

**PERFORMANCE APPRAISAL STRATEGIES ON PERFORMANCE OF TEACHERS
IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA**

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D53/CTY/PT/37438/2016

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTERS OF BUSINESS
ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT OF KENYATTA
UNIVERSITY.**

MAY, 2019

DECLARATION

Declaration by the Student

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

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Declaration by the Supervisor

This research project has been submitted for examination with my approval as the candidate's supervisor

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DEDICATION

This research project is dedicated to my dear parents Mr. Gabriel Kabubi and Alice Waiyaiya for laying for me a solid educational foundation which has propelled me this far.

ACKNOWLEDGEMENT

I acknowledge my supervisor Dr. Reuben Njuguna for his academic guidance and advice to see the success of this project. I also acknowledge my dear husband for encouraging me throughout my course and for helping me financially and with all the materials I needed while pursuing this course.

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ABBREVIATIONS AND ACRONYMS

ABE	Association of Business Executives
CEO	Chief Executive Officer
EA	East Africa
HR	Human Resource
HRM	Human Resource Management
KASNEB	Kenya Accountants and Secretaries National Examination Board
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Teachers
MBO	Management by Objectives
PA	Performance Appraisal
SMART	Specific, Measurable, Attainable, Relevant and Time Bound
SPSS	Statistical Package for Social Sciences
TE	Training and Education
TPA	Teachers Performance Appraisal
TPAD	Teachers Performance Appraisal and Development
TQM	Total Quality Management
TQM	Total Quality Management
TSC	Teachers Service Commission
UON	University of Nairobi
WHO	World Health Organization

OPERATIONAL DEFINITION OF TERMS

Administrators - Teachers heading public secondary schools.

Career Development – the method that constitutes the identification of an employees’ work or learning to earn or maintain professional credentials

Control – a legal process of determining the criteria to achieving the goals of an organization through comparison of the performance achieved versus the standards and choosing the way in which corrections can be done if there is any deviations observed.

Employee Productivity – a process of measuring how efficient and effective an employee is in terms of set standards.

Job Satisfaction – an employee general attitude towards his/her job.

Management by Objectives – It is a model in management that plans to enhance execution of an organization by obviously characterizing the destinations that are concurred by both the administration and workers.

Monitoring performance – is a process wherein the supervisor ensures that the employees is progressing towards the goals and objectives established during goal setting.

Performance - action or process of performing a task or function.

Performance Appraisal – the process of evaluating the work of the employees in regard to the set standards by the organization.

Performance Feedback – data about the quality or amount of the past execution. Demonstrates whether advance is being made towards the achievement of an objective.

Performance management strategy – the ability to effectively plan, monitor and reward successful employees.

Performance Rating – it is the progression in the work estimation in which the manager watches the laborer's execution and gauges performance with respect to the idea of standard execution.

Quality – a non deficient product or service, or the qualities of an item or administrations that fulfill client needs.

Quality of work- refers to the favourable or unfavourable of job environment for the people working in an organization.

Reward – is an incentive plan to reinforce the desirable behavior of workers or employers and inreturn to their service to the organization.

Setting standards – is the methodology used to define levels of achievements or proficiency and cutscores corresponding to those levels.

Total Quality Management – Total Quality Management (TQM) is an an escalated long haul exertion coordinated at the creation and support of elevated requirements of item quality and management expected by clients. It centers around quality consumer loyalty and benefits.

ABSTRACT

There has been many studies that have been undertaken on performance appraisal in the secondary schools in Kenya, but there is no current study that have been undertaken to address the various performance appraisal strategies on teachers performance in Kiambu County. This study was triggered by the fact that the TSC has come up with Teachers Performance Appraisal strategies to appraise teachers and administrators in its employment, but the program have not been able to fully realize the objective of evaluating teachers performance and initiate professional development. There has been a stiff resistance from teachers on the use of appraisal tool terming it as forced appraisal. This has created a wide gap in terms of strategies to be applied on performance appraisal and what is to be done to improve performance. The study, therefore, sought to establish whether there is a relationship between appraisal and reward/compensation, examine how setting of standards and targets influences teachers performance, determine how measuring and monitoring teachers work on regular basis affect their performance and find out the effect of quality of work on performance of teachers in public secondary schools in Kiambu County. Descriptive research design was utilized. The target population was 3,479 teachers in 277 public secondary schools in Kiambu County. The study was conducted in 22 secondary schools in 11 sub counties comprising TSC teachers and administrators with a population of 686. 58 teachers and 22 head teachers, totaling to 80 representing 12% were selected from the accessible population of 686 teachers using systematic random sampling. Data was collected through self administered questionnaires. The data collected was analyzed using descriptive statistics and regression analysis. The study established that standards/targets, measuring and monitoring performance managing quality of work and reward/pay affects teacher performance positively and significantly. The study concludes that setting standards and target allows schools and the teaching staff to better measure their progress helping to keep them motivated and accountable. Measuring and monitoring teacher performance ensures that information is gathered so that judgments can be made and questions answered accordingly. Teachers' appraisal is a vital element in improving student learning outcomes. Teacher satisfaction and quality of work life directly affect school's ability to serve its students. Performance appraisal strategies are critical to satisfying the performance of teacher and retaining their future loyalty and teachers are satisfied with the extrinsic rewards provided from the organization like: pay, bonuses, allowances. An ineffective reward management will affect teacher's satisfaction and de-motivate them, hence affecting their performance outcome. The study recommends that for the management of schools to achieve goal alignment in the teaching staff, they must first clearly communicate their school's strategic objectives across the entire school. The school should have a way of monitoring their teacher which must be developed in a systematic monitoring and evaluation of the class and the work of teachers. On managing the quality of work, the study recommends that schools match tasks to Skills, communicate effectively, keep goals clear & focused, give incentives, train and develop their teachers and the study recommends that the school management should take interest in the professional growth to increase the performance level of the teachers. They also should consider the new ideas of the teachers and they should ask them the option of rewards for their motivation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Performance appraisal continues to be one of the most important functions of human resource management in the 21st Century. This is because performance of workers or employees is critical to the effectiveness and competitiveness of an organization. Armstrong (2014) portrays the job of performance appraisal as an instrument for checking what should be finished by individuals in an association for it to accomplish the motivation behind the activity to address new difficulties. In the firm's setting, performance appraisal is a methodical assessment of staff by their seniors or others comfortable with their execution.

An appraisal system is a critical device that can be utilized to enhance the nature of organization's employee performance which accupty a critical management of of human resources as well as one of management functions. For the organization to be able to accomplish its goals, arranging of the evaluation procedure assumes a critical job in representatives advancement, including advancements and taking administrative work, compensation alterations, influence and discipline, staff input and deciding needs for training (Mwema and Gachunga, 2014). Performance appraisal need to be considered to be an essential factor in recognizing the general population's gifts and limits and the input cam make them mindful of the advancement, plans and objectives.

According to Cole (2009) performance appraisal is done inside a practically which is basically the everyday business of the venture. What is being surveyed in the principal occurrence is the performance of an employee in doing the general obligations of his or her job, together with some particular focuses on that have been set. Also, the evaluation might be utilized to survey an individual appropriateness for advancement, either for the most part

or considering a particular occupation. In the appraisal processes, people are qualified to solicit viewpoints from their activity in which they are being surveyed and against certain criteria.

The framework for a performance appraisal is a decent instrument that can be utilized to enhance the nature of an organization's work constrain execution of which it is considered as an essential perspective in HR administration and as a feature of the control procedure in organization. All together for an organization to accomplish its targets, arranging of the evaluation procedure is a vital subject which ought to be embraced to empower it accomplishes the goals like work constrain advancement, including changes, advancements and assignments in administrative positions, influence and discipline, pay increment, staff's execution criticism and deciding their career development needs (Mwema and Gachunga, 2014).

Performance appraisal is the procedure by which a supervisor or expert analyzes and assesses the employee's work conduct by contrasting it with preset measures, reports the consequences of the correlation and utilizations the outcomes to give criticism to the worker to demonstrate where upgrades are required and why. They are additionally significant execution administration apparatus to assess the performance and what an employee give and set objectives for the following survey time frame (Cole, 2009). Teacher assessment is regularizing in nature on the grounds that an esteem judgment is given. This esteem judgment must be weighed against unequivocal criteria of reasonableness and ought to dependably satisfy a specific capacity. Teacher assessment satisfies two principle works to be specific; a developmental capacity for the advancement of expert showing required skills and

Performance appraisal should be directed routinely to survey a representative execution estimated against the activity's expressed or expected prerequisites. Employees need to be mindful of what is anticipated from them, and the measuring standards by which their performance and results will be estimated. Laurie J. Mullins as cited substantiated the need of a compelling performance appraisal by saying that it can recognize a person's qualities and shortcomings and demonstrate how such qualities may best be used and shortcomings be addressed. The performance appraisal ought to be utilized in settling on choices on compensation and wage builds, exchanges, advancements and expulsions and also conveying data to the assesses on their advancement. The appraisal results are used to talk about and advancement of a worker in connection to the objectives set (Mwema and Gachunga, 2014).

The Teachers Service Commission is commanded to undertake the performance and conduct of teacher in the teaching service. In such manner, the Commission presented an open Performance Appraisal System for teachers to fortify supervision and to ceaselessly screen their performance in educational curriculum usage at the institutional level. The evaluation framework is utilized to give criticism, enhance correspondence, and illuminate jobs and obligations. As stipulated in Section 52 of the Code of Regulations for Teachers (2015), the Commission will in directing the performance examination framework; Requires heads of organization to give oversight job in the performance evaluation for the teachers in their particular establishments, utilize performance appraisal reports for reasons for advancement, arrangement and different rewards as might be recommended, Identify preparing necessities and take remedial measures in instances of inadmissible performance and create and audit criteria, rules and devices for performance appraisal.

1.1.1 Employee Performance

The term employee performance is person's work accomplishment in the wake of putting the required exertion at work and which is related however getting an important work, connecting with others and empathetic partners (Pradham and Jenn, 2016). Performance of employees in an organization is a key worry of directors regardless of their level and position. Individual employee behavior on self-control and achievement of organizational goals form an important part of employee performance.

Job performance involves both the quality and quantity of work performed and this is important in evaluating performance of employees. Performance also involves efficiency, which refers to the rate of output on job execution and also being able to meet the given deadlines. Effectiveness in performance means the employees is able to do the job right. Efficacy which represents the goal accomplishment rate of work by an employee is also important (Dhammika, 2016)

Management control which is an efficient push to set performance models with arranging destinations, outlining data input frameworks, contrasting the real performance and these foreordained gauges to decide if they are any deviations and to quantify their noteworthiness and to make suitable move that shape an essential part of performance (Robbins and Coulter, 2010).

In the late 20th century, an awesome change in ways to deal with execution evaluation frameworks over the world was seen. There has been an incredible acknowledgment that it is more imperative to center around characterizing, arranging and overseeing execution than simply assessing execution. Performance appraisal is the conventional way to deal with assessing the execution of a representative. Numerous individuals imagine that performance

appraisal is another name given to job evaluation and that there is no contrast between the two (Prasad 2005). Most organizations along these lines take performance appraisal to be synonymous with job evaluation. However it is unmistakably in excess of another name for performance appraisal Cole (2009).

1.1.2 Background to Teachers Service Commission

Teachers Service Commission is commanded to play out the accompanying capacities: enlist teachers who are trained; recruit and select appropriate teachers, appoint teachers utilized by the commission for benefit in any government funded school or organization, carry out promotions; practice disciplinary power over teachers; survey the benchmarks of training and preparing and improvement of teachers, audit the interest for and supply of teachers; and exhort the national government on issues identifying with the instructing calling (www.tsc.ac.ke).

The mission of TSC is to establish and maintain a sufficient, professional teaching service for educational institutions. The core values; professionalism: All TSC employees shall observe requirements for professional conduct. The employees are expected to apply the skills, knowledge, competencies that meet the standards needed for the work assigned. Customer focus: The Commission places the customer first by upholding the philosophy of customer driven-service delivery. Employees are expected to demonstrate a high level of responsiveness to customer needs. Integrity's employees conduct themselves in a manner that demonstrates honesty, high moral and ethical standards, and commitment to work. This is in line to the aspirations of Chapter 6 of the Constitution, and the Code of Conduct and Ethics for Teachers. Innovativeness: employees endeavor to inject new ideas and approaches in service delivery. Team spirit: Commission employees are committed to working through

cross-status and cross functional teams. All employees are equipped to handle work relationships and share new information with colleagues (www.tsc.go.ke).

The number of TSC employed teachers in Kiambu County is 3,479 teachers in 277 public schools spread throughout the County. Kiambu County will be considered because of accessibility. Considering the aspect of cost and time, 22 schools from 11 different sub counties were selected for this study.

1.2 Statement of the Problem

Performance appraisal is motivated by the organizations desire to change employee attitudes and behavior and ultimately performance. The appraisal will be effective if there are clear performance standards and targets and continuous measurement and monitoring of progress. Any variance is appropriately addressed and good performance is rewarded through added responsibilities, promotions or higher pay (Gachunga & Mwema, 2014).

The new teachers performance appraisal strategies has not achieved its expectations of improving teachers commitment to their work and quality education. KNUT and KUPPET (2018) have opposed the appraisal for being exclusive, process oriented and not teachers oriented, lengthy and tiring process that does not yield in terms of job improvement, promotion or transfer and salary review.

Performance appraisal strategies for teachers has been found to be subjective on performance; no clear work planning; setting of targets that are not realistic; lack of feeding and generally there is little contribution from human resource management on recruitment, training and career progression (Mwema & Gachunga, 2014).

Teachers are not against performance appraisal, but fear being victimized by their employer, favouritism from appraisers, biasness and lack of feedback and their performance not being used for rewarding (KNUT Mid-tem Report (2016).

Much of the previous studies have been focusing on the influence of performance appraisal on performance in the public service. Karimi (2013) carried out a study on the influence of performance appraisal on job performance in the public sector; Mwema and Gachunga (2014) carried out a study on the influences of performance appraisal on employees productivity in selected WHO offices in Kenya. There is no known research that have been carried out on performance appraisal strategies on teachers performance in public secondary schools in Kiambu County

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to investigate performance appraisal strategies on performance of teachers in public secondary schools in Kiambu County.

1.3.2 Specific Objectives

- i. To determine how setting standards influences teachers performance in public secondary schools in Kiambu County.
- ii. To establish how managing the quality of work influences the performance of teachers in public secondary schools in Kiambu County.
- iii. To assess the effects of measuring and monitoring performance on teachers performance in public secondary schools in Kiambu County.
- iv. To examine the relationship between reward and appraisal on teachers performance in public secondary schools in Kiambu County.

1.4 Research Questions

- i. How does setting standards affect teachers performance in public secondary schools in Kiambu County?
- ii. Does quality of work done affect the performance of teachers in public secondary schools in Kiambu County?
- iii. To what extent does setting the standards and agreeing on goals, targets and expectations affect teachers performance in public secondary schools in Kiambu County?
- iv. What is the relationship between reward and appraisal and its influence on teachers performance in public secondary schools in Kiambu County?

1.5 Significance of the Study

The study sought to investigate the strategies of appraisal and how they impact on teachers' performance and whether the current appraisal tools used by TSC in assessing teachers are effective. It was hoped that the findings of this study would help in building up mechanisms for improving teachers performance in schools. It would be used by TSC as a measuring tool to assess the effectiveness of their current appraisal systems and come out with policies and programs that enhance performance management in schools.

This research would be relevant to the government as well. The government stands a chance to understand the important role performance appraisals has in enhancing service delivery and professionalism in the public service. The study would help the government in addressing appraisal problems by coming up with policies that will ensure that the process is inclusive, simple, done regularly and employees given feedback on performance. This would

therefore encourage and attract government attention in areas that would require support from the government.

This research would be considered significant to the other researchers. They stand a chance to obtain studies undertaken on aspects that pertain to strategies of appraisals on performance of employees in public secondary schools in Kenya. This therefore provides opportunity for them to carry out additional studies especially by filling those gaps perceived to have been left out in other research study.

The research would be considered significant to the TSC teachers. They stand a chance to give their opinions and suggestions on performance appraisals. Their feedback would be important in unraveling the mystery behind resistance on the implementation of the evaluation tools. Other teachers would benefit from the information when their employer (TSC) implement on some of the recommendations on the strategies that would make the system be embraced by all stakeholders.

1.6 Limitations of the Study

The study was limited to only public secondary schools in Kiambu county, therefore the study generalized all other schools in different counties in the country. The study was limited on the degree of precision of the respondents and there was also an aspect of respondents required to participate in the data collection exercise not willing to participate due to fear.

This compelled the researcher to carry interview personally so as to guarantee respondents confidentiality, clarify the purpose of research and offering an opportunity to offer clarification to respondents who were unable to express their views due to fear. The future research should not only interview secondary school teachers but also those in primary schools.

1.7 Scope of the Study

This study was to establish the appraisal strategies used by Teachers Service Commission to appraise performance of teachers in public secondary schools in Kiambu County. The study was delimited to day and boarding public secondary schools in Kiambu County. The target population was 3,479 teachers in 55 public secondary schools in the County. The systematic random sampling design was used to obtain a sample size of 58 teachers and 22 head teachers totaling to 80.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature will be reviewed on this chapter. The chapter discusses the theoretical framework which identifies theories that are related to the research, empirical review which constitutes a systematic process of identifying, locating and analyzing related literature, conceptual review which summarizes the identified variables. The chapter also addresses critique of literature and research gaps.

2.2 Theoretical Framework

The theoretical orientation in this chapter aimed to present a framework for understanding the performance appraisal in theoretical perspectives. Some of the theories on performance appraisal include goal setting theory, expectancy theory and equity theory.

2.2.1 Goal Setting Theory

Goal-setting theory was proposed by Edwin Locke in the year 1976. This theory proposes that individual objectives set up by an employee assume an essential job in spurring him/her for unrivaled performance. This is on the grounds that the employees continues following his/her objectives. In the event that these objectives are not accomplished, they either enhance their performance or alter the objectives and make them more reasonable. In the event that the performance enhances it will result in accomplishment of the performance appraisal framework points (Robbins & Coulter, 2010).

Defining objectives can help persuade a representative since it makes them feel required. This inclination can decipher in objective driven conduct that proceed until the worker never again feel required. The sort of objective can direct an employee's level of inspiration when

he/she faces in excess of one goal. So also, an employee will build hi/her level of investment in defining an objective if the worker feels that the procedure incorporates reasonableness and self-rule (Robbins & Coulter, 2010).

Robbins and Coulter (2010) quoting Locke (1976) noted that the objective an individual is going for which propels, as opposed to only the fulfillment of accomplishing it. Locke's view is that what a man esteems or wants decides the objectives he sets for himself, yet that what really drives him (rouses him) are simply the objectives. When the goals are blocked the employees is demotivated. Locke's own researches indicated that individual performance was better when individuals had been define particular objectives of a testing or troublesome nature, and when they got input on their execution. This methodology obviously has suggestions for the act of administration by-destinations, or target setting, which depends for its prosperity on the common assention of particular objectives between a director and his subordinate (Cole, 2009). This is applicable in the relationship between the teacher and his/her supervisor.

2.2.2 Expectancy Theory

Expectancy theory was proposed by Victor Vroom in 1964. This theory depends on the hypothesis that people modify their conduct in the association based on foreseen fulfillment of esteemed objectives set by them. The people change their conduct in a way well on the way to lead them to accomplish these objectives. This hypothesis underlies the idea of execution examination as it is trusted that execution is affected by the desires concerning future occasions (Martin and Tourish, 2017).

According to Robbins and Coulter (2010) expectancy theory states than an individual tends to act surely in view of desire that the demonstration will be trailed by a given result and the

appeal of that result and on the engaging quality of that result to the person. It incorporates three factors, or connections: Expectancy, or exertion execution linkage, is the likelihood seen by a person that applying a given measure of exertion will prompt a specific level of execution; instrumentality, or execution compensate linkage, is how much an individual trusts that performing at a specific level is instrumental in accomplishing the coveted result; valence, or appeal of remuneration, is the significance than an individual places on the potential result or reward that can be accomplished at work. Valence considers both the goals and needs of the individual (Robbins and Coulter, 2010)

Cole (2009) quoting Lawler (1971) noted that in thinking about remunerations, the fulfillment picked up by an individual is represented by the distinction between 'the measure of some esteemed result that a man gets and the measure of that result he believes he ought to get.' Moreover, the sum a man feels he ought to get (is) unequivocally impacted by what he sees others... are getting.' The suggestions for administration of these remarks are that organizations do need to give an arrangement of evenhanded installment for their workers. Notwithstanding any transactions with exchange associations, if administrations need a persuaded workforce, at that point they should guarantee that the prizes for exertion, different things being equivalent, are viewed as reasonable by all the employees.

2.2.3 Agency Theory

Agency theory explores how firms ensure that there is a relationship of interests between the principals (owners) and agents (employees). Individuals are propelled independent from anyone else intrigue, mostly or only as monetary computations that abrogate such issues as trust, steadfastness and fellowship systems. According to Evans and Tourish (2017) manager versus employee examination process remains a generally utilized system for the performance appraisal in the vast majority of the organizations. Performance appraisal brings

a large number of advantages to both the organizations and the workers. The advantages incorporate the chance to guarantee that staff seek after objectives that are lined up with the more extensive hierarchical destinations set by senior supervisors; arrangement of target appraisal and customary input, which is expected will enhance learning; increased responsibility and inspiration; better vocation administration; better employee relations and enhanced connection between's the prizes/pay and management performance.

Paradoxically, performance appraisal has been noted to be one of the most persistent problems faced by both the managers and the employees. This concern goes back almost sixty years, when McGregor (1957) had an article “An uneasy look at performance appraisal.” It is considered as an annual ritual and some suggestions made is that it need to be abolished altogether. DiNisi et al, 2014 concluded that there is in fact no evidence to connect individual appraisals with firms improvements in performance.

Evans and Tourish (2017) identified many problems associated with how performance appraisal is implemented. Therefore, much research has focused on improving the process of performance appraisal. This has faced hurdles as as appraisers are depicted as suffering from biasness in their perceptions of others, lacking in feedback skills, poor at listening, too wedded or insufficiently wedded to appraisal forms and feedback that is too frequent or infrequent. The agency theory comes in handy to address the problems of performance appraisal.

The fundamental focal point of HRM has been the means by which adequately ways to deal with individuals administration bolster the general business procedure of associations (Martin et al, 2016). At the point when those methodologies are commanded by office viewpoints and financial contemplations, HR practices, one of them being performance appraisal will come

to share those impacts. There is likewise a presumption that whatever issues of estimation or assessment that emerge can be unraveled by more advanced philosophies. The issues of examination setting, power and control are ousted to the side-lines, while supervisors are coerced to enhance their systems for assessing execution, offering criticism and defining objectives.

2.3 Empirical Review

2.3.1 Setting the Standards and Targets

According to Elliotts (2015) standards are actions and performance of an individual within a profession. Standards define quality teaching for teachers. Standards are utilized in numerous performance appraisal plans to assess and manage educator improvement with a general assention that measures and a common comprehension of value instructing are establishments of any powerful evaluation framework.

Performance ‘standard is a statement of the conditions which exist when the required result is being satisfactorily achieved’. In setting up standards that relate to quantity (how much?), quality (how well?), time (by what time?) and cost (at what cost?) are established. The current approach is to make the criteria SMART – Specific, Measurable, Achievable, Relevant and Time Bound. The acronyms help the manager and their staff to remember the basic essentials of performance appraisal (Cole, 2012).

The tasks to be performed by workers are typically imparted in the principal example in the position or set of working responsibilities. In execution administration terms, 'this procedure ought to happen with broad workers contribution and with regards to both the prompt position and the entire association. The normal of such association has all the earmarks of being that interest in objective setting has been observed to be identified with the

acknowledgment and resulting promise to the set up objectives prompting positive results as far as both execution and states of mind (Karimi, 2013).

Realistic standards and targets recognize chances, limitations, changing conditions and are achievable. They are inside the extent of what can and is to be finished. They go for ceaseless change and ought to challenge. Compelling targets have plans at time spans which are the premise of activity arranging. Time allotments are basic highlights in time arranging. Time allotments help with observing through occasional audits and assessing progress in targets accomplished. They also motivate individuals to get the job done (Karimi, 2013).

2.3.2 Measuring and Monitoring Performance

Measuring employee performance accurately and objectively is the most difficult part of performance appraisal policy. Measuring performance involves the evaluation of the main tasks completed and the accomplishments made by the employee in a given period of time in comparison with the goals set at the beginning of the period. According to Akinbowale et al (2014) measuring involves the quality of the accomplishment, the compliance with the desired standards, the costs involved and the time taken to achieve the results. The basis of performance appraisal policy and performance management is measuring performance. Efficient and accurate performance measurement not only forms the basis of accurate performance review, but also gives way to judging and measuring employee potential.

When measuring employee performance different inputs are used for taking feedback from various sources like the supervisor, peers, customers and the employees - 360° feedback (Mello, 2010). The feedback received from different stakeholders should be combined in the appropriate manner and to get an overall, complete view of employees performance. For an organization to be effective in its goals it is very important to monitor or measure its

employees performance on regular basis. Measuring and monitoring performance should also include providing timely feedback and reviews of the employees for their work and performance according to the set goals and taking the appropriate action. Akinbowale et al (2014) notes that timely recognition of the accomplishments also motivates and helps to improve employees performance. According to Aguinis (2010) measuring the performance of the employees based only on one or some factors can provide inaccurate results and leave a bad impression on the employees as well as the organization. Therefore, a balanced set of measures should be used for measuring the performance of the employees.

2.3.3 Managing the Quality of Work

The analysis of training needs as a result of performance appraisal will identify the deficiencies in terms of knowledge and skills. Training and Education will help the employees to perform better in their jobs and expand their knowledge base of the employees. Employees are able to broaden their knowledge and and skills through training and development. Traing and Education increases employees working abilities and experience, decrease the errors, enhance their knowledge and work skills, improve the teamwork and overcome the turnover rate. When employees improve themselves, the organization will earn the benefits. TE will not just improve the skills but also self-esteem and pride. Employees get the message that management cares about them (Zaharia & Zakuan, 2016).

Management succession planning according to Armstrong (2014) is the process of assessing and auditing the talent in the organization in order to answer three fundamental questions. First, are there enough potential successors available a supply of people coming through who can take key roles in the longer term.? Second, are they good enough? Third, have they the right skills and competencies for the future? At different stages in their careers, potential successors may be ranked in order, such as; being ready to do the next job now; being ready

for a certain higher grade position in, say, two years time; being ready for job rotation at the same level and being ready for lateral assignments on temporary relief or project. Succession planning is based on the information about managers gleaned from supply and demand forecasts, talent audits and performance and potential reviews.

Leah and Karen (2011) noted the trends impacting on succession planning as shifting demographics – shortfall in the number of future leaders and increase in attrition in executive level positions. Economic conditions resulting in massive downsizing and increasingly flat and dynamic organizational structures also impact on SP. There has been a reduced loyalty among employees despite focus on employee engagement and involvement. In addition there is recognition on the part of senior executives of the importance of values, competencies, intellectual capital, and leadership has played a part. Organizations have experienced increased complexity of positions in financial markets and employees expectations, globalization and technology.

Cole (2009) noted that employees participation refers in general terms, to the participation of non-managerial employees in the decision making processes of an organization. Participation as a practice in which employees take part in management decisions and it is based on the assumption of a community of interest between employer and employee in furthering the long term prospects of the enterprise and those working on it. On the other hand empowerment can mean giving or having increased (legitimate power) and therefore the ability to exercise a wider range of choices at work, to being given a more varied and interesting job. Empowerment increases individuals discretion over how they do their work, in addition to providing opportunities for group problem solving on operational issues.

Employees participation and empowerment is important as it help employer deal with a situation they had been forced into as a result of employees pressure and also organization see participation and empowerment as a means of obtaining greater employee motivation and commitment to organizational objectives (Cole, 2009). Employees can participate and be empowered through consultations, empowerment by delegation, collective bargaining, employees representative and equal share in profit sharing.

2.3.4 Rewards/Pay

Employee reward refers to all forms of pay going to employees and arising from their employment."(Dessler, 2011), the phrase 'all forms of pay' in the definition does not include non-financial benefits, but all the direct and indirect financial rewards. Armstrong (2014) defined reward management "as the process of formulating and implementation of strategies and policies that aim to reward people fairly, equitably and constantly in accordance with their value to the organization. It also deals with the design, implementation and maintain of reward processes and practices that are geared towards the improvement of organizational, team and individual performance". Most organizations use different types of rewards. The most common types include basic pay, job design, incentives and benefits, development opportunities and performance based pay.

According to Luthans (2011) cash is essential as a result of the things it can purchase and it additionally symbolizes a worker's worth. An associations remunerate rehearse is essential in light of the fact that if oversaw viably, cash can enhance inspiration and execution. While pay and advantages alone are not adequate conditions for high fulfillment, it is an essential estimation in work fulfillment assessment. For a great many people, work is the essential

wellspring of wage and budgetary security and a critical marker of status inside the association and also society.

Achieng' (2011), states that employee retention is the ability of an organization to retain its employees. According to her, many are times that organizations focus on the business performance at the end of year results but forget all the factors that influence employee retention needs to be enhanced for better performance. Job dissatisfaction can cause labor turnover. Labor turnover can be high in organizations with poor working conditions, undesirable jobs, pay inequities, and limited opportunities for advancement. Working conditions for any employee must be conducive to enable employee retention. His argument is that an organization would better invest on the employee working conditions other than spend in replacing employees who burn out and quit which increases the organization level of expenditure. Armstrong (2014), performance management practices must be participative, straightforward and normal to guarantee that the representative have an inclination that s/he is evaluated decently.

Employees may leave the organization on the premise that the performance appraisal was unreasonably directed, Hodgetts and Hegar (2000). Reward is one of the significant issues the extent that pulling in and keeping ability in associations is concerned. The crucial speculation is that cash impacts representative conduct through molding their states of mind. In this way compensation impact the fascination and maintenance of the workforce. The arrangement of a lucrative compensation bundle is one of the comprehensively talked about components of maintenance. Not exclusively do rewards satisfy monetary and material needs yet they likewise give an economic wellbeing and position of intensity inside an association.

Shoaib, Noor, Tirmizi and Bashir (2009), recognize that employee rewards are very important since they have lasting impression on the employee and continue to substantiate the employees' perception of their value to the organization they work for. Moreover, they contend that employees judge the quality of their job in the intrinsic satisfaction and the personal reward they earn from their work. Using intrinsic rewards to increase employee commitment and retention is achievable in all organization. Reward is the basic element, which indicates how much employees, gain by dedicating their time and effort towards the achievements of company objectives, therefore employers have the responsibility to design and attractive reward package to attract and retain valuable employees. Shoaib *et al.* (2009), also attest that it is important for employers to know the value employees place in their reward systems and to formulate strategies that address equitable and adequate reward for their employees.

2.4 Summary of Empirical Literature Review and Research Gaps.

In the dynamic business environment, managers need to know which management methods they will use to give the necessary information about their employees as well as organization performance (Robbins and Coulter, 2010). The old performance appraisal methods have not been effective in the modern organizations due to its unfairness in evaluation decisions; lack of necessary skills by the appraisers; subjectivity in performance evaluation; dissatisfaction among employees and complaints from both the employees and trade unions

There has not been thorough studying of performance appraisal techniques in context. Most of the studies done in the past have been concentrating on the traditional methods of measuring performance. The factors that affect performance management have not been adequately tackled. There has not been enough study on economic, social, political, technological and cultural factors affecting performance management.

According to Luthans (2011) performance appraisal techniques were not quantitatively and qualitatively tested and evaluated with regard to the use of the performance appraisal techniques in different organizations. Most of the methods are theoretical. Most of the study uses a fictional account and is not based on any empirical literature or studies that the reader is aware of. The study is only practical and anecdotal and therefore this research looked at performance appraisal strategies on real organizational settings.

Table 2.1: Summary of Research Gaps on performance appraisal strategies.

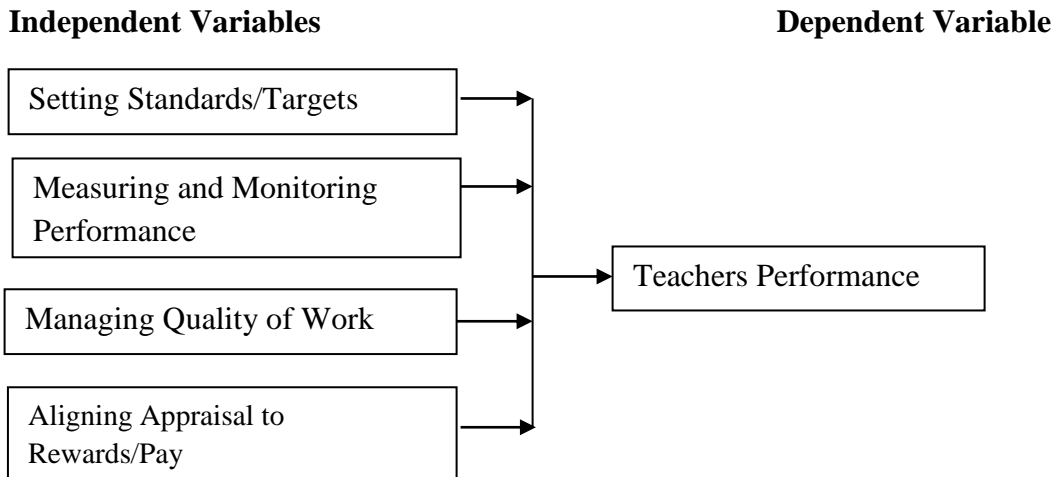
Author	Topic of the study	Country	Variables	Findings of the Study	Fous of the current study
Karimi, 2013	The Role of Performance Appraisal System on Job Performance in the Public Sector	Kenya	Training of Personnel Feedback Mechanisms Goal Setting Role of Leadership	Training have not been adequately done No feedback review Goal setting is not strategic The leadership has not been effective.	There are still some weaknesses in performance systems on job performance in the public sector that need further exploration and my study will address the strategies to be applied.
Gachunga and Mwema, 2014	The Influence of Performance Appraisal on Employee Productivity on selected WHO offices in EA.	Kenya	Management by Objectives Graphic Rating Scale Behaviorally Anchored 360° Feedback	Management to adopt performance appraisal strategies to improve employees productivity. Appraisal should be based on utilized targets.	The study covered performance appraisal systems and strategies in international organizations within the country. The information can be useful in bridging

				Adoption of performance systems that identify training needs and meet performance targets. MBO need to be widely used in appraising employees.	the research gap in the public sector.
Kerry Elliot,2015	Teacher Performance Appraisal on Performance. More about performance or development.	Australian	Quality Management Setting of Standards Teaching Conditions Teachers Perceptions	Quality management is essential in teachers performance. Setting of Standards enhances performance. Teaching conditions determine teachers performance	The research was done in foreign firm. This may not be relevant in the Kenyan situation. There is a research gap between what has been done in foreign firms and the study to be carried.

2.5 Conceptual Framework

Mugenda & Mugenda (2013) defines conceptual framework as a concise description of the phenomenon under study accompanied by a graphical or visual depiction of the major variables of the study. A conceptual framework is a set of broad ideas and principles taken from relevant field of inquiry and used to structure a subsequent. When clearly articulated, a conceptual framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings. It forms part of the agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigations (Guba and Lincoln, 1989).

Figure 2.1: Conceptual Framework



Source: Author (2018)

2.4.1 Setting Standards/Targets

Standards are a basis of comparison when measuring the extent to which various kinds of organizational performance are satisfactory or unsatisfactory. The standards/ targets need to be SMART – Specific, Measurable, Achievable, Relevant and Time Bound.

2.4.2 Measuring and Monitoring Performance

This need to follow the basic control process of establishing a clear standards of performance; comparing the actual performance with the desired performance and taking a corrective action to repair the performance deficiencies.

2.4.3 Managing the Quality of Work

This is ensuring that employees work is able to satisfy the needs of the customers. Continuous product and service improvement need to be enhanced by ensuring that there is service delivery, better management of quality and employee participation.

2.4.4 Aligning Appraisal to Rewards/Pay

The performance appraisal outcomes need to be aligned to the amount of reward/pay given.

Both the monetary and non monetary rewards need to be based on employees performance.

Performance related rewards/pay motivate employees and improve on their productivity.

Reward management is concerned about the detailing and execution of methodologies and arrangements keeping in mind the end goal to remunerate individuals decently, impartially and reliably as per their incentive to the association. It manages the improvement of remuneration methodologies and the outline, execution and support of remuneration frameworks (compensate procedures, practices and methodology) which intend to address the issues of both the association and its partners. Reward can be viewed as the major articulation of the business relationship (Armstrong, 2014). There is a direct link between rewards and motivation. Motivated employees are able to maintain their standards of living, buy goods and satisfy their wants and desires and be able to afford holidays, alleviate role stress tend to work for the organization for long.

Luthans (2011) concluded that there is a big relationship between pay and job satisfaction among employees. Research has shown that employees who see a link between results as reflected in their appraisal are more likely to prepare for performance appraisal interviews, actively participate and be satisfied with the appraisal.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a clear roadmap for the research process. This chapter will detail key aspects of research methodology such as research design, target population, sample size, sampling design, and methods of collecting data, reliability and validity of research instruments, research procedures, data analysis methods and chapter summary.

3.2 Research Design

This study employed the use of descriptive survey research design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Kombo and Tromp, 2010). Descriptive survey research design is appropriate in the collection of both quantitative and qualitative data. This research collected quantitative first hand information on strategies of appraisal on performance in public Kiambu County. Descriptive analysis studies the relationship between different variables at a point in time.

In this study, effort was made to establish the relationship between teachers' performance appraisal and improving teachers performance in public secondary schools in Kiambu County. Mugenda and Mugenda (2013) points out that surveys seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviours or values. According to Kothari (2011), descriptive research studies are those concerned with describing the characteristics of a particular individual or group.

3.3 Target Population

Mugenda and Mugenda (2013) points out that the selected population should be a rationale for defining and identifying the accessible population from the target population. The accessible population was representative of the target population. The sample population was diverse backgrounds that are knowledgeable in the study area. Kiambu county has a population of 3,479 teachers in 277 secondary schools. The subjects of the study was drawn from teachers of 22 public secondary schools in Kiambu County, where a sample of 58 teachers and 22 principals were sampled using systematic random sampling.

Table 3.1 Target Population

Sub County	Schools	Target Population	%
Gatundu	Kiamwangi Secondary School	25	3.64
	Karinga Girls High School	22	3.20
Gatundu North	St Francis Managu Girls Secondary	46	6.70
	Mutuma Secondary	21	3.00
Githunguri	St Joseph Githunguri	36	5.24
	Kambui Girls	31	4.51
Juja	Gachororo Secondary School	20	2.91
	Juja Secondary School	17	2.47
Kiambu	Karuri Secondary	45	6.55
	Kiambu High	42	6.12
Kikuyu	Rungiri Secondary School	36	5.24
	Moi Girls Kamangu	27	3.93
Lari	Kijabe Boys	35	5.10
	Gachoiri Girls	31	4.51
Limuru	Limuru Girls	53	7.72
	Ngenia High	42	6.12
Ruiru	Ruiru Boys Secondary	26	3.79
	Ruiru Girls High School	21	3.00
Thika East	Ngoliba Secondary School	18	2.62
	Munyu Mixed Secondary School	17	2.47
Thika West	Chania Girls	31	4.51
	Thika High School	44	6.41

Total		686	100
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3.4 Sampling Design and Sample Size

3.4.1 Sample Size

Kothari (2011) notes that a sample of 10% of the population is considered minimum, while 20% of the total population is required in a survey study. There are teachers from 15 public secondary schools in Kiambu County, thus 58 teachers and 22 administrators will be selected as a sample of the total population. This represented a 12% of the total population.

Table 3.2 Sample Size

Sub County	Secondary Schools	Target Population	%	Sampling Intervals 1, 10th, 20, 30, 40th.....
Gatundu	Kiamwangi Secondary School	25	3.64	3
	Karinga Girls High School	22	3.20	3
Gatundu North	St Francis Mangu Girls Secondary	46	6.70	5
	Mutuma Secondary	21	3.00	3
Githunguri	St Joseph Githunguri	36	5.24	3
	Kambui Girls	31	4.51	3
Juja	Gachororo Secondary School	20	2.91	3
	Juja Secondary School	17	2.47	2
Kiambu	Karuri Secondary	45	6.55	5
	Kiambu High	42	6.12	5
Kikuyu	Rungiri Secondary School	36	5.24	4
	Moi Girls Kamangu	27	3.93	3
Lari	Kijabe Boys	35	5.10	4
	Gachoiri Girls	31	4.51	4
Limuru	Limuru Girls	53	7.72	6
	Ngenia High	42	6.12	5
Ruiru	Ruiru Boys Secondary	26	3.79	3
	Ruiru Girls High School	21	3.00	3
Thika East	Ngoliba Secondary School	18	2.62	2
	Munyu Mixed Secondary School	17	2.47	2
Thika West	Chania Girls	31	4.51	4

	Thika High School	44	6.41	5
Total		686	100	80

3.4.2 Sampling Technique

The researcher used stematic random sampling. The population of teachers in each of the schools was taken and numbered. The researcher used sampling interval of 1st, 10th, 20, 30 and 40th to give a sample depending on the number of teachers in the school. The head teacher was considered to be the 1st in the sampling. The rationale of using this method was that large group were analyzed. Every member of the population had an equal chance of inclusion and bias was minimized (Kombo and Tromp, 2010).

3.5 Data Collection Instruments

Data collection refers to gathering specific information aimed at proving or relating some facts. In data collection the researcher must have a clear understanding of what they hope to obtain and how they hope to obtain it. It is important in research as it allows for dissemination of accurate information and development of meaningful programmes (Kombo & Tromp 2010).

The research used both primary data. Self-administered questionnaires were used. Questionnaires are considered the best in collection of primary data. This is because they provided an avenue for the researcher to ask probing questions. They are fast, cheap and can be self-administered (Mugenda & Mugenda, 2013).

3.6 Data Collection Procedures

To ensure that the questionnaires were valid and reliable the study formulated the questions related to each stated objective. According to Orotho and Kombo (2011) the questions should start with interesting and end with threatening questions. The first few questions are particularly important because they are likely to influence the attitude of the respondent and in seeking his desired cooperation. The opening questions should be such as to arouse human interest. The difficult questions were put at the end so that even if the respondent decided not to answer, considerable information was already answered (Kothari, 2011). The questionnaire was tried on a small sample of the population to ensure the questions measure what they are to measure, if wording is clear, provoke the necessary response and whether it was bias. After the pilot study the evaluation was the one to carry out the necessary amendments (Kombo & Tromp 2010).

3.7 Pilot Study

The study started with pilot study. It is always advisable to conduct pilot study for testing the questionnaires. This was done by formulating some questionnaires and trying it on a small number of respondents before the actual collection of data. The pilot study took 10% of the entire population in the 15 schools which is 5 teachers. According to Kothari (2011) pilot survey brings to light the weaknesses of the questionnaire and also the survey techniques.

From the results gained improvement was effected. A pre-set helped to identify some of the shortcomings experienced during the study. A pre-set of the questionnaire and field procedures is the only way of finding out if everything worked out during the study. The pilot test was used to establish validity and reliability of the questionnaire. (Kombo &

Tromp, 2010). The participants will be informed and schedule will be designed. The questionnaires will be assembled and distributed to all respondents. The respondents will be given instructions on how to answer the questions and their progress will be monitored (Kothari, 2011).

3.7.1 Validity of the Study

It is always advisable to conduct pilot study for testing the questionnaires. This is formulating some questionnaires and trying it on a small number of respondents before the actual collection of data. The pilot study took 10% of the entire population in the 11 schools which is 6 teachers. According to Kothari (2000) pilot survey brings to light the weaknesses of the questionnaire and also the survey techniques.

From the results gained improvement were effected. A pre-set helped to identify some of the shortcomings likely to be experienced during the study. A pre-set of the questionnaire and field procedures is the only way of finding out if everything worked out during the study. The pilot test was used to establish validity and reliability of the questionnaire. (Kombo & Tromp, 2009). The participants were informed and schedule designed. The questionnaires were assembled and distributed to all respondents. The respondents were given instructions on how to answer the questions and their progress was monitored. (Kothari, 2000).

3.7.2 Reliability of the Study

Reliability refers to the consistence of measurement thus the extent to which the results are similar over different forms of the same instrument of data collection and the extent to which measure are free of error. Questionnaires were subjected to test and retest to determine the reliability of the instrument. Validity is the degree to which results obtained from analysis of the data actually represents the phenomenon under study. Content validity was used in the

study. Orodho (2008) ascertains that content validity is the degree to which the empirical measures of the concepts are carried out. The questionnaire was designed such that the questions in the questionnaire were suitable for the respondents to answer. The questionnaire contained simple vocabularies for the respondents to easily understand which avoided them giving irrelevant information.

3.8 Data Analysis and Procedures

The data analysis adopted quantitative and qualitative analysis method. The collected data was coded and classified so as to present the results of the data analysis in a systematic and clear way. Data analysis as stated by Bray & Maxwell (2010) is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided, this form of analysis is among the many steps that must be completed when conducting a research experiment, as data from various sources is gathered, reviewed, and then analyzed to form finding or conclusion. Regression analysis was used to find the relationship between the dependent (target) variable and the independent variable (s) predictor variables to be able to find causal effect between them. Quantitative techniques involved the use of numerical methods to analyze data aided by MS excel package. The analyzed data was presented by use of diagrams such as pie charts and bar graphs.

3.9 Ethical Consideration

Ethical consideration was adhered to by the researcher including acknowledging other authors work. The researcher first sought the consent of the respondents before administering the research instruments. Respondents were informed of their rights to participate in the study and confidentiality of information given as well as their anonymity. The researcher also sought the permission of NACOSTI and a permit was issued in order to carry out the study.

CHAPTER FOUR

RESEARCH FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter presents the background information of the respondents, findings of the analysis based on the research objectives of the study. Descriptive and regression analysis have been used to discuss the findings of the study.

4.2 Response Rate

The study targeted a sample size of 80 respondents comprising of 58 teachers and 22 administrators. The response rate is given in Table 4.1.

Table 4.1: Response Rate

Category	Frequency	Percentage
Response	75	93.8
Non-response	5	6.2
Total	80	100

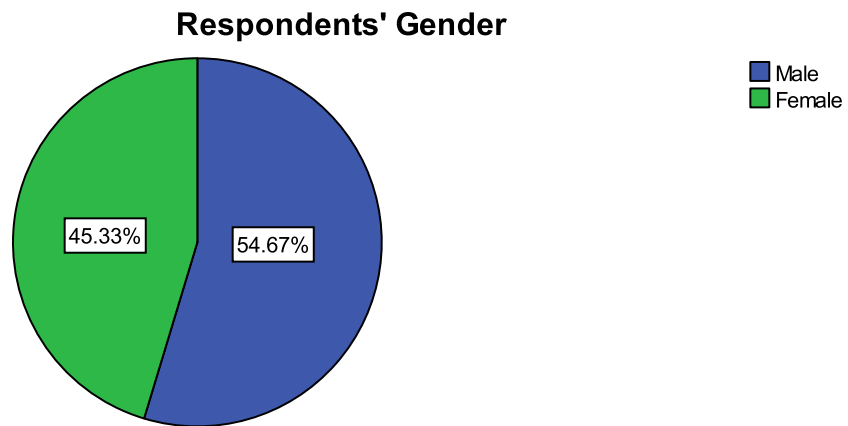
Source: Survey Data (2018)

As show in Table 4.1, out of 80 respondents, 75 returned their fully filled in questionnaires which made a response rate of 93.8%. 5 respondents out of the 80 respondents did not return their questionnaire forming a non response rate of 6.2%. Mugenda and Mugenda, (2003) observe that a response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and that of 70% and above is very good. This therefore meant that the response rate of 93.8% was appropriate for the study.

4.3 Background Information

On the background information of the respondents, the researcher was interested in knowing the gender, age, work experience and the education level. The findings are shown as follows.

Figure 4.1: Respondents' Gender



Source: Survey Data (2018)

Figure 4.1 show that majority (54.67%) were male while 45.33% were female. This is an indication that both genders were involved in this study and thus the finding of the study did not suffer from gender bias.

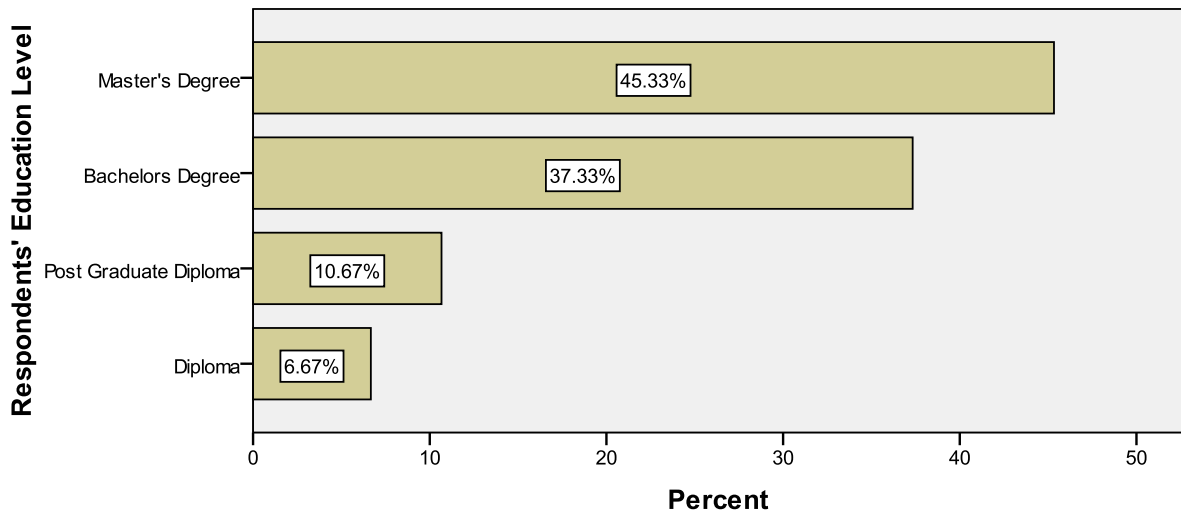
Table 4.2: Respondents' Age

		Frequency	Percentage	Cumulative Percentage
Valid	20 - 30 years	9	12.0	12.0
	31 - 40 years	18	24.0	36.0
	41 - 50 years	30	40.0	76.0
	Above 50 years	18	24.0	100.0
	Total	75	100.0	

Source: Survey Data (2018)

Table 4.2 show that majority (40.0%) of the respondents were aged between 41 and 50 years old, 24.0% aged between 31 and 40 years and above 50 years respectively and 12.0% aged between 20 and 30 years. These findings indicate that the study involved respondents from all the age gaps.

Figure 4.2: Respondents' Education Level



Source: Survey Data (2018)

Figure 4.2 shows that majority (45.33%) of the respondents had attained a master's degree, 37.33% bachelor's degree, 10.67% post graduate diploma and 6.67% Diploma. This shows that majority of the respondents had attained a degree level of education and would therefore contribute adequately to the study.

Table 4.3: Respondents' Work Experience

		Frequency	Percentage	Cumulative Percent
Valid	Less than 5 years	7	9.3	9.3
	6 - 10 years	12	16.0	25.3
	11 - 20 years	26	34.7	60.0
	20 and above	30	40.0	100.0
	Total	75	100.0	

Source: Survey Data (2018)

Table 4.3 shows that majority (40.0%) of the respondents had worked for a period of 20 years and above, 34.7% between 11 to 20 years, 16.0% between 6 to 10 years and 9.3% for less than 5 years. This is an indication that majority of the respondents had worked for a period long enough and had a wealth experience to contribute to the study effectively.

4.4 Descriptive Statistics

Descriptive statistics such as means and standard deviations were used to present that quantitative data with the use of Statistical Package for Social Sciences (SPSS) version 17.0. These were presented as per the study objectives as follows.

4.4.1 Setting Standards/Targets

The first research objective sought to find out how setting standards and agreeing on goals, targets and expectations affect teachers performance in public secondary schools in Kiambu County. The findings are shown in Table 4.4.

Table 4.4: Setting Standards/Targets

Statements	Mean (M)	Standard Deviation (SD)
TSC has been setting standards and targets for teachers	3.85	1.363
There is consultations between the appraise (teacher) and the appraiser (head teacher) when setting standards and targets to be met	4.15	0.865
The standards/targets set meet the criteria – SMART Specific, Measurable, Achievable, Relevant and Time Bound	4.27	0.777
There is periodic review and evaluation of standards/targets set	4.31	0.716
Teachers are contented and motivated by setting of performance appraisal targets.	4.28	1.047
Aggregate Score	4.17	0.954

Source: Survey Data (2018)

The results in Table 4.4 indicate that the respondents agreed that setting standards/targets affect teachers performance in public secondary schools in Kiambu County as shown by the aggregate score of 4.17 and a standard deviation of 0.954. According to Elliotts (2015) standards are actions and performance of an individual within a profession. Standards define quality teaching for teachers. Standards are utilized in numerous performance appraisal plans to assess and manage educator improvement with a general assention that measures and a common comprehension of value instructing are establishments of any powerful evaluation framework.

Majority of the respondents strongly agreed on the statement that there is periodic review and evaluation of standards/targets set ($M=4.31$, $SD=0.716$) and that teachers are contented and motivated by setting of performance appraisal targets ($M=4.28$, $SD=1.047$). Karimi (2013) observe realistic standards and targets recognize chances, limitations, changing conditions and are achievable. They are inside the extent of what can and is to be finished. They go for ceaseless change and ought to challenge.

The respondents also agreed on the statements that the standards/targets set meet the criteria – SMART Specific, Measurable, Achievable, Relevant and Time Bound ($M=4.27$, $SD=0.777$), there is consultations between the appraise (teacher) and the appraiser (head teacher) when setting standards and targets to be met ($M=4.15$, $SD=0.865$) and that TSC has been setting standards and targets for teachers ($M=3.85$, $SD=1.363$). Cole (2012) observe that performance ‘standard is a statement of the conditions which exist when the required result is being satisfactorily achieved’. In setting up standards that relate to quantity (how much?), quality (how well?), time (by what time?) and cost (at what cost?) are established. The current approach is to make the criteria SMART – Specific, Measurable, Achievable, Relevant and Time Bound. The acronyms help the manager and their staff to remember the basic essentials of performance appraisal.

4.4.2 Measuring and Monitoring Performance

The second research objective sought to find out how measuring and monitoring teachers work on regular basis has impacted on teachers performance in public secondary schools in Kiambu County. The findings are shown in Table 4.5.

Table 4.5: Measuring and Monitoring Performance

Statements	Mean (M)	Standard Deviation (SD)
Methods/tools used to measure and monitor teachers performance are appropriate	4.32	0.720
There is regular measurement and monitoring of teachers performance	4.40	0.678
The variance between the expected results and the performance is adequately addressed	3.91	1.221
There is feedback on teachers' performance and what need to be done.	3.76	1.354
TSC has been carrying out reviews on measurement and monitoring of teachers performance	4.13	1.256
Aggregate Score	4.10	1.046

Source: Survey Data (2018)

The results in Table 4.5 indicate that the respondents agreed that measuring and monitoring performance affect teachers' performance in public secondary schools in Kiambu County as shown by the aggregate score of 4.10 and a standard deviation of 1.046. This is in agreement with Ndungu, Allan and Bomett (2015) who observe that teachers find that there is need to improve monitoring and evaluation of teaching and learning.

The respondents strongly agreed on the statements that there is regular measurement and monitoring of teachers performance (M=4.40, SD=0.678) and that Methods/tools used to measure and monitor teachers performance are appropriate (M=4.32, SD=0.720). This is in line with Tot (2014) study which observes that teacher's self-evaluation significantly adds up to monitoring and improvement of professional competence and also teaching quality.

The respondents agreed on the statements that TSC has been carrying out reviews on measurement and monitoring of teachers performance (M=4.13, SD=1.256), the variance between the expected results and the performance is adequately addressed (M=3.91, SD=1.221) and that there is feedback on teachers' performance and what need to be done (M=3.76, SD=1.354). This concur with the findings of Namfukwe (2016) who observe that that monitoring and evaluation influences the performance of upper primary school teachers towards improving teaching and learning.

4.4.3 Managing Quality of Work

The third research objective sought to investigate how managing the quality of work affect the performance of teachers in public secondary schools in Kiambu County. The findings are shown in Table 4.6.

Table 4.6: Managing Quality of Work

Statements	Mean (M)	Standard Deviation (SD)
There is employees/teachers involvement in day to day running of the school	4.08	1.271
There is identification of individual performance gaps, training needs and appropriate training and development recommended	4.03	1.052
Manpower planning is carried out and enough and well qualified staff is made available.	4.05	1.413
Teachers are highly committed to their duties	4.47	0.644
Service delivery is the key policy in teaching profession	4.39	0.985
There is constant feedback on performance after performance appraisal.	4.31	0.930
Aggregate Score	4.22	1.049

Source: Survey Data (2018)

The results in Table 4.6 indicate that the respondents strongly agreed that managing quality of work affect teachers' performance in public secondary schools in Kiambu County as shown by the aggregate score of 4.22 and a standard deviation of 1.049. This concurs with the findings of Muhammet, Ramazan and Hanifi (2017) who observe that a significant positive relationship between teacher self-efficacy and job satisfaction, and teacher self-efficacy was found to be a significant predictor of job satisfaction.

The respondents strongly agreed on the statements that teachers are highly committed to their duties (M=4.47, SD=0.644), service delivery is the key policy in teaching profession (M=4.39, SD=0.985) and that there is constant feedback on performance after performance appraisal (M=4.31, SD=0.930). This concurs with Abd Hamid, Hassan, Sariah and Ismail (2012) observation that a model fit with both cognitive abilities and personality predicting classroom management. Good personality alone, however, is insufficient in terms of enhancing the teachers' commitment and responsibilities towards their students unless it is complemented by the teachers' cognitive competency.

The respondents agreed on the statements that there is employees/teachers involvement in day to day running of the school (M=4.08, SD=1.271), manpower planning is carried out and enough and well qualified staff is made available (M=4.05, SD=1.413) and that there is identification of individual performance gaps, training needs and appropriate training and development recommended (M=4.03, SD=1.052). According to McNeal (2015) the quality and effectiveness of the teaching is the single most important factor in a child's development. It is important for the education world to see the whole picture of what an effective teacher is perceived in order to guide training, recruitment and retention.

4.4.4 Reward/Pay

The fourth research objective sought to examine the relationship between reward/pay and appraisal and its influence on teachers' performance in public secondary schools in Kiambu County. The findings are shown in Table 4.7.

Table 4.7: Reward/Pay

Statements	Mean (M)	Standard Deviation (SD)
Performance appraisal is used as a basis for rewarding or giving pay rise	4.28	1.157
Academic/Professional qualifications and experience are used to reward teachers	3.49	1.649
Rewards and pay rise as a result of performance appraisal has led to better performance among teachers	3.68	1.472
Career development in the teaching service is determined by performance appraisal	3.76	1.374
Teachers are contented and motivated by setting of performance appraisal targets.	4.08	1.205
Aggregate Score	3.86	1.371

Source: Survey Data (2018)

The results in Table 4.7 indicate that the respondents agreed that rewards/pay affect teachers' performance in public secondary schools in Kiambu County as shown by the aggregate score of 3.86 and a standard deviation of 1.371. This is in line with the findings of Yamoah (2013) who observe that there is a significant relationship between teachers' rewards and job performance.

The respondents strongly agreed on the statements that performance appraisal is used as a basis for rewarding or giving pay rise (M=4.28, SD=1.157) and that teachers are contented and motivated by setting of performance appraisal targets (M=4.08, SD=1.205). The

respondents agreed on the statements that career development in the teaching service is determined by performance appraisal (M=3.76, SD=1.374) and that rewards and pay rise as a result of performance appraisal has led to better performance among teachers (M=3.68, SD=1.472). Kirunda (2014) study observe that established that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency.

The respondents were neutral on the statement that academic/Professional qualifications and experience are used to reward teachers (M=3.49, SD=1.649). This contradicts with the findings of Bello and Jakada (2017) who observed a significant influence between teacher qualification and their performance.

4.4.5 Teacher Performance

The findings are shown in Table 4.8.

Table 4.8: Teacher Performance

Statements	Mean (M)	Standard Deviation (SD)
Performance appraisal strategies enables teaching staff to attain their goals	4.51	1.003
Performance appraisal strategies leads to better students' performance	4.29	0.967
Performance appraisal strategies enhances the operational efficiency in schools	4.00	1.275
Aggregate Score	4.26	1.082

Source: Survey Data (2018)

The results in Table 4.8 indicate that the respondents agreed that performance appraisal strategies affect teachers' performance in public secondary schools in Kiambu County to a

great extent as shown by the aggregate score of 4.26 and a standard deviation of 1.082. James (2013) study observed that there is a positive and significant relationship between performance appraisal and commitment of teachers.

The respondents strongly agreed on the statement that performance appraisal strategies enables teaching staff to attain their goals (M=4.51, SD=1.003). This was followed by the statements that performance appraisal strategies leads to better students' performance (M=4.29, SD=0.967) and that performance appraisal strategies enhances the operational efficiency in schools (M=4.00, SD=1.275). Scholl (2011) further reckons that performance contracting provides a framework for generating desired behavior in the contest of devolved management structures. Employers view performance contracting as a useful vehicle for articulating clearer definitions of objectives and supporting new management monitoring and control methods, while at the same time leaving day-to-day management to the managers themselves.

4.5 Regression Analysis

Regression analysis was used to model, examine, and explore the relationships between teacher performance and performance appraisal strategies which was operationalized as setting standards/targets, measuring and monitoring performance managing quality of work and reward/pay. This was important in measuring the extent to which changes in one or more variables jointly affected changes in another variable.

Table 4.9: Model Summary for performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 ^a	.752	.750	1.242

Source: Survey Data (2018)

Table 4.10: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.453	4	6.113	3.962	.000 ^a
	Residual	72.527	71	1.543		
	Total	96.981	75			

Source: Survey Data (2018)

The results indicate a simple correlation of 0.502^a in the R column. This implies that there is a significant correlation between performance appraisal strategies and teacher performance. R-square of 0.752, indicates that 75.2% of the variation in teacher performance can be explained by performance appraisal parameters. This means that performance appraisal strategies can explain 75.2% of the variability of teacher performance though there correlation is quite significant at $p < 0.05$. This shows that Setting standards/target, measuring and monitoring performance, managing quality of work and Rewards/pay are one of the elements of the performance appraisal strategies that has impact on teacher performance. According to McNeal (2015) the quality and effectiveness of the teaching is the single most important factor in a child's development. It is important for the education world to see the whole picture of what an effective teacher is perceived in order to guide training, recruitment and retention.

The significance value in Table 4.10 is 0.000^a which is less than 0.05 thus the model is statistically significant in predicting how various factors affect teacher performance. The F critical at 5% level of significance was 3.962. Since F calculated is greater than the F critical (value = 7.656), this shows that the overall model was significant. The relationship ($p < 0.05$) indicated a linear relationship among the variables under the study meaning there was 95% chance that the relationship among the variables was not due to chance.

Table 4.11: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.531	.809		1.645	.107
Setting standards/target	.656	.138	4.149	2.134	.002
Measuring and monitoring performance	.761	.154	1.313	2.341	.004
Managing quality of work	.540	.154	6.392	2.856	.006
Rewards/pay	.751	.168	2.124	5.898	.001

a. Dependent Variable: Teacher Performance

Source: Survey Data (2018)

Table 4.11 shows the constant in this model is represented by a value of 0.531, which is the expected value of teacher performance when the values of the independent variables are equal to zero. Measuring and monitoring performance was found to be the most (76.1%) significant among the four variables followed by rewards/pay (75.1%), setting standards/target (65.6%) and managing quality of work (54.0%). Based on the analysis, the

regression equation for the independent variable on the dependent variable resulted to the following; $Y = 0.531 + 0.656X_1 + 0.761X_2 + 0.540X_3 + 0.751X_4$

Where Y = Teacher Performance

X_1 = Setting Standards/Targets

X_2 = Measuring and Monitoring Performance

X_3 = Managing Quality of Work

X_4 = Rewards/Pay

As shown on Table 4.11, setting standards/targets, measuring and monitoring performance managing quality of work and reward/pay had a positive and significant effect on performance contracting in regulatory bodies in Kenya as indicated by beta values. The relationships ($p < 0.05$) are all significant with setting standards/targets ($t = 2.134$, $p < 0.05$), measuring and monitoring performance ($t = 2.341$, $p < 0.05$), managing quality of work ($t = 2.856$, $p < 0.05$) and reward/pay ($t = 5.898$, $p < 0.05$). Shirley and Lixin (2007) observe that the success of Performance Contracts in such diverse countries as France, Pakistan, South Korea, Malaysia and India, has sparked a great deal of interest in this policy around the world.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSIONS

5.1 Introduction

This chapter covers that summary of the findings, recommendations for policy and practice, conclusions and recommendations for further studies.

5.2 Summary of Findings

The general objective of the study was to establish performance appraisal strategies on performance of teachers in public secondary schools in Kiambu County. The study specific objectives were to examine how setting standards/targets, measuring and monitoring performance managing quality of work and reward/pay affects teacher performance. This study employed the use of descriptive survey research design, 58 teachers and 22 administrators were selected as a sample of the total population who were sampled using stratified sampling method. Data was collected using questionnaires and analysed using both descriptive and regression analysis. The summary of findings is presented as follows.

The first research objective sought to find out how setting standards and agreeing on goals, targets and expectations affect teachers performance in public secondary schools in Kiambu County and established that setting standards and targets had a positive and significant influence on teacher performance. The study also established that there is periodic review and evaluation of standards/targets set and that teachers are contented and motivated by setting of performance appraisal targets.

The second research objective sought to find out how measuring and monitoring teachers work on regular basis has impacted on teachers performance in public secondary schools in

Kiambu County and revealed that measuring and monitoring had a positive and significant influence on teacher performance. The study also established that there is regular measurement and monitoring of teachers performance and that methods/tools used to measure and monitor teachers performance are appropriate as agreed by most of the respondents.

The third research objective sought to investigate how managing the quality of work affect the performance of teachers in public secondary schools in Kiambu County and found a positive and significant relationship between managing the quality of work and teacher performance. It was found that teachers are highly committed to their duties, service delivery is the key policy in teaching profession and that there is constant feedback on performance after performance appraisal as agreed by most of the respondents.

The fourth research objective sought to examine the relationship between reward/pay and appraisal and its influence on teachers' performance in public secondary schools in Kiambu County and examined that a positive and significant relationship between reward/pay and teacher performance. Performance appraisal is used as a basis for rewarding or giving pay rise and that teachers are contented and motivated by setting of performance appraisal targets.

5.3 Conclusions

The study concludes that setting standards and target allows schools and the teaching staff to better measure their progress helping to keep them motivated and accountable. They provide benefits in areas like planning, motivation, the attainment of rapid results and can provide a future direction for the school.

The study concludes that measuring and monitoring teacher performance ensures that information is gathered so that judgments can be made and questions answered accordingly. Teacher evaluation is a vital element in improving student learning outcomes.

The study concludes that teacher satisfaction and quality of work life directly affect school's ability to serve its students. Quality is critical to satisfying the performance of teacher and retaining their future loyalty.

The study concludes that teachers are satisfied with the extrinsic rewards provided from the organization like: pay, bonuses, allowances. An ineffective reward management will affect teacher's satisfaction and de-motivate them, hence affecting their performance outcome

5.4 Recommendations for Policy and Practice

The study recommends that for the management of schools to achieve goal alignment in the teaching staff, they must first clearly communicate their school's strategic objectives across the entire school. Understand more clearly all responsibilities associated with specific goals and should be measurable, specific, attainable, relevant and time bound. The process of setting standards and targets should be a collaborative process between the teaching staff and the school managers.

The study recommends that the school should have a way of monitoring their teacher which must be developed in a systematic monitoring and evaluation of the class and the work of teachers. This can only be achieved through a systematic observation of teaching process as a whole.

On managing the quality of work, the study recommends that schools match tasks to Skills, communicate effectively, keep goals clear & focused, give incentives, train and develop their teachers.

The study recommends that the school management should take interest in the professional growth to increase the performance level of the teachers. They also should consider the new ideas of the teachers and they should ask them the option of rewards for their motivation.

5.5 Suggestions for Further Studies

The study focused on how setting standards/targets, measuring and monitoring performance managing quality of work and reward/pay affects teacher performance in Kiambu County Kenya. Therefore, the study recommends that further studies should be carried out focusing on other variables not studied that influence the teacher performance in public secondary schools.

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APPENDICES

Appendix I: Introduction Letter

Bernadette Wangui Mwangi
Kenyatta University
P O Box 43484
Nairobi

20 August 2018

The Principal

Dear Sir/Madam

REQUEST FOR ACADEMIC RESEARCH DATA

I am a Master of Business Administration student in Kenyatta University. My area of specialization is in Human Resource Management. I am required to carry out a research on a topic relevant to my area of study. Currently, I am conducting a research on performance appraisal strategies on performance of teachers in public secondary schools in Kiambu County, and, I am kindly requesting for permission and assistance to collect the required data on the above topic from your staff. The information received will be treated with strict confidentiality. The identity of the respondents will be concealed to maintain utmost confidentiality of the information received and will not be divulged to unauthorized party. The results of this study will be used solely for academic purposes.

I will be very appreciative for your assistance in this study. Attached is the questionnaire with questions to be answered.

Yours faithfully

Bernadette Wangui Mwangi
D53/CTY/37438/2016

Appendix II: Questionnaire

I am a post graduate student at Kenyatta University. I am currently undertaking a research for my Master's degree studies. You have been selected to be part of this study. The title of the research is '**Performance Appraisal Strategies on Teachers Performance in Public Secondary Schools in Kiambu County, Kenya**'.

This questionnaire is divided into four sections A, B, C, D. The researcher kindly requests you to answer all the questions honestly and frankly. The researcher would like to assure you that the information gathered will be treated with confidentiality and anonymity and only used for research purpose only. There is therefore no need to indicate your name or that of the school.

Thank you.

Bernadette Mwangi.

Section A: General information about Respondent.

This section is designed to gather information about the respondent experience and professional qualifications. Kindly tick (✓) in the appropriate box or fill the information necessary.

1. Respondent gender

Male ()

Female ()

2. Your age bracket

20 - 30 years ()

30 - 40 years ()

40 – 50 years ()

50 and above ()

3. What is your highest academic qualification?

Certificate ()

Diploma ()

Bachelors Degree ()

Masters Degree ()

4. Indicate your work experience as a teacher.

Less Than 5 Years ()

6 to 10 Years ()

11 to 20 Years ()

20 and Above ()

Section B – Secondary Schools Teachers

This section should be filled by teachers

Setting Standards/Targets

Please indicate your opinion(s) about the statements by ticking the option that best suits you

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Undecided

	1	2	3	4	5
1. TSC has been setting standards and targets for teachers					
2. There is consultations between the appraise (teacher) and the appraiser (head teacher) when setting standards and targets to be met					
3. The standards/targets set meet the criteria – SMART Specific, Measurable, Achievable, Relevants and Time Bound					
4. There is periodic review and evaluation of standards/targets set					
5. Teachers are contented and motivated by setting of performance appraisal targets.					

Measuring and Monitoring Performance

Please indicate your opinion(s) about the statements by ticking the option that best suits you

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Undecided

	1	2	3	4	5
1. Methods/tools used to measure and monitor teachers performance are appropriate					
2. There is regular measurement and monitoring of teachers performance.					
3. The variance between the expected results and the performance is adequately addressed.					
4. There is feedback on teachers performance and what need to be done.					
5. TSC has been carrying out reviews on measurement and monitoring of teachers performance.					

Managing the Quality of Work

Please indicate your opinion(s) about the statements by ticking the option that best suits you

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Undecided

	1	2	3	4	5
1. There is employees/teachers involvement in day to day running of the school.					
2. There is identification of individual performance gaps, training needs and appropriate training and development recommended.					
3. Manpower planning is carried out and enough and well qualified staff is made available.					
4. Teachers are highly committed to their duties.					
5. Service delivery is the key policy in teaching profession.					
6. There is constant feedback on performance after performance appraisal.					

Reward/ Pay

Please indicate your opinion(s) about the statements by ticking the option that best suits you

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Undecided

	1	2	3	4	5
1. Performance appraisal is used as a basis for rewarding or giving pay rise					
2. Academic/Professional qualifications and experience are used to reward teachers					
3. Rewards and pay rise as a result of performance appraisal has led to better performance among teachers.					
4. Career development in the teaching service is determined by performance appraisal.					
5. Teachers are contented and motivated by setting of performance appraisal targets.					

Section C – Head teachers

Please indicate your opinion(s) about the statements by ticking the option that best suits you

- 1. Strongly Agree
- 2. Agree
- 3. Disagree
- 4. Strongly Disagree
- 5. Undecided

	1	2	3	4	5
Performance appraisal strategies enables teaching staff to attain their goals					
Performance appraisal strategies leads to better students’ performance					
Performance appraisal strategies enhances the operational efficiency in schools					

Thank you for taking time to participate in the study