PERFORMANCE APPRAISAL SYSTEM AND PERFORMANCE OF TEACHERS IN
PUBLIC SECONDARY SCHOOLS IN LAMU COUNTY, KENYA

KITI IRENE LUVUNO
D53/CE/28900/2015

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL
FULFILMENT FOR THE AWARD OF DEGREE IN MASTER OF BUSINESS
ADMINISTRATION (HUMAN RESOURCE MANAGEMENT) OF KENYATTA
UNIVERSITY

JUNE, 2021
DECLARATION

I declare that this research project is my original work and it has not been submitted for the award of any degree or diploma in any other institution.

Signature______________________________  Date __________________________

Kiti Irene Luvuno

D53/CE/28900/2015

This research project is submitted with my approval as the appointed university supervisor.

Signature______________________________  Date __________________________

Dr. Lawrence Wainaina

Department of Human Resource Management

School of Business

Kenyatta University
DEDICATION

I dedicate this research project to my family and friends
ACKNOWLEDGEMENT

I sincerely thank the almighty God for the gift of life; good health and enabling me write this project. I acknowledge my supervisor Dr. Lawrence Wainaina for his technical support in writing this project. Lastly my gratitude goes to friends and classmates for giving me moral support and encouragement to complete this project. May God bless you.
# TABLE OF CONTENTS

DECLARATION ................................................................................................................................. ii  
DEDICATION ................................................................................................................................... iii  
ACKNOWLEDGEMENT ................................................................................................................... iv  
TABLE OF CONTENTS ..................................................................................................................... v  
LIST OF TABLES ............................................................................................................................... viii  
LIST OF FIGURES ............................................................................................................................. ix  
ABBREVIATIONS/ACRONYMS ........................................................................................................ x  
OPERATIONAL DEFINITION OF TERMS ....................................................................................... xi  
ABSTRACT ....................................................................................................................................... xii  

## CHAPTER ONE: INTRODUCTION

1.1 Background to the Study ........................................................................................................... 1  
1.1.1 Teacher Performance ........................................................................................................... 3  
1.1.2 Performance Appraisal System ............................................................................................ 4  
1.1.3 A Profile of Lamu County ..................................................................................................... 7  
1.2 Statement of the Problem ......................................................................................................... 7  
1.3 Objectives of the Study ............................................................................................................. 9  
1.3.1 General Objective ............................................................................................................... 9  
1.3.2 Specific Objectives .............................................................................................................. 9  
1.4 Research Questions ................................................................................................................ 9  
1.5 Significance of the Study ........................................................................................................ 10  
1.6 Scope of the Study .................................................................................................................. 10  
1.7 Organization of the Study ...................................................................................................... 10  

## CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction ............................................................................................................................... 12  
2.2 Theoretical Literature Review ................................................................................................ 12  
2.2.1 Goal Setting Theory .......................................................................................................... 12  
2.2.2 The Theory of Planned Behaviour ...................................................................................... 13  
2.2.3 Expectancy Theory ........................................................................................................... 14  
2.3 Empirical Literature Review .................................................................................................. 15  
2.3.1 Appraisal Methods and Performance ................................................................................ 15
CHAPTER FIVE: SUMMARY, RECOMMENDATION AND CONCLUSIONS ..........42

5.1 Introduction .............................................................................................................................42
5.2 Summary ..................................................................................................................................42
5.3 Conclusions ..............................................................................................................................43
5.4 Recommendations for Policy and Practice ............................................................................44
5.5 Suggestion for Further Studies ...............................................................................................45

REFERENCES ..................................................................................................................................46

APPENDICES ...................................................................................................................................50

Appendix I: Introduction Letter .........................................................................................................50
Appendix II: Questionnaire ................................................................................................................51
Appendix III: Interview Schedules ....................................................................................................54
LIST OF TABLES

Table 2.1: Summary of Literature Reviewed and Research Gaps........................................... 18
Table 3.1: Target Population................................................................. 22
Table 3.2: Sample Size ......................................................................................... 23
Table 3.3: Results of Reliability Tests .............................................................. 25
Table 4.1: Response Rate ................................................................................... 28
Table 4.2: Respondents’ Age ........................................................................... 29
Table 4.3: Respondents’ Work Experience ...................................................... 30
Table 4.4: Appraisal Methods .......................................................................... 31
Table 4.5: Teacher Attitude ............................................................................. 33
Table 4.6: Target Setting ................................................................................. 34
Table 4.7: Teacher Performance ....................................................................... 36
Table 4.8: Model Summary ............................................................................ 38
Table 4.9: Analysis of Variance ....................................................................... 38
Table 4.10: Coefficients ............................................................................... 39
LIST OF FIGURES

Figure 2.1: Conceptual Framework ................................................................................................... 21

Figure 4.1: Respondents’ Gender .................................................................................................. 29

Figure 4.2: Respondents’ Level of Education ................................................................................. 30
### ABBREVIATIONS/ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIDP</td>
<td>County Integrated Development Plan</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>NPAS</td>
<td>National Performance Appraisal System</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
</tr>
<tr>
<td>PAS</td>
<td>Performance Appraisal System</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>VIE</td>
<td>Valence, Instrumentality and Expectancy</td>
</tr>
</tbody>
</table>
## OPERATIONAL DEFINITION OF TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal Method</td>
<td>Systematic process that evaluates the performance of an individual employee in terms of productivity in relation to the set of goals predetermined</td>
</tr>
<tr>
<td>Performance Appraisal System</td>
<td>Regular examination of the performance of teachers and overall contribution to school</td>
</tr>
<tr>
<td>Target Setting</td>
<td>Identify something you want to achieve and set measurable objectives and timeframes</td>
</tr>
<tr>
<td>Teacher Attitude</td>
<td>Subjective or mental preparation for action in regard to performance appraisal system</td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>Capability of a teacher to accomplish his/her task within the set standards, rules and regulations</td>
</tr>
</tbody>
</table>
ABSTRACT

Implementing an effective and objective performance management process helps employers communicate expectations and results to employees. This in turn drives higher performance levels from them. Creating a system that adequately distinguishes between high performers and average performers and having measurable metrics that tie into the strategic plan of the organization has been a great challenge. This study sought to investigate the influence of performance appraisal system on the performance of teachers in public secondary schools in Lamu West, Lamu County, Kenya. The study’s specific objectives were to examine the influence of appraisal methods, teachers’ attitude and target setting on teacher performance. The theories anchoring the study were goal setting theory, the theory of planned behaviour and expectancy theory. This study employed a descriptive survey research design. This study targeted 16 public secondary schools in Lamu West. The respondents were 256 comprising of 16 school principals and 240 teaching staff. The study used stratified proportionate sampling to obtain a sample size of 156 and used simple random sampling method to select the respondents. This study used questionnaire and interview schedules to collect data. Qualitative data from the interviews was analyzed thematically in line with study objectives and presented in narrative form. Quantitative data was analyzed using descriptive statistics such as mean and standard deviation. In order to test the relationship between variables and the extent to which they influence each other inferential statistics were used which involved multiple regression analysis. The study established that appraisal methods, teacher attitude and target setting had a positive and significant influence on teacher performance. The study concluded that appraisal methods provide a document of teacher performance over a specific period of time and they create a structure where the school principal can meet and discuss performance with the teacher. Teachers were not involved were not satisfied with the existing appraisal system of their school and they had a negative attitude towards performance appraisal system of their school. Target setting helps in creating clarity in decision making as teachers can focus on what is important to them, what they want to accomplish and where they want to be in the future. The study recommended that TSC should provide feedback to teacher on their performance regularly. Use the performance appraisal document periodically, at least quarterly, throughout the year to assess teachers’ progress. TSC needs to develop and conduct continuous induction courses on performance appraisal for principals, deputy principals, heads of departments and teachers n order to demystify purpose of teachers performance appraisal in schools. Target setting should be specific by setting a very clear picture of what teachers are aiming for and focuses attention on achieving goals. The targets should always be stretching and challenging. Support top-level targets with lower level targets.
CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The success of any organization is dependent on how well the performance of every employee is effectively appraised and managed. According to Marsor (2011) performance appraisal is a continuous process of assessing and measuring the inputs of every employee with a view to knowing their strengths and weaknesses and communicating the results back to the employees. Kapoor and Meachem (2012) observe that the successful implementation of the process will lead to development of employee potential and improve communication relating to performance; improved productivity and reinforce the values and principles of public service; and inculcate a culture of high performance in the service.

The technique for performance evaluation of its teachers is not helpful in increasing or developing teachers’ performance in the secondary schools in Singapore. Teachers are not satisfied with this method of performance appraisal (Rasheed, Yousaf & Noor, 2011). Moreover, Vallance (2015) observe that teachers are much more concerned about the appraisal system used for evaluating their performance in secondary schools in Thailand. Most teachers believe that their performance can be enhanced if and only if they would have trust on performance appraisal system. Moreover, teachers believe that performance appraisal system may have a large impact on their performance.

Mpungose and Ngwenya (2014) observe that indicate that the implementation of the performance appraisal systems at schools in South Africa has not been smooth. There has been a lot of hostility, negativity and resistance from the teachers that were appraised. The challenges that the principals were faced with, emanated from the lack of coordination, lack of trust, lack of clarity of roles and poor training. It is recommended that trust and better understanding be built
between principals and teachers through information-sharing seminars and workshops, and regular feedback from the education officials.

Wanjiku (2013) that most common hindrances to effective performance appraisal in Public Secondary Schools in Kiambu County, Kenya were some teachers viewed the process of performance appraisal as a tool for victimization and intimidation, teachers were not ready to admit their weakness and instead they blame students, school heads had fear of categorizing teachers and students can get biased towards their teacher. The author further indicated that further established that both male and female teachers’ did not differ significantly in their responses on performance appraisal and there was a significant relationship between teachers’ work experience, academic qualification and teachers’ responses on performance appraisal

Gupta and Upadhyay (2012) indicate that organizations fail in motivating their employees especially those that have performed excellently well over a period of time leading to a negative attitude or response from employees. According to Chiang and Birtch (2010) performance management is a very critical approach that allows an employee to know what is expected out of him and what the performance parameters are. The authors further observe that performance appraisal is one element of the performance management process which involves different measurements throughout the organizations but it is the element which is important if organization is to take advantage of their most important asset employees and gain human capital advantage.

Mani (2012) indicates that the Performance Appraisal System (PAS) is a critical component of the overall human resource management function in the public service. It is predicated upon the principle of work planning, setting of agreed performance targets, feedback and reporting. It is linked to other human resource management systems and processes including recruitment,
placement, training and development, career progression, rewards and sanctions. Marsden and French (2013) additionally indicate that the objective of the PAS is to manage and improve performance of the public service by enabling a higher level of staff participation and involvement in planning, delivery and evaluation of work performance.

1.1.1 Teacher Performance

Teachers play a pivotal role in providing education to the students. Every school strives to recruit good and qualified teaching staff that can deliver quality education to its students (Boyd, Lankford, Loeb, Ronfeldt and Wyckoff, 2011). The authors also argue that only highly qualified and committed teaching staff or teachers can produce effective results by producing good quality of students, who contribute to their country in future. Therefore, it is crucial for schools to keep the talented or key teaching staff because only qualified teachers can give best education to the students.

According to Marry (2010), school teachers’ performance is contingent upon intrinsic and extrinsic motivation, if there is management of good personnel, good infrastructure and culture climate, teaching materials, and good supervision. Tickle, Chang and Kim (2011) argue that the teacher performance can be measured by supervision of school activities, regular and early reporting at school, adequate teaching preparation, general punctuality among others and participating in extra-curricular activities. The less motivated the teachers are; the greater is the probability of ineffective performance and retention since very little satisfaction among them.

Enhancing achievement and providing a quality educational experience for all students has long been the most important outcome expected of schools. The quality of a teacher is the single most important school variable influencing student achievement (Kleinhenz & Ingvarson, 2014).
According to OECD (2013b) teacher appraisal can be a key lever for increasing the focus on teaching quality and that many reforms in the past have failed an understanding of the various aspects of successful performance appraisal is essential. Danielson and McGreal (2010) indicates that when performance appraisal is used for both accountability and instructional improvement, it identifies and enhances teaching quality may be considered the ideal quality assurance mechanism.

1.1.2 Performance Appraisal System

Roberts (2012) define performance appraisal as an organizational system comprising deliberate processes for determining staff accomplishments, through rating, to improve staff effectiveness. Chadbourne (2015) argue that appraisals in many organizations are used to help determine reward outcome by identifying employees who should get the majority of available merit such as pay increases, bonuses and promotions. For the same reason, appraisal results are used to identify poorer performers who any require some form of counseling or in extreme cases demotions, decrease in pay or dismissal.

Sauers and Bass (2010) define target setting as a formal program of setting numerical or quantitative performance goals for individuals and that all formal setting of target programs share the common objectives of increasing employee motivation and performance. People with low goals are minimally satisfied with low performance attainment, and become increasingly satisfied with every level of attainment that exceeds their goal. Knight, Durham and Locke (2011) argue that the management functions such as objectives set by management, initiatives, improvements, and Total Quality Management (TQM) are the characteristics of target setting, which are crucial elements for setting goals.
Target setting is the mechanism by which the business delivers results against its strategy. Gallup, Frank, Emily and Sangeeta, A. (2009) indicates that setting targets add a needed measure of organizational discipline that keeps everyone at every level focused on the same destination and keep employees engaged because employees know what is expected of them at work. LOG Associates (2010) argue that the question of what extent do performance contracts contain realistic, achievable targets and support and the extent to which target setting is a self-fulfilling process need to be addressed. This means that organizations must protect themselves against the danger of setting targets that are too low just to score highly, but rather choose performance targets that are challenging that have a bearing on the prosperity of the organization.

Latham (2010) indicates that the typical performance appraisal system devours staggering amounts of time and energy, depresses and de-motivates people, destroys trust and teamwork and, adding insult to injury, it delivers little demonstrable value at great cost. Cervone, Jiwani and Wood (2011) observe that the feelings created during the performance appraisal may endure and affect the employee-supervisor relationship in general. The authors further observe that evaluation may create negative feelings toward the appraiser and could arguably be detrimental to the relationship. This may be particularly true if the employee receives a low performance appraisal rating or perceives injustice.

The intention to find an optimal way of employee performance appraisal led to the development of a number of methods. Methods differ in terms of their laboriousness, time demands, costs and usability (Dvorakova, 2012). Mathis and Jackson (2011) argue that for the purpose of reward of employee subject to the appraisal a significant criterion for the distinction of methods and their suitability for specific situations is time or whether the method is aimed at the evaluating of work already carried out or the identification of future results. According to Stephan and Dorfman
(2014) outcomes of effective performance appraisal are improvement in the accuracy of employee performance and establishing relationship between performance on tasks and a clear potential for reward.

The rating scale method provides a well structured performance appraisal. The ratings are based on the ability of the employee to work as a team player, communication skills and technical competence (Khan, 2013). According to Ali, Mahdi and Malihe (2012) rating scale is the comparison of the employee’s performance in the entire workforce. This brings about fairness among all appraises and provides standards of performance measurement in all the departments in the organization. Rating scale technique can be used easily and this leads to the high adoption of the approach. The ratings are based on the ability of the employee to work as a team player, communication skills and technical competence.

The Ranking is based on the principle of employee ranking according to their relative value for the organization as compared with other employees (Durai, 2010). According to Kumar (2011) ranking method orders all tasks according to their level of significance and each task then becomes more or less important than the previous one. Methods based on employee ranking according to their work performance lie in the comparison of performance of two or more individuals. Ranking method is necessary on employee performance because employees are promoted or receive the highest pay increases not because they achieve their objectives, but rather because they achieve them better than others in their work group.

Stronge and Tucker (2015) arguably suggest that teacher performance appraisal can be an important tool for supporting and improving the quality of teaching. Unfortunately, teacher performance appraisal too frequently has been viewed not as vehicle for growth and
improvement, but rather as a formality that must be endured. Peterson (2010) observe that teacher appraisal process often faces problems associated with lack of agreement on appropriate appraisal criteria, concerns over the validity and reliability of evaluation methods, and the negative attitudes of teachers towards the appraisal system. The author further indicates that performance appraisal can only have the desired outcomes if teachers have a positive attitude towards the appraisal system.

1.1.3 A Profile of Lamu County

Lamu County is located in the northern coast of Kenya and is one of the six counties in the coastal region of Kenya. It borders Tana River County to the southwest, Garissa County to the north, Republic of Somalia to the northeast and the Indian Ocean to the south. The county has two constituencies, namely Lamu West and Lamu East. Lamu East Divisions are Faza, Kiunga and Kizingitini while the Lamu West Divisions are Amu, Hindi, Mpeketoni and Witu. The county can be subdivided into two livelihoods zones with varying economic diversities which are distinct in terms of ecology, infrastructural network and population distribution (Lamu CIDP, 2013-2017).

Lamu County has 19 secondary schools with 16 in Lamu West and three in Lamu East. The population of secondary school in the age group of between 14 to 17 years stood at 9,666 in 2012 and was expected to reach 10,686 and 11,425 in 2015 and 2017 respectively. With the transition rate of 73 percent and introduction of subsidized tuition fee in secondary school, a large population in this age group is expected to be in secondary school. The main challenge in the county therefore is to provide adequate secondary schools with necessary facilities to absorb and provide quality education (Lamu CIDP, 2013-2017).
1.2 Statement of the Problem

The Teachers Service Commission (TSC) carries out performance appraisal systems to enhance the quality of teaching and ultimately improve learning in primary, and secondary schools and tertiary institutions (Kemunto, 2013). However, Odhiambo (2015) study that focused on the state of teacher appraisal in Kenyan secondary schools observe that there is need for an improved model of teacher appraisal and further indicated that teacher appraisal policies and practices in Kenyan secondary schools exhibit weaknesses, which need to be urgently addressed if teacher appraisal has to be used to improve the quality of teaching and education in Kenya.

According to Lamu County Education report of 2018 the County has consistently posted poor results in National Examination, and 2017 Kenya Certificate of Secondary Education (KCSE) was not any different. The County has continually been ranked among the counties that performed poorly in the examinations. Low education standards deny the youth the ability to compete effectively in the national and international job market, thus creating more unemployment. According to Okoro (2013) good performance is dependent of how efficient and effective the teachers are and teachers have always remained in the centre of being responsible of teaching and implementing educational policies designed to achieve the educational goals.

Related studies that have been carried out included; Ngemo (2013) study examined the performance appraisal policy and tools used by the Kenya Teachers Service Commission in Bomet Constituency. However, the study used qualitative data which does not guarantee conclusive findings. Muhoi (2013) study focused on the use of performance appraisal in staff training and development at the teacher’s service commission. However, the study used cross-sectional research design in which results are based on a specific time and cannot show the cause or the effects of a certain phenomenon.
Dejene (2016) study which assessed on teachers’ performance appraisal implementation in secondary schools of Akaki-Kality Sub-City. However, the study was qualitative in nature and used a case study and therefore the findings were not detailed. Muhia (2015) study which focused on teachers’ perceptions of the effectiveness of performance appraisal system in public secondary schools in Naivasha and Gilgil districts, Nakuru County. The study used exploratory research design which involves a small sample which inhibits an ability to make definitive conclusions about the findings.

Based on the above mentioned studies, this study sought to investigate how performance appraisal systems influence teacher performance. The study used descriptive research design which allows collection of large amount of data from a larger population for detailed analysis and also stratified sampling method which ensured equal representation of the population.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate the influence of performance appraisal system and performance of teachers in public secondary schools in Lamu County, Kenya.

1.3.2 Specific Objectives

i. To examine the influence of appraisal methods used on the performance of teachers in public secondary schools in Lamu county Kenya.

ii. To establish how teachers attitude towards performance appraisal influence the performance of teachers in public secondary school in Lamu county Kenya.

iii. To establish the influence of target setting on teachers performance in public secondary schools in Lamu county Kenya.
1.4 Research Questions

i. How do appraisal methods used influence the performance of teachers in public secondary schools in Lamu county Kenya?

ii. How does teacher’s attitude towards performance appraisal influence their performance in public secondary schools in Lamu county Kenya?

iii. How does setting targets influence the performance of teachers in public secondary schools in Lamu county Kenya?

1.5 Significance of the Study

This study would be of benefit to the management of public secondary schools in Lamu County as they will be provided with the information on the importance of Performance appraisal system in improving the performance of their teachers. The Teachers Service Commission would directly benefit as the findings would result in the improvement of performance appraisal thus improved teacher performance. The policy makers would benefit as a result of improved implementation of performance appraisal resulting in improved service delivery and productivity in the public sector. The study would be a source of reference material for future researchers on other related topics.

1.6 Scope of the Study

This study was carried out in public secondary schools in Lamu West, Lamu County, Kenya. The study will focus on how appraisal methods, teacher’s attitude and setting targets influence teacher performance. The unit of analysis was Lamu West Constituency and the unit of observation will be school principals and teachers from the constituency. Data was collected using questionnaires and interview schedules. The study focused on the performance of teachers for the last 5 years (2013 – 2017).
1.7 Organization of the Study

This study was organized into five chapters. Chapter one comprises of the background of the study, statement of the problem, objectives, significance, scope, limitations and organization of the study. Chapter two comprises of the theoretical literature review, empirical literature review, summary of literature review and research gaps and conceptual framework. Chapter three highlight the methodology which presents the research design, target population, sampling design, research instrument, data collection procedure, data analysis and ethical considerations. Chapter four covers the research findings and discussion which presents the response rate, background information, descriptive statistics, inferential statistics and analysis of qualitative data. Chapter five presents the summary, conclusion, recommendations for policy and practice, and recommendations for further study.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction
This chapter covers theoretical literature review, empirical literature review, summary of literature reviewed and research gaps and conceptual framework.

2.2 Theoretical Literature Review

2.2.1 Goal Setting Theory
This study was based on goal setting theory by Lee, Locke and Latham (1989) who states that when individuals or organisations set more difficult goals, then they perform better. According to Locke, there are five basic principles that allow goal setting to perform better. These include: clarity, challenge, commitment, feedback, and task complexity. When a person or organisation is committed to achieving goals and do not suffer from any conflicting goals. Then, the achievement of the goal is positive. On the other hand if the set goals are easy then performance of an individual or organisation decreases.

Several studies show that goal setting has often been brought out as being time consuming and expensive in application (Mobley, 1999; Julnes, 2007). This is because there are various factors needs to be addressed to achieve the goals by businesses. This includes selections of right people with skills and knowledge. Making training for career development and organizational productivity a necessity and involving time and incurring expenses. Furthermore, it also brings in internal competition risk, where employees often compete with each other. In such a scenario the interest and objectives of the business is to ignore and focus on individual achievements.

The goal setting theory is relevant to this study in that that individual goals set by employees would motivate them to perform better in the organization this is because the employees keep following those set goals and in situations where it seems the goals cannot be actualized, the
goals are either modified or made more realistic. However, individuals’ attitude to work is influenced by the expected returns. This theory is based on target setting variable.

### 2.2.2 The Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) is an extension of the Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). Both models are based on the premise that individuals make logical, reasoned decisions to engage in specific behaviours by evaluating the information available to them. Ajzen and Fishbein (1980) added a new construct, which he called perceived behavioral control. This construct represents the individual's perception of how easy or difficult it is to perform the behavior in question. A behavior that is seen as easy to perform is high in perceived behavioral control; one that is seen as difficult to perform is low in perceived behavioral control. The TPB argues that an individual who has high perceived behavioral control with respect to a particular behavior is more likely to form the intention to perform that behavior, and is more likely to act on that intention in the face of obstacles and setbacks, than someone who is low in perceived behavioral control.

The theory of planned behaviour narrates that an individual’s intention to involves in behaviour at a specific time and place. It argues that individual behaviour is driven by behaviour intentions where behaviour intentions are a function of three elements; an individual’s attitude on behaviour, norms, and perceived behavioural control (Ajzen, 1991). It represents a person’s motivation in the series of her or his conscious plan or decision to perform certain behaviour (Conner & Armitage, 1998). Generally, the stronger the intention is, the more likely the behaviour will be performed. Attitude towards behaviour means to which the degree to which a person has positive or negative feelings of the behaviour of interest. Subjective norms refer to the
belief about whether significant others think he or she will perform behavior. This theory is based on teacher attitude variable.

2.2.3 Expectancy Theory

This study will be guided by Expectancy theory proposed by Vroom (1964). Expectancy theory is a cognitive process theory of motivation that relies on the principle of belief that individuals the amount of effort put towards a certain task, the end results attained from it and the benefit acquired has a mutual relationship. Vroom (1964) observes that people’s performance rely on person’s characteristics such as personality, skills, knowledge, experience and abilities. It was also found that effort, performance and motivation are linked in a person’s motivation. According to Greenberg (2011) expectancy theory provides guidelines for enhancing employee motivation by altering the individual’s effort-to-performance expectancy, performance-to-reward expectancy, and reward valences. However, Hellriegel and Slocum (2011) indicate that leaders must make an effort to find out what their employees value as rewards (valence). They must also accurately assess employees’ capabilities (expectancy) and make available all of the right resources to help employees be successful in their jobs.

According to Vroom (1964) a person will conduct himself/herself or behave in a particular way because of the motivational factors vested on that particular behavior due to expected results out of the behavior. In other words, the person selected behavior is based on the motivation and is characterized by the appeal of the end results. This motivation can be categorized into three factors namely; Valence, expectancy and instrumentality. First, Valence is the person’s strength for his/her favorite such as reward. For example employees will strive to have a positive outcome in their place of work. Second, expectancy is the likelihood that a specific act or attempt would result to a specific performance. These particular outcome achieved by an individual relies not
just the options he/she makes rather on activities further than his/her control. This therefore, means that employee performance will rely on various factors and a chance in performance. Third, instrumentality is the likelihood that performance will result to the expected outcome. In other words a person will receive a reward the moment he/she fulfils his/her task. This means that a better employee performance will motivate them and hence lay loyalty towards the attainment of organization goals. This theory is based on appraisal methods variable.

2.3 Empirical Literature Review

2.3.1 Appraisal Methods and Performance

Venclova, Salkova and Kolackova (2013) carried out a study on the identification of employee performance appraisal methods in agricultural organizations. The study focuses on methods of employee performance appraisal in agricultural organizations in the Czech Republic and was based on a questionnaire survey. The study established that the most commonly used methods of employee performance appraisal in agricultural organizations include predefined goal-based performance appraisal, predefined standard outcome-based performance appraisal and appraisal interviews. However, the study used cross-sectional research design which does not help determine cause and effect on variables.

Muriuki (2016) study examined the effect of performance appraisal on employee motivation at Ministry of East African Community, Labour and Social Protection. The research study adopted a descriptive research design in form of a survey. Stratified random sampling was used as all the respondents were drawn from different levels or strata within the Ministry. The study shows that there is a strong positive significant correlation between performance appraisal and employee motivation. However, the study focused on employee motivation and the current study focuses on teacher performance.
Munguti and Kanyanjua (2017) study examined on performance appraisals practices and employee productivity in Kenya: A case study of Savannah Cement Ltd. The study adopted a descriptive research design. Primary data was collected using questionnaires. The study established that 360 degree appraisal method was widely adopted in Savannah Cement Ltd to enhance individual employee’s work performance thus bringing about improvement in quality and accuracy of work, job knowledge, ability to work as team members and quantity in output. However, the study used cluster random sampling technique which is prone to biasness and higher sampling error.

2.3.2 Teacher’s Attitude and Performance

Kenyatta (2016) carried out a study on the Relationship between Teachers’ attitude Towards Performance Appraisal and Their Commitment to Service in Public Secondary Schools in Rachuonyo South Sub–County, Kenya. Stratified random sampling technique was used to select teachers. Structured questionnaires were used to collect data from the teachers. The study established that teacher’s attitude had a positive and significance effect on the teacher performance in public secondary schools. However, the study was qualitative in nature which is heavily dependent on the individual skills of the researcher and more easily influenced by the researcher’s personal biases.

Gichuki (2015) study investigated on teachers perceptions of the performance appraisal system effectiveness in public secondary schools in Naivasha and Gilgil Districts, Nakuru County, Kenya. The study employed descriptive survey design. The researcher used stratified random sampling method and purposive method. Questionnaires were used to collect data. The study established that the current performance appraisal process was not effective in achieving its desired goals in public secondary schools in both Gilgil and Naivasha districts.
Rahman (2016) study examined the attitudes of Malaysian teachers toward a performance-appraisal system. Teachers of the major ethnic origins in Malaysia, Malays, Chinese, and Indians were selected randomly from 6 public high schools in the state of Kedah. The study found that teachers of all ethnic origins reported less favorable attitudes toward the NPAS, and that their cultural dimension had no bearing on attitudes toward the NPAS. However, the study used empirical data which are not a formal proof of a fact because they rather yield, support, or reject hypotheses.

2.3.3 Target Setting and Performance

Idowu, Chibuzoh and Madueke (2014) carried out a study on the effects of goal-setting skills on students’ academic performance in English language in Enugu Nigeria. The final sample for the intervention consisted of 80 participants. This sample satisfied the condition for selection from the baseline data. Data generated were analyzed using the mean, standard deviation and t-test statistical method. The findings showed that performance in English language was enhanced among participants exposed to goal-setting intervention compared to those in the control group. However, the study used literature data in which documents may not be representative of the wider population.

Skaalvik and Skaalvik (2013) study focused on teachers’ perceptions of the school goal structure: Relations with teachers’ goal orientations, work engagement, and job satisfaction. Data were analyzed by means of structural equation modeling. Mastery goal structure was directly and positively related to teachers’ work-related motivation (engagement and job satisfaction) whereas performance goal structure related to work-related motivation through the teachers’ personal goal orientation.
Teo and Low (2016) study examined on the impact of goal setting on employee effectiveness to improve organisation effectiveness: empirical study of a high-tech company in Singapore. The study established that there is a positive impact of goal setting on job performance is partially mediated by training and positive impact of goal setting on firm performance is significantly mediated by training. However, the study used convenience sampling technique which is highly vulnerable to selection bias.

2.4 Summary of Literature Reviewed and Research Gaps

Table 2.1: Summary of Literature Reviewed and Research Gaps

<table>
<thead>
<tr>
<th>Author</th>
<th>Focus of the Study</th>
<th>Findings</th>
<th>Knowledge gap</th>
<th>Focus of the current study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venclova et al. (2013)</td>
<td>Identification of employee performance appraisal methods in agricultural organizations.</td>
<td>The most commonly used methods of employee performance appraisal in are predefined goal-based performance appraisal, predefined standard outcome-based performance appraisal and appraisal interviews</td>
<td>The study was based on agricultural organizations in the Czech Republic</td>
<td>Performance appraisal methods on teacher performance in Lamu County, Kenya</td>
</tr>
<tr>
<td>Muriuki (2016)</td>
<td>Performance appraisal on employee motivation</td>
<td>There is a strong positive significant correlation between performance</td>
<td>The study was based on Ministry of East African Community, Labour and Social</td>
<td>Performance appraisal methods on teacher performance in Lamu County, Kenya</td>
</tr>
<tr>
<td>Authors</td>
<td>Title</td>
<td>Methodology</td>
<td>Study Details</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Munguti and Kanyanjua (2017)</td>
<td>Performance appraisals practices and employee productivity in Kenya</td>
<td>360 degree appraisal method was widely adopted in Savannah Cement Ltd to enhance individual employee’s work performance</td>
<td>A case study of Savannah Cement Ltd.</td>
<td></td>
</tr>
<tr>
<td>Kenyatta (2016)</td>
<td>Relationship between Teachers’ attitude Towards Performance Appraisal and Their Commitment to Service in Public Secondary Schools</td>
<td>Teacher’s attitude had a positive and significance effect on the teacher performance in public secondary schools.</td>
<td>A case of Rachuonyo South Sub–County, Kenya and the study used simple random sampling</td>
<td></td>
</tr>
<tr>
<td>Gichuki (2015)</td>
<td>Teachers perceptions of the performance appraisal system effectiveness in public secondary schools</td>
<td>Current performance appraisal process was not effective in achieving its desired goals</td>
<td>A case of Naivasha and Gilgil Districts, Nakuru County, Kenya</td>
<td></td>
</tr>
<tr>
<td>Rahman (2016)</td>
<td>Attitudes of Malaysian teachers toward a performance-appraisal system</td>
<td>teachers of all ethnic origins reported less favorable attitudes toward the NPAS, and</td>
<td>Qualitative study using simple random sampling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quantitative study using stratified sampling method</td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>Goal Setting and Performance</td>
<td>Performance</td>
<td>Methodology</td>
<td>Focus</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>Idowu et al. (2014)</td>
<td>Goal-setting skills on students’ academic performance</td>
<td>Performance in English language was enhanced among participants exposed to goal-setting intervention compared to those in the control group</td>
<td>Structural equation modeling</td>
<td>Focus on student performance in English language</td>
</tr>
<tr>
<td>Skaalvik and Skaalvik (2013)</td>
<td>Teachers’ perceptions of the school goal structure</td>
<td>Performance goal structure related to work-related motivation through the teachers’ personal goal orientation</td>
<td>Descriptive statistics</td>
<td></td>
</tr>
<tr>
<td>Teo and Low (2016)</td>
<td>Goal setting on employee effectiveness</td>
<td>Positive impact of goal setting on job performance is partially mediated by training and positive impact of goal setting on firm performance</td>
<td>Focused on organizational performance</td>
<td>Focus on teacher performance</td>
</tr>
</tbody>
</table>
2.5 Conceptual Framework

Independent Variables

Performance Appraisal Methods
- Rating scale
- Confidential report
- Management by objectives
- 360 degree feedback

Teacher’s Attitude
- Self efficacy
- Job satisfaction
- Staff commitment

Target Setting
- Measurable
- Specific
- Time based

Dependent Variable
- Teacher performance
  - Goal attainment
  - Student performance
  - Operational efficiency

Source: Researcher (2018)

Figure 2.1: Conceptual Framework

Figure 2.1 shows the relationship between independent variables and dependent variable. The independent variables are performance appraisal methods, teacher’s attitude and target setting and the dependent variable is teacher performance.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction
This chapter comprise of the research design, target population, sampling design and sample size, data collection instruments, pilot study, data collection techniques, data analysis and ethical considerations.

3.2 Research Design
This study employed a descriptive survey research design. According to Mathooko (2011) descriptive research includes surveys and fact finding enquiries and is applied where the study is using comparative variables in the field of study and the case at hand has no control over the variables and the researcher can only report on what has happened or what is happening. Descriptive survey research design was chosen because it will enable the findings to be generalized to a larger population.

3.3 Target Population
Target population is defined by Orodho (2005) as a large population from whom a sample population is selected. This study targeted 16 public secondary schools in Lamu West, Lamu County, Kenya. The respondents were 256 comprising of 16 school principals and 240 teaching staff. This is shown in Table 3.1.

Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principals</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>240</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>256</strong></td>
</tr>
</tbody>
</table>

Source: Ministry of Education, Lamu West Report of 2018
3.4 Sampling Design and Sample Size

Sampling procedures and sample size are important to establish the representativeness of the sample for generalization (Kombo & Tromp, 2006). The study will use stratified proportionate sampling method to ensure that all cases are well represented and use simple random sampling method to select the respondents. The study will use a sample size formula by Taro Yamane (1967) assuming an error term of 5%.

\[
n = \frac{N}{1+N(e)^2}
\]

\[
n = \frac{256}{1+256*(0.05)^2}
\]

\[
n = 156
\]

The sample size will be 156 respondents comprising of 10 school principals and 146 teachers which represent a 60.9% of the target population (256). The proportionate distribution of sample size will be obtained using a factor of 0.609.

Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sampling Factor</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principals</td>
<td>16</td>
<td>0.609</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>240</td>
<td>0.609</td>
<td>146</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>256</strong></td>
<td><strong>0.609</strong></td>
<td><strong>156</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2018)

3.5 Data Collection Instrument

The data collection instrument for this study was interview schedules for the school principals and questionnaires for the teachers. A questionnaire is a set of questions designed to generate the data necessary to accomplish the objectives of the research project (Orodho, 2005). Cooper and
Schindler (2003) recommends the use of questionnaire in descriptive studies because self-administered questionnaires cost less than personal interviews and researcher can contact participants who might otherwise be inaccessible. This study used questionnaire containing both open and close-ended questions so as to be able to capture more information from the respondents. The closed-ended questions provided more structured responses to facilitate tangible recommendations and the open-ended questions were used to provide additional information that will not have been captured in the close-ended questions.

Interviews are specifically useful for eliciting data behind the respondents’ studies. The interviewer can pursue in-intensity information across the subject matter. Interviews can be useful as comply with-as much as positive respondents to questionnaires. Interviews were carried out to the school principals using a probe method guided by the study objectives.

3.6 Pilot Study

Pilot study is a small test involving a small number of respondents to assist the researcher in checking for the quality of the questionnaires and identify any weaknesses before going for the final data collection process (Orodho, 2005). Questionnaires were piloted to 10 respondents in 2 public secondary schools that were not included in the final study so as to ensure that any error or missing item in it is identified and addressed so as to make sure they are valid and reliable.

3.6.1 Validity of the Instruments

To make sure that questionnaires are valid, content validity was accomplished to examine readability and ease. Expert judgment was sought to check the representativeness and suitability of questions and give guidelines of corrections to be made in line with the study objectives. This assisted in improving and providing the important revision and modification of the research tool thereby improving validity.
3.6.2 **Reliability of the Instruments**

Reliability refers to the ability of a research instrument to give consistent results after repeated tests (Mugenda & Mugenda, 2003). Cronbach’s alpha test was used to measure the internal consistency of the research instrument by obtaining a correlation coefficient of data obtained from the pilot study. It also allows measurement of reliability of every statement used to measure an objective under different categories and estimates the extent to which scores vary in different variables attributed to chance or random errors (Kirby, Greaves & Reid, 2006). The alpha value ranges between 0 and 1 with reliability increasing with the increase in value. Coefficient of 0.6-0.7 is a commonly recommended that indicates acceptable reliability and 0.8 or higher indicate good reliability (Mugenda & Mugenda, 2003). The results of reliability tests are presented in Table 3.3.

**Table 3.3: Results of Reliability Tests**

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Items</th>
<th>Cronbach’s Alpha</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal method</td>
<td>6</td>
<td>0.745</td>
<td>Reliable</td>
</tr>
<tr>
<td>Teacher attitude</td>
<td>6</td>
<td>0.789</td>
<td>Reliable</td>
</tr>
<tr>
<td>Target setting</td>
<td>5</td>
<td>0.802</td>
<td>Reliable</td>
</tr>
<tr>
<td>Teacher performance</td>
<td>3</td>
<td>0.712</td>
<td>Reliable</td>
</tr>
<tr>
<td>Aggregate Score</td>
<td><strong>20</strong></td>
<td><strong>0.757</strong></td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Source: Pilot Study (2020)

The result from Table 3.3 was obtained as follows; Appraisal method, teacher attitude, target setting and teacher performance with Cronbach alpha values as 0.745, 0.789, 0.802 and 0.712 respectively produced using SPSS 21.0. The average alpha coefficient for every individual variable was way above 0.7 which satisfies the recommendation made by Mugenda and Mugenda (2003) that an alpha coefficient score of above 0.7 shows that the instruments are
highly reliable. According to Punch (2015) who recommended that an alpha coefficient of between 0.75 and 1.0 is reliable for the findings to be done obtained. Therefore, the average score of Cronbach’s Alpha Index (α) value of 0.757 obtained was thus acceptable as it is within the range.

3.7 Data Collection Procedure
The school management was contacted first to seek permission to conduct the study in their schools by explaining the purpose of the study. The researcher administered the questionnaires herself and gave the respondents two weeks for filling in the questionnaires. The researcher made a visit to the respondents to remind them on the importance of filling the questionnaires so as to ensure high response rate.

3.8 Data Analysis and Presentation
Data obtained from the questionnaires were first edited, cleaned and categorized into common themes to represent meaningful data. Qualitative data from the interviews was analyzed thematically in line with study objectives and presented in narrative form. Quantitative data was analyzed using descriptive statistics such as mean and standard deviation. This was made possible by using Statistical Package for Social Sciences (SPSS) version 21.0. Data was presented in tables, figures, graphs and charts.

In order to test the relationship between variables and the extent to which they influence each other inferential statistics was used which involves multiple regression analysis.

The regression equation will be:  
\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \]

Whereby  
\[ Y = \text{Teacher performance} \]
\[ X_1 = \text{Performance appraisal methods} \]
\[ X_2 = \text{Teachers’ attitude} \]
X₃ = Target setting

β₁, β₂ and β₃ are coefficients of determination

ε is the error term

3.9 Ethical Consideration

The researcher first obtained an introductory letter from the University’s school of business and a research permit from National Commission for Science, Technology and Innovation (NACOSTI) in order to introduce herself to the authorities concerned. To maintain ethics during the data collection period, the procedure that would be followed, the credibility of the researcher and the way in which the results was used. This enabled participants to make an informed decision on whether they want to participate in the study or not. Participant confidentiality was not compromised as their names were not indicated in the questionnaire. The researcher made use of codes so as to uphold confidentiality of the information obtained through the responses recoded in the questionnaire.
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The chapter presents the analysis and presentation of data obtained from the field in terms of descriptive and inferential statistics and presented in terms of figures, graphs, and tables.

4.2 Response Rate

A total of 156 questionnaires were self administered to 10 school principals and 146 teaching staff in public secondary schools in Lamu county Kenya and the return rate is shown in Table 4.1.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Administered</th>
<th>Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School principals</td>
<td>10</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>146</td>
<td>139</td>
<td>95.2</td>
</tr>
<tr>
<td>Total</td>
<td>156</td>
<td>147</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

The findings from Table 4.1 show that 8 out of 10 school principals returned their questionnaires forming a response rate of 80.0% and 139 out of 146 teaching staff returned their questionnaires resulting to a response rate of 95.2%. The results further shows that the total response rate was higher at 94.2% which shows that the data collected for the field was sufficient for analysis. This is per the recommendation by Mugenda and Mugenda (2003) who show that a response rate of 70% and above is very good for data analysis.

4.3 Background Information

The background information of the respondents focused on their gender, age, highest level of education and work experience.
4.3.1 Gender

Figure 4.1: Respondents’ Gender

Source: Survey Data (2020)
The findings from Figure 4.1 show that the male respondents accounted majority at 55.8% while female respondents accounted for 44.2%. This was an indication that the study did not suffer from gender bias as both male and female respondents were represented.

4.3.2 Age

Table 4.2: Respondents’ Age

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>25 to 34</td>
<td>37</td>
<td>25.2</td>
</tr>
<tr>
<td>35 to 44</td>
<td>93</td>
<td>63.3</td>
</tr>
<tr>
<td>45 and above</td>
<td>16</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)
The findings from Table 4.2 show that the most of the respondents indicated that they were aged between 35 to 44 years at 63.3%, followed by those who were aged between 25 to 34 years at 25.2%, 10.9% indicated that they were aged 45 years and above and only 0.7% was aged below 25 years. This is an indication that the respondents who were engaged in the study cut across different age groups.
4.3.3 Education Level

![Graph showing education levels]

**Figure 4.2: Respondents’ Level of Education**

*Source: Survey Data (2020)*

The findings from Figure 4.2 show that the most (42.9%) of the respondents indicated that they had attained a bachelor’s degree as their highest level of education, 25.2% diploma, 17.7% master’s degree and 14.3% post graduate diploma. This is an indication that majority of the respondents who participated in the study had attained the highest education level.

4.3.4 Work Experience

**Table 4.3: Respondents’ Work Experience**

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>15</td>
<td>10.2</td>
</tr>
<tr>
<td>5 to 9</td>
<td>14</td>
<td>9.5</td>
</tr>
<tr>
<td>10 to 15</td>
<td>40</td>
<td>27.2</td>
</tr>
<tr>
<td>Over 15</td>
<td>78</td>
<td>53.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Data (2020)*

The findings from Table 4.3 show that the most of the respondents indicated that they had worked for a period of more than 15 years as shown by 53.1%, 27.2% had a work experience ranging from 10 to 15 years, 10.2% less than 5 years and 9.5% between 5 to 9 years. This
findings show that most of the respondents had a worked for a long period and so could respond to the study questions appropriately.

4.4 Results of Descriptive Statistics

Analysis of descriptive data was presented in terms of Mean (M) and Standard Deviation (SD). The results are presented as per the study specific variables as follows:

4.4.1 Appraisal Methods

The first research objective sought to examine the influence of appraisal methods used on the performance of teachers in public secondary schools in Lamu county Kenya. The findings are given in Table 4.4.

Table 4.4: Appraisal Methods

<table>
<thead>
<tr>
<th>Statement</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating scales are structured and standardized which allows ratings to be easily compared and contrasted</td>
<td>4.12</td>
<td>1.132</td>
</tr>
<tr>
<td>Rating scale encourages equality in treatment for all teachers and imposes standard measures of performance across all parts of the school</td>
<td>4.03</td>
<td>0.835</td>
</tr>
<tr>
<td>Management by objective puts more emphasis on the future rather than on the past and appraisal becomes a means to a constructive end</td>
<td>4.27</td>
<td>0.614</td>
</tr>
<tr>
<td>360 degree appraisal focuses allows teachers and the school principal alike to receive a more complete estimate of their abilities</td>
<td>4.09</td>
<td>0.843</td>
</tr>
<tr>
<td>Confidential reports are based on actual job behaviors and increases chances of subordinate improvement</td>
<td>4.53</td>
<td>0.540</td>
</tr>
<tr>
<td>Confidential reports provide ratings that are supported by descriptions in which feedback is made easy and reduces biasness</td>
<td>4.50</td>
<td>0.623</td>
</tr>
<tr>
<td><strong>Average Score</strong></td>
<td>4.26</td>
<td>0.765</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

From the results in Table 4.4, the average mean of 4.26 indicated that appraisal methods influence performance of teachers in public secondary schools in Lamu county Kenya to a great
extent with a standard deviation of 0.765. This is in agreement with Venclova, Salkova and Kolackova (2013) who carried out a study on the identification of employee performance appraisal methods in agricultural organizations and established that the most commonly used methods of employee performance appraisal in agricultural organizations include predefined goal-based performance appraisal, predefined standard outcome-based performance appraisal and appraisal interviews.

The mean of 4.53 and 4.50 indicated that confidential reports are based on actual job behaviors and increases chances of subordinate improvement and that confidential report provide ratings that are supported by descriptions in which feedback is made easy and reduces biasness respectively with respective standard deviation of 0.540 and 0.623. This finding is in support with Muriuki (2016) study that examined the effect of performance appraisal on employee motivation at Ministry of East African Community, Labour and Social Protection and found a strong positive significant correlation between performance appraisal and employee motivation.

The respondent agreed that management by objective puts more emphasis on the future rather than on the past and appraisal becomes a means to a constructive end, rating scales are structured and standardized which allows ratings to be easily compared and contrasted, 360 degree appraisal focuses allows teachers and the school principal alike to receive a more complete estimate of their abilities and that rating scale encourages equality in treatment for all teachers and imposes standard measures of performance across all parts of the school as shown by mean score of 4.27, 4.12, 4.09 and 4.03 respectively and standard deviation of 0.614, 1.132, 0.843 and 0.835. These findings agree with Munguti and Kanyanjua (2017) study that established that 360 degree appraisal method was widely adopted in Savannah Cement Ltd to enhance individual
employee’s work performance thus bringing about improvement in quality and accuracy of work, job knowledge, ability to work as team members and quantity in output.

4.4.2 Teacher Attitude

The second research objective sought to establish how teachers attitude towards performance appraisal influence the performance of teachers in public secondary school in Lamu county Kenya. The findings are given in Table 4.5.

Table 4.5: Teacher Attitude

<table>
<thead>
<tr>
<th>Statement</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The appraisal system is taken seriously in my school</td>
<td>4.63</td>
<td>0.499</td>
</tr>
<tr>
<td>Current appraisal process in schools is only concerned about teachers’ annual increment</td>
<td>3.72</td>
<td>1.569</td>
</tr>
<tr>
<td>Performance appraisal is used in my school to identify training needs</td>
<td>3.29</td>
<td>1.508</td>
</tr>
<tr>
<td>Performance appraisal is viewed as a way of fault findings on teachers</td>
<td>4.50</td>
<td>0.814</td>
</tr>
<tr>
<td>Subjective rating scales makes teachers have a negative attitude towards performance appraisal</td>
<td>3.31</td>
<td>1.723</td>
</tr>
<tr>
<td>Teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated</td>
<td>3.92</td>
<td>1.070</td>
</tr>
<tr>
<td><strong>Average Score</strong></td>
<td><strong>3.89</strong></td>
<td><strong>1.197</strong></td>
</tr>
</tbody>
</table>

**Source: Survey Data (2020)**

From the results in Table 4.5, the average mean of 3.89 indicated that teachers’ attitude towards performance appraisal influence the performance of teachers in public secondary school in Lamu county Kenya to a great extent with a standard deviation of 1.197. These findings concur with the findings of Kenyatta (2016) who carried out a study on the relationship between teachers’ attitude towards performance appraisal and their commitment to service in public secondary schools in Rachuonyo South Sub–County, Kenya and established that teacher’s attitude had a positive and significance effect on the teacher performance in public secondary schools.
The mean of 4.63 and 4.50 indicated that the appraisal system is taken seriously in my school and that performance appraisal is viewed as a way of fault findings on teachers respectively with respective standard deviation of 0.499 and 0.814. These findings agree with findings of Gichuki (2015) study that investigated on teachers perceptions of the performance appraisal system effectiveness in public secondary schools in Naivasha and Gilgil Districts, Nakuru County, Kenya and established that the current performance appraisal process was not effective in achieving its desired goals in public secondary schools in both Gilgil and Naivasha districts.

The respondents agreed that teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated and that current appraisal process in schools is only concerned about teachers’ annual increment as shown by mean score of 3.92 and 3.72 respectively and standard deviation of 1.070 and 1.569 respectively. These findings contradict the findings of Rahman (2016) study that examined the attitudes of Malaysian teachers toward a performance-appraisal system and found that teachers of all ethnic origins reported less favorable attitudes toward the NPAS, and that their cultural dimension had no bearing on attitudes toward the NPAS.

The respondents indicated to a moderate extent that subjective rating scales makes teachers have a negative attitude towards performance appraisal and that performance appraisal is used in my school to identify training needs as shown by mean score of 3.31 and 3.29 respectively with respective standard deviation of 1.723 and 1.508. These findings disagree with findings of Kenyatta (2016) study that established that teacher’s attitude had a positive and significance effect on the teacher performance in public secondary schools.
4.4.3 Target Setting

The third research objective sought to establish the influence of target setting on teachers’ performance in public secondary schools in Lamu county Kenya. The findings are given in Table 4.6.

Table 4.6: Target Setting

<table>
<thead>
<tr>
<th>Statement</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the teaching staff are involved in setting targets/goals in the school in order to increase motivation</td>
<td>4.80</td>
<td>0.833</td>
</tr>
<tr>
<td>Target setting in the school is has a clear goal with the teaching staff being able to achieve and improve easily</td>
<td>4.82</td>
<td>0.524</td>
</tr>
<tr>
<td>Target setting help to contribute to higher teacher performance in the school than only telling teaching staff what to do and how to do</td>
<td>4.83</td>
<td>0.377</td>
</tr>
<tr>
<td>The school establishes goals that are perceived as challenging but realistic and to which there is higher level of commitment</td>
<td>3.96</td>
<td>0.451</td>
</tr>
<tr>
<td>Target setting in the school is based on the teaching staff abilities</td>
<td>4.39</td>
<td>1.263</td>
</tr>
<tr>
<td><strong>Average Score</strong></td>
<td><strong>4.56</strong></td>
<td><strong>0.689</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

From the results in Table 4.6, the average mean of 4.56 indicated that target setting influence teachers’ performance in public secondary schools in Lamu county Kenya to a very great extent with a standard deviation of 0.689. This finding agree with findings of Idowu et al. (2014) study that investigated the effects of goal-setting skills on students’ academic performance in English language in Enugu Nigeria and showed that performance in English language was enhanced among participants exposed to goal-setting intervention compared to those in the control group.

The respondents strongly agreed that target setting help to contribute to higher teacher performance in the school than only telling teaching staff what to do and how to do, target setting in the school is has a clear goal with the teaching staff being able to achieve and improve easily.
and that all the teaching staff are involved in setting targets/goals in the school in order to increase motivation as shown by mean score of 4.83, 4.82 and 4.80 respectively with respective standard deviation of 0.377, 0.524 and 0.833. These findings are in accordance with the findings of Skaalvik and Skaalvik (2013) study and mastery goal structure was directly and positively related to teachers’ work-related motivation (engagement and job satisfaction) whereas performance goal structure related to work-related motivation through the teachers’ personal goal orientation.

The respondents agreed that target setting in the school is based on the teaching staff abilities and that the school establishes goals that are perceived as challenging but realistic and to which there is higher level of commitment as shown by mean score of 4.39 and 3.96 respectively and standard deviation of 1.263 and 0.451 respectively. These findings are in line with the findings of Teo and Low (2016) study that examined on the impact of goal setting on employee effectiveness to improve organisation effectiveness: empirical study of a high-tech company in Singapore and established that there is a positive impact of goal setting on job performance is partially mediated by training and positive impact of goal setting on firm performance is significantly mediated by training.

### 4.4.4 Teacher Performance

The study sought to establish the teachers’ performance in public secondary schools in Lamu county Kenya. The findings are given in Table 4.7.

**Table 4.7: Teacher Performance**

<table>
<thead>
<tr>
<th>Statement</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance appraisal system enables teaching staff to attain their goals</td>
<td>4.82</td>
<td>0.712</td>
</tr>
<tr>
<td>Performance appraisal system leads to better students’ performance</td>
<td>4.08</td>
<td>1.682</td>
</tr>
<tr>
<td>Performance appraisal system enhances the operational efficiency in schools</td>
<td>4.73</td>
<td>0.531</td>
</tr>
</tbody>
</table>
From the results in Table 4.7, the average mean of 4.54 indicated that performance appraisal system on teachers’ performance in public secondary schools in Lamu county Kenya to a very great extent with a standard deviation of 0.975. Chadbourne (2015) argue that appraisals in many organizations are used to help determine reward outcome by identifying employees who should get the majority of available merit such as pay increases, bonuses and promotions.

The respondents strongly agreed that performance appraisal system enables teaching staff to attain their goals and that performance appraisal system enhances the operational efficiency in schools as shown by mean score of 4.82 and 4.73 respectively and standard deviation of 0.712 and 0.531 respectively. According to Knight, Durham and Locke (2011) management functions such as objectives set by management, initiatives, improvements, and Total Quality Management (TQM) are the characteristics of target setting, which are crucial elements for setting goals.

The respondents agreed that performance appraisal system leads to better students’ performance as shown by mean score of 4.08 and 1.682. Danielson and McGreal (2010) indicates that when performance appraisal is used for both accountability and instructional improvement, it identifies and enhances teaching quality may be considered the ideal quality assurance mechanism.

### 4.5 Regression Analysis

Regression analysis was carried out to show the extent to which independent variables studied which include appraisal methods, teacher attitude and target setting influence the dependent variable which was teacher performance. The findings are shown as follows
Table 4.8: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
<th>Change Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R Square Change</td>
<td>F Change</td>
</tr>
<tr>
<td>1</td>
<td>.585^a</td>
<td>.743</td>
<td>.729</td>
<td>.511</td>
<td>.343</td>
<td>24.841</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

The four independent variables that were studied, explain 0.729(72.9%) teachers’ performance in public secondary schools in Lamu County Kenya as represented by the adjusted R square. This therefore means that other factors not studied in this research contribute 0.271(27.1%) of teacher performance. The study therefore recommends that other studies to be carried out to show how other performance management methods not studied influence teachers’ performance in public secondary schools in Lamu county Kenya.

Table 4.9: Analysis of Variance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>19.442</td>
<td>3</td>
<td>6.481</td>
<td>24.841</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>37.307</td>
<td>143</td>
<td>.261</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>56.748</td>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

The value 0.000^a shows the significance level is less than 0.05 showing a statistical significance of the model on how independent variables studied influenced the teacher performance variable. The results also indicate that F calculated value is greater than the value of F tabulated (24.841> 6.481) at 5% significance level confirming the significance of the model.
<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Constant)</td>
<td>0.691</td>
<td>.393</td>
<td>5.069</td>
<td>.000</td>
</tr>
<tr>
<td>Appraisal method</td>
<td>0.744</td>
<td>.077</td>
<td>2.142</td>
<td>1.869</td>
</tr>
<tr>
<td>Teacher attitude</td>
<td>0.748</td>
<td>.058</td>
<td>1.336</td>
<td>4.289</td>
</tr>
<tr>
<td>Target setting</td>
<td>0.666</td>
<td>.093</td>
<td>1.404</td>
<td>5.031</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

From the above regression model, holding appraisal methods, teacher attitude and target setting constant, teachers’ performance in public secondary schools in Lamu County Kenya would be 0.691. In addition, teacher attitude was found to have a greater influence on teachers’ performance at 0.748 (74.8%) compared to other variables studied, followed by appraisal method at 0.744 (74.4%) and target setting at 0.666 (66.6%).

The established regression equation by the study was:

\[ Y = 0.691 + 0.744X_1 + 0.748X_2 + 0.666X_3 \]

Where \( Y \) = Teacher performance

\( X_1 \) = Appraisal method

\( X_2 \) = Teacher attitude

\( X_3 \) = Target setting

The study revealed that appraisal method had a positive and significant relationship on teacher performance in Lamu County Kenya by \( t \) values \( (t=1.869, <0.005) \). This is in line with Muriuki (2016) study that shows that there is a strong positive significant correlation between performance appraisal and employee motivation.
The study established that teacher attitude had a positive and significant relationship on teacher performance in Lamu County Kenya by t values \( t=4.289, <0.005 \). This agrees with a study carried out by Kenyatta (2016) study that established that teacher’s attitude had a positive and significance effect on the teacher performance in public secondary schools.

The study found that that target setting had a positive and significant relationship on teacher performance in Lamu County Kenya by t values \( t=5.031, <0.005 \). This concur with the findings of a study carried out by Teo and Low (2016) that established that there is a positive impact of goal setting on job performance is partially mediated by training and positive impact of goal setting on firm performance is significantly mediated by training.

### 4.6 Results from Interview Schedule

The respondents indicated that appraisal methods helps determine teachers who are is in need of more training as it gives information regarding the strengths and potentials as well as weaknesses of the employees. Detects teacher performance deficiency and suggests on corrective measures to be taken. Appraisal serves as a tool for the teachers’ career planning and development as it assists in preparing teachers’ strengths, weaknesses and opportunities analysis. The appraisal methods also motivate teacher to work harder.

The respondents indicated that the attitude towards performance appraisal has significant, positive and moderate relation with teacher performance of teachers in public secondary schools in Lamu County Kenya. Performance appraisal had positive impacts towards teaching and learning processes in schools. This shows that performance appraisal acted as an intervention strategy which benefited both the individual and the school in pursuit of quality education if well implemented.
The respondents indicated that target-setting is a strategic process to establish performance goals of teachers. Getting your performance measurement right involves identifying the areas of the school it makes most sense to focus on and then deciding how best to measure teacher performance in those areas. Setting goals helps trigger new behaviors of teachers and helps guides teacher focus and helps them sustain that momentum their workplace.
CHAPTER FIVE: SUMMARY, RECOMMENDATION AND CONCLUSIONS

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

5.2 Summary
The study aimed at investigating the influence of performance appraisal system and performance of teachers in public secondary schools in Lamu County, Kenya. The specific objectives were to examine the influence of appraisal methods, teacher attitude and target setting used on the performance of teachers in public secondary schools in Lamu county Kenya. This study employed a descriptive survey research design. The unit of analysis was public secondary schools in Lamu West and the unit of observation was school principals and teaching staff. Primary data was collected using questionnaires and interview schedules. Quantitative data was analysed using descriptive statistics and regression analysis and qualitative data was analysed thematically and reported in narrative form. The summary of the findings is presented as follows;

The first research objective sought to examine the influence of appraisal methods used on the performance of teachers in public secondary schools in Lamu county Kenya. The study established that appraisal methods had a positive and significant influence on teacher performance. Confidential reports are based on actual job behaviors and increases chances of subordinate improvement and that confidential report provide ratings that are supported by descriptions in which feedback is made easy and reduces biasness.

The second research objective sought to establish how teachers attitude towards performance appraisal influence the performance of teachers in public secondary school in Lamu county Kenya. The study established that teacher attitude had a positive and significant influence on
teacher performance. The appraisal system is taken seriously in my school and that performance appraisal is viewed as a way of fault findings on teachers.

The third research objective sought to establish the influence of target setting on teachers’ performance in public secondary schools in Lamu county Kenya. The study established that target setting had a positive and significant influence on teacher performance. Target setting helps to contribute to higher teacher performance in the school than only telling teaching staff what to do and how to do, target setting in the school is has a clear goal with the teaching staff being able to achieve and improve easily and that all the teaching staff are involved in setting targets/goals in the school in order to increase motivation.

5.3 Conclusions
On appraisal methods, the study concluded that appraisal methods provide a document of teacher performance over a specific period of time. They create a structure where the school principal can meet and discuss performance with the teacher. Through appraisal methods, the school principal gets an opportunity to provide the teachers with feedback about their performance and discuss how well the teacher goals were accomplished and discuss employee development opportunities.

On teacher attitude, the study concluded that teachers were not involved were not satisfied with the existing appraisal system of their school and they had a negative attitude towards performance appraisal system of their school. Teachers believed that the purpose of appraisal in their school was for control and recognition of teachers by their respective heads and school management, so the existing appraisal system of the public schools needed to be changed.

On target setting, the study concluded that target setting helps in creating clarity in decision making as teachers can focus on what is important to them, what they want to accomplish and
where they want to be in the future. Setting targets increases teacher positive attitude and achievement by providing them with a sense of purpose. Fosters better time management as there is a clear idea of what they have to achieve.

5.4 Recommendations for Policy and Practice

On appraisal methods, the study recommended that TSC should provide feedback to teacher on their performance regularly. Use the performance appraisal document periodically, at least quarterly, throughout the year to assess teacher progress. Engage the teachers in a two-way discussion whenever their performance is the topic. Improve performance appraisals by using a teacher self-appraisal prior to the performance appraisal. The performance appraisal must support and strengthen the teacher’s empowerment, his or her ability to chart the course to successful accomplishments.

On teacher attitude, the study recommended that TSC needs to develop and conduct continuous induction courses on performance appraisal for principals, deputy principals, heads of departments and teachers in order to demystify purpose of teachers performance appraisal in schools. Enhanced awareness can change the altitude that, teachers appraisals are aimed at aiding only the school management. TSC should use of a combination of methods in collection of performance appraisal data such as peer observation, self evaluation, 360 degree assessment, verbal discussions and external assessment. The teachers should however be involved in selecting of the preferred appraisal methods.

On target setting, the study recommended that target setting should be specific by setting a very clear picture of what teachers are aiming for and focuses attention on achieving goals. The targets should always be stretching and challenging. Support top-level targets with lower level targets. Identify the behaviors that are critical for teacher performance. Establish potential
rewards and discipline by making sure that a proper discipline is developed necessary to see the goal through.

5.5 Suggestion for Further Studies
The study investigated how appraisal methods, teacher attitude and target setting influence performance of teachers in public secondary schools in Lamu county Kenya. Therefore, further studies should be carried out that focus on different performance appraisal system variables on teacher performance in Lamu County and in other Counties in Kenya.
REFERENCES


APPENDICES

Appendix I: Introduction Letter

Kiti Irene Luvuno

P.O. BOX 43844 – 00100
Nairobi

Dear sir/ Madam,

RE: REQUEST TO CONDUCT A SURVEY

I am a student pursuing Master’s in Business Administration (MBA) in Human Resource Management at Kenyatta University, admission number D53/CE/28900/2015. As part of the fulfillment for the requirements of the MBA Degree, we are required to undertake a research project. The objective of the study is to investigate the influence of Performance Appraisal System and Performance of Teachers in Public Secondary Schools in Lamu West, Lamu County, Kenya.

As a key player in the school, you have been identified to be among those sampled to offer the information needed to conduct the study. You are also assured that the information sought is basically for academic purpose and will not be used to victimize you in any way.

Thanking you for your anticipated cooperation.

Kiti Irene Luvuno

Student, Kenyatta University
Appendix II: Questionnaire

This research is meant for academic purpose. Kindly you are requested to provide answers to the questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Kindly tick [√] where appropriate or fill in the required information on the spaces provided.

Section A: Background Information

1. Indicate your Gender: [ ] Male [ ] Female

2. Age:
   - Less than 25 years [ ] 25 – 34 Years [ ]
   - 35 – 44 Years [ ] 45 years and above [ ]

3. Indicate your highest level of education
   - [ ] Diploma [ ] Post Graduate Diploma
   - [ ] Bachelors Degree [ ] Master’s Degree

4. Indicate your work experience:
   - [ ] Less than 5 years [ ] 5-9 years
   - [ ] 10- 15 years [ ] Above 15 Years

Section B: Performance Appraisal Methods

Indicate the extent to which you agree with the following statement regarding performance appraisal methods on teacher performance. Tick appropriately using a Likert scale of 1 to 5 where 1= strongly disagree, 2= Disagree, 3= Not sure, 4= Agree and 5= strongly agree.
### Statements

<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating scales are structured and standardized which allows ratings to be easily compared and contrasted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating scale encourages equality in treatment for all teachers and imposes standard measures of performance across all parts of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management by objective puts more emphasis on the future rather than on the past and appraisal becomes a means to a constructive end</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>360 degree appraisal focuses allows teachers and the school principal alike to receive a more complete estimate of their abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidential reports are based on actual job behaviors and increases chances of subordinate improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidential reports provide ratings that are supported by descriptions in which feedback is made easy and reduces biasness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section C: Teacher Attitude

Indicate the extent to which you agree with the following statement regarding how teacher attitude on performance appraisal systems influences their performance.

<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The appraisal system is taken seriously in my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current appraisal process in schools is only concerned about teachers’ annual increment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance appraisal is used in my school to identify training needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance appraisal is viewed as a way of fault findings on teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjective rating scales makes teachers have a negative attitude towards performance appraisal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers have a negative attitude towards performance appraisal due to the manner in which it is communicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Section D: Target Setting**

Indicate the extent to which you agree with the following statement regarding how target setting on performance appraisal systems influences their performance.

<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the teaching staff are involved in setting targets/goals in the school in order to increase motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target setting in the school is has a clear goal with the teaching staff being able to achieve and improve easily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target setting help to contribute to higher teacher performance in the school than only telling teaching staff what to do and how to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school establishes goals that are perceived as challenging but realistic and to which there is higher level of commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target setting in the school is based on the teaching staff abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section E: Teacher Performance**

Indicate the extent to which you agree with the following statement regarding how performance appraisal systems influence teacher performance.

<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance appraisal system enables teaching staff to attain their goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance appraisal system leads to better students’ performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance appraisal system enhances the operational efficiency in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix III: Interview Schedules

i. What is the influence of appraisal methods used on the performance of teachers in public secondary schools in Lamu West, Lamu county Kenya?

ii. How does teachers’ attitude towards performance appraisal influence the performance of teachers in public secondary school in Lamu West, Lamu county Kenya?

iii. What is the relationship between target setting and teachers’ performance in public secondary schools in Lamu West, Lamu county Kenya.
KENYATTA UNIVERSITY
GRADUATE SCHOOL

FROM: Dean, Graduate School
TO: Kiti Irene Luvuno
C/o Business Administration Dept.

DATE: 3rd February, 2020
REF: D53/CE/28900/2015

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the graduate school board of 15th November, 2019 entitled “Performance Appraisal System and Performance of Teachers in Public Secondary Schools in Lamu County, Kenya”. Subject to clearance with the office of the Director, Ethical Committee, Kenyatta University

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and progress report forms per semester. The forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Business Administration

Supervisors:

1. Dr. Lawrence Wainaina
C/o Department of Business Administration
Kenyatta University
KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: D53/CE/28900/2015

DATE: 3rd February, 2020

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


I write to introduce Kiti Irene Luvuno who is a Postgraduate Student of this University. The student is registered for MBA degree programme in the Department of Business Administration.

Kiti intends to conduct research for a MBA Project Proposal entitled, “Performance Appraisal System and Performance of Teachers in Public Secondary Schools in Lamu County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

PROF. ELISHIBA KIMANI
AG. DEAN, GRADUATE SCHOOL
This is to certify that Ms. Irune Lavuno Kitil of Kenyatta University, has been licensed to conduct research in Lamu on the topic:

**PERFORMANCE APPRAISAL SYSTEM AND PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN LAMU COUNTY, KENYA** for the period ending: 06/February/2021.

**License No:** NACOSTI/P/20/3840

**Applicant Identification Number:** 758572

**Ref No:** 758572

Date of Issue: 06/February/2020

**Note:** This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.
THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License and any rights hereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waithaka Road, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020-4007000, 020-2247349, 020-5310871, 020 8001077
Mobile: 0713 788 787 / 0735 404 445
E-mail: lgs@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.k