out of these questionnaires, 337 were returned and taken through a process of data cleaning and editing where 26 questionnaires were rejected due to either inconsistencies or missing information. This meant that 311 questionnaires were completely filled whose data was used for to generate results of the study. This gave a response rate of 86.4% which was deemed sufficient for purposes of data analysis, following the recommended 80% minimum by Mugenda and Mugenda (2003).

4.3 Demographic Characteristics of Respondents

The position held by the respondents, location of the school, gender of respondents, cumulative length of time respondents have been in current position were used to generate the demographic characteristics of respondents. Additionally, the highest
professional qualifications of the respondents and their attendance to seminars or workshops on performance appraisal were also used.

4.3.1 Position of Respondents

Out of the 311 respondents, most of them (74.0%) were teachers, as shown in Table 4.1. The head teachers were 13.2% of the respondents while the deputy head teachers were 12.8%. The higher number of teachers is proportional to the number of sample members in each subgroup, since the teachers also formed a larger part of the sample members (57.8%).

Table 4.1: Distribution by Position of Respondents

<table>
<thead>
<tr>
<th>Position of Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>41</td>
<td>13.2%</td>
</tr>
<tr>
<td>Deputy head teacher</td>
<td>40</td>
<td>12.8%</td>
</tr>
<tr>
<td>Teacher</td>
<td>230</td>
<td>74.0%</td>
</tr>
<tr>
<td>Total</td>
<td>311</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

4.3.2 Zone of School Location

4.2. The respondents who participated in the study were fairly and proportionally distributed across the three zones (strata) in Gilgil Sub-County. Thus the attitudes of respondents in the context of the geographical scope were well captured as shown in table 4.2 below.
### Table 4.2: Distribution by Zone of School Location

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karunga</td>
<td>100</td>
<td>32.2%</td>
</tr>
<tr>
<td>Elementaita</td>
<td>98</td>
<td>31.5%</td>
</tr>
<tr>
<td>Mbaruk</td>
<td>113</td>
<td>36.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>311</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

#### 4.3.3 Gender of Respondents

The study sought to determine the gender distribution of the respondents by asking the respondents to indicate their gender. The results in Table 4.3 indicate that more than half (50.8%) of the respondents were female while the rest were male. This agrees with Elimu Yetu Coalition (2003), who found that there are more female teachers than male teachers in primary schools.

### Table 4.3: Distribution by Gender of Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>153</td>
<td>49.2%</td>
</tr>
<tr>
<td>Female</td>
<td>158</td>
<td>50.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>311</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

#### 4.3.4 Cross tabulation of Position of Respondent and Cumulative Length of Time in Current Position

Out of the 41 respondents who were head teachers, most of them (58.5%) had been school administrators for a cumulative 6-10 years as shown in Table 4.4. This implies that the head teachers were in a position to give valuable information on the influence of performance appraisal on teacher motivation in public primary schools due to their experience.
Table 4.4: Cross tabulation of Position of Respondent and Cumulative Length of Time in Current Position

<table>
<thead>
<tr>
<th>Position of Respondent</th>
<th>Less than 5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16 years and above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teacher</td>
<td>10</td>
<td>24</td>
<td>3</td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>24.4%</td>
<td>58.5%</td>
<td>7.3%</td>
<td>9.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Deputy Head Teacher</td>
<td>17</td>
<td>18</td>
<td>0</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>42.5%</td>
<td>45.0%</td>
<td>0.0%</td>
<td>12.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Teacher</td>
<td>71</td>
<td>51</td>
<td>10</td>
<td>98</td>
<td>230</td>
</tr>
<tr>
<td></td>
<td>30.9%</td>
<td>22.2%</td>
<td>4.3%</td>
<td>42.6%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>93</td>
<td>13</td>
<td>107</td>
<td>311</td>
</tr>
<tr>
<td></td>
<td>31.5%</td>
<td>29.9%</td>
<td>4.2%</td>
<td>34.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Similarly, out of the respondents who were deputy head teachers (40 respondents), a majority (45.0%) had been deployed by TSC as deputy school administrators for 6-10 years. However, out of the 230 respondents who participated in the study as teachers, most (42.6%) had been deployed by TSC as teachers for 16 years and above. Most respondents had been deployed by TSC for 16 years and above (34.4%) which could be attributed to the higher proportion of teachers having been deployed for an equal period. Respondents who had been in their current positions, cumulatively for less than five years were 31.5% while those who had been between 6-10 years were 29.9%, and 11-15 years were 4.2% of the respondents. This implies that the respondents were quite knowledgeable on how performance appraisal is applied, its benefits and demerits. This therefore makes the findings of this study reliable.

From the results of this cross tabulation, most teachers were found to have stayed in their current position for the longest time (16 years and above) with most school
administrators (head teachers and deputy head teachers) being in their current position for 10 years and below. This could be attributed to school administrators being promoted to their current position after some years of service. This therefore means that they were in their current position for a shorter period compared to respondents who were teachers. This violates the current TSC policy on 9 years maximum stay (TSC, 2014).

4.3.5 Highest Professional Qualification

The study sought to determine the highest professional qualification of respondents amongst master in education, bachelor in education, diploma in education, and certificate in education. Most of the respondents (39.2%) had diploma in education closely followed by respondents with certificate in education (38.6%), as shown in Table 4.5. Respondents whose highest qualification was bachelor in education was 20.9% while a negligible number of respondents had master in education (1.3%) as their highest qualification.

<table>
<thead>
<tr>
<th>Highest Professional Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.ed</td>
<td>4</td>
<td>1.3%</td>
</tr>
<tr>
<td>B.ed</td>
<td>65</td>
<td>20.9%</td>
</tr>
<tr>
<td>Diploma in education</td>
<td>122</td>
<td>39.2%</td>
</tr>
<tr>
<td>Certificate in education</td>
<td>120</td>
<td>38.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>311</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

This implies that in Gilgil Sub-county, majority of teachers rely on their performance for promotion prospects and therefore would be very keen to performance appraisal system which may serve as motivation to the teachers.
4.3.6 Attendance of Seminar/Workshop on Performance Appraisal

The respondents were asked to indicate whether they had ever attended any seminar or workshop on performance appraisal and results presented in Table 4.7. About three fifths (3/5) of the respondents (60.1%) indicated they had never attended any seminar or workshop on performance appraisal. On the other hand, 39.9% of the respondents indicated that they had attended a seminar or workshop on performance appraisal. This implies that there might be low understanding on performance appraisal due to low number of teachers who have attended seminar or workshop on performance appraisal. In addition, teachers may not be aware of what is required of them in performance appraisal and might be less motivated to adhere to the requirements of performance appraisal.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>124</td>
</tr>
<tr>
<td>No</td>
<td>187</td>
</tr>
<tr>
<td>Total</td>
<td>311</td>
</tr>
</tbody>
</table>

4.4 Schools’ Compliance Status with Performance Appraisal Indicators

The study sought to establish the schools’ compliance status with the Performance Appraisal Indicators as stated by TSC in the TPAD in public primary schools in Gilgil Sub-County, Nakuru County using a scale of 1-5; where 5 = Strongly Agree (SA); 4 = Agree (A); 3 = Uncertain; 2 = Disagree (D) and 1 = Strongly disagree (SD). Various metrics involving the appraiser and appraisee were used for this examination including target setting meetings, agreement on performance targets, adherence to appraisal activities calendar, maintenance of professional records,
planning for termly lesson observations, end of term appraisal rating meeting and generation of development plan generated for the next term. The results of the distribution of responses by respondents on various statements are shown in Table 4.7.

More than half of the respondents were inclined to agree that at the beginning of each term there is a target setting meeting held in their school (59.2%) and performance targets to be addressed are usually agreed upon by the appraiser and appraisee then documented (57.6%). Additionally, respondents strongly agreed that at the beginning of each term there is a target setting meeting held in their school (31.5%) and performance targets to be addressed are usually agreed upon by the appraiser and appraisee then documented (31.2%). Respondents who were inclined to disagree with the statement at the beginning of each term there is a target setting meeting held in my school were 3.9% and those inclined to strongly disagree were 2.3%. Respondents who tended to disagree with the statement performance targets to be addressed are usually agreed upon by the appraiser and appraisee then documented were 3.2% and those who tended to strongly disagree were 4.2% of the respondents.
Table 4.7: Frequency Distributions for School’s Compliance Status with Performance Appraisal Indicators in the TPAD

<table>
<thead>
<tr>
<th></th>
<th>SA Freq. (%)</th>
<th>A Freq. (%)</th>
<th>U Freq. (%)</th>
<th>D Freq. (%)</th>
<th>SD Freq. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of each term</td>
<td>98 (31.5%)</td>
<td>184 (59.2%)</td>
<td>10 (3.2%)</td>
<td>12 (3.9%)</td>
<td>7 (2.3%)</td>
</tr>
<tr>
<td>there is a target setting meeting held in my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance targets to be addressed are usually agreed upon by the appraiser and appraisee</td>
<td>97 (31.2%)</td>
<td>179 (57.6%)</td>
<td>12 (3.9%)</td>
<td>10 (3.2%)</td>
<td>13 (4.2%)</td>
</tr>
<tr>
<td>The appraisal activities calendar is well adhered to by the appraiser and appraisee</td>
<td>72 (23.2%)</td>
<td>201 (64.6%)</td>
<td>8 (2.6%)</td>
<td>19 (6.1%)</td>
<td>11 (3.5%)</td>
</tr>
<tr>
<td>Appraiser and appraisee ensure that all the required professional records are maintained</td>
<td>121 (38.9%)</td>
<td>171 (55.0%)</td>
<td>4 (1.3%)</td>
<td>6 (1.9%)</td>
<td>9 (2.9%)</td>
</tr>
<tr>
<td>Appraiser and appraisee plan for termly lesson observations</td>
<td>69 (22.2%)</td>
<td>204 (65.6%)</td>
<td>6 (1.9%)</td>
<td>19 (6.1%)</td>
<td>13 (4.2%)</td>
</tr>
<tr>
<td>During end of term, appraisal rating meeting is held where teacher’s performance is evaluated against the performance competency areas and appraisal rating agreed upon</td>
<td>68 (21.9%)</td>
<td>193 (62.1%)</td>
<td>23 (7.4%)</td>
<td>14 (4.5%)</td>
<td>13 (4.2%)</td>
</tr>
<tr>
<td>Areas that require support and development during the following term are identified and a development plan generated</td>
<td>64 (20.6%)</td>
<td>157 (50.5%)</td>
<td>52 (16.7%)</td>
<td>22 (7.1%)</td>
<td>16 (5.1%)</td>
</tr>
</tbody>
</table>

About three fifths ($\frac{3}{5}$) (64.6%), of the respondents were inclined to agree with the statement the appraisal activities calendar is well adhered to by the appraiser and appraisee, appraiser and appraisee plan for termly lesson observations (65.6%),
during end of term appraisal rating meeting is held where teacher’s performance is evaluated against the performance competency areas and appraisal rating agreed upon (62.1%). Further, some respondents were inclined to strongly agree with the statement the appraisal activities calendar is well adhered to by the appraiser and appraisee (23.2%), appraiser and appraisee plan for termly lesson observations (22.2%) and during end of term, appraisal rating meeting is held where teacher’s performance is evaluated against the performance competency areas and appraisal rating agreed upon (21.9%).

Most of the respondents were inclined to agree with the statement appraiser and appraisee ensure that all the required professional records are maintained (55.0%) and areas that require support and development during the following term are identified and a development plan generated (50.5%). On the other hand, few respondents were inclined to disagree and strongly disagree with the statement appraiser and appraisee ensure that all the required professional records are maintained (Disagree = 19.0%; Strongly disagree = 29.0%) and areas that require support and development during the following term are identified and a development plan generated (Disagree = 7.1%; 5.1%=Strongly Disagree). Respondents who were undecided on the statement areas that require support and development during the following term are identified and a development plan generated were 16.7%.

The study sought to determine the level of agreement, on average, with statements relating to the compliance status of public primary schools in Gilgil Sub-County, Nakuru County with Performance Appraisal Indicators in the TPAD using a scale of 1-5; where 5 = Strongly Agree (SA); 4 = Agree (A); 3 = Uncertain; 2 = Disagree (D)
and 1 = Strongly disagree (SD). The mean scores and standard deviations for each of the indicators for this variable are presented in Table 4.8. The mean scores for all the metrics were between 3.5 and 4.5. According to (Ruppert, 2004), mean scores in this range for a five point Likert scale questions with five points can be interpreted as an indication that respondents on average agree with the statements.

Table 4.8: Means and Standard Deviations for School’s Compliance Status with Performance Appraisal Indicators in the TPAD

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of each term there is a target setting meeting held in my school</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>4.14</td>
<td>0.83</td>
</tr>
<tr>
<td>Performance targets to be addressed are usually agreed upon by the appraiser and appraisee then documented</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>4.08</td>
<td>0.92</td>
</tr>
<tr>
<td>The appraisal activities calendar is well adhered to by the appraiser and appraise</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.98</td>
<td>0.91</td>
</tr>
<tr>
<td>Appraiser and appraisee ensure that all the required professional records are maintained</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>4.25</td>
<td>0.82</td>
</tr>
<tr>
<td>Appraiser and appraisee plan for termly lesson observations</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.96</td>
<td>0.93</td>
</tr>
<tr>
<td>During end of term, appraisal rating meeting is held where teacher’s performance is evaluated against the Performance Competency Areas and appraisal rating agreed upon</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.93</td>
<td>0.92</td>
</tr>
<tr>
<td>Areas that require support and development during the following term are identified and a development plan generated</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.74</td>
<td>1.03</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>311</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The standard deviations for all statements apart from areas that require support and
development during the following term are identified and a development plan
generated (1.03) were in the range between 0.5 and 1. This indicates a moderate
variation of responses around the mean. It was interpreted that respondents had
moderate consensus on the influence of the given statement on teacher motivation in
public primary schools in Gilgil Sub-County, Nakuru county as found by Ruppert,
(2004). The standard deviation for areas that require support and development
during the following term are identified and a development plan generated was 1.03.
This meant that there was a wide variation of responses (standard deviation above 1)
around the mean indicating a lack of consensus on the given statement. Thus,
respondents had a wide diversity of views although on average they tended to agree
that areas that require support and development during the following term are
identified and a development plan generated in public primary schools in Gilgil Sub-
County, Nakuru County.

Respondents on average tended to agree as well as have moderate consensus that
there is a target setting meeting held in the schools in Gilgil Sub-County, Nakuru
County (mean = 4.14; Std.dev. = 0.83), performance targets to be addressed are
usually agreed upon by the appraiser and appraisee then documented (mean = 4.18;
std.dev. = 0.92). According to Locke and Latham (2002), target or goal setting and
reflection have been found to have a powerful impact on action. This is a fact that is
reaffirmed by Timperley, (2011) who insists that target setting is central to the
development of a self-regulated learning, capacity and this assists teachers to
identify what they need to do to improve their practices and to know what is
expected of them.
Similarly, respondents on average tended to agree and have moderate consensus that the appraisal activities calendar are well adhered to by the appraiser and appraisee (mean = 3.98; std.dev. = 0.91), appraiser and appraisee ensure that all the required professional records are maintained (mean = 4.25; std.dev. = 0.82), appraiser and appraisee plan for termly lesson observations (mean = 3.96; std.dev. = 0.93), and during end of term, appraisal rating meeting is held where teachers’ performance is evaluated against the performance competency areas and appraisal rating agreed upon (mean = 3.93; Std.dev. = 0.92).

Since the mean scores for all statements measuring the influence of schools’ compliance status with the Performance Appraisal Indicators in the TPAD by TSC in regard to teacher motivation was above 3.5, it implies that schools’ compliance with Performance Appraisal Indicators in the TPAD influenced teacher motivation. The high mean scores indicate that there was high level of compliance with P.A indicators in the TPAD tool that motivate teachers in return. The appraiser and appraisee ensure that all the required professional records are maintained which translated to greater influence on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County as it scored a higher mean and low standard deviation amongst the statements of the schools’ compliance status with the Performance Appraisal Indicators in the TPAD matrix. This can be attributed to efficient conducting of P.A by appraisers and in this case, school administrators. This is in agreement with Hedge and Teachout (2000) who found out that trust associated with raters and the appraisal process were significant predictors of appraisal compliance for both job incumbents and supervisors. David McClelland’s theory of motivation holds for this study.
4.5 Influence of Performance Appraisal Participation on Teacher Motivation

The influence of performance appraisal on teacher motivation in Gilgil Sub-County, Nakuru County was examined using the attitudes of respondents on various statements related to performance appraisal. These included enhanced provision of quality education to learners in public primary schools, gave teachers opportunity to improve on their performance competencies, helped identify teachers’ performance gaps, provided support for professional development and helped maintain records of teaching and learning performance for decision making, and provided for fair, effective and consistent teacher evaluation. Results are presented in Table 4.9.

<table>
<thead>
<tr>
<th>Table 4.9: Frequency Distributions for Performance Appraisal participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Enhanced provision of quality education to learners in public primary schools</td>
</tr>
<tr>
<td>Gave teachers opportunity to improve on their performance competencies</td>
</tr>
<tr>
<td>Helped identify teachers’ performance gaps and provide support for professional development</td>
</tr>
<tr>
<td>Helped maintain records of teaching and learning performance for decision making</td>
</tr>
<tr>
<td>Provided for fair, effective and consistent teacher evaluation</td>
</tr>
</tbody>
</table>
Most of the respondents tended to agree that performance appraisal enhanced provision of quality education to learners in public primary schools (62.4%), gave teachers opportunity to improve on their performance competencies (57.2%), helped identify teachers’ performance gaps and provide support for professional development (58.5%). Similarly, relatively large number of respondents tended to agree that performance appraisal helped maintain records of teaching and learning performance for decision making (57.6%). Less than half (47.9%) of respondents tended to agree that performance appraisal provided for fair, effective and consistent teacher evaluation.

Respondents who were inclined to strongly agree that performance appraisal enhanced provision of quality education to learners in public primary schools (20.6%), gave teachers opportunity to improve on their performance competencies (26.4%, and helped identify teachers’ performance gaps and provide support for professional development (18.3%). Similarly, most of the respondents tended to agree that performance appraisal helped maintain records of teaching and learning performance for decision making (30.5%), and provided for fair, effective and consistent teacher evaluation (26.7%).

On the other hand, respondents who were of contrary opinions tended to disagree and strongly disagree (10.0% and 3.9% respectively for performance appraisal participation enhanced provision of quality education to learners in public primary schools and 4.2% and 6.4% respectively for performance appraisal gave teachers opportunity to improve on their performance competencies. Similarly, 6.4% and 3.9% of the respondents tended to disagree and strongly disagree that performance appraisal helped identify teachers’ performance gaps and provide support for
professional development (Disagree = 6.4%; Strongly Disagree = 3.9%), helped maintain records of teaching and learning performance for decision making (Disagree = 4.2%; Strongly Disagree = 4.2%), and provided for fair, effective and consistent teacher evaluation (Disagree = 10.6%; Strongly Disagree = 7.4%).

In order to determine the average level of agreement of respondents to the various statements used to examine the influence of performance appraisal participation the mean scores generated from the responses on each statement were used. The standard deviations of the responses from the mean were used to determine the level of consensus amongst respondents with a particular statement. Results are presented in Table 4.10.

Table 4.10: Means and Standard Deviations of Performance Appraisal participation

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced provision of quality education to learners in public primary schools</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.86</td>
<td>0.98</td>
</tr>
<tr>
<td>Given teachers opportunity to improve on their performance competencies</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.93</td>
<td>1.03</td>
</tr>
<tr>
<td>Helped identify teachers’ performance gaps and provide support for professional development</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.81</td>
<td>0.94</td>
</tr>
<tr>
<td>Helped maintain records of teaching and learning performance for decision making</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>4.06</td>
<td>0.93</td>
</tr>
<tr>
<td>Provided for fair, effective and consistent teacher evaluation</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.76</td>
<td>1.17</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>311</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The mean 3.86 for enhanced provision of quality education to learners in public primary schools, 3.83 for given teachers opportunity to improve on their performance competencies, 3.91 for helped identify teachers’ performance gaps and provide support for professional development, 4.06 for helped maintain records of teaching and learning performance for decision making, and 3.71 for provided for fair, effective and consistent teacher evaluation. The mean scores for all the statements used to examine the influence of performance appraisal participation on teacher motivation in Gilgil Sub-County, Nakuru County were in the range between 3.5 and 4.5. This indicated a tendency of respondents to agree with each of these statements (Ruppert, 2004).

In terms of standard deviations, the standard deviations for performance appraisal participation gave teachers opportunity to improve on their performance competencies (1.03) and provided for fair, effective and consistent teacher evaluation (1.17) were above 1 which indicated a wide variation of responses implying lack of consensus amongst respondents on each statement (Ruppert, 2004). However, standard deviations for enhanced provision of quality education to learners in public primary schools (0.98), helped identify teachers’ performance gaps and provide support for professional development (0.94), and helped maintain records of teaching and learning performance for decision making (0.93) were between 0.5 and 1 indicating there was moderate variation of responses from the mean implying moderate consensus on each statement.

There was moderate consensus and respondents on average had a tendency to agree that performance appraisal enhanced provision of quality education to learners in public primary schools (mean = 3.86; std. dev = 0.98), helped identify teachers’
performance gaps and provide support for professional development (mean = 3.81; std. dev = 0.94), and helped maintain records of teaching and learning performance for decision making (mean = 4.06; std. dev = 0.93). However, there was a lack of consensus as a result of wide diversity of views and on average respondents tended to agree that performance appraisal gave teachers opportunity to improve on their performance competencies (mean = 3.93; std. dev = 1.03), and provided for fair, effective and consistent teacher evaluation (mean = 3.76; std. dev = 1.17).

It is shown that the mean scores for all statements measuring the influence of performance appraisal perception on teacher motivation was above 3.5, it implies that performance appraisal perception influenced teacher motivation. The high mean scores indicate that there was high level of performance appraisal perception that motivated teachers in return. Performance appraisal was perceived to have greater impact in helping to maintain records of teaching and learning performance for decision making. This is due to its higher mean and low standard deviation. These findings are inconsistent with those of Agesa (2009) who found out that there exists a negative perception on performance appraisal where the teachers being appraised are uncomfortable, distressed and as a result it becomes a potential cause of tension between the appraiser and the appraisee. David McClelland’s theory of motivation holds for this study.

4.6 Influence of Performance Appraisal Evaluation on Teacher Motivation

The influence of performance appraisal evaluation on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County was examined using perceptions of respondents on various related statements. These included: led to clear agreements between the appraiser and appraisee on performance targets to be
addressed, enhanced constant consultations between appraiser and appraisee on how best to improve teaching/learning outcomes, ensured that the performance appraisal set activities calendar is adhered to by the teacher, ensured that all the required professional records are maintained and used by the teacher, enhanced the planning for termly lesson observation by the appraiser and the teacher, and provided an opportunity for teachers to obtain professional guidance from curriculum support officers. Table 4.11 shows results of this examination.

**Table 4.11: Frequency Distributions for Performance Appraisal Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>SA Freq. (%)</th>
<th>A Freq. (%)</th>
<th>U Freq. (%)</th>
<th>D Freq. (%)</th>
<th>SD Freq. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Led to clear agreements between the appraiser and appraisee on performance targets to be addressed</td>
<td>46 (14.8%)</td>
<td>194 (62.4%)</td>
<td>37 (11.9%)</td>
<td>21 (6.8%)</td>
<td>13 (4.2%)</td>
</tr>
<tr>
<td>Enhanced constant consultations between appraiser and appraisee on how best to improve teaching/learning outcomes</td>
<td>45 (14.5%)</td>
<td>216 (69.5%)</td>
<td>22 (7.1%)</td>
<td>20 (6.4%)</td>
<td>8 (2.6%)</td>
</tr>
<tr>
<td>Ensured that the performance appraisal set activities calendar is adhered to by the teacher</td>
<td>56 (18.0%)</td>
<td>209 (67.2%)</td>
<td>17 (5.5%)</td>
<td>16 (5.1%)</td>
<td>13 (4.2%)</td>
</tr>
<tr>
<td>Ensured that all the required professional records are maintained and used by the teacher</td>
<td>105 (33.8%)</td>
<td>171 (55.0%)</td>
<td>9 (2.9%)</td>
<td>17 (5.5%)</td>
<td>9 (2.9%)</td>
</tr>
<tr>
<td>Enhanced the planning for termly lesson observation by the appraiser and the teacher</td>
<td>51 (16.4%)</td>
<td>210 (67.5%)</td>
<td>12 (3.9%)</td>
<td>19 (6.1%)</td>
<td>19 (6.1%)</td>
</tr>
<tr>
<td>Provided an opportunity for teachers to obtain professional guidance from curriculum support officers</td>
<td>75 (24.1%)</td>
<td>168 (54.0%)</td>
<td>43 (13.8%)</td>
<td>10 (3.2%)</td>
<td>15 (4.8%)</td>
</tr>
</tbody>
</table>
About three fifths ($\frac{3}{5}$) of the respondents (62.4%) tended to agree that performance appraisal evaluation led to clear agreements between the appraiser and appraisee on performance targets to be addressed. Further, 14.8% of the respondents tended to strongly agree that performance appraisal evaluation led to clear agreements between the appraiser and appraisee on performance targets to be addressed. On the other hand, 6.8% and 4.2% of the respondents tended to disagree and strongly disagree on the statement performance appraisal evaluation led to clear agreements between the appraiser and appraisee on performance targets to be addressed, respectively. There were also 11.9% of respondents who were undecided on whether performance appraisal evaluation led to clear agreements between the appraiser and appraisee on performance targets to be addressed.

Most of the respondents tended to agree that performance appraisal evaluation enhanced constant consultations between appraiser and appraisee on how best to improve teaching/learning outcomes (69.5%), enhanced the planning for termly lesson observation by the appraiser and the teacher (67.5%) and ensured that the performance appraisal set activities calendar is adhered to by the teacher (67.2%). Slightly above half of the respondents also tended to agree that performance appraisal evaluation ensured that all the required professional records are maintained and used by the teacher (55.0%), and provided an opportunity for teachers to obtain professional guidance from curriculum support officers (54.0%).

Further, 33.8% of the respondents tended to strongly agree that performance appraisal evaluation ensured that all the required professional records are maintained and used by the teacher. Similarly, 24.1% of the respondents tended to strongly agree that performance appraisal evaluation provided an opportunity for teachers to
obtain professional guidance from curriculum support officers. On the other hand, a cumulative 8.4% were of the contrary opinion in respect to the statement performance appraisal evaluation ensured that all the required professional records are maintained and used by the teacher (Disagree = 5.5%; Strongly Disagree = 2.9%) and provided an opportunity for teachers to obtain professional guidance from curriculum support officers (Disagree = 3.2%; Strongly Disagree = 4.8%).

The means and standard deviations of respondents were used to determine the average perception and level of consensus amongst respondents on the various statements respectively, and results presented in Table 4.12.

**Table 4.12: Means and Standard Deviations for Performance Appraisal Evaluation**

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Led to clear agreements between the appraiser and appraisee on performance targets to be addressed</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.77</td>
<td>0.93</td>
</tr>
<tr>
<td>Enhanced constant consultations between the appraiser and appraisee on how best to improve teaching/learning outcomes</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.87</td>
<td>0.83</td>
</tr>
<tr>
<td>Ensured that the performance appraisal set activities calendar is adhered to by the teacher</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.90</td>
<td>0.90</td>
</tr>
<tr>
<td>Ensured that all the required professional records are maintained and used by the teacher</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>4.11</td>
<td>0.91</td>
</tr>
<tr>
<td>Enhanced the planning for termly lesson observation by the appraiser and the teacher</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.82</td>
<td>0.98</td>
</tr>
<tr>
<td>Provided an opportunity for teachers to obtain professional guidance from curriculum support officers</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.90</td>
<td>0.97</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>311</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to Ruppert (2004), mean scores of between 3.5 and 4.5 in the case of a five point Likert scale measurement indicate a tendency of respondents to agree. In this context, the respondents on average tended to agree with each statement used to establish the influence of performance appraisal evaluation on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County since mean scores were all between 3.5 and 4.5 as shown in Table 4.13. Ruppert (2004) also notes that standard deviations of between 0.5 and 1 indicate moderate variation of responses from the mean, thus imply moderate consensus on a given statement. Thus respondents had moderate consensus on the perceived influence of the performance appraisal evaluation aspects on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County.

On average, respondents tended to agree and have moderate consensus that performance appraisal evaluation led to clear agreements between the appraiser and appraisee on performance targets to be addressed (mean = 3.77; std. dev.= 0.93) and performance appraisal evaluation enhanced constant consultations between appraiser and appraisee on how best to improve teaching/learning outcomes (mean = 3.87; std. dev.=0.83). Kamuri (2012) suggests that P.A should be done in an environment where the teacher and the employer work together to determine measures for evaluating each of the objectives. On the same note, this strengthens the trust and the relationship between the two thus enhancing the teacher’s motivation.

During the appraisal process every teacher must be actively involved and be informed throughout the process. Teachers’ involvement in P.A process makes them own the process and be part of it therefore enhancing their intrinsic motivation that is to result into improved performance. If the aspects for performance appraisal are
not available then the teacher is likely to be demotivated. Davis and Landa (1999) found that the absence of fair procedures during the evaluation process increases distress because the results of performance appraisal are essentially outside the control of the employee.

(Cawley et al 1998, cited in Kelly et al 2008) noted that teachers’ involvement in P.A process is positively related to appraisees’ job satisfaction and their acceptance to the appraisal system. Teachers who are involved in developing the appraisal system are more likely to be aware and accept performance expectations, better understand the appraisal process and outcome and are committed to the appraisal system (Cawley, Keeping and Levy 1998, cited in Kelly et al 2008). This is a fact that has been refuted by (Schultz and Schultz 2010) who asserts that performance appraisals have no positive rating from the employees and that they should not participate in them. In addition, Mutua (2005) observes that although P.A influences employees’ work output, it does not necessarily improve the quality of work.

Respondents on average tended to agree and had moderate consensus that performance appraisal evaluation ensured that the performance appraisal set activities calendar is adhered to by the teacher (mean = 3.90; std. dev. = 0.90), ensured that all the required professional records are maintained and used by the teacher (mean = 4.11; std. dev. = 0.91), enhanced the planning for termly lesson observation by the appraiser and the teacher (mean = 3.82; std. dev. = 0.98), and provided an opportunity for teachers to obtain professional guidance from curriculum support officers (mean = 3.90; std. dev. = 0.97).
It is important to note that performance appraisal evaluation process provides scope for teachers and school heads to make informed decisions about teaching performance and may assist in identifying future areas for growth and development of the learners, the teachers and the institution. Proper or informed decision making if properly or not properly managed may result to teacher motivation or demotivation respectively. More importantly, performance appraisal evaluation may also help the teachers to evaluate themselves and be able to identify their shortfalls and factors leading to the shortfalls and improve on them. This can only happen if the teachers know what is expected of them and how to improve their performance for their own good and that of the institution (Danielson & Greal, 2009 and Zbar et al., 2007). Respondents on average felt that performance appraisal evaluation had more impact on ensuring that all the required professional records are maintained and used by the teacher, than other statements of the performance appraisal evaluation matrix due to its higher mean. David McClelland’s theory of motivation holds for this study.

4.7 Influence of Performance Appraisal Feedback on Teacher Motivation

The influence of performance appraisal feedback on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County was examined using various statements as in Table 4.13. Slightly above half of the respondents tended to agree 55.3% and 30.5% tended to strongly agree with the statement performance appraisal feedback enabled teachers to improve their professional knowledge and its application e.g. maintenance and use of approved professional documents etc. Similarly, 55.9% of the respondents tended to agree and 28.3% tended to strongly
agree with the statement performance appraisal feedback enhanced teachers ability to manage teaching time e.g. punctuality at duty station and lesson attendance etc.

On the other hand, a cumulative 8.7% and 11.6% tended to either agree or disagree with the statements performance appraisal feedback enabled teachers to improve their professional knowledge and its application e.g. maintenance and use of approved professional documents etc. (Disagree = 7.4%; Strongly Disagree = 1.3%) and performance appraisal feedback enhanced teachers ability to manage teaching time e.g. punctuality at duty station and lesson attendance etc. (Disagree = 7.7; Strongly Disagree = 3.9%) respectively.
<table>
<thead>
<tr>
<th>Feedback Description</th>
<th>SA Freq. (%)</th>
<th>A Freq. (%)</th>
<th>U Freq. (%)</th>
<th>D Freq. (%)</th>
<th>SD Freq. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabled teachers to improve their professional knowledge and its application e.g.</td>
<td>95 (30.5%)</td>
<td>172 (55.3%)</td>
<td>17 (5.5%)</td>
<td>23 (7.4%)</td>
<td>4 (1.3%)</td>
</tr>
<tr>
<td>maintenance and use of approved professional documents etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers ability to manage teaching time e.g. punctuality at duty station</td>
<td>88 (28.3%)</td>
<td>174 (55.9%)</td>
<td>13 (4.2%)</td>
<td>24 (7.7%)</td>
<td>12 (3.9%)</td>
</tr>
<tr>
<td>and lesson attendance etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers innovativeness and creativity at work e.g. Integration of ICT in</td>
<td>44 (14.1%)</td>
<td>164 (52.7%)</td>
<td>58 (18.6%)</td>
<td>15 (4.8%)</td>
<td>30 (9.6%)</td>
</tr>
<tr>
<td>teaching and learning etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers knowledge on learner protection, safety, discipline and teachers</td>
<td>51 (16.4%)</td>
<td>197 (63.3%)</td>
<td>22 (7.1%)</td>
<td>22 (7.1%)</td>
<td>19 (6.1%)</td>
</tr>
<tr>
<td>conduct e.g. Compliance with Children’s Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers involvement in promotion of co-curricular activities e.g. Sports,</td>
<td>50 (16.1%)</td>
<td>170 (54.7%)</td>
<td>40 (12.9%)</td>
<td>27 (8.7%)</td>
<td>24 (7.7%)</td>
</tr>
<tr>
<td>music, drama etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabled teachers to engage in their own professional development e.g. Enrolment in</td>
<td>46 (14.8%)</td>
<td>151 (48.6%)</td>
<td>49 (15.8%)</td>
<td>48 (15.4%)</td>
<td>17 (5.5%)</td>
</tr>
<tr>
<td>teacher professional development courses etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitated teachers to collaborate with parents, guardians and other education</td>
<td>45 (14.5%)</td>
<td>173 (55.6%)</td>
<td>31 (10.0%)</td>
<td>46 (14.8%)</td>
<td>16 (5.1%)</td>
</tr>
<tr>
<td>stake holders to promote education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.13: Frequency Distribution for Performance Appraisal Feedback
Respondents who were undecided on the statement performance appraisal feedback enhanced teachers innovativeness and creativity at work e.g. integration of ICT in teaching and learning etc. were 18.5%, those who tended disagree were 4.8%, and those who tended to strongly disagree were 9.6%. Most of the respondents tended to agree (52.7%) with the statement performance appraisal feedback enhanced teachers innovativeness and creativity at work e.g. integration of ICT in teaching and learning etc., while those who tended to strongly agree with the same statement were 14.1%. About three fifths of the respondents (63.3%) tended to agree that performance appraisal feedback enhanced teachers knowledge on learner protection, safety, discipline and teachers conduct e.g. compliance with children’s act although there were some respondents who tended to be undecided (7.1%), disagree (7.1%), and strongly disagree (6.1%) with the same statement.

Most of the respondents tended to agree with the statement performance appraisal feedback enhanced teachers involvement in promotion of co-curricular activities e.g. sports, music, drama etc. (54.7%), enabled teachers to engage in their own professional development e.g. enrolment in teacher professional development courses etc. (48.6%), and facilitated teachers to collaborate with parents, guardians and other education stakeholders to promote education (55.6%). Further, other respondents tended to strongly agree with the statement performance appraisal feedback enhanced teachers involvement in promotion of co-curricular activities e.g. sports, music, drama etc. (16.1%), enabled teachers to engage in their own professional development e.g. enrolment in teacher professional development courses etc. (14.8%), and facilitated teachers to collaborate with parents, guardians and other education stakeholders to promote education (14.5%).
On the other hand, some respondents were of a contrary opinion with 7.1% inclined to disagree and 6.1% inclined to strongly disagree with the statement performance appraisal feedback enhanced teachers involvement in promotion of co-curricular activities e.g. sports, music, drama etc., and 8.7% inclined to disagree and 7.7% inclined to strongly disagree with the statement performance appraisal feedback enhanced teachers involvement in promotion of co-curricular activities e.g. Sports, music, drama etc. Similarly, 14.8% or respondents were inclined to disagree and 5.1% inclined to strongly disagree with the statement performance appraisal feedback facilitated teachers to collaborate with parents, guardians and other education stake holders to promote education.

The means and standard deviations of respondents were used to determine the average perception and level of consensus amongst respondents on the various statements respectively, and results presented in Table 4.14.
Table 4.14: Means and Standard Deviations for Performance Appraisal Feedback

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabled teachers to improve their professional knowledge and its application e.g. maintenance and use of approved professional documents etc</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>4.06</td>
<td>0.88</td>
</tr>
<tr>
<td>Enhanced teachers ability to manage teaching time e.g. punctuality at duty station and lesson attendance etc</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.97</td>
<td>0.99</td>
</tr>
<tr>
<td>Enhanced teachers innovativeness and creativity at work e.g. Integration of ICTs in teaching and learning etc</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.57</td>
<td>1.09</td>
</tr>
<tr>
<td>Enhanced teachers knowledge on learner protection, safety, discipline and teachers conduct e.g. Compliance with Children’s Act</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.77</td>
<td>1.01</td>
</tr>
<tr>
<td>Enhanced teachers involvement in promotion of co-curricular activities e.g. Sports, music, drama etc.</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.63</td>
<td>1.09</td>
</tr>
<tr>
<td>Enabled teachers to engage in their own professional development e.g. Enrolment in teacher professional development courses etc</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.52</td>
<td>1.09</td>
</tr>
<tr>
<td>Facilitated teachers to collaborate with parents, guardians and other education stake holders to promote education</td>
<td>311</td>
<td>1.00</td>
<td>5.00</td>
<td>3.60</td>
<td>1.07</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>311</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to Ruppert (2004), mean scores of between 3.5 and 4.5 in the case of a five point Likert scale measurement indicate a tendency of respondents to agree. In this context, the respondents on average tended to agree with each statement used to establish the influence of performance appraisal feedback on teacher motivation in
public primary schools in Gilgil Sub-County, Nakuru County since mean scores were all between 3.5 and 4.5 as shown in Table 4.15.

The standard deviations for three metrics were above 1 while the standard deviations for two statements were between 0.5 and 1. Ruppert (2004) notes that standard deviations above 1 show a wide variation of responses from the mean implying a lack of consensus amongst respondents on the statement while standard deviations of between 0.5 and 1 indicate moderate variation of responses from the mean, thus imply moderate consensus on a given statement, when the measurement is done on a five point Likert scale.

On average, respondents tended to agree and have moderate consensus that performance appraisal feedback enabled teachers to improve their professional knowledge and its application e.g. maintenance and use of approved professional documents (mean = 4.06; std. dev. = 0.88) and enhanced teachers ability to manage teaching time e.g. punctuality at duty station and lesson attendance etc. (mean = 3.97; std. dev. = 0.99). Performance appraisal feedback involves a teacher being given or provided with written feedback against their goals since the scores are indicated in the TPAD and new objectives set for the next review.

Wango (2010) asserts that during performance appraisal feedback, the appraisers must be clear in explaining their judgements concerning the strengths and weaknesses so that teachers identify how to improve their work. Improved work or good performance makes the teacher confident and have a feeling of being worth thus becoming motivated and able to realize the set objectives. According to OECD (2009), performance appraisal feedback has a strong influence on teachers
increasing job satisfaction and improving teaching practice. Performance appraisal needs to provide feedback to teachers about their professional practice and offer opportunities for improvement. When the feedback is constructive and objective, the teacher takes it positively and is able to correct the shortfalls found during the evaluation session. A positive teacher will always strive to perform, achieve and also be readily willing to correct the shortfalls noted.

There was a wide diversity of responses and respondents on average tended to agree with the statement performance appraisal feedback enhanced teachers innovativeness and creativity at work e.g. integration of ICTs in teaching and learning etc. (mean = 3.77; std. dev.= 1.09), enhanced teachers knowledge on learner protection, safety, discipline and teachers conduct e.g. Compliance with Children’s Act (mean = 3.77; std. dev.= 1.01), enhanced teachers involvement in promotion of co-curricular activities e.g. sports, music, drama etc. (mean = 3.63; std. dev. = 1.09).

Respondents had a wide diversity of views and on average tended to agree with that performance appraisal feedback enabled teachers to engage in their own professional development e.g. enrolment in teacher professional development courses etc. (mean = 3.52; std. dev. = 1.09). These findings contradicted those of Welsberg, Sexton, Mulhern and Keeling (2009) who found out that P.A makes the teachers to lack what to improve on due to unawareness caused by a lack of feedback. Donalson and Donalson (2012) report that teachers need constructive feedback from skilled practitioners in order to improve their teaching.

Research also revealed that feedback is often not a common occurrence in schools (OECD, 2009a and Zatynski, 2012). Robins (2006), notes that managers are often
uncomfortable discussing performance weaknesses directly with employees. Given
that almost every employee could stand to improve in some areas, managers fear a
confrontation when presenting negative feedback. Robins (2006), adds that many
employees tend to become defensive when their weaknesses are pointed out instead
of accepting the feedbacks constructively and as a basis for correction.

There was a lack of consensus amongst respondents and on average they tended to
agree that performance appraisal feedback facilitated teachers to collaborate with
parents, guardians and other education stakeholders to promote education (mean =
3.60; std. dev. = 1.07). Performance appraisal feedback enabled teachers to improve
their professional knowledge and its application more than it impacted the other
statements used to measure its influence on teacher motivation due to a higher mean
and low standard deviation. David McClelland’s theory of motivation holds for this
study.

4.8 Correlation Analysis

Correlation analysis was used to establish if there were possible connections
between the variables. The strength of association between two variables and the
direction of the relationship were determined using the Pearson correlation
coefficient (r) which varies between +1 and -1. A value of ± 1 indicates a perfect
degree of association between the two variables but as the correlation coefficient
value goes towards 0 the relationship between the two variables is weaker. The
direction of the relationship is indicated by the sign of the coefficient with a + sign
indicating a positive relationship and a – sign indicating a negative relationship.
Results of the correlation analysis are presented in Table 4.15.
Table 4.15: Pearson Correlation Coefficients

<table>
<thead>
<tr>
<th></th>
<th>Schools’ compliance status</th>
<th>Performance appraisal participation</th>
<th>Performance appraisal evaluation</th>
<th>Performance appraisal feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools’ compliance status with Performance Appraisal Indicators in the TPAD</td>
<td>1</td>
<td>.686**</td>
<td>.708**</td>
<td>.436**</td>
</tr>
<tr>
<td>Performance appraisal</td>
<td>.686**</td>
<td>1</td>
<td>.703**</td>
<td>.518**</td>
</tr>
<tr>
<td>Performance appraisal evaluation</td>
<td>.708**</td>
<td>.703**</td>
<td>1</td>
<td>.643**</td>
</tr>
<tr>
<td>Performance appraisal feedback</td>
<td>.436**</td>
<td>.518**</td>
<td>.643**</td>
<td>1</td>
</tr>
</tbody>
</table>

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

There was a fair positive correlation between schools’ compliance status with Performance Appraisal Indicators in the TPAD and performance appraisal (r = 0.686), schools’ compliance status with Performance Appraisal Indicators in the TPAD and performance appraisal feedback (r = 0.436), performance appraisal evaluation and performance appraisal (r = 0.643), and performance appraisal feedback and performance appraisal (r = 0.518). There was a strong positive correlation between schools’ compliance status with Performance Appraisal Indicators in the TPAD and performance appraisal evaluation (r = 0.708) and performance appraisal and performance appraisal evaluation (r = 0.703).

The findings imply that if Schools’ compliance level with Performance Appraisal Indicators in the TPAD is high, the influence of performance appraisal participation on teacher motivation will also on average be high. Schools’ compliance to Performance Appraisal Indicators in the TPAD improves Performance appraisal
evaluation to a great extent and Performance appraisal feedback to average extent. If schools want to improve teachers’ motivation, they can do so by improving their compliance to Performance Appraisal Indicators in the TPAD.

The findings also imply that performance appraisal system affects performance appraisal evaluation to a great extent and performance appraisal feedback to a moderate extent. This further implies that if appraisers evaluate the performance of teachers well and give the appraisal feedback timely, the teachers will be motivated. Teacher motivation is a result of good performance appraisal evaluation and feedback: The higher the performance appraisal evaluation and feedback, the higher the teacher motivation. It was further noted that the performance appraisal evaluation depended moderately on the way performance appraisal feedback was done in the sampled schools in Gilgil Sub-County, Nakuru County. Schools’ compliance status with Performance Appraisal Indicators in the TPAD, performance appraisal participation, performance appraisal evaluation and performance appraisal feedback influenced the motivation of teachers in public primary schools in Gilgil Sub-County, Nakuru County and therefore David McClelland’s theory of motivation holds for this study.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study examined the influence of performance appraisal on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County, Kenya. This investigation was done with the objective of finding the influence of schools’ compliance status with P.A indicators in the TPAD tool, P.A participation, P.A evaluation and P.A feedback on teacher motivation in public primary schools in Gilgil Sub-county, Nakuru County, Kenya. It also chapter contains the summary of the findings, conclusion and the recommendations of the study.

5.2 Summary of Findings

The summary of the study was examined using the specific research objectives;

5.2.1 Schools’ Compliance Status with Performance Appraisal Indicators in the TPAD

The mean scores for all statements measuring the influence of schools’ compliance status with the Performance Appraisal Indicators in the TPAD by TSC in regard to teacher motivation was above 3.5, an implication that schools’ compliance with Performance Appraisal Indicators in the TPAD influenced teacher motivation. The high mean scores indicate that there was high level of compliance to Performance Appraisal Indicators in the TPAD that motivate teachers in return. The appraiser and appraisee ensure that all the required professional records are maintained which translated to greater influence on teacher motivation in public primary schools in Gilgil Sub-Couty, Nakuru County as it scored a higher mean and low standard
deviation amongst the statements of the schools’ compliance status with the Performance Appraisal Indicators in the TPAD matrix.

5.2.2 Influence of Performance Appraisal Participation on Teacher Motivation

The mean scores for all the statements used to examine the influence of performance appraisal participation on teacher motivation in Gilgil Sub-County, Nakuru County were in the range between 3.5 and 4.5 which indicated a tendency of respondents to agree with each of these statements. There was moderate consensus and respondents on average had a tendency to agree that performance appraisal participation enhanced provision of quality education to learners in public primary schools, helped identify teachers’ performance gaps, provided support for professional development and also helped maintain records of teaching and learning performance for decision making. However, there was lack of consensus as a result of wide diversity of views and on average respondents tended to agree that performance appraisal gave teachers opportunity to improve on their performance competencies and provided for fair, effective and consistent teacher evaluation. The lack of consensus on this item shows that teachers in public primary schools in Gilgil Sub-County, Nakuru County may not be motivated an aspect that may need further study to examine the role of performance appraisal on performance competencies. Performance appraisal participation was perceived to have greater impact in helping to maintain records of teaching and learning performance for decision making. This is due to its higher mean and low standard deviation.
5.2.3 Influence of Performance Appraisal Evaluation on Teacher Motivation

The respondents on average tended to agree with each statement used to establish the influence of performance appraisal evaluation on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County since mean scores were all between 3.5 and 4.5. The standard deviations of between 0.5 and 1 indicated moderate variation of responses from the mean, thus implying moderate consensus on the perceived influence of the performance appraisal evaluation aspects on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County.

On average, respondents tended to agree and have moderate consensus that performance appraisal evaluation led to clear agreements between the appraiser and appraisee on performance targets to be addressed and performance appraisal evaluation enhanced constant consultations between the appraiser and appraisee on how best to improve teaching/learning outcomes. Similarly, respondents on average tended to agree and had moderate consensus that performance appraisal evaluation ensured that the performance appraisal set activities calendar is adhered to by the teacher, ensured that all the required professional records are maintained and used by the teacher, enhanced the planning for termly lesson observation by the appraiser and the teacher, and provided an opportunity for teachers to obtain professional guidance from curriculum support officers. Respondents felt that performance appraisal evaluation had more impact on ensuring that all the required professional records are maintained and used by the teacher, than other statements of the performance appraisal evaluation matrix due to its higher mean.
5.2.4 Influence of Performance Appraisal Feedback on Teacher Motivation

Respondents on average tended to agree with each statement used to establish the influence of performance appraisal feedback on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County since mean scores were all between 3.5 and 4.5. On average, respondents tended to agree and have moderate consensus that performance appraisal feedback enabled teachers to improve their professional knowledge and its application e.g. maintenance and use of approved professional documents and enhanced teachers ability to manage teaching time e.g. punctuality at duty station and lesson attendance etc.

There was a wide diversity of responses implying lack of consensus and respondents on average tended to agree with the statement performance appraisal feedback enhanced teachers innovativeness and creativity at work e.g. integration of ICTs in teaching and learning etc., enhanced teachers knowledge on learner protection, safety, discipline and teachers conduct e.g. Compliance with Children’s Act, enhanced teachers involvement in promotion of co-curricular activities e.g. sports, music, drama etc. Similarly, responses had a wide diversity of views and on average tended to agree with that performance appraisal feedback enabled teachers to engage in their own professional development e.g. enrolment in teacher professional development courses etc. and facilitated teachers to collaborate with parents, guardians and other education stake holders to promote education. Performance appraisal feedback enabled teachers to improve their professional knowledge and its application more than it impacted the other statements used to measure its influence on teacher motivation due to a higher mean and low standard deviation.
5.3 Conclusion of the Study

The study concludes that schools’ compliance status with P.A. indicators, teachers’ participation in P.A. process, performance appraisal evaluation and performance appraisal feedback influenced the motivation of teachers positively in public primary schools in Gilgil Sub-County, Nakuru County.

5.4 Recommendations of the Study

The study recommends that emphasis should be placed on the maintenance of all professional records by both the appraiser and appraisee in order to have a positive impact on teacher motivation in public primary schools in Gilgil Sub-County, Nakuru County. Additionally, records of teaching and learning performance should be well maintained which will assist in decision making after the performance appraisal evaluation especially in making decisions regarding to various personal aspects such as promotion, merit increase, and judging the effectiveness of personnel's functions.

TSC and MoEST need to organize seminars and workshops to induct teachers on the P.A process. This will enhance their knowledge on its application and importance, hence teachers’ motivation.

The appraisers need to be continuously trained on P.A evaluation so as to enhance their ability to make accurate evaluation and also to improve their judgmental skills making P.A process effective resulting to teachers’ motivation.

The study further recommends that teachers should be given feedback on their performance appraisal in order to improve their professional knowledge and its
application. This will make them aware of their competency gaps and improve on them as well as enhance job satisfaction hence teachers’ motivation.

5.5 Suggestions for Further Studies

The study suggests that future studies be conducted to determine the role of performance appraisal on performance competencies of teachers. This suggestion is due to lack of consensus in measuring the statement that performance appraisal gave teachers opportunity to improve on their performance competencies. Also, researchers should look into the influence of performance appraisal on teacher motivation in public secondary schools in Kenya to see whether the effectiveness of performance appraisal is comparable with that in primary level of education.
REFERENCES


Brazil (2009). Law no. 11,907.

Brazil (2005). Law No. 11,754. 19 December.


Brazil (1988). Constitution of Federative republic of Brazil. 5 October.


Mbegu (2004). *Open Performance and Review appraisal system.* Tanzania


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS

This study seeks to establish the influence of performance appraisal on teacher motivation. You are one of a few persons who have been selected to participate. Your honest response to this questionnaire will make this study a success. Assurance is given that all information that will be collected will be held in confidence and only used for the purpose of this study.

A. Background Information
1. Gender: Male [ ] Female [ ]

2. Cumulative length of time as a school administrator deployed by TSC?
   Less than 5 years [ ] 6-10 years [ ] 11-15 years [ ] 16 years and above [ ]

3. Highest professional qualification?
   M.Ed [ ] B.Ed [ ]
   Diploma in education [ ] Certificate in education [ ]

4. Have you ever attended any seminar/workshop on performance appraisal?
   Yes [ ] No [ ]

5. If yes above, explain how the seminar/workshop has helped you participate actively in performance appraisal programme for teachers
   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................
   ...........................................................................................................................
B. Schools’ Compliance Status with Performance Appraisal Indicators in the TPAD

6. Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe your schools compliance status to Performance Appraisal Indicators in the TPAD by TSC:

<table>
<thead>
<tr>
<th>Since the commencement of TPAD by TSC in 2016:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of each term there is a target setting meeting held in my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance targets to be addressed are usually agreed upon by the appraiser and appraisee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The appraisal activities calendar is well adhered to by the appraiser and appraisee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraiser and appraisee ensure that all the required professional records are maintained</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraiser and appraisee plan for termly lesson observations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During end of term, appraisal rating meeting is held where teachers’ performance is evaluated against the Performance Competency Areas and appraisal rating agreed upon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas that require support and development during the following term are identified and a development plan generated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. **Influence of Performance Appraisal on Teacher Motivation**

Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe the influence of performance appraisal on teacher motivation.

<table>
<thead>
<tr>
<th>Performance appraisal has:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced provision of quality education to learners in public primary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given teachers opportunity to improve on their performance competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped identify teachers’ performance gaps and provide support for professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped maintain records of teaching and learning performance for decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided for fair, effective and consistent teacher evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Influence of Performance Appraisal Evaluation on Teacher Motivation**

Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe the influence of performance appraisal evaluation on teacher motivation.

<table>
<thead>
<tr>
<th>Performance appraisal evaluation has:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Led to clear agreements between the appraiser and appraisee on performance targets to be addressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced constant consultations between appraiser and appraisee on how best to improve teaching/learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensured that the performance appraisal set activities calendar is adhered to by the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensured that all the required professional records are maintained and used by the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced the planning for termly lesson observation by the appraiser and the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided an opportunity for teachers to obtain professional guidance from curriculum support officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. **Influence of Performance Appraisal Feedback on Teacher Motivation**

Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe the influence of performance appraisal feedback on teacher motivation.

<table>
<thead>
<tr>
<th>Performance appraisal feedback has:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabled teachers to improve their professional knowledge and its application e.g. maintenance and use of approved professional documents etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers ability to manage teaching time e.g. punctuality at duty station and lesson attendance etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers innovativeness and creativity at work e.g. Integration of ICTs in teaching and learning etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers knowledge on learner protection, safety, discipline and teachers conduct e.g. Compliance with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers involvement in promotion of co-curricular activities e.g. Sports, music, drama etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabled teachers to engage in their own professional development e.g. Enrolment in teacher professional development courses etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitated teachers to collaborate with parents, guardians and other education stake holders to promote education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Thank you for your cooperation!*
APPENDIX II: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS

This study seeks to establish the influence of performance appraisal on teacher motivation. You are one of a few persons who have been selected to participate. Your honest response to this questionnaire will make this study a success. Assurance is given that all information that will be collected will be held in confidence and only used for the purpose of this study.

A. Background Information
1. Gender:
   Male [ ]   Female [ ]

2. Cumulative length of time as a school administrator deployed by TSC?
   Less than 5 years [ ]   6-10 years [ ]
   11-15 years [ ]   16 years and above [ ]

3. Highest professional qualification?
   M.Ed [ ]   B.Ed [ ]
   Diploma in education [ ]   Certificate in education [ ]

4. Have you ever attended any seminar/workshop on performance appraisal?
   Yes [ ]   No [ ]

5. If yes above, explain how the seminar/workshop has helped you participate actively in performance appraisal programme for teachers.
   ..............................................................................................................................................
   ..............................................................................................................................................
   ..............................................................................................................................................
   ..............................................................................................................................................
   ..............................................................................................................................................
   ..............................................................................................................................................
   ..............................................................................................................................................
   ..............................................................................................................................................
   ..............................................................................................................................................
   ..............................................................................................................................................
   ..............................................................................................................................................
A. Schools’ Compliance Status with Performance Appraisal Indicators in the TPAD

6. Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe your schools compliance status to Performance Appraisal Indicators in the TPAD by TSC

<table>
<thead>
<tr>
<th>Since the commencement of TPAD by TSC in 2016:</th>
<th>1 (SD)</th>
<th>2 (D)</th>
<th>3 (U)</th>
<th>4 (A)</th>
<th>5 (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of each term there is a target setting meeting held in my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance targets to be addressed are usually agreed upon by the appraiser and appraisee then documented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The appraisal activities calendar is well adhered to by the appraiser and appraisee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraiser and appraisee ensure that all the required professional records are maintained</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraiser and appraisee plan for termly lesson observations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During end of term, appraisal rating meeting is held where teacher’s performance is evaluated against the Performance Competency Areas and appraisal rating agreed upon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas that require support and development during the following term are identified and a development plan generated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Influence of Performance Appraisal on Teacher Motivation

7. Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe the influence of performance appraisal on teacher motivation.

<table>
<thead>
<tr>
<th>Involvement of teachers in performance appraisal has:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced provision of quality education to learners in public primary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given teachers opportunity to improve on their performance competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped identify teachers’ performance gaps and provide support for professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped maintain records of teaching and learning performance for decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided for fair, effective and consistent teacher evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Influence of Performance Appraisal Evaluation on Teacher Motivation

8. Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe the influence of performance appraisal evaluation on teacher motivation.

<table>
<thead>
<tr>
<th>Performance appraisal evaluation has:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Led to clear agreements between the appraiser and appraisee on performance targets to be addressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced constant consultations between appraiser and appraisee on how best to improve teaching/learning outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensured that the performance appraisal set activities calendar is adhered to by the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensured that all the required professional records are maintained and used by the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced the planning for termly lesson observation by the appraiser and the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided an opportunity for teachers to obtain professional guidance from curriculum support officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Influence of Performance Appraisal Feedback on Teacher Motivation

9. Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe the influence of performance appraisal feedback on teacher motivation.

<table>
<thead>
<tr>
<th>Performance appraisal feedback has:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabled teachers to improve their professional knowledge and its application e.g. maintenance and use of approved professional documents etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers ability to manage teaching time e.g. punctuality at duty station and lesson attendance etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers innovativeness and creativity at work e.g. Integration of ICTs in teaching and learning etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers knowledge on learner protection, safety, discipline and teachers conduct e.g. Compliance with Children’s Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers involvement in promotion of co-curricular activities e.g. Sports, music, drama etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabled teachers to engage in their own professional development e.g. Enrolment in teacher professional development courses etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitated teachers to collaborate with parents, guardians and other education stake holders to promote education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your cooperation!
APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This study seeks to establish the influence of performance appraisal on teacher motivation. You are one of a few persons who have been selected to participate. Your honest response to this questionnaire will make this study a success. Assurance is given that all information which will be collected will be held in confidence and only used for the purpose of this study.

A. Background Information

1. Gender:
   Male [ ]    Female [ ]

2. Length of time as a teacher employed by TSC?
   Less than 5 years [ ]     6-10 years [ ]
   11-15 years [ ]     16 years and above [ ]

3. Highest professional qualification?
   M.Ed [ ]    B.Ed [ ]
   Diploma in education [ ]    Certificate in education [ ]

4. Have you ever attended any seminar/workshop on performance appraisal?
   Yes [ ]    No [ ]

5. If yes above, explain how the seminar/workshop has helped you participate actively in performance appraisal programme for teachers
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
A. Schools’ Compliance Status with Performance Appraisal Indicators in the TPAD

6. Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe your schools compliance status to Performance Appraisal Indicators in the TPAD by TSC.

<table>
<thead>
<tr>
<th>Since the commencement of TPAD by TSC in 2016:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of each term there is a target setting meeting held in my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance targets to be addressed are usually agreed upon by the appraiser and appraisee then documented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The appraisal activities calendar is well adhered to by the appraiser and appraise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraiser and appraisee ensure that all the required professional records are maintained</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraiser and appraisee plan for termly lesson observations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During end of term, appraisal rating meeting is held where teacher’s performance is evaluated against the Performance Competency Areas and appraisal rating agreed upon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas that require support and development during the following term are identified and a development plan generated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. **Influence of Performance appraisal on Teacher Motivation**

7. Using a scale where 1 = **Strongly Disagree (SD)**; 2 = **Disagree (D)**; 3 = **Undecided (U)**; 4 = **Agree (A)**; 5 = **Strongly Agree (SA)**, indicate how you would agree/disagree with the following statements that describe the influence of performance appraisal on teacher motivation.

<table>
<thead>
<tr>
<th>Involvement of teachers in performance appraisal has:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced provision of quality education to learners in public primary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given teachers opportunity to improve on their performance competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped identify teachers’ performance gaps and provide support for professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped maintain records of teaching and learning performance for decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided for fair, effective and consistent teacher evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. **Influence of Performance Appraisal Evaluation on Teacher Motivation**

8. Using a scale where 1 = **Strongly Disagree (SD)**; 2 = **Disagree (D)**; 3 = **Undecided (U)**; 4 = **Agree (A)**; 5 = **Strongly Agree (SA)**, indicate how you would agree/disagree with the following statements that describe the influence of performance appraisal evaluation on teacher motivation.

<table>
<thead>
<tr>
<th>Performance appraisal evaluation has:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Led to clear agreements between the appraiser and appraisee on performance targets to be addressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced constant consultations between appraiser and appraisee on how best to improve teaching/learning outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensured that the performance appraisal set activities calendar is adhered to by the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensured that all the required professional records are maintained and used by the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced the planning for termly lesson observation by the appraiser and the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided an opportunity for teachers to obtain professional guidance from curriculum support officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### D. Influence of Performance Appraisal Feedback on Teacher Motivation

9. Using a scale where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Undecided (U); 4 = Agree (A); 5 = Strongly Agree (SA), indicate how you would agree/disagree with the following statements that describe the influence of performance appraisal feedback on teacher motivation.

<table>
<thead>
<tr>
<th>Performance appraisal feedback has:</th>
<th>1 SD</th>
<th>2 D</th>
<th>3 U</th>
<th>4 A</th>
<th>5 SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabled teachers to improve their professional knowledge and its application e.g. maintenance and use of approved professional documents etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers ability to manage teaching time e.g. punctuality at duty station and lesson attendance etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers innovativeness and creativity at work e.g. Integration of ICTs in teaching and learning etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers knowledge on learner protection, safety, discipline and teachers conduct e.g. Compliance with Children’s Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced teachers involvement in promotion of co-curricular activities e.g. Sports, music, drama etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabled teachers to engage in their own professional development e.g. Enrolment in teacher professional development courses etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitated teachers to collaborate with parents, guardians and other education stake holders to promote education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Thank you for your cooperation*
APPENDIX IV: TABLE FOR DETERMINATION OF SAMPLE SIZE

Table for determining needed size $s$ of a randomly chosen sample from a given finite population on $n$ cases such that the sample proportion $p$ will be within $\pm .05$ of the population proportion $p$ with a 95 percent level of confidence.

<table>
<thead>
<tr>
<th>Population</th>
<th>Sample size</th>
<th>Population</th>
<th>Sample</th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>220</td>
<td>140</td>
<td>1200</td>
<td>291</td>
</tr>
<tr>
<td>15</td>
<td>14</td>
<td>230</td>
<td>144</td>
<td>1300</td>
<td>297</td>
</tr>
<tr>
<td>20</td>
<td>19</td>
<td>240</td>
<td>148</td>
<td>1400</td>
<td>302</td>
</tr>
<tr>
<td>25</td>
<td>24</td>
<td>250</td>
<td>152</td>
<td>1500</td>
<td>306</td>
</tr>
<tr>
<td>30</td>
<td>28</td>
<td>260</td>
<td>155</td>
<td>1600</td>
<td>310</td>
</tr>
<tr>
<td>35</td>
<td>32</td>
<td>270</td>
<td>159</td>
<td>1700</td>
<td>313</td>
</tr>
<tr>
<td>40</td>
<td>36</td>
<td>280</td>
<td>162</td>
<td>1800</td>
<td>317</td>
</tr>
<tr>
<td>45</td>
<td>40</td>
<td>290</td>
<td>165</td>
<td>1900</td>
<td>320</td>
</tr>
<tr>
<td>50</td>
<td>44</td>
<td>300</td>
<td>169</td>
<td>2000</td>
<td>322</td>
</tr>
<tr>
<td>55</td>
<td>48</td>
<td>320</td>
<td>175</td>
<td>2200</td>
<td>327</td>
</tr>
<tr>
<td>60</td>
<td>52</td>
<td>340</td>
<td>181</td>
<td>2400</td>
<td>331</td>
</tr>
<tr>
<td>65</td>
<td>56</td>
<td>360</td>
<td>186</td>
<td>2600</td>
<td>335</td>
</tr>
<tr>
<td>70</td>
<td>59</td>
<td>380</td>
<td>191</td>
<td>2800</td>
<td>338</td>
</tr>
<tr>
<td>75</td>
<td>63</td>
<td>400</td>
<td>196</td>
<td>3000</td>
<td>341</td>
</tr>
<tr>
<td>80</td>
<td>66</td>
<td>420</td>
<td>201</td>
<td>3500</td>
<td>346</td>
</tr>
<tr>
<td>85</td>
<td>70</td>
<td>440</td>
<td>205</td>
<td>4000</td>
<td>351</td>
</tr>
<tr>
<td>90</td>
<td>73</td>
<td>460</td>
<td>210</td>
<td>4500</td>
<td>354</td>
</tr>
<tr>
<td>95</td>
<td>76</td>
<td>480</td>
<td>214</td>
<td>5000</td>
<td>357</td>
</tr>
<tr>
<td>100</td>
<td>80</td>
<td>500</td>
<td>217</td>
<td>6000</td>
<td>361</td>
</tr>
<tr>
<td>110</td>
<td>86</td>
<td>550</td>
<td>226</td>
<td>7000</td>
<td>364</td>
</tr>
<tr>
<td>120</td>
<td>92</td>
<td>600</td>
<td>234</td>
<td>8000</td>
<td>367</td>
</tr>
<tr>
<td>130</td>
<td>97</td>
<td>650</td>
<td>242</td>
<td>9000</td>
<td>368</td>
</tr>
<tr>
<td>140</td>
<td>103</td>
<td>700</td>
<td>248</td>
<td>10000</td>
<td>370</td>
</tr>
<tr>
<td>150</td>
<td>108</td>
<td>750</td>
<td>254</td>
<td>15000</td>
<td>375</td>
</tr>
<tr>
<td>160</td>
<td>113</td>
<td>800</td>
<td>260</td>
<td>20000</td>
<td>377</td>
</tr>
<tr>
<td>170</td>
<td>118</td>
<td>850</td>
<td>265</td>
<td>30000</td>
<td>379</td>
</tr>
<tr>
<td>180</td>
<td>123</td>
<td>900</td>
<td>269</td>
<td>40000</td>
<td>380</td>
</tr>
<tr>
<td>190</td>
<td>127</td>
<td>950</td>
<td>274</td>
<td>50000</td>
<td>381</td>
</tr>
<tr>
<td>200</td>
<td>132</td>
<td>1000</td>
<td>278</td>
<td>75000</td>
<td>382</td>
</tr>
<tr>
<td>210</td>
<td>136</td>
<td>1100</td>
<td>285</td>
<td>100000</td>
<td>384</td>
</tr>
</tbody>
</table>

APPENDIX V: RESEARCH AUTHORIZATION FROM
NACOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Ref: No. NACOSTI/P/17/65072/19535 Date: 10th October, 2017

Jane Mwai
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of performance appraisal on teacher motivation in public primary schools in Nakuru County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nakuru County for the period ending 9th October, 2018.

You are advised to report to the County Commissioner and the County Director of Education, Nakuru County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.
APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. JANE MWAI
of KENYATTA UNIVERSITY, 321-20115
GILGIL, has been permitted to conduct research in Nakuru County

on the topic: INFLUENCE OF PERFORMANCE APPRAISAL ON TEACHER MOTIVATION IN PUBLIC PRIMARY SCHOOLS IN NAKURU COUNTY, KENYA.

for the period ending:

9th October, 2018

[Signature]

Applicant’s Signature

[Signature]

Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified.
2. Both the License and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Ex一本, fixation and collection of specimens are subject to further permissions from relevant Government agencies.
6. This License does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this License, including its cancellation without prior notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 16088

CONDITIONS: see back page
APPENDIX VII: RESEARCH AUTHORIZATION FROM
COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION
State Department of Basic Education

Telegram: "EDUCATION",
Telephone: 051-2216917
Fax: 051-2217308
Email: cdenakurucounty@yahoo.com
When replying please quote
Ref. NO.
CDE/NKU/GEN/4/1/21/VOL.VI/24

COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

18TH October, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – JANE MWAI
PERMIT NO. NACOSTI/P/17/65072/19535

Reference is made to letter NACOSTI/P/17/65072/19535
dated 10th October, 2017.

Authority is hereby granted to the above named to carry out
research on “Influence of performance appraisal on teacher
motivation in public primary schools in Nakuru County, Kenya,” for a
period ending 9th October, 2018.

Kindly accord her the necessary assistance.

O. OMUNDI
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

Copy to:

Kenyatta University
P. O. Box 43844-00100
NAIROBI
APPENDIX VIII: RESEARCH AUTHORIZATION FROM COUNTY COMMISSION

THE PRESIDENCY
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

Telegram: DISTRICTER, Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

Ref. No. CC:SE:EDU 12/1/2 VOL.II/246 19TH October, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – JANE MWAI

The above named student has been given permission to carry out research on “Influence of performance appraisal on teacher motivation in public Primary schools,” in Nakuru County for the period ending 9th October, 2019.

Please accord her all the necessary support to facilitate the success of her research.

JUDITH A. ONYANGO
FOR: COUNTY COMMISSIONER
NAKURU COUNTY